INSTITUTIONAL HIGHLIGHTS
TRUCEN 2012 MEETING AT THE
UNIVERSITY OF WISCONSIN-MADISON

Institutional Highlights
TRUCEN 2012 Meeting at
the University of Wisconsin-Madison

*U*niversity representatives at TRUCEN's 7th Annual Meeting were asked to briefly describe one action initiated by their institutions that has had an impact in advancing the community engagement and engaged scholarship on their campuses or for the field in general. They were asked to indicate the timeframe in their description as well as the department or area of the institution that was responsible for the development and implementation of the activity.

The categories include institutional initiatives, organizational structures, faculty programs, student programs, and university-community partnerships.

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Arizona State University
Institutional Initiatives

Jacqueline Smith

*I*n fall 2011 Arizona State University (ASU) launched 10,000 Solutions, an online problem solving platform that leverages the power of collaborative imagination. 10,000 Solutions aims to redefine the role a university takes in society to not only educate students and support innovation, but also to empower individuals and groups to discuss and implement change on a greater scale.

By sharing their actionable ideas in 60 seconds or less through video uploads or text descriptions, entrants have the opportunity to gain feedback and support to move their solutions forward. Users can comment on other users' solutions to offer suggestions and to meet like-minded individuals and form networks. Similarly, groups can "tag" their idea using descriptive terms or the name of a group with whom they affiliate to further designate and gather their ideas.

10,000 Solutions was influenced by other successful solutions-oriented efforts such as Challenge.gov, a no-cost government challenge platform utilized by federal agencies and Change by United States New York City, a website for New Yorkers looking to join or create projects in their neighborhoods. The platform is a helpful applied learning tool in courses with a community-based learning component. ASU instructors from a variety of courses (e.g., introductory level classes taken by all freshmen, an engineering class that focuses on social entrepreneurship, and a public affairs course) incorporate the project into their classrooms to allow experimentation with the innovation process. In Barrett, The Honors College, a new Communities Solutions course connects students to community organizations whose clientele will share their ideas using the 10,000 Solutions platform. Anyone over the age of 13 can post a solution.

Student organizations also use the platform to increase their impact. For instance, ASU4Food, a student group that works to end hunger in Arizona, received suggestions for ways to generate increased sponsorship from a 10,000 Solutions user. The group implemented the suggestions quickly with much success.

10,000 Solutions is a signature program of Changemaker Central, a space for all of ASU's social innovators, with locations on all four of ASU's campuses. ASU's signature programs support

students in their journey to become changemakers by creating communities of support around new ideas and increasing access to early stage seed funding.

Community partners, including Teach for America and Valley of the Sun United Way, leverage 10,000 Solutions to showcase new programs or inspire student involvement with their organizations. Each month, a community partner poses a challenge question to solicit ideas from 10,000 Solutions users. The platform provides a highly accessible bridge between our community partners and the university community.

A team of ASU faculty members received a $200,000 grant from the National Science Foundation to study the evolution of the platform and its community. Faculty team members hold appointments in several different academic units—including the School of Human Evolution and Social Change, the School of Public Affairs, the School of Computing and Informatics, the School of Sustainability, and the School of Arts, Media and Engineering—demonstrating the breadth and depth of the 10,000 Solutions project. What's your solution? Join us by visiting http://solutions.asu.edu/.

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Brown University
Faculty Programs

Kerrissa Heffernan

*T*he Engaged Scholars initiative works to celebrate, support, and strengthen the experiences of faculty and students who seek to integrate teaching, research, and practice with a goal of advancing scholarship and producing a public benefit.

The 22 faculty members from 17 disciplines who compose the Engaged Scholars community meet regularly to discuss their work as well as how engaged scholarship supports the university's mission of creating knowledge and "producing graduates committed to a life of usefulness and purpose". These faculty exemplars are informing and shaping public discourse on a range of issues. Moreover, this community of scholars is promoting rigorous scholarship and innovation across its members' disciplines.

The initiative seeks to advance goals on a number of levels:

- Providing resources and support for **individual faculty** teaching and research.

- Developing and supporting a **community of scholars** at Brown engaged with this work.

- Recognizing and expanding engaged scholarship **across campus**.

- Contributing to the **national practice** of engaged scholarship.

Two examples of Brown's Engaged Scholars include Phil Brown, professor of sociology, and Amy Remensnyder, associate professor of history.

Engaged Scholar Phil Brown, Professor, Sociology

Professor Phil Brown has merged his scholarship—research, teaching, and mentorship—with outreach and community engagement. As an outgrowth of his and his students' work with the Environmental Justice League of Rhode Island, he has launched an after-school/evening Community Environmental College for teenagers and adults, to provide free classes in the community on a wide range of environmental health and justice issues. Professor Brown has incorporated students from a range of courses, including his

first-year seminar, Environment and Society, as well as five faculty colleagues from diverse disciplines in the project.

Engaged Scholar Amy Remensnyder, Associate Professor, History

Professor Amy Remensnyder recently published *Why History Matters*, a collection of writings by noted medieval scholars on the relevance of history to contemporary concerns. Remensnyder also leads the Brown Education Link Lecture Series (BELLS) program, a faculty-student collaboration, which brings Brown professors to the Rhode Island Adult Correctional Institution as part of an ongoing seminar series for inmates.

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Duke University
Student Programs

Eric Mlyn

Since its creation in 2007, DukeEngage has become the top reason students indicate they are applying to Duke University. More importantly, it has transformed hundreds of participants and has served dozens of communities worldwide, helping to build stronger school enrichment programs, better health outreach initiatives, and innovative engineering solutions.

In its early years, DukeEngage has focused on three main categories: (1) developing strong, sustainable service programs; (2) establishing policies and procedures that ensure a smooth business operation; and (3) developing stronger links to the curriculum that enable students to make intentional connections between their DukeEngage experience and their academic lives and/or professional development.

Students' summer service experiences are primarily intended to help them explore civic engagement at a deep and reflective level, respond to a diverse array of issues facing underserved communities in the United States and abroad, and learn about themselves in the process. The program also challenges students to see the world—sometimes including their local community—through a new and more discerning lens.

During the reporting period of August 2010–July 2011, DukeEngage invested significant time, particularly in the early fall, reflecting on the geographic scope of its programs. We have built solid programs in key regions around the world that continue to be important to Duke, notably China, India, Central and South America, and the Middle East. Although we have developed a handful of excellent U.S.-based programs, many of which have continued over several summers, we have wanted to expand service opportunities available to students within the United States. In 2008, we had only four such programs—in Durham, New Orleans, Seattle, and Tucson. That same year, we administered 21 programs outside the United States. We found ourselves challenged to attract students to even this low number of U.S. programs, as the vast majority of DukeEngage applicants preferred an international service option.

We have since bolstered our U.S. offerings and amplified our strategic messages—particularly after a dip in U.S. program participation in 2010—to attract more students to those programs,

greatly expanding the information we provide about U.S.-based service options as well as providing numerous examples of meaningful U.S.-based service experiences completed by Duke students. Since 2007, we have grown our U.S.-based group program options to 11 service sites and, in turn, have substantially increased the number of U.S.-based program participants (see chart below). During summer 2011, 28% of our student participants served in the United States, the highest of any year.
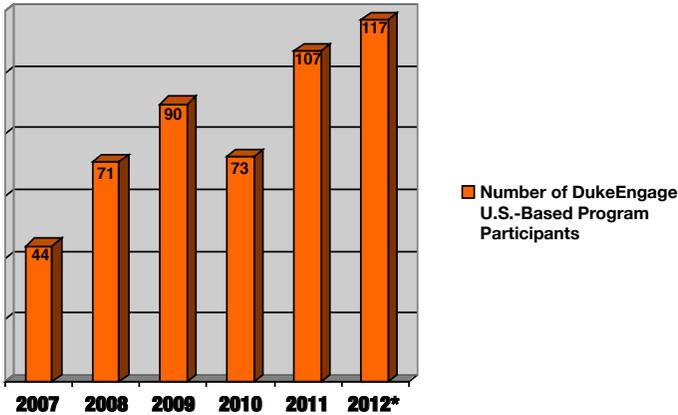

Figure 1. Projected Enrollment Figure for Summer 2012

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Michigan State University
University-Community Partnerships

Patricia Farrell and Karen McKnight Casey

Michigan State University: Promoting Academic Success

*T*he Promoting Academic Success (PAS) research initiative is a collaborative partnership between Michigan State University's (MSU's) Office of University Outreach and Engagement; MSU faculty; the Lansing School District, Lansing, MI; the City of Lansing; and Capital Area Michigan Works! Workforce Investment Act Program. Promoting Academic Success began as part of a collaborative university research project led by the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. The initiative is designed to improve the academic and social outcomes of African American, Latino, and American Indian boys ages 4 to 10. Through a collaborative partnership, the PAS initiative addresses the documented achievement gaps of underrepresented minority males as they progress through middle school and high school.

The initiative works through three key components: professional development for teachers, extended school learning opportunities for students, and an intergenerational mentoring program. For the professional development component, teachers and principals met regularly with a faculty member from the MSU College of Education to discuss: cultivating relationships with boys of color, using culturally relevant pedagogy and practice, and strengthening relationships with parents and community members. For three consecutive summers, the initiative conducted a summer learning camp, where the young boys were exposed to evidence-based best practices in kinesthetic learning, authentic literacy, and a balanced literacy approach. The intergenerational mentoring program employed minority male college students to mentor and supervise minority male high school students, who in turn mentored the young boys in the summer school and after-school program.

Findings from the research conducted over the course of the 4-year project indicate that young boys receiving interventions made greater academic gains than a comparison group. Based on these findings, a sustainability plan was established to

continue program components. In the year following the conclusion of the PAS initiative, various program components were sustained. An administrative/classroom teacher team provided continued professional development to their colleagues. The school district planned and offered another summer program modeled after PAS. MSU's Center for Service-Learning and Civic Engagement conducted the mentoring program in concert with the district and city partners.

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North Carolina State University
University-Community Partnerships

Jose Picart

North Carolina State University (NC State) is the lead agency in the development and implementation of a Partnership for Postsecondary Success in Raleigh, North Carolina funded by the Bill and Melinda Gates Foundation. This broad cross-sector community partnership has been working for 25 months to achieve two goals. The first goal is to promote systemic change in the education enterprise in Raleigh and Wake County, North Carolina. The second goal is to double the number of low-income youth in Raleigh who achieve a postsecondary credential and secure living-wage employment by 2025. Faculty members and staff at NC State partner with staff at Wake Technical Community College to also lead the Raleigh Promise, a three-part programmatic effort designed to increase the postsecondary success of low-income youth in Raleigh. The Office of the Special Assistant to the Provost for Outreach and Engagement has been responsible for developing and implementing this effort. Recently, the leadership for this effort has moved to the Office of Academic Programs and Services. The implementation phase started in July 2011. Faculty and staff involved in this phase have been engaging a broad cross-section of the Raleigh community, including city government, county health and human services, the chamber of commerce, nonprofit community agencies, faith-based community agencies, Wake County Public Schools, corporate and business organizations, philanthropic foundations, and all six Raleigh area colleges and universities. The cross-sector partnership is called the Raleigh Colleges and Community Collaborative (RCCC).

The RCCC has been successful in promoting systemic change by creating new structures (e.g., Raleigh Future Scholars Program, Raleigh Fellows Program, Raleigh College Centers); improving existing and creating new programmatic connections among the six Raleigh colleges, and among the colleges and organizations in the broader Raleigh community; and changing existing policies and practices within city government, at some nonprofits, and at all six participating Raleigh colleges, while empowering community leaders to become more influential and engaged in the educational enterprise in Raleigh. Furthermore, the Raleigh Colleges and Community Collaborative has made some progress in changing the conversation about public education in Raleigh from a

primary focus on individual prosperity (e.g., personal responsibility, achievement, and future success) to an increased emphasis on community prosperity (e.g., community responsibility, and Raleigh's continuing economic and civic well-being).

The Raleigh Promise, The RCCC's programmatic effort to increase the number of low-income youth who achieve a postsecondary credential and living-wage employment, has established a Raleigh Fellows Program on all six Raleigh campuses. The RCCC has implemented and is in the process of revising a pilot Raleigh Future Scholars Program in four Wake County Public Schools. The Raleigh Promise dedicated its first Raleigh College Center in the Chavis Community Center in January 2012. These three programmatic efforts will directly or indirectly affect over 750 low-income youth (13.2% of the Raleigh Colleges and Community Collaborative's estimated target population) over the 21-month implementation phase, which will end June, 2013.

The Raleigh Colleges and Community Collaborative has developed and is beginning to implement a fund-raising and financial plan that will seek to sustain the collaborative and the Raleigh Promise beyond the grant period and in perpetuity. It is our hope that students, faculty, and staff involved with the Raleigh Colleges and Community Collaborative will conduct research and engage in scholarly work related to this effort. One project that has already emerged is a student research competition in the College of Education that challenges graduate, undergraduate and high school students to develop, conduct and present a research study aligned with the goals and objectives of the Raleigh Colleges and Community Collaborative.

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Stanford University
Student Programs

Thomas Schnaubelt

*T*he Haas Center for Public Service established the Public Service Scholars Program in 1994 to help community-engaged students at Stanford University connect their public service commitments and passions with their academic work and research interests. Each year, the Public Service Scholars Program selects a cohort of senior-level students from a range of academic programs to examine critically what it means to practice academic research as a form of service to communities beyond the campus. With the assistance of their faculty thesis advisors and input from community partners, students design and implement a research study that is both academically rigorous and beneficial to the community. Students' individual research efforts include public interest and policy-oriented scholarship, design research, activist scholarship, and community-based participatory research.

Students in the program enroll concurrently in their departmental honors program and a yearlong, credit-bearing Public Service Scholars Program seminar titled "Urban Studies 198: Senior Research in Public Service." In the seminar, which is co-facilitated by Haas Center staff and students, participants explore the theory and practice of research as a form of service and engage in opportunities to share their writing in small groups, solve problems collaboratively, and provide critical feedback on each other's thesis plans. Students also consider what standards, in addition to those expected of traditional academic research, apply to research conducted as a form of public service. A significant task for students is developing community-based translations of their research, including the creation of a public service plan outlining the rationale and means for sharing their research with relevant community organizations and constituents. Students are expected to formulate multiple strategies for action—such as service, advocacy, and policy change—and to respond thoughtfully to explicit and implicit obligations to community partners.

Two activities allow students to publicly disseminate their research to external audiences and to engage in important intellectual dialogue and community building. An engaged research thesis presentation offers Public Service Scholars Program students the opportunity to share not only their research design and results, but also the context and personal motivations for their interests. Students articulate the significance of their research to

both academic and community audiences—including community partners—describing the actions they have taken, or will take, to share their research findings. A Public Service Scholars Program graduation ceremony serves as a culminating activity in which students critically reflect on the significance of their work and are honored for their achievements.

A significant goal of the program is to complement students' academic training and research skill development with an interdisciplinary, civic learning curriculum grounded in an appreciation of valued civic leadership competencies. These competencies include a strong understanding of principles of ethical and effective service; adeptness in integrative and reflective thinking; an ability to self-reflect on how one's core values, assumptions, and motivations are reflected in one's civic and professional work; and a willingness to develop a disposition of humility and commitment toward the communities in which one lives and works.

The Public Service Scholars Program has over 150 alumni to date and continues to attract students whose civic values motivate them to pursue an honors thesis with an intentional public purpose.

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The University of North Carolina at Chapel Hill
Institutional Initiatives

Leslie Parkins and Lynn Blanchard

*A*t the University of North Carolina at Chapel Hill (Carolina), institutional momentum for enhancing community engagement and engaged scholarship has continued to build over the last several years. In particular, *Academic Plan 2011: Reach Carolina* highlights and reaffirms the university's commitment to engagement:

> Because the University exists to serve not only its students but also the state, nation, and the world, *Reach Carolina* embraces enthusiastically a comprehensive approach to engagement that will recognize, stimulate, and reward excellence in teaching and research on the part of all members of the campus community. *(University of North Carolina at Chapel Hill, 2011)*

The continued importance of engagement and engaged scholarship for addressing the stated priorities of the university is reflected in the six themes of the academic plan: (1) work as an integrated university to attract, challenge, and inspire students through transformative academic experiences; (2) faculty prominence, composition, recruitment, development, retention, and scholarship; (3) interdisciplinarity in teaching, research, and public engagement; (4) equity and inclusion at Carolina; (5) engaged scholars and scholarship; and (6) extend Carolina's global presence in teaching, research, and public service *(University of North Carolina at Chapel Hill, 2011)*.

In May 2009, the University of North Carolina Task Force on Future Promotion and Tenure Policies and Practices released its report, in which engagement and community-engaged scholarship were prominently featured. Within the last year, the provost sent a memorandum to each of Carolina's academic units calling for a report on their progress in addressing the recommendations of the task force in their tenure and promotion policies, including the incorporation and acknowledgment of engaged scholarship *(B. Carney, personal communication, May 10, 2011)*.

The task force report defines faculty engagement as "(1) scholarly, creative, or pedagogical activities for public good; (2) directed toward persons/groups outside the university; (3) research, teaching, and/or service as collaborative interactions that respond to short- and long-term societal needs; (4) serves people through

a continuum of academically informed activities; (5) varies among disciplines; and (6) is planned and carried out by university and community partners" *(The University of North Carolina at Chapel Hill, 2009, pg. 6).*

In addition, the task force differentiated engaged scholarship and engaged activities as defined below:

Engaged scholarship: *Scholarly efforts* to expand multi-faceted intellectual endeavor with a commitment to public practices and public consequences.

Engaged activities: *Artistic, critical, scientific, and humanistic work* that influences, enriches, and improves the lives of people in the community. *(University of North Carolina at Chapel Hill, 2009, pg. 6).*

Carolina will continue to work to meet the goals outlined in the academic plan while bolstering existing efforts to enhance the promotion and tenure guidelines for individual schools and departments. This work supports the overall mission of the University of North Carolina at Chapel Hill and *Academic Plan 2011: Reach Carolina*, summarized as "leading change to improve society to help solve the world's greatest problems" *(University of North Carolina at Chapel Hill, 2011).*

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The University of Pennsylvania
Faculty Programs

Matthew Hartley

*T*he University of Pennsylvania (Penn) has a longstanding commitment to working closely with community partners in West Philadelphia. The Penn Compact, President Gutmann's articulation of the broader mission of the university, describes this goal as "engaging locally." Since its founding in 1994, Penn's Center for Community Partnerships (now the Barbara and Edward Netter Center for Community Partnerships) has sought to develop and strengthen partnerships between the university and the community.

As a research university, Penn is an extensively decentralized organization. Though many faculty members are involved in community-based work at each of its 12 schools, few organizational structures enable these individuals to come together to share information and find ways to work collaboratively. The Moorman-Simon Program (established in 2011 through the generosity of Ruth Moorman and Sheldon Simon) is an initiative aimed at supporting the efforts of faculty members involved in community-based teaching and research to self-organize into affinity groups. To accomplish this, the program is creating a series of faculty seminars—groups of faculty members drawn together by a common set of interests.

The seminars in 2011–2012 focused on a range of topics, including improving health and nutrition within the West Philadelphia community (a key priority of the community), examining environmental issues within the city, promoting university-community culture and arts partnerships, and developing effective and comprehensive pre-K through 20 STEM programs. Seminars are proposed by faculty members and reviewed by an oversight committee consisting of members of the Netter Center staff and the leadership of its Faculty Advisory Board. Each seminar receives $5,000, which the seminar's coordinators may use to support the work of the participants. Funding for participatory action research projects is also available. The leaders of the various seminars convene each semester to discuss the progress of the seminars.

The Moorman-Simon Program also has established a Faculty Fellow position at the Netter Center. The Moorman-Simon Fellow provides support to the seminar leaders and to faculty members who are new to community-based work. The Fellow also serves as

a member of the planning group for the overall initiative and helps coordinate the overall effort of the Moorman-Simon Program. It is a rotating 2-year position that provides a course buy-out or its equivalent.

The overall initiative is intended to create a flexible and evolving structure similar to those that support successful grassroots movements. Through the seminars, faculty members can self-organize around issues that they care about and that the community has identified as priorities. The seminars also offer an opportunity for faculty members not yet involved in community-based work to learn more. The response, thus far, has been positive.

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The University of Texas at Austin
Organizational Structures

Gregory J. Vincent and Suchitra V. Gururaj

*I*n 2006, President William Powers created the Division of Diversity and Community Engagement as part of his commitment to diversity at the University of Texas at Austin by aligning those initiatives across the university that had diversity and community engagement at their core. After years of progress building relationships on and off campus and addressing systemic issues of social justice, the Division of Diversity and Community Engagement's programs worked to create a strategic plan that would serve as a blueprint for the division's work. One result of the process—completed in September 2011—was the identification of four strategic goals. Two of these goals relate to community engagement: a specific community engagement goal to cultivate mutually beneficial community-university partnerships, and a research goal to increase the production and dissemination of scholarship about community engagement. Since the identification of these overarching goals, committees assigned to each goal have begun the process of implementing the measurable objectives tied to these goals. These goals create an intersection that highlights the Division of Diversity and Community Engagement's engaged scholarship efforts.

Integral to the division's strategic goal to enhance community engagement is the Community Engagement Center. Located in historically marginalized East Austin, Texas, the Community Engagement Center provides a home base for many community activities and partnerships by promoting and coordinating services, learning opportunities, and research. Working collaboratively with the Community Engagement Center is Eric Tang, Division of Diversity and Community Engagement faculty fellow and director of the Social Justice Institute, an initiative that connects faculty, staff, and students with partners in the Austin community and incubates and supports projects, programs, and organizations that advance social change. The first incubator project sponsored by the Community Engagement Center was the African American Men and Boys Harvest Foundation, which holds monthly conferences in four school districts and hosts workshops that help youth with career development needs and character-building skills. The work of the Community Engagement Center and Tang supports the Division of Diversity and Community Engagement's

commitment to identify the priorities of the community and provide the intellectual resources needed to meet those priorities.

The Division of Diversity and Community Engagement's other nationally recognized faculty fellows are also empowered to focus on projects that present solutions for problems in the university's immediate communities and on critical national educational challenges, including, for instance, minority mentorship. Victor Saenz is the director of Project MALES (Mentoring to Achieve Latino Educational Success), which highlights the role of mentoring in the generation of social capital for Latino males and also seeks to sponsor a student organization that encourages persistence among this group. Rick Cherwitz's Intellectual Entrepreneurship provides undergraduates with graduate student mentors with whom they work to solve complex problems in the community. In March 2012, Leonard Moore held a conference addressing mentoring for Black males. Additionally, Craig Watkins' project, The Young and the Digital, seeks to close the digital divide. Tang's programs, through the Social Justice Institute, provided training for community groups already tackling complex issues. His Abriendo Brecha activist conference was hosted at the University of Texas in February 2012.

Engaged scholarship is one key to achieving the multiple goals set by the Division of Diversity and Community Engagement's strategic plan. Within Austin and in collaboration with outstanding faculty members from other institutions, the Community Engagement Center and the Faculty Fellows program work to produce the highest caliber research with roots in the community.

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Tulane University
Institutional Initiatives

Bridget Smith

Hurricane Katrina prompted Tulane University to make community engagement a cornerstone of its mission. The most noticeable effect of this change was the creation of the first public service graduation requirement in a high research activity institution, which furthered departmental efforts to create innovative community projects. In 2011, Tulane University united these efforts and further reinforced and supported the university's work in the community by creating the Tulane Empowers initiative.

Tulane Empowers is a marketing and fundraising campaign to showcase the collective public service efforts created at Tulane. Through providing resources to support innovative projects identified by individual departments, it further reinforces Tulane's mission shift toward community engagement, and sets a standard for the entire university to keep social innovation at the forefront of its work.

Tulane Empowers began by focusing on five priority areas where community need is greatest, and expertise and innovation have already been developed within the university: public education, public service, community health, disaster response, and urban revitalization. The Cowen Institute for Public Education Initiatives spearheads the campaign for engagement in public education, and most recently has worked to guarantee 10 Tulane scholarships for Knowledge is Power Program high school graduates.

The Center for Public Service implements the public service requirement for undergraduate students, but also supports Tulane Empowers initiatives from various departments, like the Tulane Accelerated Physician Training Program through the Medical School. Three students are currently piloting the program, taking a year of service with the Center for Public Service's Tulane Volunteers in Service to America program before returning to medical school in a 6+1 accelerated course of study. The Medical School's Office of Community Affairs and Health Policy also focuses on community health by providing better access to care through expansion of its Community Health Centers.

To further the area of disaster response, Tulane Empowers facilitated a $5 million grant from the Bill and Melinda Gates Foundation to support the Disaster Resilience Leadership Academy.

This grant will be used to help African and Asian universities organize a network of programs in disaster resilience and leadership, empowering universities and leaders to reduce risk and increase preparedness in their countries.

In Tulane's local community, the School of Architecture's City Center has been working since spring 2010 to design and implement the Grow Dat Youth Farm, an urban farm operated by high school students. Grow Dat is directed by the recipient of Tulane's 2011-2012 Urban Innovation Fellowship, an opportunity that has facilitated further support by seven other Tulane departments. Tulane Empowers has also generated interdisciplinary opportunities through the establishment of five 2011 social entrepreneurship professors at Tulane. Beyond their teaching and research agendas, these professors are stewards for continuing initiatives in social innovation and civic engagement across various departments.

By uniting the multitude of community engagement projects being created at Tulane through the Tulane Empowers campaign, the university is stimulating more socially innovative ideas, attracting more resources to its projects, and further supporting the local, national, and international community.

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University at Buffalo,
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Institutional Initiatives

Robert Granfield and Laura Mangan

*I*n fall 2010, the University at Buffalo formally launched the Civic Engagement and Public Policy research initiative (research initiative) after a year of planning and pilot programming. Led by faculty members, the initiative has been incorporated into the university's strategic research strengths; it supports community-based research and engaged scholarship that address social and policy challenges. A faculty advisory committee for the research initiative has developed two fellowship programs as well as public and university-community events to build capacity for community-based research, to advance engaged scholarship, and to develop community-university relationships and collaborations.

Community Scholars-in-Residence:
An Innovative Model

One of the research initiative's most innovative programs is the Community Scholars-in-Residence Fellowship (launched in 2010), which supports a non-academic community research partner to work with faculty members, and to use the university's resources. The research initiative's advisory committee members solicited nominations from faculty members conducting community-based research projects who had a pre-existing relationship with a fellowship nominee. Community scholars spend a month on campus working with faculty on community-based research, education, and grant activities. A $3,000 stipend gives the community scholar time away from the day-to-day activities of his or her organization. The program encourages creative proposals from nominating faculty (e.g., discipline-specific alternatives, options for out-of-region community partners, flexible timelines).

The first community scholar was Eric Walker, director of organizing for People United for Sustainable Housing Buffalo. He was nominated by an interdisciplinary consortium of seven faculty members in the fields of American studies, architecture, arts management, history, and sociology.

The goal of their research project was to develop a supplemental education program called Pushing Youth Power. In his

words, "our project [was] to create an empowering, open, safe, and productive community space for neighborhood youth" *(Eric Walker, personal communication, December 20, 2011)*. Extending beyond the initial single month, a multifaceted and multidisciplinary project evolved and included three workshops held on Buffalo's West Side, each attended by over 40 people, including scholars, community organizers, youth educators, and others.

Reflecting on the fellowship, Walker commented,

> Being a Community Scholar-in-Residence at UB [University at Buffalo] allowed me to explore ideas that brought together the best elements of community power building and academia. That initial partnership has led to the formation of a standing faculty advisory group that will help to inform the evolution of the space to become increasingly youth driven. *(Eric Walker, personal communication, December 20, 2011)*

The second community scholar was Kevin Connor, director of the Public Accountability Initiative in Buffalo, New York. A faculty consortium (representing the fields of political science, American studies, history, law, and urban planning) nominated Connor. Their project, titled Citizen Participation, Public Authorities, and Buffalo's Waterfront, examines the history of public authorities in state and national contexts, evaluates citizen participation in developing the Buffalo Waterfront, and reflects on the role of citizens and community organizations in relation to public authorities.

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Organizational Structures

Victoria Robinson

*T*wenty years ago the University of California, Berkeley (U.C. Berkeley) adopted the groundbreaking American Cultures undergraduate education requirement. What began as a call to develop a graduation requirement in ethnic studies eventually resulted in the American Cultures requirement, a compromise that still resonates across campus in both its victory and its discord. Such history has offered vibrant opportunities for building community-engaged scholarship within the curriculum meeting the requirement, but has also raised concerns over the possible outcomes of such an endeavor. In a moment marked by scant public resources, intensified private investment, and new institutional narratives of diversity, a new initiative, the American Cultures Engaged Scholarship program, a collaboration of the Cal Corps Public Service Center and the American Cultures Center, is questioning how community-engaged partnerships might be positioned within the university's undergraduate curriculum, and to what effect. What are the implications for U.C. Berkeley undergraduate courses, student learning, community partners, scholarship, the American Cultures curriculum, and the university?

American Cultures Engaged Scholarship began in summer 2010. Its first courses, which were founded on a three-semester model of course selection, course development, and course offering, were offered in spring 2011. The program is designed to address major concerns regarding the labor required for and institutional setting of engaged scholarship. This design has four facets at its core, each supported by separate funds and designed to create long-term institutional change: a faculty development program, with faculty given the title of Chancellor's Public Scholar; a graduate student development program, with participants given the title of Chancellor's Public Fellow; a course partnership implementation fund; and a sustainability fund. These components share responsibility for creating institutional change, and provide an infrastructure to stimulate, sustain, and reward engaged scholarship.

To date 13 courses have been offered and four courses are in development; 19 faculty members (Chancellor's Public Scholars) are teaching these courses, and 24 undergraduate and graduate students (Chancellor's Public Fellows) have been selected to support

their development and offering. Each course has worked with at least one community partner; some courses have worked with as many as four.

American Cultures Engaged Scholarship has gained traction and visibility in the campus community, and interest continues to grow. The 12 faculty submissions for the next cohort of courses represent disciplines across the traditional academic departments and the professional schools. Submissions include proposals from the School of Social Welfare and the Department of Economics, neither of which has hosted an American Cultures class in over a decade.

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University of Connecticut
Faculty Programs

Shawn Kornegay

Since 2009, public engagement efforts at the University of Connecticut have been on the fast track. Former Provost Peter Nicholls asked School of Pharmacy Dean Robert McCarthy to chair the Provost's Commission on Public Engagement. Formed to extend and enhance the university's presence in communities as well as interactions with people both throughout and beyond Connecticut, the commission was originally called the Public Engagement Forum and was made up of enthusiastic faculty and staff volunteers from across campus. Although the group did not formally report to the Provost's Office, Dean McCarthy led it in successfully applying for the Carnegie Foundation Community Engagement classification designation.

Upon receiving the designation in 2011, the university was invited to join TRUCEN. In 2010, members of the Public Engagement Forum finished developing a 5-year strategic plan. Subsequently an Office of Public Engagement was established. The Public Engagement Forum remained as an operational unit of volunteers under the umbrella of the Office of Public Engagement, led by co-chairs Preston Britner and Cheryl Parks. The Public Engagement Forum operates with seven standing committees.

"There were a whole series of university-wide initiatives and support that occurred really quite rapidly through the President's Office and the Provost's Office during the first three years, 2009–2011," Dean McCarthy explained in a personal communication on August 21, 2012. During 2012, the bar was raised even higher when the Office of Public Engagement acquired a full-time staff person and a physical office to make the university's broad and comprehensive range of resources more available to constituents and the public. Previously, the Office of Public Engagement operated through 10% of Dean McCarthy's time, in addition to a part-time pharmacy student and volunteers. There was no official office—only a random workspace in the School of Pharmacy. "It's a tremendous benefit to have a full-time person focused on public engagement and dedicated to our efforts," said Dean McCarthy in the same communication. "A staff member to support our service-learning activities, public engagement activities, and be someone volunteers can rely on is a huge change for this year."

The Office of Public Engagement benefited in 2012 from the elevation of Dean McCarthy to executive director of the Office to Vice Provost of Public Engagement. He said,

> The title and position were things we hoped would occur several years from now. It happened much sooner than anticipated. In terms of that part of our goal and plan, we are much ahead of what we had hoped for. . . . When my time as vice provost ends, that title and position will remain. A person will be recruited full-time to that position.

University of Connecticut's public engagement endeavors are described in greater detail at http://engagement.uconn.edu/index.html.

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University of Georgia
Faculty Programs

Trish Kalivoda

Launched in 2011, the University of Georgia's (UGA's) Public Service and Outreach Fellowship Program provides support for tenure-track and tenured professors to immerse themselves in the work of one of UGA's Public Service and Outreach units for one semester. The experience provides opportunities for fellows to enhance their academic courses, conduct research (e.g., applied, community-based, policy, program evaluation), and apply their academic expertise to public service and outreach initiatives. An anticipated outcome of the fellowship experience is sustained involvement with public service and outreach units once fellows return to their academic departments. The vice president for public service and outreach provides $15,000 to a fellow's home department, which may be spent as the department head deems appropriate. As of spring 2012, four tenured faculty members had participated, representing the disciplines of horticulture, social work, microbiology, and photography.

David Berle, Associate Professor, Horticulture, College of Agricultural and Environmental Sciences

Berle worked with the UGA Office of Service-Learning, focusing on local food issues. During the fellowship he collaborated with UGA's Carl Vinson Institute of Government on zoning ordinances favoring community gardens and urban food production, with the State Botanical Garden of Georgia in developing an after-school garden-nutrition program, and with the Office of Service-Learning in supporting its initiatives related to food and poverty. Groundwork was laid for future projects related to local food production as economic development.

Michelle Carney, Director and Professor, Institute for Nonprofit Organizations, School of Social Work

Carney completed her fellowship with the Archway Partnership, a public service and outreach unit that works with eight specific communities across the state of Georgia. The experience provided engaged research opportunities for two of her graduate students. It allowed her to apply her expertise in mapping community assets (e.g., schools, churches, nonprofit organizations) over census data to produce visual representations of how communities utilize assets with the goal of helping those communities make better policy and funding decisions.

Anna Karls, Associate Professor, Microbiology, Franklin College of Arts and Sciences

Karls worked with faculty members in UGA's Fanning Institute, a public service and outreach unit that supports community economic development in Georgia. Karls participated in Fanning Institute programming to foster the local community's understanding of science; developed a summer science-based laboratory experience for participants in a Latino youth program; worked to connect Fanning Institute faculty members to faculty members in the university's academic departments; and developed, proposed, and had approved to start in Fall 2012, a 3-credit hour service-learning graduate course called Approaches in Community Engagement.

Michael Marshall, Associate Professor, and Area Chair for Photography, School of Art

Marshall completed his fellowship in the Fanning Institute. In his final report on the experience, Marshall said that the fellowship gave him "time and space to consider the range of ways that a service-learning structure could be integrated into the program of study for art majors." It had an impact on how he thinks about his scholarship of discovery. He reflected that as a result of this fellowship, he now has "a different way of thinking about and engaging art making, that is based out of an awareness of community." He helped Fanning Institute faculty members think about how to "better document the work that they are already doing, to help them record, report, and publicize that work," and how "photography could be used to enhance the work they are doing for communities."

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University of Iowa
University-Community Partnerships

Teresa Mangum

*I*n May 2011, the University of Iowa School of Urban and Regional Planning announced a partnership with the city of Dubuque, Iowa. Between 2011 and 2015, graduate students pursuing a master's degree in the University of Iowa program will assist Dubuque community leaders on a series of year-long projects related to the city's Sustainable Dubuque initiative.

The students' efforts are part of the School of Urban and Regional Planning's community-based engagement program, the Iowa Initiative for Sustainable Communities, which was launched in 2009. In this program, students enrolled in a field problems in planning course to work with a town in Iowa. Over the past 2 years, students in this course have developed sustainability plans for seven Iowa towns.

In fall 2011, the graduate students collaborated with the city of Dubuque. The University of Iowa graduate students were assisted by undergraduate interns from Dubuque's academic institutions: Clarke University, Loras College, the University of Dubuque, and Northeast Iowa Community College. The instructors for the course were Charles Connerly, professor and director of the School of Urban and Regional Planning, and Paul Hanley, University of Iowa associate professor of Urban and Regional Planning.

University of Iowa faculty members met with over 25 Dubuque community leaders to finalize the first five projects. Subsequently, five groups of seven students worked with local partners on indicators and indicator measurements for the city's 11 sustainability principles, renewable energy asset mapping, portrait of poverty in Dubuque, local foods and local institutions, and the design of a Green and Healthy Homes program.

Dubuque, a Mississippi River city of 57,637 residents, takes a holistic approach to making its community sustainable: that is, able to meet the environmental, economic, and social equity needs of today without reducing the ability of future generations to meet their needs. The city leaders' plans focus on environmental and ecological integrity, economic prosperity, and social and cultural vibrancy.

The University of Iowa Office of the Provost and Office of the Vice President for Research have committed $40,690 per year to support the project.

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http://www.urban.uiowa.edu/content/2011-2012-Dubuque-Initiative-Project-Details

University of Kansas
Institutional Initiatives

Andi Witczak

During the 2010–2011 academic year, the University of Kansas developed a strategic action plan to lead to a vibrant future through the university's core missions of teaching, research, and service. This strategic plan, called Bold Aspirations, is the product of almost a year of effort by the University of Kansas community. Inclusion, transparency, and communication formed the basis for the entire planning process, and over 160 individuals formally took part as members of a steering committee, four work groups, and four summit planning groups. In addition, there was substantial direct input from the University of Kansas community at large.

Working together, the University of Kansas community has developed the Bold Aspirations plan of individual goals, strategies, and initiatives to guide the university toward better serving its students and community. The full strategic plan includes six major goals and 22 individual strategies to achieve those goals. One of the six goals speaks directly and specifically to community and scholarly engagement, stating: "[the University of Kansas will] engage local, state, national, and global communities as partners in scholarly activities that have direct public impact" *(Office of the Provost, 2011, p. 35)*.

The intended university-wide outcomes for engaged scholarship include "recognition, facilitation, and support of engaged scholarship; mutually productive partnerships with the community for engaged scholarship; learning and scholarship experiences for students; [and an] increase in scholarly activities by leveraging existing community engagement activities" *(Office of the Provost, 2011, p. 35)*.

The Bold Aspirations strategic plan also states that the University of Kansas will "promote a culture that openly values engaged scholarship." To reach that goal, the university will "elevate the status of engaged scholarship as valued scholarship," "build an accessible database of [University of Kansas] exemplars of engaged scholarship," and "recognize engaged scholarship in tenure and merit criteria" *(Office of the Provost, 2011, p. 35)*.

Additionally, the University of Kansas will "encourage, support, and coordinate engaged scholarship." To this end, the university will "create the appropriate administrative structure to support engaged

scholarship," "implement a portal for university partnerships with the community," and "develop programs for faculty members, staff, and students to support engaged scholarship" *(Office of the Provost, 2011, p. 35)*.

Although this strategic plan is in the early days of implementation, it has the full support of university administration and involvement throughout campus. Chancellor Gray-Little, in presenting Bold Aspirations to the Kansas Board of Regents, stated, "As the state's flagship university, our mission is to lift students and society by educating leaders, building healthy communities and making discoveries that will change the world. Our aspirations will enable us to excel in that mission, which will have benefits for students and Kansans" (*Chancellor outlines, 2011)*.

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University of Maryland
University-Community Partnerships

Barbara Jacoby

*T*he College Park City University Partnership is a non-profit community development corporation whose board of directors consists of key officials from the city of College Park, the state of Maryland's 21st legislative delegation, the University of Maryland, and other community leaders. It has embarked on a path to create and implement an integrated community development strategy for the University District, which consists of the University of Maryland campus and the city of College Park, and neighboring communities.

The partnership has developed the following vision statement:

> College Park is a diverse, engaged community comprised of residents and businesses, and the vibrant education, research, cultural and international resources of the University of Maryland. Residents are drawn to a range of housing options from single-family residences to high-density housing that thrives near livable, walkable commercial centers. Diverse businesses—from high tech startups to community retailers—are drawn to a demographic that provides educated workers and consumers. The University District offers its community a high quality of life including a safe and secure environment, access to world-class K-12 schools, and attractive commercial districts that serve families and students alike. The District enjoys excellent pedestrian and bicycle access, public transportation options, and efficient roads and parking. Finally, the University District exemplifies a leading "green" community, utilizing sustainable building practices, green technologies, and a strong commitment from the community to protect, preserve, and enhance natural resources.

College Park City University Partnership has identified five issues of focus:

1. **Housing and development**, including increasing the number of University of Maryland faculty and staff living in the district, redeveloping downtown College Park into a more vibrant and walkable community,

increasing affordable student housing within walking distance of the campus, and increasing retail amenities.

2. **Education**, including building on the success of existing campus-community partnerships to develop a comprehensive, high-quality education system that could include new day care facilities, language immersion schools, an innovative charter middle/high school, and expansion of professional development schools.

3. **Transportation**, including coordinated mass transit, parking, and improved bicycle and pedestrian circulation with the goals of reducing commute times and increasing the number of students and residents who walk, bike, and use public transportation around the region.

4. **Public safety**, including expanding off-campus jurisdiction for University of Maryland's Department of Public Safety, mesh camera network expansion, collaboration across agencies, alcohol enforcement, and enforcement of landlords' accountability for ensuring that tenant behavior is consistent with leasing guidelines.

5. **Sustainability**, including energy and water conservation, alternative energy production, sustainable transportation and development, reducing waste, and generating local jobs and revenue while protecting and restoring the community's natural resources.

The implementation planning process will occur over the next 18 months to define specific goals, prioritize the goals, assign responsibilities, and establish metrics to measure achievement of the goals.

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University of Massachusetts Amherst
Organizational Structures

John Reiff

From 1999 to 2009, the University of Massachusetts Amherst Office of Community Service Learning was housed in the Honors College, serving both the Honors College and the campus at large. In 2009, the office was divided into two, with campus-wide support for service-learning placed in a new, smaller office under the provost. In 2011, the dean of the Honors College and the new provost agreed to reunite the two offices into one, with the new office (University of Massachusetts Civic Engagement and Service-Learning) now entirely under the provost.

This move provides more resources to support service-learning and civic engagement for students and faculty across the entire campus and to support community partnerships.

- The first-year service-learning residential academic program (IMPACT!) and the two-year service-learning leadership development program (Citizen Scholars Program) will now be available to all students, not just honors students, and more support is available for students across the campus interested in the new Certificate in Civic Engagement and Public Service and the new individualized major in civic engagement.

- Support for faculty members and graduate students is increased, leading to the creation of faculty/graduate student practice groups focusing on engaged teaching, research on service-learning, and community-based participatory research, and to the resumption of the 15-year-old Service-Learning Faculty Fellows Program, which was put on hold in 2009. The Service-Learning Faculty Fellows Program, in turn, can support the creation of new service-learning courses as part of the restructuring of general education requirements and the creation of new "SophoMORE" residential academic programming.

- Support for community partners is increased, leading, for example, to a reframing of the partnership with the Amherst Regional Public Schools to map and develop opportunities for partnership with the entire system (e.g., transportation, finances, public relations), and

not just as a site for University of Massachusetts Amherst students to work directly with youth.

Opportunities to grow have also been enhanced. For the first time, the new office has been assigned to the portfolio of a campus-wide development officer. With more staff in the office, there is also more opportunity to collaborate with faculty members in any department to seek grant funding that will support new service-learning classes.

These changes have been made without the allocation of new funding.

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University of Minnesota
Organizational Structures

Andrew Furco

Over the last few years, several task forces charged by the University of Minnesota's associate vice president for public engagement have collaborated with various university and community stakeholders in identifying policy recommendations for advancing the university's public engagement agenda. Since 2009, four major public engagement task forces—Accounting and Assessment; Faculty Scholarship, Development and Rewards; Student Experiences; and Graduate Student Community-Engaged Scholarship—have completed their work and have put forth a series of important policy recommendations designed to further the institutionalization of high quality public engagement work at the university.

Following the submission of each task force's report, questions were raised concerning how to transform the recommendations into official policies. Many of the recommendations required the involvement, input, and approval of administrative units and governing bodies other than the Associate Vice President's Office for Public Engagement.

Concurrently, a number of issues that lacked clarity in policy, procedures, and protocols for conducting community-engaged work were brought to the associate vice president's attention. These issues included inconsistencies in the awarding of academic credit for community-based work, liability responsibilities regarding student and faculty participation in community-based experiences, and rights concerning intellectual property for work co-constructed with community partners.

In response, the university established the Public Engagement Council in August 2011. This council serves as the university's official consulting body to the senior administration and the university's senate committees on issues pertaining to publicly-engaged research, teaching, and outreach. The council focuses on reviewing, assessing, and improving the university's structures, policies, procedures, and programs in ways that further the institutionalization of all forms of public engagement.

The council's charge encompasses consultative and steering duties: to serve as a deliberative body of the university on all major items pertaining to the advancement of publicly-engaged research, teaching, and/or outreach; to evaluate and respond to public

engagement–related actions taken or issues presented by university committees or individual units and departments; to receive, respond to, refer, and/or act upon public engagement–related recommendations or issues presented to the council by university senior academic administration, governance committees, or other units, departments, or programs; to address critical issues or policies concerning the advancement of publicly-engaged research, teaching, and outreach and make recommendations concerning such matters to relevant bodies for their consideration, review, and/or approval, as appropriate; and to report any matters pertaining to public engagement which, in the council's judgment, should be brought to the attention of the university community at large.

The council is composed of 15 members, including a chancellor from one of the campuses, four vice provosts, two collegiate deans, two associate deans, three faculty representatives from academic senate committees, one at-large faculty member, one engagement unit director, and the associate vice president for public engagement, who serves as the chair. The senior vice president for academic administration appoints the council's members. The council holds at least four meetings during the academic year.

Since its establishment in August 2011, the council has addressed eight issues: (1) building greater clarity of the university's liability policies for various types of community-engaged work; (2) reviewing and clarifying standards for awarding academic credit for community-based experiences; (3) enhancing and coordinating faculty rewards and incentives for community-engaged research and teaching through alignment of incentive and awards programs; (4) offering options and tips for securing higher indirect cost recovery for community-engaged sponsored research projects; (5) streamlining the process for monitoring and cataloging background checks that are required for some community-based programs; (6) establishing nomination protocols and a university-wide process for reviewing nominations/applications for internal and external public engagement–related awards; (7) clarifying intellectual property policies for co-constructed, community-partnered work; and (8) establishing recommendations for advancing incentives and opportunities for community engagement in graduate education.

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University of Notre Dame
Institutional Initiatives

Jay Brandenberger

*I*n 2011, the University of Notre Dame began a campus-wide initiative to integrate and enrich community engagement efforts and infrastructure. Building on engagement initiatives of the Center for Social Concerns (established in 1983) and efforts in each of the eight colleges and schools, the Office of the Provost has established a Community Engagement Coordinating Council to assess, support, and enhance work in this area. The council has developed an extensive strategic plan with four specific goals:

1. Develop and sustain the most optimal internal infrastructure to support and coordinate academic community engagement among faculty and staff.

2. Leverage the university's resources and mission to develop and implement an enduring commitment to the improvement of K-12 education systems and economic development in our local community.

3. Enhance the development of students as engaged learners, researchers, and citizens by fostering community-based opportunities that deepen students' sense of human solidarity and concern for the common good.

4. Improve the university's ability to share knowledge and more effectively coordinate activities in the community, both internally and externally.

The council includes representatives from each college, the Office of Public Affairs, and related institutes and centers that serve constituents in the United States and abroad.

To achieve the goals outlined, the council conducted a strategic analysis to learn from faculty and university administrators about perceived strengths and challenges with respect to community engagement. In addition, administrators and faculty at the university have facilitated dozens of focus groups with local community agencies and leaders, conducted a large-scale inventory of engagement activities, examined how the scholarship of engagement appears in the strategic plans of each college and school on campus, and performed an extensive benchmarking analysis with peer institutions in higher education. New means to assess

engagement outcomes, both academically and beyond the curriculum, have also been developed. Researchers are currently focused on creating better ways to examine how engagement contributes to long-term impacts and community flourishing (e.g., graduation rates, literacy, health indicators). Through the council, Notre Dame is also exploring means to further integrate engagement within university majors and minors, and in graduate student education.

As a Catholic research institution, the University of Notre Dame values and embraces reciprocal engagement with communities—local, regional, national, and international—as a powerful means for advancing human solidarity and justice. In such work, faculty and students are informed by the Catholic social tradition and teachings that underscore the principles of human dignity, the correlation of rights and responsibilities, respect for and participation of the poor, and environmental stewardship.

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University of Tennessee, Knoxville
Institutional Initiatives

Bob Rider

*I*n March 2011, the University of Tennessee, Knoxville submitted its first-ever application for the C. Peter Magrath University/Community Engagement Award and W.K. Kellogg Foundation Engagement Award. The team that came together over several months to prepare this proposal drew from a number of disciplines and departments in a transformative collaboration not unlike the community partnership they sought to document with their submission. The goal: to establish a new precedent of practice for advancing community engagement at Tennessee's flagship university.

With a newer engagement program than many of its peers, and with far fewer resources than many as well, the team did not expect much more from entering this highly competitive contest than to place engaged scholarship on a more prominent and intentional plane at their institution. The team was thus both delighted and surprised to learn a few months later that the University of Tennessee, Knoxville had won the W.K. Kellogg Foundation Engagement Award; it was one of only four institutions in the country to do so.

The university's winning proposal, *Ready for the World*, tells the story of how the University of Tennessee, Knoxville has advanced community engagement and engaged scholarship through just one of many university-community partnerships. The *Ready for the World* program is part of a long-range plan to transform the campus culture and prepare students for the 21st century. The university supports a robust study abroad program, but also recognizes opportunities presented by the global cultures represented in its own backyard. For those academic institutions that do not have or cannot afford study abroad programming, or for students who cannot participate in study abroad programs for financial or other reasons, *Ready for the World* offers a new approach to internationalization and outreach/engagement that is both economical and effective.

The University of Tennessee, Knoxville's engagement with a local community of Burundian refugees exemplifies *Ready for the World* collaboration. Faculty members and students joined the city's school district, public health department, public housing, and social service agencies, which lacked the resources to

accommodate the unique challenges presented by a large number of incoming Burundian families. Together, this partnership created an infrastructure for community-based programming and research. All work proceeded using a set of priorities established by the Burundians, including a community-based organization, youth programs for Burundian children, educational opportunities for adults learning English, computer lessons for the adults, and job skill development.

The Burundians now operate their own registered nonprofit organization, SODELA (Solidarity, Development, and Light Association), which takes a leadership role in collaborating with partners from the University of Tennessee, Knoxville in a variety of activities (see Figure 1). University faculty and students have produced peer-reviewed scholarship (e.g., research, new service-learning courses) based on work with the Burundians. Some of this work has attracted national and international attention, and faculty members have been invited to present their scholarship and implement their ideas in other parts of the world.
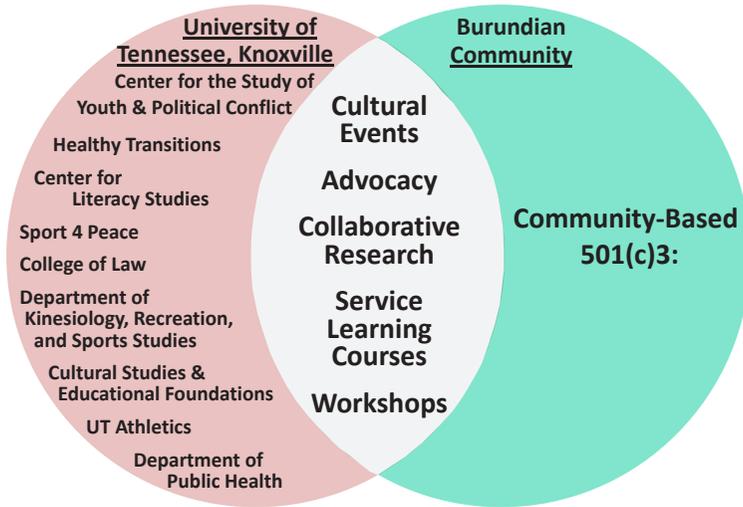

University of Tennessee, Knoxville
Center for the Study of Youth & Political Conflict
Healthy Transitions
Center for Literacy Studies
Sport 4 Peace
College of Law
Department of Kinesiology, Recreation, and Sports Studies
Cultural Studies & Educational Foundations
UT Athletics
Department of Public Health

Burundian Community

Cultural Events
Advocacy
Collaborative Research
Service Learning Courses
Workshops

Community-Based 501(c)3:

Figure 1. Collaboration Matrix

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University of Washington
Institutional Initiatives

Rachel L. Vaughn

*I*n May 2011, the Center for Experiential Learning (a unit of Undergraduate Academic Affairs) joined with colleagues from the Office of Minority Affairs and Diversity to create the Center for Experiential Learning and Diversity. The new center is located within Mary Gates Hall, a location for many undergraduate resources at the University of Washington. The center provides students one centralized location to learn about community engagement, to become involved in undergraduate research, and to seek out scholarship opportunities to support their engagement, scholarship, and future graduate studies.

The Center for Experiential Learning and Diversity develops reciprocal partnerships among students, communities, mentors, and faculty in order to help students take academic risks, actively engage in their own learning, explore the world and their place in it, and develop a deeper understanding of themselves and their goals.

Programs housed in the center include

- the Carlson Leadership and Public Service Center;

- the Pipeline Project, a K-12 outreach program;

- the Jumpstart program, a national program that engages teams of college students in low-income preschool classrooms;

- the Undergraduate Research Program;

- the Early Identification Program, which helps undergraduates from educationally and economically disadvantaged backgrounds enter graduate school;

- the Ronald E. McNair Program, which prepares undergraduates for doctoral study;

- the Mary Gates Endowment for Students, which provides scholarships for undergraduates;

- the Global Opportunities program, which helps undergraduate students access international learning opportunities; and

- the Office of Merit Scholarships, Fellowships and Awards, which helps students pursue scholarships appropriate to their goals.

By co-locating these programs, the University of Washington is demonstrating the value of experiential learning in undergraduate education for students while creating a centralized location for students, staff, faculty and community partners to work collaboratively on programs that include engaged scholarship as part of the students' educational journey. Additionally, the collaborative work between Undergraduate Academic Affairs and the Office of Minority Affairs and Diversity enriches the student experience for all University of Washington students.

The Carlson Leadership and Public Service Center, the primary resource for service-learning at the University of Washington, benefits greatly from being located within the Center for Experiential Learning and Diversity. Effective coordination among community-engaged programs is enhanced as the center works collaboratively on programs that benefit community partners, students, and faculty. In addition, it is able to cross-pollinate resources and programs with experiential learning and diversity programs that are not explicitly community-engaged. For example, the Carlson Center has engaged in on-going conversations with the Undergraduate Research Program regarding potential community-based participatory research projects, and in winter 2012, a service-learning faculty member teaching qualitative methods required her students to apply to present at the annual undergraduate research symposium. Finally, collaboration with programs through the Office of Minority Affairs and Diversity allows the center to reach populations of students who have been less engaged with Carlson Center initiatives in the past.

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University of Wisconsin–Madison
Organizational Structures

Elizabeth Tryon

*T*he University of Wisconsin–Madison's Morgridge Center for Public Service promotes engaged scholarship to the campus and wider community through a variety of initiatives. Its newest development comes from research begun in 2006 in Madison on community perceptions of service-learning. The work resulted in publication of *The Unheard Voices: Community Organizations and Service Learning (Temple University Press, 2009)*. The editors continued exploring solutions to issues brought forth by those voices, and collaborated with community partners to create *Community Standards for Service Learning (http://comm-org. wisc.edu/sl/files/css4slbrochure.pdf)*. Informed by recommendations in those standards, and supported by the vision of its director, the Morgridge Center is now in the second year of piloting a structure called the Community-University Exchange (CUE).

The Community-University Exchange is an engaged learning and research program based on the European "science shop" model, *(Tryon & Ross, 2012)*, which democratizes knowledge and maximizes research efficiency by streamlining interdisciplinary projects based on community-identified priorities. The CUE is designed to broker community needs while supporting faculty research and student learning objectives in a coordinated, cohesive approach. As in any single-disciplinary community-based research, all partners are involved in shaping the projects, and findings are shared with the community and are associated with actionable goals. Initial projects included an initiative on food access, gardening, and healthy eating; research on media bias; a geographic information system mapping project; and student market research on local businesses to meet several place-based stakeholder priorities in an economically challenged area of Madison.

The Community-University Exchange pilot has expanded to include new project areas with more faculty, staff, and students as well as new community partners. It is adding two additional projects in other place-based research and learning.

Other areas of growth include:

- development of additional partnerships on campus to include the Science, Technology, Engineering, and Mathematics (STEM) and health fields in community-based research and learning;

- curriculum development for early-career faculty, and graduate teaching assistant workshops on incorporating engaged pedagogies into courses, and on issues related to tenure and promotion, publishing, funding, and institutional review board protocols; and

- the CUE Clinic, which opened in 2012 representing a partnership with a University of Wisconsin–Madison research center, designed for community members to approach the university with research questions or project ideas. By the same token, faculty and graduate teaching assistants will utilize this "brokering" service. The staff of the clinic will help community organizations craft questions in forms reflecting academics' research interests, and help faculty/research assistants find projects that meet community-identified priorities as areas of real need.

The Engaged Scholarship Graduate Fellows—a group of trained community-based research practitioners under supervision of the Morgridge Center—are coordinating three ongoing community-based research projects using place-based settings in community centers in different parts of Madison. The fellows also staff the CUE Clinic and help develop curriculum for the faculty and teaching assistant seminars. The necessary building blocks are in place to develop a sustainable structure that supports academic research agendas and student learning objectives, while honoring the community's knowledge, contributions, and particular time constraints.

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Washington University in St. Louis
University-Community Partnerships

Amanda Moore McBride and Robin Hattori

*L*ike most research institutions, Washington University in St. Louis is characterized by decentralization. Such autonomy encourages innovation but can prove confusing for community entities facing requests to partner from multiple departments of the university. In addition, lack of cross-campus communication means that most collaborations grow from referrals or past association, unnecessarily limiting the pool of potential community partners.

Washington University's Gephardt Institute for Public Service promotes lifelong civic engagement and sustained community impact through service initiatives. As one of the few university-wide entities on campus, it is uniquely positioned to overcome the challenges of decentralization and build infrastructures that increase communication, coordination, and efficiency.

In fall 2010, the institute initiated a standardized request for projects process to support community-based courses that engage a number of organizations in St. Louis, Missouri and beyond. The request for projects provides a course description and learning objectives so potential community partners can propose a project consistent with those parameters. This process was designed to give a wider public the chance to take advantage of university resources. The request for projects is openly announced to all, and the review process ensures a standard of quality that increases the likelihood that both community partner expectations and goals for student learning will be met. Moreover, it gives the community, rather than the university, voice in identifying critical needs to be addressed.

The request for projects process was piloted through Olin Outreach, a business course that engages teams of sophomores to work on a business challenge faced by a nonprofit, community, or governmental organization. For example, a community gardening organization asked students to analyze the optimal farmers markets for members to sell their produce. Students performed research and analysis, presented their findings, and participated in a poster session.

The request for projects process was next implemented for Social Work Practice With Organizations and Communities, a required course for over 180 master's students at Washington University's

George Warren Brown School of Social Work. Proposals included the Lighthouse for the Blind, which asked students to assess gaps in services for the visually impaired. To address such questions, student teams engaged with stakeholders, reviewed the evidence, and made concrete recommendations through a final report and presentation.

For both these courses, the institute served as a portal for disseminating and collecting the request for projects, thus providing a centralized point of contact for the university. In addition, institute staff worked with faculty to provide a comprehensive community partner orientation, a memorandum of understanding, course content regarding community partnerships, periodic check-ins throughout the semester, and final evaluations.

The request for projects process has tremendously improved what had formerly been a haphazard approach to community engagement. The vision is to expand it to eventually include all community-based courses at Washington University. Community partners praise the new model, and have used the information provided by students to write grants, expand programs and services, and inform strategic planning. Students have profound learning experiences through these courses, and the university is now more coordinated in its response to the community. The request for projects process ensures a win-win-win: for students, Washington University, and the greater community.

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REPRINTS

New Times Demand New Scholarship I: Research Universities and Civic Engagement : A Leadership Agenda

Published by Tufts University and Campus Compact

A Conference Report

A Collective Initiative of Representatives of Research Universities and Campus Compact to Renew the Civic Mission of Higher Education

Campus Compact

*C*ampus Compact is a national coalition of college and university presidents—representing more than five million students—who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum. Through its membership, which includes public, private, two- and four-year institutions across the spectrum of higher education, Campus Compact puts into practice the ideal of civic engagement by sharing knowledge and resources with the communities in which institutions are located; creating local development initiatives; and supporting service and service-learning efforts in a wide variety of areas such as education, health care, the environment, hunger/homelessness, literacy, and senior services. For more information see www.compact.org.

Tufts University Jonathan M. Tisch College of Citizenship & Public Service

Tufts University's Jonathan M. Tisch College of Citizenship & Public Service is a uniquely comprehensive university-wide initiative to prepare students in all fields for lifetimes of active citizenship—to be committed, effective public citizens and leaders in building stronger communities and societies. In addition, the College is building civic engagement research as a distinctive strength of the University. Tisch College supports Tufts students, faculty, staff, alumni and community partners to develop creative approaches to active citizenship at the University and in communities around the world. For more information see www. activecitizen.tufts.edu.

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Research Universities and Civic Engagement: A New Voice for Leadership

*H*igher education was founded on a civic mission that calls on faculty, students, and administrators to apply their skills, resources, and talents to address important issues affecting communities, the nation, and the world. During recent years, increasing numbers of colleges and universities have engaged in innovative efforts to reinvigorate the civic mission of their institutions and their communities.

This movement has been fueled largely by community and liberal arts colleges and state universities. Research universities have been much quieter, despite the ambitious efforts many have undertaken to promote and advance civic engagement in their institutions.

Recognizing research universities' potential to provide leadership on this issue, Campus Compact and Tufts University in the fall of 2005 convened scholars from some of the research universities that are advanced in their civic engagement work to discuss how their institutions are promoting civic engagement on their campuses and communities.

The group not only shared their ideas; they 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 have developed a case statement that outlines why it is important for research universities to embrace and advance engaged scholarship as a central component of their activities and programs and at every level: institutional, faculty, and student.

This statement, which has been endorsed by the entire group, argues that because of research universities' significant academic and societal influence, world-class faculty, outstanding students, state-of-the-art research facilities, and considerable financial resources, they are well-positioned to drive institutional and field-wide change relatively quickly and in ways that will ensure deeper and longer-lasting commitment to civic engagement among colleges and universities for centuries to come. To advance this process, the group developed a set of recommendations as to what research universities can do to promote engaged scholarship at their own institutions, as well as across research universities, and ultimately, all of higher education.

There could be no better time to implement this leadership agenda, the group agreed. "All of us working on these issues at

research universities," said one scholar, "have been waiting for someone else take the lead in moving civic engagement work but it hasn't happened. What we have now discovered is that *we are the ones we've been waiting for.*"

New Times Demand New Scholarship: Research Universities and Civic Engagement

The dawn of the twenty-first century has presented new opportunities and challenges for higher education. Rapid expansion and growth of advanced technologies is transforming the ways in which knowledge and information can be absorbed and distributed. Poverty, substandard education, access to health care, and other public problems have become more complex and globally significant. Although Americans' involvement in volunteering has increased in recent years, their interest in and knowledge about civic and political issues and processes has declined steadily *(Colby, et. al., 2003; Ehrlich, 2000).*

These factors, combined with growing public dissatisfaction with higher education's ability to demonstrate its value, have prompted many colleges and universities to reexamine their conceptions of excellence, the nature of scholarly work, and, most important, how to better reflect the original purpose of higher education: to serve as a civically engaged and active leader in preserving, promoting, and educating for a democratic society.

This ethos has a long and deep tradition that is reflected as early as 1749 in the writings of Benjamin Franklin who perceived the primary purpose of higher education to be an "inclination joined with an ability to serve." William Rainey Harper, the first president of the University of Chicago, declared in 1899 the university to be a "prophet of democracy." A new generation of higher education leaders has reiterated the democratic purposes of education, including Derek Bok former and interim president of Harvard University: "At a time when the nation has its full share of difficulties…the question is not whether universities need to concern themselves with society's problems but whether they are discharging this responsibility as well as they should" *(cited in Gallagher, 1993, p. 122).*

A recent analysis of more than 300 college and university mission statements, in fact, reveals that 95 percent stipulated social responsibility, community engagement, and public service as their primary purpose—one that recognizes higher education's responsibility to educate students to be engaged citizens of a democratic

society and to generate the knowledge necessary for an optimally democratic society *(Furco, forthcoming, 2006)*.

To deliver on that mission, many colleges and universities have developed a wide range of practices, programs, and structures that engage students, faculty, and administrators in advancing democracy and improving society. These institutions have become part of a national, and, indeed, global movement to underscore and bolster higher education's role as a leader in preserving and promoting democracy and the public good. "From one campus to another," writes Harry Boyte, Co-Director of the University of Minnesota's Center for Democracy and Citizenship at the Humphrey Institute of Public Affairs, "there is increasing interest in efforts to better prepare people for active citizenship in a diverse democracy, to develop knowledge for the improvement of communities and society, and to think about and act upon the public dimensions of our educational work" *(Boyte & Hollander, 1999, p. 7)*.

> *"Perhaps [our] greatest challenge—and the greatest opportunity— is to strengthen the connection between our research and education missions and the needs of our society."*
> -President Robert Bruininks, Inaugural Address, University of Minnesota, 2003

Despite this progress, the civic engagement movement has miles to go before genuinely democratic, engaged, and civic colleges and universities characterize all of American higher education. According to a report issued by the National Forum on Higher Education for the Public Good *(Pasque, et.al., 2005)*, achieving this goal will require higher education institutions to engage in a deeper reexamination of their purposes, processes, and products to assess whether and to what extent they have aligned all three with the democratic and civic mission on which they were established.

Specifically, universities, especially research universities, must entertain and adopt new forms of scholarship—those that link the intellectual assets of higher education institutions to solving public problems and issues. Achieving this goal will necessitate the creation of a new epistemology that, according to Schon *(1995, p. 27)* implies "a kind of action research with norms of its own, which will conflict with the norms of technical rationality—the prevailing epistemology built into the research universities."

New forms of pedagogy and teaching will also be required, as well as new ways of thinking about how institutions are structured, organized, and administered. Additionally, institutions will need to create new ways of determining what is rewarded and valued by universities and the larger higher education community.

Engaged Higher Education Institutions

- Seek out and cultivate reciprocal relationships with communities in which they are located and actively enter into "shared tasks"—including service and research—to enhance the quality of life of those communities and the public good, overall.

- Support and promote the notion of "engaged scholarship"—that which addresses public problems and is of benefit to the wider community, can be applied to social practice, documents the effectiveness of community activities, and generates theories with respect to social practice.

- Support and reward faculty members' professional service, public work, and/or community-based action research or "public scholarship."

- Provide multiple opportunities in the curriculum for students to develop civic competencies and civic habits, including research opportunities that help students create knowledge and do scholarship relevant to and grounded in public problems but still within rigorous methodological frameworks.

- Promote student co-curricular civic engagement opportunities that include opportunities for reflection and leadership development.

- Have administrators that inculcate a civic ethos through the institution by giving voice to it in public forums, creating infrastructure to support it, and establishing policies that sustain it.

(Kellogg Commission, 1999; USC, 2001; Boyte & Hollander, 1999)

As world-class leaders in higher education, especially in generating knowledge, research universities have the credibility and stature needed to accelerate higher education's return to its civic mission by developing, advancing, and legitimating these new and

engaged forms of scholarship. It is also a natural role for research universities, which help to "set the bar" for scholarship across higher education, to play in the larger civic engagement movement. While there are research universities that can point to civic engagement initiatives on their campuses, these activities tend to be seen as "special" initiatives or programs isolated from the rest of the institution. Many are the domain of small groups of faculty members or practitioners who have created and sustained them, sometimes single-handedly. Few of these initiatives have received major institutional support, been seen as a top priority, or have helped to shape the larger institutional culture and structure.

Auspiciously, a cadre of leading research universities has begun to embrace and adopt more comprehensive and sustainable approaches to civic engagement, especially engaged scholarship, at their institutions. The scholar-practitioners leading these efforts, however, lack opportunities to convene with and learn from their colleagues at peer institutions. As a result, there have been few attempts to coalesce their energy, intellect, and ingenuity toward creating a group of educators able to promote engaged scholarship as a key component of the larger civic engagement agenda across all of higher education. Providing this leadership is vital, since research universities receive the majority of federal science research funding, award the bulk of the nation's doctorates, educate a high proportion of new faculty, have research as their primary focus, and have a strong influence on the aspirations of other higher education institutions.

> *"The essence of a research university is not solely its three-part mission of education, research, and service but also the fact that each faculty member and student is expected to be engaged in all three in an integrated way. Community engagement is an ideal mechanism for fulfilling that distinctive and essential mission."*
>
> -Albert Carnesale, Chancellor, University of California, Los Angeles, June 6, 2006

Recognizing research universities' potential to provide leadership on these issues—and the innovative and exciting civic engagement efforts that leaders from some of these institutions are undertaking—**Campus Compact** and **Tufts University** convened scholars from some of the research universities that are advanced

in their civic engagement work to discuss to what extent and how their institutions were promoting civic engagement on their campuses and in their communities. For many participants, this was their first opportunity to talk candidly with peers from other research universities—all of whom face both common problems and institution-specific challenges in attempting to incorporate programs, curricula, and/or initiatives focused on civic engagement, including engaged scholarship, in their organizations.

During the course of two full days, October 24–25, 2005, participants from **Duke University, Stanford University, Tufts University, University of California-Los Angeles, University of Maryland, University of Massachusetts-Amherst, University of Michigan, University of Minnesota, University of Pennsylvania, University of Southern California, University of Utah, University of Wisconsin,** and **Vanderbilt University** shared information about the innovative work in which they had been engaged and exchanged ideas about "what works" in advancing this initiative at research institutions. The group quickly decided to establish a learning community that would involve other research universities engaged in these efforts and that, collectively, could develop and promote engaged scholarship as a way to advance civic engagement across research institutions, and, ultimately, all of higher education.

The group agreed that one of the most important efforts they could undertake is outlining why research universities should consider incorporating engaged scholarship approaches in their repertoires as core to their research and teaching. The group also agreed that placing engaged scholarship at the center of their institutions would position research universities as visible leaders in the national movement to transform higher education institutions to reflect the civic mission on which they were founded. "Civic engagement," a leader at a larger urban research university declared, "is a core function of the research university—and always has been. We would do a better job of fulfilling this mission if we started stating it more often and, more importantly, took the lead in making it happen."

Engaged Scholarship: A Powerful Force for Civic Engagement

Engaged scholarship is predicated on the idea that major advances in knowledge tend to occur when human beings consciously work to solve the central problems confronting their society. Espoused by Dewey *(1927)*, this idea resonated with William

Rainey Harper *(1905)* and many others who viewed universities, especially research universities, as one of the nation's most important sources for generating and advancing knowledge focused on sustaining a healthy democratic society. Ernest Boyer, former president of the Carnegie Foundation for the Advancement of Teaching, became recognized for his efforts to advance this vision of what he called "New American College"—one that incorporated service and scholarship to become a "more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems" *(Boyer, 1996, p. 11)*

To meet this goal, Boyer *(1990; 1996; Ramaley, 2004; Schon, 1995)* suggested a new type of scholarship was needed—one that melds:

- The scholarship of **discovery**, which contributes to the search for new knowledge, the pursuit of inquiry, and the intellectual climate of colleges and universities.

- The scholarship of **integration**, which makes connections across disciplines, places specialized knowledge in larger contexts such as communities, and advances knowledge through synthesis.

- The scholarship of **application** through which scholars ask how knowledge can be applied to public problems and issues, address individual and societal needs, and use societal realities to test, inspire, and challenge theory.

- The scholarship of **teaching**, which includes not only transmitting knowledge, but also transforming and extending it beyond the university walls.

The "Boyer Model of Scholarship" outlined above connects all of these dimensions of scholarship to the understanding and solving of pressing social, civic, and ethical problems. Similarly, the National Review Board for the Scholarship of Engagement defines engaged scholarship as "faculty engaged in academically relevant work that simultaneously fulfills the campus mission and goals, as well as community needs….[It] is a scholarly agenda that incorporates community issues that can be within or integrative across teaching, research and service" *(Sandmann, 2003, p. 4)*. According to Holland *(2005b, p. 3)*, engaged scholarship is collaborative and participatory and "draws on many sources of distributed knowledge across and beyond the university." Among those sources are community-based organizations and individuals in communities where institutions are located. These and other constituencies,

which work in partnership with engaged scholars and research universities, offer knowledge or expertise necessary to explore a particular research question. As a result, engaged scholarship is "shaped by multiple perspectives and deals with difficult, evolving questions that require long-term effort during which results may become known over time as particular pieces of the puzzle are solved" *(Holland, 2005b, p. 3).*

Engaged Scholarship:

- Is collaborative and participatory

- Draws on many sources of distributed knowledge

- Is based on partnerships

- Is shaped by multiple perspectives and expectations

- Deals with difficult and evolving questions—complex issues that may shift constantly

- Is long term, in both effort and impact, often with episodic bursts of progress

- Requires diverse strategies and approachers

- Crosses disciplinary lines—a challenge for institutions organized around disciplines

(Holland, 2005A, p.7)

Engaged Scholarship Works on Several Levels

At the institutional level, engaged scholarship connects the intellectual assets of higher education institutions, including faculty expertise and high quality graduate and undergraduate students, to public issues such as community, social, cultural, and economic development. "Through engaged forms of teaching and research, faculty apply their academic expertise to public purposes as a way of contributing to the fulfillment of the core [civic] mission of the institution" *(Holland, 2005a, p. 7)*. Engaged scholarship is also "conducted in collaboration with, rather than for or on, a community" *(CSHE, 2006, p. 8)*, creating a reciprocal and "interactive relationship between the academy and the community" *(CSHE, 2006, p. 8)*—collaborations that benefit a wide variety of academic fields and the larger community and public good. Engaged scholarship's interdisciplinary approach—one in which students, faculty, and administrators work across disciplines, to address increasingly complex public problems and issues—also helps to create better institutional alignment and reduce the

departmental and disciplinary silos, fragmentation and isolation that sometimes characterize research universities *(Harkavy, 2005, p. 4)*.

- The Jonathan M. Tisch College of Citizenship and Public Service (Tisch College) at **Tufts University** plays a uniquely comprehensive role by engaging faculty and students in civically engaged scholarship. Established as a school on a par with all the other Tufts' schools, Tisch College is leading the development of civic engagement research capacity within and among Tufts' schools by forging links across disciplines on pressing public problems and building partnerships between the university and its communities—efforts that have resulted in reciprocal relationships with a diverse group of partners and maximized the impact on the public good. Tisch College does not admit or grant degrees to students; instead, through leadership and collaboration with other schools it is working with faculty to infuse civic engagement into the research and curriculum of every student, regardless of major, degree, or profession.

- The Engaged University Initiative (EUI) at the **University of Maryland** identifies opportunities for the university and its surrounding communities to engage in reciprocal and mutually beneficial learning, research, and social action. The goal is to enhance the quality of intellectual, social, cultural, and economic life in Prince George's County, as well as on campus. The activities of the EUI focus on needs identified through three years of community-based research and action that found the most pressing need to be improving the quality of public school education. The framework for EUI activities is the university-assisted community school, which combine rigorous academics and a wide range of vital in-house services and opportunities to promote children's learning and the wellbeing of their families.

- Through its Neighborhood Participation Project (NPP), the **University of Southern California's** School of Policy, Planning, and Development collaborated with city officials and community leaders to study a system of neighborhood councils established

by a new city charter. As part of this project, teams of faculty members, doctoral students, and others worked with the City of Los Angeles to bring together representatives of groups of neighborhood councils with representatives of city departments to engage in deliberative processes that would help lead to future collaboration. University researchers documented these processes and distributed them to participants after the meetings to develop written agreements between the two constituencies that stipulate how each would work with the other to make decisions about the delivery of public services. Techniques developed through this engaged research will be applied to future efforts to encourage collaboration among immigrants, neighborhood councils and city agencies. The NPP has also recently been subsumed under a larger project, the Civic Engagement Initiative, which will expand its work beyond neighborhood councils and beyond Los Angeles.

- The Edward Ginsberg Center for Community Service and Learning at the **University of Michigan** aims to engage students, faculty, and community partners in learning together through community service and civic participation in a diverse democratic society. The Center has three "connecting" programs that create and strengthen initiatives with community members, faculty, or students. Four in-house programs offer several thousand students opportunities for community service and civic engagement each year. The Center also nurtures programs during start-up or restructuring at critical points to strengthen and reinforce programs for civic engagement and service across the campus. "Nurtured" programs move in and out of the Center over time.

- Taking a place-based, culture-change oriented approach, in 1995 faculty and staff from the **University of Minnesota's** Center for Democracy and Citizenship and the College of Liberal Arts joined with faculty from the College of St. Catherine to hold a series of conversations with new immigrant leaders on the West Side of St. Paul about what they might do together in the community. These led to the creation of Jane Addams

School for Democracy, a national model for creating a culture of collaborative learning, public work, and knowledge generation with immigrants. Now ten years old, the Jane Addams School has involved more than 200 faculty and staff and more than 1000 students from eight Twin Cities colleges and the university in learning and public work projects that have catalyzed curricular and pedagogical innovations, policy changes on immigration issues and education, and new scholarship on themes ranging from second language acquisition to the meaning of citizenship.

At the faculty level, engaged scholarship is a vehicle through which faculty can participate in "academically relevant work that simultaneously fulfills the campus mission and goals, as well as community needs" *(Sandmann, 2003, p. 4)*. To engaged faculty, scholarship is not defined as the scholarship of engagement—but in engagement, making it a scholarly agenda that incorporates community issues that can be within or integrative across teaching, service, and research *(Sandmann, 2003, pp 3-4.)*. Faculty, for example, can employ a host of engaged teaching approaches that dovetail with research, allowing them "to see how their work matters in important ways to the lives of students and the society around them"*(Applegate, 2002, p. 10)*. As a result, "the 'hollowed collegiality' that characterizes much of the American academic setting no longer remains an option" because faculty are addressing difficult issues by working more collaboratively in interdisciplinary research teams." Faculty also are better able to see the impact of their work; as a result, their "energy, their excitement, and their commitment to the work skyrocket." Even conflict can be a form of engagement because "that conflict is always discussed within the larger context of the outcomes of the work and not in the narrow context of department, university, and disciplinary politics" *(Applegate, 2002, p. 10)*.

Faculty are also increasingly interested in the area of civic engagement itself as a particularly promising area for developing engaged scholarship efforts such as research about the various forms of civic engagement, how people develop civic values and skills, the challenges and value of research produced in collaboration with communities, and how public problems and public decision-making occur.

- Under the direction of the Lowell Bennion Center at the **University of Utah,** study-action groups of

faculty have been appointed to coordinate colloquia on the importance of civically-engaged scholarship. Among these have been several presentations targeted to administrators and other key decision-making bodies such as the Council of Academic Deans and Department Chair Consortia. The Center also provides a $10,000 grant—funds that are provide by the Academic Vice President—to a Public Service Professor to conduct a special civically engaged scholarship project.

- Through **Vanderbilt University's** special seminar series, stipends are provided for faculty members and graduate students to learn about and implement service-learning courses, including engaged scholarship methodologies, with students. Courses also include instruction in building successful community partnerships, creating curricula, and designing syllabi with a civic engagement and engaged scholarship focus. This effort was so successful, it garnered considerable internal and external funding from sources such as HUD, FIPSE, and other government and foundation entities.

- The **University of Michigan's** Edward Ginsberg Center for Community Service and Learning works with faculty across the university to reform curricula, revise courses, and create new programs that will incorporate community service and civic engagement. The Center also offers grants to faculty to help in making innovations in teaching and research to strengthen community service and civic engagement. To assist faculty in these efforts, the Center publishes the Michigan Journal of Community Service Learning as well as monographs and workbooks. The annual Dewey Lecture features an engaged scholar of national prominence who shares research with scholars on campus and offers ideas about the value of engagement in enhancing scholarship.

At the student level, engaged scholarship can enhance academic learning and knowledge generation because of its ability to blend research, teaching, and service. As a result, engaged scholarship approaches can serve as richer and more rewarding learning experiences for both undergraduate and graduate students who

"learn by doing," are given opportunities to reflect on those experiences, and, ultimately, put them in their broader social, political, economic, and/or historical contexts. Through service-learning programs and courses that incorporate engaged research projects, students are also given the chance to experience the world outside the university walls with all its complexity, diversity, and challenges and learn how to build healthy collaborative relationships with a wide range of partners.

- Through the **University of Massachusetts Amherst's** "Citizen Scholars Program," students participate in a two-year honors curriculum that combines service-learning programs in local communities and research projects that work with community partners to address pressing issues or problems in those areas. Supported in part by the Corporation for National and Community Service, the program was also selected by the Carnegie Foundation for the Advancement of Teaching as a model for promoting political engagement among undergraduate students.

> *"The University of Utah encourages social responsibility by emphasizing that academic pursuits do not exist in a vacuum—the intellect is best put to use when students and faculty find ways to apply knowledge, innovation, and imagination beyond the confines of campus to solve real problems."*
>
> -Michael Young, President, University of Utah

- **Duke University** has created a three-stage undergraduate research program called Research Service Learning (RSL), a series of research courses that teaches research methods by involving students in increasingly complex research collaborations with community partners. The program culminates with a full research study that meets both research standards of quality and the community partner's research needs. The program is currently available in five different subject areas, with more planned.

- At the graduate level, **Stanford University's** School of Medicine encourages medical students to acquire the knowledge and skills they will need to address the health challenges of diverse populations in underserved communities by offering a "Scholarly Concentration in Community Health and Public Service (CHPS)," which requires service-learning, rigorous community-responsive scholarship, and civic engagement. CHPS students plan and implement rigorous community health interventions and scholarly research with community partners in California, across the United States, and overseas. All projects must be designed to have a specific and measurable impact on community health policy and/or practice, meet rigorous methodological standards, and advance knowledge.

It is important to underscore that engaged scholarship does not replace basic, traditional research; rather, it enhances and complements it by offering a more nuanced and interactive blend of "discovery, teaching, and engagement" *(Boyer, 1990; Holland, 2005b, p. 1)*. This blended model of engaged scholarship is reflected in *Pasteur's Quadrant*, a landmark book by Stokes *(1999)*, who argues that new times demand new forms of scholarship, particularly those that transcend the traditional dichotomy of "basic" or "applied" and, instead, emphasize "user-inspired basic research" or work that is focused on finding solutions to improve the lives of people and communities in which institutions are located— a perspective that is at the heart of engaged scholarship.

Stokes and others argue that such approaches are needed if research universities are to become full participants in a highly complex society—one in which universities will be only one part of a "network of learning…a fluid and changing network of different sources of expertise" *(Holland, 2005, p. 6)*. Gibbons, et. al., *(1994)* note that engaged scholarship will not replace traditional research but, rather, will become "increasingly important" because it provides a "more flexible approach to intellectual inquiry driven by the rapid diffusion of knowledge facilitated by the spread of information technology as a vehicle for knowledge exchange and a platform that supports new forms of collaboration" *(Holland 2005b, p. 2)*. By adopting such engaged scholarship approaches—those that see teaching, learning, and engagement as integrated activities and involve many sources of knowledge that are generated in diverse settings by a variety of contributors— research universities can lead

the way in setting the bar for a standard of "new scholarship" and in turn, bolster the important role higher education overall can and should play in responding to the changing nature of global society and its knowledge needs.

Engaged scholarship does not imply that scholars leave their rigorous academic principles at the door. In fact, the same principles and standards of academic rigor that are applied to traditional research should —and must—be applied to engaged scholarship. "Engaged research is very concerned with validity and research rigor. The key is whether the research question itself is valid and reflects the real concerns of the community," Minkler notes *(2005, p. 12)*. In short, engaged scholarship is not concerned with results that benefit communities instead of academic rigor; rather, it is concerned with beneficial results in addition to academic rigor.

Concerted action by research universities to elevate engaged scholarship can yield multiple benefits—to society and also to institutions of higher education. These reasons are discussed in the next full section of this report, starting on page 16. At the same time, it is imperative that research universities deal more strategically with several barriers to engaged scholarship and work together to overcome these obstacles.

> *"In a way I have come to find quite inspiring, Duke has taught me to think of the University as a problem-solving place, a place where intellectual inquiry can be mounted with subtlety and power without shutting itself into an isolated space of abstract expertise; a place where intelligence is energized by the challenges of real-world problems and exercises its powers in devising their solutions.*
>
> -Richard H. Brodhead, President, Duke University, September 29, 2005

Barriers to Engaged Scholarship

While scholar-practitioner leaders from research universities who attended the Tufts/Campus Compact meeting believe that engaged scholarship can be a powerful catalyst for broader civic engagement across institutions, they acknowledged a reluctance among some administrators and faculty of these institutions to

incorporate, support, and reward these approaches. That is because it is "difficult for research institutions to embrace anything that sounds overtly political or partisan, which the terms civic engagement and engaged scholarship sometimes convey," said one scholar. The group agreed, however, that at the very least research universities could and should be developing research practices—"something we do well already"—that help institutions become more aligned with their civic missions.

Other barriers to engaged scholarship the group identified were:

A focus on individual disciplines rather than on public problems or issues. Research universities have a long tradition of supporting and investing in objective inquiry whose primary purpose is to add to the knowledge base of a field or discipline. As Holland *(2005b, p. 2)* writes: "Historically, research universities have emphasized scholarship that is "pure, disciplinary, expert-led, hierarchical, peer-reviewed, and university or 'lab'-based"—a direct contrast to engaged approaches that are applied, problem-centered, interdisciplinary, demand-driven, network-embedded, and not necessarily led by universities. Unlike traditional scholars, who tend to view problems through the lenses of specific disciplines (i.e., the economist may see the causes of poverty differently from the way the sociologist sees them), engaged scholars see the problem itself as the primary research focus rather than as a foil for advancing or increasing knowledge about a particular field's perception of it.

An emphasis on abstract theory rather than actionable theory derived from and useful for "real-world" practice. Another challenge for engaged scholars, writes Harkavy *(2004)*, is research institutions' adherence to a Platonic notion of scholarship and education—one that assumes pure abstract theory as superior to actionable theory derived from engagement in "real-world" practice. This view contrasts with Dewey's notion of education as participatory, action-oriented, and focused on "learning by doing"—a focus that engaged scholars and teachers tend to embrace. *The challenge for research universities*, some believe, is to find ways to meld and/or incorporate both approaches into practice; instead, the "dead hand" of Plato *(Harkavy, 2004; Hartley, et. al., 2005)* has continued to dominate and shape American research universities, which, in turn, has influenced the research and scholarship efforts of higher education overall.

Lack of understanding about what engaged scholarship is and how it works. The factors noted above have led many at research universities to view engaged scholarship as somewhat suspect and less valid than traditional research. This may be due to an uncertainty about what engaged scholarship is and how to assess it *(Finkelstein, 2001)*. Because engaged work is largely interdisciplinary and involves partnerships with community-based organizations, the links to academic expertise are not always evident. In addition, these kinds of efforts do not necessarily lend themselves to traditional measures of quality and productivity that stem largely from federal funding and publication in mainstream disciplinary journals.

Few incentives exist to reward engaged scholarship. Many believe that traditional disciplinary-focused research approaches endure primarily because of a strong set of incentives that reward them, including expectations with respect to National Research Council rankings and publication in academic journals. There is also a tendency among those who make tenure or promotion decisions to value individual, rather than collaborative, achievement. Young scholars beginning their careers in research institutions, for example, are often advised to focus their energies on conducting and publishing articles that will help position them as leaders in particular fields or disciplines, rather than in solving complex social problems because the former is often their only route to promotion or tenure. Powerful financial incentives also make it more difficult to loosen the hold traditional research approaches have on research universities. Immediately after World War II, research universities, for example, began to receive a considerable portion of their grant funds for research in science, technology, and engineering largely for military purposes. These government research and development contracts dwarfed those of the largest industrial contractors *(Harkavy, 2004, p. 11)*. As a result, they began aligning their research activities and structures to ensure an ongoing flow of research dollars and became less focused on the results of that research for improving other aspects of society.

Institutions are organized in ways that prohibit engaged scholarship. A predominantly disciplinary focus has led to institutions being structured in ways that inhibit engaged scholarship and teaching—structures that have existed, in some cases, for more than a hundred years and that comprise myriad "cultures" of departments, centers, institutes, and classes. Within these structures, academic fields are emphasized, faculty work in silos, students are encouraged to "declare their emphasis,"

and classroom instruction predominates over community-based learning. These structures, in turn, limit the ability of scholars, practitioners, students, and administrators to work across the disciplines—a fundamental component of engaged scholarship approaches. As Harkavy notes, "Communities have problems; universities have departments" *(CERI, 1982, p. 127)*.

Research universities are often cut off from the communities in which they are located. The tendency to compartmentalize or distinguish external organizations and relationships as separate from the institution is another barrier engaged scholars in research institutions face. Research universities are sometimes viewed as distinctly separate from the communities in which they are located and, in some cases, where poverty and other social problems are rampant. While engaged scholars see such issues as opportunities to work with community residents and organizations to design studies that find solutions to these problems, they can face challenges from institutions who view "external" organizations or non-academics as inappropriate to include as part of scholarly research efforts.

"Our neighborhood effort is not a matter of noblesse oblige. Rather, it is an approach that acknowledges that all of us live here together as neighbors. The university has resources that can help the neighborhood. And our neighbors have resources that can help both the neighborhood and our campus community. It is not what USC is doing for our community; it's what USC is accomplishing with our community through partnerships that counts."

-Steven B. Sample, President,
University of Southern California, December 2005

Why Engaged Scholarship is Important for Research Universities

A growing and influential cadre of scholars and practitioners from research universities, including those who participated in the Tufts/Campus Compact meeting in October 2005, agree that there are numerous reasons that research universities should incorporate an ethos of engaged scholarship in their curricula, policies,

and programs. Among these are: a growing commitment to reclaiming the historic civic mission of institutions of higher education; increasing evidence that engaged scholarship can elevate the quality of research on a broad range of topics; and new requirements for funding and accreditation.

Research universities were founded and established with a civic mission. In 1749, Benjamin Franklin wrote that the "ability to serve" should be the rationale for all schooling and for the secular college he founded (Penn)—a mission to which other colonial colleges, including Harvard, William and Mary, Yale, Princeton, Columbia, Brown, Rutgers, and Dartmouth adhered, based on their desire to educate men "capable of creating good communities built on religious denominational principles" *(Harkavy, 2004, p. 6)*. Land-grant universities, established through the Morrill Act in 1862, also stipulated "service to society" as their primary mission, as did urban research universities that were founded in the late nineteenth century. Today, research universities continue to pay homage to their civic mission in their rhetoric and published materials. Astin *(1997, cited in Harkavy, 2004, p. 8),* found that random samples of the mission statements of higher education institutions, including research universities, tend to focus more on "preparing students for responsible citizenship," "developing character," "developing future leaders," and "preparing students to serve society," rather than on private economic benefits, international competitiveness, or preparing people for the labor market.

Interdisciplinary, collaborative, and community-based scholarship increasingly is becoming a requirement for consideration for funding, accreditation, and categorization. Growing numbers of major federal funding agencies are incorporating criteria for research proposals that include collaborative approaches and stipulate the public impact or future application of the study. The U.S. National Institutes of Health has begun discussions about adding community members to peer review panels and about whether "clinical research needs to develop new partnerships among organized patient communities, community-based health care providers and academic researchers. In the past, all research for a clinical trial could be conducted in one academic center; that is unlikely to be true in the future" *(NIH, 2006)*. The National Science Foundation also has adopted criteria for proposals to address aspects of collaborative methods and the public impact or potential application of research. Specifically, the foundation requires applicants to assess how their research will "address the broader social impacts of the proposed research on public understanding;

policy and/or practice; educational strategies; or broader participation in the research…" *(NSF, 2006). (Ramaley, 2005, cited in Holland, 2005b, p. 4)*. Regional higher education accreditation organizations also have begun to introduce new accreditation standards related to engaged research and teaching. National educational associations such as the American Council on Education, the American Association of Secondary Colleges and Universities, and others have also advanced engaged scholarship approaches *(Sandmann, 2003).*

- The **University of California, Berkeley** has established the Berkeley Research Futures Program (BRFP), which provides up to $50,000 in seed funding for faculty who are willing to serve as principal investigators for large interdisciplinary research grant applications. The BRFP was designed to maintain the university's competitiveness in research grant funding, based on a recognition that challenges in the natural sciences, engineering, social sciences, and the humanities now require interdisciplinary, rather than individual, investigations. Through the BRFP grants process, there has been increased interaction among faculty, both within a given discipline and across disciplinary lines; the development of larger-scale studies that can attract attention from students, the public, community organizations, funders, and the media; the creation of a shared infrastructure that can be more cost-effective. Approximately five grants are awarded each semester for teaching relief, supplemental compensation to current staff employees, grant writing support, and outreach coordination.

> *"Stanford students and faculty have long been dedicated to community service … I believe we provide our graduates with both the skills and sense of social responsibility necessary to make significant contributions to our nation and the world in the coming decades."*
> -John Hennessy, President, Stanford University, 2005

- The Lincoln Filene Center for Community Partnerships at **Tufts University** builds the capacity of community residents and organizations to identify

research questions that address pressing community priorities. The Tufts Community Research Center matches faculty with community partners, helps these teams develop research proposals, and identifies likely funding sources. The center also trains faculty and community partners to collaborate throughout the research process. The Provost's Civic Engagement Scholars program pairs students with faculty mentors and provides funds for them to conduct engaged research over a summer. The Faculty Fellows program provides $30,000 over two years to selected faculty across the university who conduct engaged scholarship and research efforts.

Students and other higher education stakeholders increasingly are asking for engaged scholarship curricula and opportunities. Increasingly, research universities that fail to incorporate civic engagement into their work "risk having younger people, who see this as a new pathway to achieving a learning society, go elsewhere" *(Minkler, 2005, p. 12)*.

- According to the Washington Post *(Romano, 2006),* urban research universities such as the **University of Pennsylvania** that are investing heavily in adjacent neighborhoods and making connections with local civic life are becoming some of the "hottest" schools in the country. These institutions have seen their applications rise (14 percent since 2002) as the "children of baby boomers drift away from bucolic academic settings toward action" *(Romano, 2006, p. A1)* that these institutions are providing through courses, programs, and initiatives focused on civic engagement.

- A survey conducted by the **University of Maryland** in Spring 2005 found that 90 percent of respondents believed it to be "very important" for the university to "provide students with opportunities for civic engagement," but fewer than 34 percent believe that the "university adequately prepares students to be civically engaged." In response, the Provost and Vice President for Student Affairs created the Coalition for Civic Engagement and Leadership—a campus-wide group that works to increase and enhance opportunities for students to learn about and practice civically-engaged leadership.

- At the **University of Southern California** (USC), administrators cite its efforts to engage with the larger Los Angeles community as the reason it was named the Times-Princeton Review College of the Year in 2000. Today, more than half of USC's undergraduates volunteer in the community, enrollment is soaring, and the quality of the applicant pool has improved significantly …because "USC markets itself as a school at which students can live and learn how to create positive impact on the urban environment" *(USC, 2001, p. 3).*

- During 2004 to 2005, the **University of California, Los Angeles** (UCLA) received more applicants for admission than any other university in the country— 45,000 for approximately 3,800 slots—an upward trend that coincided with the creation of the university's civic engagement initiative.

Demographic, cultural, economic, and knowledge shifts in American society, as well as globally, are demanding new approaches to research and problem-solving. Rapid and complex developments in technology, science, business, and other domains, both in the United States and globally, have led to a need for research and data that is able to incorporate the contributions of many disciplines, addresses public problems, and is sensitive to increasingly diverse populations and communities. Technology "has made knowledge, data, expertise, and information so widely available that much research now can draw upon dynamic, interactive networks across different organizations, sectors, individuals, and even nations to address problems that were until now unresearchable" *(Holland, 2005b, p. 3).*

Engaged scholarship aligns traditional research methods with teaching to enhance student learning. Some research institutions are offering a combination of community-based research and service learning courses that, together, provide extraordinary opportunities for students to obtain more meaningful experience with the inquiry process and to marry theory and practice. Through community-based research courses students gain understanding and expertise on social issues by engaging in cross-disciplinary inquiry and action, accessing community situations, asking significant questions, collecting data and information, analyzing the data using appropriate disciplinary methods, and drawing conclusions that are

transformed into strategic action steps. Often, these efforts build on students' participation in high-quality service-learning courses through which students work in partnership with diverse groups of people in communities to address issues or problems identified by those communities as important. As a Center for the Study of Higher Education report on a symposium for the University of California system noted: "Providing students with environments in which theory meets practice can promote greater cognitive complexity, make learning more relevant to today's social issues, and foster the civic skills and inclinations necessary for society's future leaders" *(CSHE, 2006, p. 3).* Research, for example, suggests that the service-learning process promotes reflective thought through which students engage in higher order thinking skills, problem solving, analysis of complex issues, and evaluation *(Eyler and Giles, 1999).*

- The Public Service Scholars Program at **Stanford University's** Haas Center for Public Service serves as a capstone experience for seniors, drawing together academic and public service interests from their undergraduate career. The year-long program supports students in writing honors theses that meet both high standards of academic rigor and also making the results of their research useful to a specific community or organization, or available for the public interest. Students participate in the Public Service Scholars Program concurrent with their departmental honors program. Through seminars, mentors, retreats, and presentations to peers and the public, students explore the public implications of their research interests. In addition, the program functions as a service-learning course, where students are asked to think critically about the nature of and obstacles to "engaged scholarship" in a university, while simultaneously participating in efforts to produce such scholarship through their honors projects.

- The Morgridge Center for Public Service (MCPS) at the **University of Wisconsin-Madison** provides a combination of opportunities for students and faculty to become engaged scholars, among them, peer learning and training, community-based research grants, assistance in designing service-learning and community-based courses and programs, and

service-learning fellowships. MCPS also helps create sustainable partnerships with community organizations, citizen groups, and local coalitions to meet identified community needs.

- The **University of Utah**'s Lowell Bennion Center has created a "Teaching Associates" program that allows students to create and deliver an introductory service-learning course under the guidance of a faculty member. In addition to providing students with the chance to gain first-hand experience with the teaching and learning process, the program provides academic credit and stipends for participating students. The Center also encourages students to conduct community-based research as a form of engaged scholarship. Under the guidance of a faculty member and in partnership with a representative of a community agency, students design and implement research projects that address critical needs in communities and create new knowledge. Students' findings are presented in a published report.

> *"Many of the faculty we are recruiting want to come to Tufts because of our focus on both civic engagement and academic excellence. We don't substitute one for the other. Indeed, we are committed to demonstrating that civic engagement can be a route to high-quality research and vice versa."*
>
> -Jamshed Bharucha, Provost, Tufts University,
> Opening Remarks to the Tufts/Campus Compact meeting on research universities and civic engagement,
> October 24, 2005

Research universities provide the bulk of graduate education and, thus, can serve as a major pipeline for tomorrow's faculty and administrators skilled in engaged scholarship approaches. Research universities educate the bulk of graduate students who, if exposed to methods of engaged scholarship, can promulgate these approaches as faculty members, thereby serving as powerful information and practice disseminators. An increasingly prevalent motivator for undergraduates to pursue

graduate studies is the engaged educational experiences many are now having and want to continue, but they are not finding them at research institutions because of the latter's tendency to focus on disciplinary-oriented coursework and dissertation research. This drains the excitement and meaning from students' studies, and they lose the passion that led them to seek a higher degree or to continue to pursue a civic-oriented career path. As a result, graduate education associations are now encouraging graduate educators to consider civic or engaged scholarship frameworks in their decisions about admissions, curricula and graduation requirements. In Recommendations from National Studies on Doctoral Education *(Nyquist and Wulff, 2000, cited in Bloomfield, 2005)*, a major recommendation was for graduate schools to "produce scholar-citizens who see their special training connected more closely to the needs of society and the global economy." The Woodrow Wilson National Fellowship Foundation Responsive Ph.D. Initiative *(2004, cited in Bloomfield, 2005)* also urges that "… the goal of the doctorate [be] redefined as scholarly citizenship…"

Engaged scholarship helps research universities align their focus on high-quality research with the civic missions on which they were founded. Research universities can be specialized, fragmented, and unintegrated institutions, which mitigates their potential to align themselves more effectively with their civic missions. Working with communities to help solve universal problems which are manifested locally—such as substandard schools, lack of affordable housing, poverty, crime, access to health care, and others—allows research universities unprecedented opportunities to create the kind of institutional alignment that is needed to fulfill their civic missions. The resources and expertise of virtually every university unit are needed to identify and implement more effective solutions to these problems *(Harkavy, 2006)*. Other types of higher education institutions that have adopted engaged scholarship approaches, have found that doing so helped them to clarify their scholarly agenda and enhance their quality and performance in both teaching and research. In turn, they have improved their performance as measured by student learning, retention, research productivity, and increased financial and political support from community leaders and funders *(Holland, 2005b)*.

- Established in 2002, the "UCLA in L.A." program at the **University of California-Los Angeles**, is a chancellor's initiative that uses the scholarship of engagement to more intentionally and meaningfully connect university interests to community interests

in the greater Los Angeles area. Overseen by the Center for Community Partnerships, the initiative has several programs. It provides partnership support to faculty members or professional staff (up to $75,000) and nonprofit organizations (up to $50,000) in the surrounding Los Angeles area so they can work together to address issues in three areas: children, youth, and families; arts and culture; and economic development. Projects, for example, have produced art installations in Chinatown that examine the impact of culture on economic development; nanotechnology kits to improve math and science pedagogy in secondary education; and medicinal gardens in East L.A. to study the relationship between health outcomes and cultural practices. The Center also convenes community knowledge forums featuring the work of supported partnerships; has an undergraduate internship program; awards an annual prize recognizing outstanding community-campus partnership projects; facilitates faculty and community relationships; and works with administrators to develop standards for evaluating engaged scholarship.

Engaged scholarship can enhance the credibility, usefulness, and role of universities as important institutions in civic life. A focus on civic engagement through service-learning, community-based research, or engaged scholarship can help burnish the image of research universities, including state universities that, in recent years, have suffered from decreases in public funding and questions about their role in society. Similarly, research universities have been charged with being "out of touch" with or isolated from the "real world." These perceptions persist, even in the face of efforts by several research universities to tackle difficult public problems through engaged scholarship and service-learning initiatives, underscoring the need for leaders of research institutions to step forward and speak publicly about these efforts and the larger civic engagement context in which they operate *(Gilliam, 2005; Holland, 2005a)*. By speaking publicly about engaged scholarship—and encouraging other institutions to implement similar approaches to research—research universities not only help to promote these models but also send a message to the public that they are responsive to community needs and committed to contributing more meaningfully and directly to public problems and issues at the local, national, and international levels.

- Citing Minnesota's changing demographics and the increasing needs of its children, youth and families, the **University of Minnesota** has launched the President's Initiative on Children, Youth and Families that includes a series of "Children's Summits." Through these summits, university and community leaders from all parts of the state work together to research and document the most effective strategies for helping children move through the developmental stages needed to start strong and stay strong as they transition from birth to adulthood. The integral role of neighborhoods and communities that support and sustain children, youth and families also is recognized throughout the series.

- Through the **University of Pennsylvania's** Center for Community Partnerships, the university has helped to create a set of community schools that function as centers of education, services, engagement, and activity for students, their parents, and other community members within a specified geographic area. With its community and school collaborators, the center has developed significant K-16 service-learning programs that engage students at all levels in work designed to advance civic skills and abilities through service to and advocacy on behalf of their schools, families, and communities. Through the program, Penn students and faculty and public school teachers and students are engaged in service-learning that requires the development and application of knowledge to solve problems, as well as reflection on the experience and its effects, civic education, and advocacy/community change. Launched in 1985, this program now involves more than 5,000 children and youth, parents, and community leaders each year at its six most intensive sites in West Philadelphia. Additional schoolday, after-school, and family and community programs reach several thousand more individuals annually.

What Individual Research Universities Can Do To Advance Civic Engagement at Their Institutions

- Engage the university's governing body in an appraisal of the institution's role and effectiveness in delivering on the civic mission of higher education.

- Appoint dedicated senior academic leadership (e.g., an Associate Provost or School Dean) to promote engaged scholarship that addresses pressing public problems. Provide that leadership with the platform and infrastructure to have a meaningful impact on the entire university.

- Ensure that engaged scholarship is valued in tenure and promotion decisions, grant awards, and public recognition, regardless of discipline.

- Create opportunities to meld engaged scholarship teaching and curricula, including service-learning courses, community-based research, and other civic engagement programs that offer students the chance to learn about this kind of research through direct interaction and partnership with communities working to address public problems.

- Educate graduate students, who will be the future faculty of other higher education institutions, in engaged scholarship approaches so that the latter can become standard practice across higher education.

- Develop university-community partnerships that are of mutual benefit to the university and its local community, as well as to communities throughout the world. Provide sustainable funding streams for engaged scholarship efforts through centrally-funded small grant programs, endowed centers for engaged scholarship and teaching, and/or interdisciplinary centers focused on addressing public problems.

- Offer graduate degree or certificate programs in civic engagement that can be open to community scholars.

What Leaders at Research Universities Can Do To Advance Civic Engagement Across Higher Education

- Develop research projects based on engaged placed on education research associations such scholar- ship approaches and publish the results of as the Association for the Study of Higher the research in peer-reviewed journals and other Education and the American Educational venues that reach a wider audience.

- Develop and agree on a set of standards for what con- stitutes high-quality "engaged scholarship"—and then work collaboratively to ensure that these are used by institutions as the basis for tenure and promo- tion decisions and grant awards.

- Create journals devoted to publishing the highest quality engaged scholar- ship research, including peer-reviewed journals devoted to research about and with the communities in which research universities are located. The latter would welcome inter- disciplinary work, be available on-line, and provide opportunities for organizations out- side the university to comment on research findings.

> *"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."*
>
> -Amy Guttman, President, University of Pennsylvania, Inaugural Address, October 15, 2004

- Establish national and/ or regional institutes for faculty interested in civic engagement that provide training in engaged schol- arship, teaching, and curricular development, as well as information about finding streams and partnership opportunities.

- Meet with and encourage disciplinary and broad-based higher education associations to promote, advance, and integrate engaged scholarship into their standards, mission statements, and goals for their constituencies. Special emphasis should be placed on education research associations such as the Association for the Study of Higher Education and the American Educational Research Association.

- Convene scholar-practitioners who are recognized as leaders in this work to engaged in continued discussions about how research universities can fulfill their civic missions, especially how these institutions can be transformed to meet the challenges of the future. Develop ways to integrate this work with that of other leaders in the higher education civic engagement movement.

- Design panels, workshops, and other forums for a multidisciplinary audience that focus on engaged scholarship approaches, especially discussions about the purpose of research universities and how the latter can and should be transformed to meet the challenged of the future, particularly those that will require more cross-disciplinary approaches to research and teaching.

- Create a national clearinghouse or database that includes data and information relevant to civic engagement work in urban environments and to which universities have access.

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

Timothy K. Stanton

A Conference Report 2007

A collective initiative of representatives of research universities and Campus Compact to renew the civic mission of higher education.

*T*he UCLA Center for Community Partnerships, located in the Chancellor's office, is the operational arm of UCLA in LA - the place where people, ideas, and resources come together to address issues of common interest to the University and the surrounding region. To implement UCLA in LA, the Center for Community Partnerships:

- Facilitates the flow of information, ideas, and resources between the UCLA campus and the Greater Los Angeles community

- Develops and supports mutually beneficial partnerships that link UCLA expertise with community knowledge in three areas: children, youth, and families; economic development; arts and culture

- Applies UCLA's research, teaching, and service to issues of community interest

- Fosters a campus culture that values community engagement

The Center's programs include:

- Community Partnership Grants: funding opportunities for new projects that involve a meaningful collaboration between a UCLA partner (a faculty member, graduate student, or staff member) and a nonprofit organization in the Los Angeles area.

- The Anne C. Rosenfield Prize for Distinguished Community Partnerships: honors ongoing or one-time collaborations that have enhanced the quality of life for southern California residents. The Rosenfield Prize is supported by private funds directed by David A. Leveton.

- Online services, workshops, forums, and internships: activities facilitating information sharing and discussion between the campus and the community about issues of common interest in our three focus areas.

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Sponsor and Secretariat – Campus Compact

Campus Compact is a coalition of more than one thousand college and university presidents – representing some six million students – who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum. Through its membership, which includes public, private, and two- and four-year institutions across the spectrum of higher education, Campus Compact puts into practice the ideal of civic engagement by sharing knowledge and resources with communities in which institutions are located; creating local development initiatives; and supporting service and service-learning efforts in a wide variety of areas such as education, health care, the environment, hunger/homelessness, literacy, and senior services. For more information see http://www.compact.org.

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California Campus Compact (CACC) is a statewide membership organization of college presidents promoting the education and commitment of California college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service-learning and civic engagement. With funding support from Learn and Serve America Higher Education, CACC has been supporting civic engagement work at California research universities through funding grants, hosting institutes and symposia, and providing networking opportunities. More about CACC can be found by visiting http://www.cacampuscompact.org/.

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Research Universities and Civic Engagement: Opportunities and Challenges[1]

Higher education was founded with a civic mission that calls on faculty, students, and administrators to apply their skills, resources, and talents to address important issues affecting communities, the nation, and the world.

During recent years, increasing numbers of colleges and universities have engaged in innovative efforts to reinvigorate and prioritize civic and community involvement in their surrounding communities.

This movement has been fueled largely by community and liberal arts colleges and state universities. Research universities have been relatively less involved, despite the ambitious efforts many have undertaken to promote and advance civic engagement in their institutions.

Recognizing research universities' potential to provide leadership on this issue, in the fall of 2005 Campus Compact and Tufts University convened scholars from some of the research universities that are advanced in their civic work to discuss how their institutions are promoting engagement on their campuses and in their communities.

The group not only shared their ideas; they 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 developed a case statement that outlines why it is 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, endorsed by the entire group, argues 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 will ensure deeper and longer-lasting commitment to civic engagement across higher education. To advance this process, the group developed a set of recommendations for what research universities can do to promote engaged scholarship, both at their own institutions, across research universities generally, and potentially throughout higher education. The group's rationale and recommendations are contained in their first report,

> *"Higher Education was founded with a civic mission that calls on faculty, students, and administrators to apply their skills, resources, and talents to address important issue affecting communities, the nation, and the world."*

New Times Demand New Scholarship: Research Universities and Civic Engagement – A Leadership Agenda, published by Tufts University in 2006 and available at: www. compact.org/resources/research_universities/.

This second report, *New Times Demand New Scholarship II: Research Universities and Civic Engagement – Opportunities and Challenges*, summarizes discussions held by an expanded group of 23 research university scholars who convened in Los Angeles (at UCLA, February 23-24, 2007) to further the Tufts conversation. This group focused 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 issues, 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.)

As we shared developments in our work at our respective institutions over the past year and a half, we were impressed with how much progress has been made and by how many new initiatives are underway, even as major challenges remain. The extent of civic engagement scholarship and education at research universities has grown substantially in the recent past. Presidents and provosts of our institutions, and a growing cadre of faculty, are exerting forceful leadership to elevate civic engagement both programmatically and organizationally. An increasing number of research universities have established new high-level positions and university-wide coordinating councils to elevate their civic engagement functions.

Nevertheless, as encouraged as we are by these developments, we agreed that there is much more that research universities can and should do. Through this published summary of our deliberations at UCLA, we hope to 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. We offer, as well, a discussion of challenges to establishing and sustaining engaged scholarship presented by research university contexts, in many cases raising more questions than providing answers. By sharing our conversation – our questions and our conclusions – we hope to stimulate our colleagues to consider how they, as individual scholars and teachers, as well as institutional citizens, can help realize the research university's historic, civic mission by advancing civic and community engagement on behalf of campus priorities and a more healthy, just, and sustainable world.

1. Research Universities and Engaged Scholarship

Community-engaged scholarship should be a distinguishing feature of research universities' contributions to the movement to strengthen civic engagement within postsecondary education. It locates these contributions and values directly within research

institutions' core missions: research, teaching, and service. Indeed, advocates of community-engaged scholarship point out that it has the potential to cut across and unite these three traditionally fragmented missions and bring about significant change within universities and colleges across the U.S. and overseas.

There are numerous definitions of civic engagement and engaged scholarship. In 2003, the Committee on Institutional Cooperation (CIC), an academic consortium of Big Ten universities and the University of Chicago, established a Committee on Engagement to help define, benchmark, and measure university-supported civic engagement activities. The Committee proposed the following definition:

> *Engagement* (emphasis added) is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. *(Bloomfield, 2005)*.

Barbara Holland, who studies and advocates engagement work across the U.S. and overseas, defines *"engaged scholarship"* this way:

> *Engaged scholarship* (emphasis added) is a specific conception of faculty work that connects the intellectual assets of the institution (i.e., faculty expertise) to public issues such as community, social, cultural, human, and economic development. Through engaged forms of teaching and research, faculty apply their academic expertise to public purposes, as a way of contributing to the fulfillment of the core mission of the institution *(Holland, 2005)*.

While the CIC and Holland definitions cover research, teaching, and what has been termed outreach and/or extension work of higher education institutions, the report of the Commission on Community-engaged scholarship in the health Professions *(2005)* spotlights the need for these efforts to be scholarly by posing definitions of community engagement, scholarship, and community-engaged scholarship as follows:

Community engagement: The application of insti-
tutional resources to address and solve challenges
facing communities through collaboration with these
communities.

Scholarship: Teaching, discovery, integration, appli-
cation, and engagement; [with] clear goals, adequate
preparation, appropriate methods, significant results,
effective presentation, and reflective critique that is rig-
orous and peer-reviewed.

Community-engaged scholarship: Scholarship that
involves the faculty member in a mutually beneficial
partnership with the community. Community-
engaged scholarship can be trans-disciplinary and often
integrates some combination of multiple forms
of scholarship. For example, service-learning can
integrate the scholarship of teaching, application, and
engagement, and community-based participatory
research can integrate the scholarship of discovery,
integration teaching, application, and engagement.

The Commission report further states:

It is important to point out that not all community-
engaged activities undertaken by faculty are scholarship.
For example, if a faculty member devotes times to
developing community-based-health program, it may
be important work and it may advance the service
mission of the institution, but unless it includes the
other compenents that define scholarship (e.g., clear
goals, adequate preparation, appropriate methods,
significant results, effective presentation, reflective
critique, rigor, and peer review), it would not be
considered scholarship.

In our first report, New Times Demand New Scholarship:
Research Universities and Civic Engagment: A Leadership Agenda
(Gibson, 2006), we outlined how engaged scholarship "works" for
research institutions. It links their intellectual resources with soci-
ety's issues and problems in ways that serve both the common
good and core academic purposes. Its interdisciplinary approach,

drawing together facutly and students across disciplines to address complex issues and problems, reduces intellectual isolation and fragmentation, which often characterize research institutions. Its requirement that knowledge be contextualized to community problems expands validity criteria for acadmiec work *(Gibbons, 2006)*, making the resolution of society's challenges a critical element in academic scholarship. It provides rich and rewarding learning opportunities for students, which enable them to acquire knowledge in contexts of social responsibility, integrating their intellectual, civic, and professional development.

At the UCLA meeting, we explored opportunities and challenges related to strengthening and institutionalizing engaged scholarship as research and teaching in a research university context.

Engaged Research

Our initial discussion session at UCLA focused on engaged research, as opposed to engaged outreach and/or extension work.[2] As we explored this concept and its expressions at our institutions, we asked these questions:

"Today more than ever, the public research university should engage in mutually beneficial partnerships within its greater community. When we extend the reach of our scholarship beyond our own campus, students and faculty practice what they learn and teach and discover real-world engagement"
-Gene Block,
UCLA Chancellor

- What distinguishes community-engaged inquiry from the majority of research traditionally carried out by research institutions?

- What do we mean by partnering with "public and private sectors"?

- What relationship must the research and the investigator have with community partners? Indeed, must there be community partners in the research for it to be considered "engaged?"

- How is success measured?

- What criteria assure that scholarly inquiry is community-engaged?

- Can bench science, for example, that has community-based translations and/or applications be considered engaged research?

- Are we talking about engagement at the level of the investigator or the institution, or both?

In our discussions, we quickly realized that even among our small group, there were differences of opinion about the answers to these questions. Thus, we concluded, a major step toward promoting and sustaining engaged scholarship at research universities requires a much sharper, nuanced conceptualization of engaged research than currently exists. One standard need not permeate all institutions, but each institution must come to consensus on how it chooses to conceptualize the work. Indeed, we thought, perhaps research universities are best placed and capacitated to address these questions. Perhaps research universities should take leadership to conceptualize and define engaged research more sharply and locate it within the core mission of the academy.

A central challenge to expanding engaged research is a perception held by many faculty members that it is not valued in promotion and tenure processes. Without academic recognition and reward, scholars are unlikely to carry out community-engaged inquiry in great numbers or over long periods of time. Research universities can advance engaged scholarship by establishing clear criteria by which institutions can provide incentives for faculty to undertake engaged research, assess its quality, and reward those who carry it out well.

Three Dimensions of Engaged Research

As a first step to further conceptualize engaged research, we identified three dimensions for consideration: purpose, process, and product. Each of these dimensions offers an arena for developing conceptual clarity and assessment criteria.

Purpose

Engaged research must have an intentional public purpose and direct or indirect benefit to a community. The term "community" includes those that are local, national, and global. We assume that those pursuing engaged research intend to improve conditions

in the world; they have a public purpose beyond developing new knowledge for its own sake.

We also assume and advocate that engaged research should meet traditional, high standards of research quality (e.g., how valid and generalizable are the findings, and how appropriate are the methods?).

The Imagining America project at Syracuse University describes public scholarship as a serious intellectual endeavor with a commitment to public practice and public consequence. It includes:

- Scholarly and creative work jointly planned and carried out by university and community partners

- Intellectual work that produces a public good

- Artistic, critical, and historical work that contributes to public debates

- Efforts to expand the place of public scholarship in higher education itself, including the development of new programs and research on the successes of such efforts. See: http:// imaginingamerica.syr.edu/.

Thus, the quality of engaged research should be identified and assessed not only on how well knowledge claims can meet conventional scholarly standards, but also on how well the research findings "work" in particular contexts with particular people to achieve particular purposes. The research results can be deemed "replicable" in the sense that they are generalizable from one community setting to the next.

The question then arises: should investigators and/or institutions define appropriate purposes for engaged research? Indeed, are university investigators the sole arbiters of what research questions are significant and important, or can qualified persons outside of academy have a role in deciding which questions are most worthy of investigation?

For example, does research conducted on behalf of pharmaceutical companies or the military have a public, civic, or community purpose? some may think not, preferring to draw the line at research with and on behalf of communities, schools, non-government organizations (NGOs), and non-military government agencies in which the benefits flow firstly and directly to the

broader public. Others may feel that research leading to drug treatments for "orphan diseases" or to greater national security through biosafety, the detection of explosive devices, etc., is engaged research. These issues must be thrashed out and resolved, but not necessarily in an "either-or" fashion. Perhaps what is needed is the identification and representation of the range of public purposes that scholars can bring to engaged research. Acceptable purposes would include knowledge development for: public education, assessment and evaluation, community problem solving, policy analysis and evaluation, the promotion of democratic practice, etc.

Figure 1. Public Purposes of Engaged Research

Process

Process relates to the methods investigators use to pursue research with a public purpose. How "democratic" or collaborative is their approach? What level of collaboration is sufficient or appropriate at each stage of the research: determining the research questions and research design; data gathering and analysis; the application of findings, etc.? [3]

We identified a number of critical questions that must be addressed in clarifying an institution's understanding of engaged research processes. For example, must there be identified community partners in engaged research, and, if so, what level of participation is required for us to term the collaboration "engaged?" must engaged research be "participatory" at all, as understood in Community-Based Participatory research (CBPR), or simply responsive to community or civic information needs? Who defines these research needs and questions – the investigator or the community, or is this done collaboratively? How "thick" is the collaboration? [4]

Some advocates of engaged research argue that the more collaborative the research process is between campus and community partners, the more effective it can be, both as scholarship and as service to society *(Benson, Harkavy and Hartley, 2005; Benson, Harkavy and Puckett, 2006; Gibbons, 2006; Holland, 2005; Minkler and*

Waller-Stein, 2003).[5] Others prefer more of a "big tent" approach that includes a much broader range of research, as long as the research connects with a community partner on the output end, handing off findings to help a partner address a problem or dilemma. In this case, engaged scholarship simply involves the investigator doing research that may be of interest to community partners.

However institutions determine and value the level of collaboration they desire in community-engaged research, they will need tools with which to measure and assess these processes.[6]

UC Berkeley's Meredith Minkler (Public Health) utilizes community-based participatory research (CBPR) to engage with community members in defining the problem to be studied, collecting and interpreting data and then using findings to help bring about change. She currently leads a team of community, health department, and academic partners who are working in collaboration with restaurant workers in San Francisco's Chinatown to study and address poor working conditions in these establishments and their impacts on worker health and safety. The CDC-funded study will lead to the design of interventions including an award system for restaurants that create healthier and safer workplaces.

Figure 2 offers a diagram of stages in engaged research in which one may establish the desired degree of collaboration in each stage. Each vertical line denotes degree of collaboration – from low to high – for each of the five identified stages: identifying the research questions; determining the research design; collecting data; analyzing the data; application and/or implementation of the findings. Where the short blue line crosses each vertical line denotes the degree of collaboration at that stage in a given research project. Thus, if Figure 2 were representing degree of campus-community collaboration in a neighborhood community health assessment undertaken by public health researchers in partnership with the neighborhood's community health clinic, it tells us that the partners mutually defined the research goals and questions, but one partner – in this case the academic partner – took major responsibility for determining the research methods and design. However, the data gathering was a highly collaborative activity, in this case with the academic researchers training neighborhood residents to assist them with interviews, focus groups, etc. Data analysis was also collaborative, though not to the same extent as in the data

gathering stage. Although the academics consulted with their community partners throughout the data analysis stage, their research expertise enabled them to take the lead in this process to arrive at their findings. Application of the findings, however, was much less collaborative between the partners. In the case of this project, when the research was complete, the findings were turned over to the community partners, and they worked primarily among themselves in determining action steps suggested by the research outcomes.
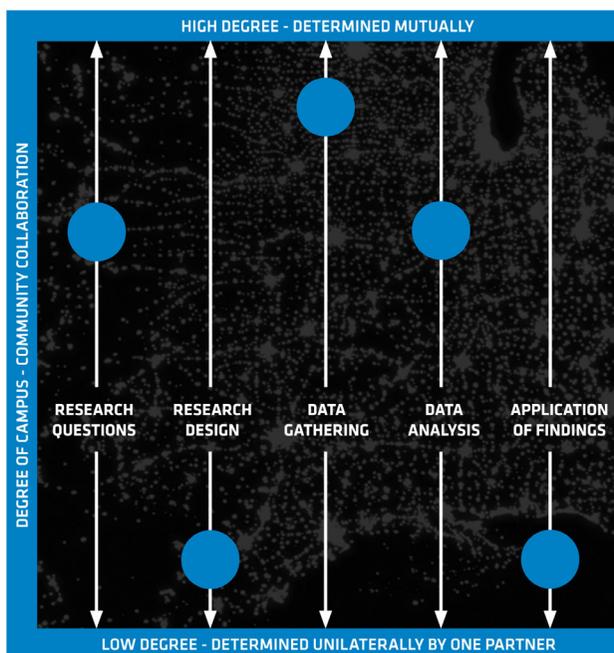
Figure 2. Degree of Collaborative Processes in Engaged Research

Product

Product relates to the range of possible outcomes of engaged research. Does the research lead not only to advances in knowledge but also improved life in communities? Who benefits and how? What publication and communication vehicles – academic, popular and/or community-specific – are used? Do the results lead to concrete action, changed practice, publications, and possibly new, related research? Are publications resulting from the research accessible to the public?

As noted earlier, advocates of engaged research point to the fact that when it is truly responsive to community information needs,

as identified by community members, and collaborative in its approach, it yields knowledge that is field-tested and more likely to "work" than traditional research outcomes. It brings about a greater "return on [research] investment" by joining university and community assets, which yields better quality and availability of data; better questions, reflecting theory and practice; better methods, applied more effectively to specific populations; and the integration of theory and practice, making research more useful and practice more effective *(Cook, 2006)*.

Figure 3 displays a range of possible engaged research outcomes that can be assessed according to the degree to which the outcomes result in advancing knowledge and improving community/public life. Within research universities, there is a relatively broad consensus on how to assess the academic impact of research. Though we are less clear about how to assess community impact, we can envision that the research with "low" impact would be less public, less participatory, with weaker, or at least less direct, community impact. At the "high" end, conversely, would be inquiry that is more public, more collaborative, with stronger, at least more direct, community impact.

For example, engaged research project A in Figure 3 is shown to have had relatively high academic impact in terms of new knowledge yielded from the inquiry and rather low, or indirect, community impact. Project A could have been an analysis of voting patterns among varied ethnic groups in a state, the results of which are released to the public through the press. New voting behavior patterns were identified and analyzed and will be published in a peer-reviewed journal, but it is not certain that public officials will make use of this new knowledge in reforming election practices.

Project B, on the other hand, shows a high degree of community impact but relatively low degree of academic impact, new knowledge gained of value in the academic realm. The investigators carrying out engaged research project B could have been social science faculty interested in learning how female domestic-violence victims in Mexican-American communities identify and reach out to community resources for help. Their findings, derived from confidential interviews and focus groups with Mexican-American women, provided their community partner, a social service agency in the women's community, information that it used to design a community-based outreach program and training for volunteers who will staff it. This will enable the organization to serve more effectively women like those who were interviewed. While their research did enable the investigators to use this study as a pilot for

a larger, multifaceted project they are moving to next, it did not result in a publication other than a report provided to the funding body and the involved community agency.

Project C in Figure 3 achieved high impact on both the community and academic axes. This research might be conducted by a professor and several research associates in partnership with organization and community leaders in a small city focused on identifying, developing, and modeling best practice in community youth development. The result in the community include new, ongoing youth development programs in schools, training for youth workers, a coordinating council of youth serving agencies, and a collaboratively developed archive of youth data available for use by researchers and community members. On the academic side, the research has yielded books, numerous journal articles, and dissertations for involved graduate students. The faculty investigator received a national award for the excellence of her research from a prestigious academic association.
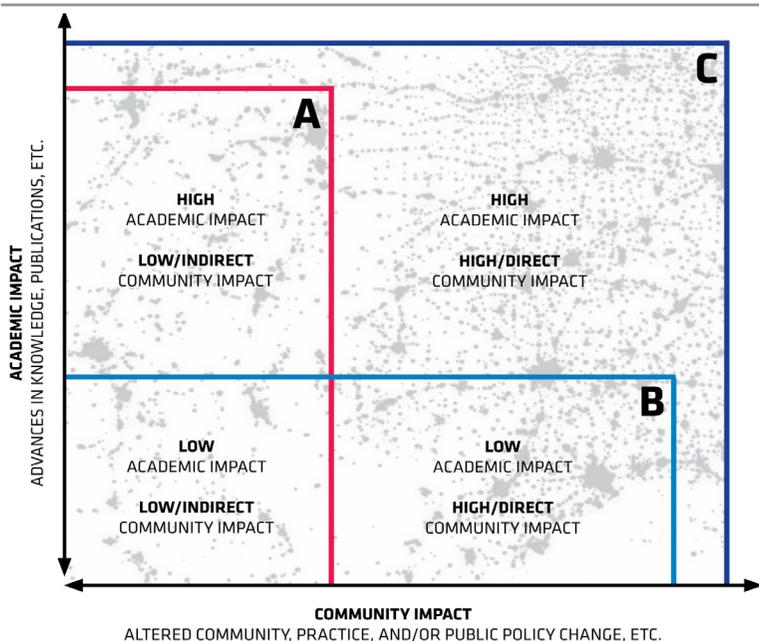

Figure 3. Outcomes of Engaged Research

While many advocates of engaged research would encourage their colleagues to pursue projects that resemble project C, our purpose here is to illuminate the range of possibilities, presenting a means to inventory and evaluate the variety of approaches faculty

may take and the contributions they can make to an institution's academic and service missions. Especially at research universities, what comprises engaged research will vary across the disciplines and between discipline-focused departments and interdisciplinary centers. We suggest therefore that conceptualizing engaged research can best be achieved through delineating criteria along these three dimensions: purpose, process, and product.

Recommendation

We encourage our colleagues in research universities to discuss and debate these dimensions of engaged research within their departments and disciplines with an aim of achieving clarity and consensus on what comprises engaged research and establishing criteria by which it can be assessed. Development of such measures is critical to enabling engaged research to gain respect within research universities, and to providing encouragement and reward to scholars who wish to make it central to their scholarship.

2. Research Universities and Research on Engagement

Research on engagement is another important dimension of civic engagement scholarship. A growing number of scholars in research universities across the U.S. and abroad are building on traditions of excellence to develop new knowledge about civic learning and citizen participation in community and public affairs.[7]

Research on engagement differs fundamentally from engaged research. Rather than a community-engaged approach to research, it is scholarly inquiry with a specific content focus: diverse forms of civic life, democratic citizenship, and community engagement, including that of faculty and students in schools, colleges, and universities.

Increasingly, research universities are establishing interdisciplinary centers that sponsor and support this research. Sometimes these efforts are instigated by an individual or small number of faculty members. For example, two members of Stanford University's faculty have established a Program on Philanthropy and Civil Society to examine not-for-profit organizations and how they address issues of public interest. A faculty member at the University of California, Berkeley, has established the Service-Learning Research and Development Center, a research center focused on the study of service-learning. Some of these centers and programs

combine support for both civically engaged research and research on engagement.

These efforts are also institutionally sponsored and organized to engage faculty from across an institution. Tufts University's Jonathan M. Tisch College for Citizenship and Public Service is a notable example. faculty members at the University of Southern California have invested more than ten years' work investigating the City of Los Angeles's neighborhood council system, reporting their findings to city council members and civic leaders as part of USC's Civic Engagement Initiative.

The East Side Village Health Worker Partnership (ESVHWP) is a collaboration among the University of Michigan School of Public Health, the Detroit Department of Health and Wellness Promotion, and a number of community-based organizations and residents on Detroit's east side. It is part of the Detroit Community Academic Urban Research Center and is funded by the Centers for Disease Control and Prevention. The ESVHWP employs a community-based participatory research approach and a lay-health worker intervention to expand the knowledge base of the social determinants of health, and to improve the health of women, children, and families on Detroit's east side. Primary objectives have been to reduce stressors affecting women raising children, strengthen social networks and other intervening factors for families, strengthen the capacity of the community to address social determinants of family and children health, and increase and disseminate knowledge about the process and results of this community based participatory intervention research partnership.

As with engaged research more generally, the major challenge facing those wishing to strengthen and expand research on engagement within research universities is gaining recognition and reward for involved scholars. The opportunity is for research universities to take the lead in elevating this scholarly field, which has the potential to reveal effective approaches and strategies for strengthening democratic practice in the U.S. and elsewhere.

A major impediment to elevating research on engagement within the research university context is that faculty who research civic and community engagement have difficulty validating their work in their respective fields and institutions. These are obstacles not unknown to scholars in other new, interdisciplinary fields, but they are formidable.

Recommendation

For research on engagement to be taken seriously at research universities, scholars must have strong peer-reviewed publication outlets for their scholarship. As a first step, which we begin here, we offer a preliminary list of existing peer-reviewed journals, in and outside the disciplines, which publish scholarship on engagement articles (please see Appendix I). In addition, we encourage disciplinary associations to publish specially themed issues of their journals focused on civic and community engagement scholarship.

Perhaps, as well, there is need for a new journal that is multidisciplinary and highly regarded for the quality of its scholarship on engagement. The establishment of such a journal is something research university faculty could initiate, and we encourage them to consider it.

These steps are necessary to give more visibility to this growing area of scholarship, strengthen its recognition and stature within the academy, and enable involved scholars to advance in their fields and careers.

3. Research Universities and Educating Students for Civic Engagement

The civic and community engagement of students has proliferated across higher education in the last decade, within research universities as well as at other kinds of institutions.[8] With support and encouragement from the Corporation for National Service, numerous foundations and donors, trustees, presidents, faculty, and students, our universities have established a large variety of volunteer service, service-learning and community-based undergraduate research programs, which are transforming student culture and the curriculum.

Nevertheless, as encouraged as we are by our institutions' embrace of these curricular and program innovations, research and our own anecdotal evidence suggest that the increase in undergraduate student civic participation has not yielded a similar increase in students' interest in and knowledge of civic and political issues *(Colby, et al., 2003; Ehrlich, 2000)*. Nor has it increased students' civic participation beyond voting. For example, Tufts University reports that while most of its students vote, getting students who are passionate about community service excited about legislative advocacy is very difficult.[9]

These concerns led us to consider, in this third part of our meeting, questions related to what it is that we at research

universities want students to learn from community engagement activities. What knowledge, skills, values, and attitudes do we seek to inculcate through this work? What factors comprise preparation for effective participation in a democratic society? What are the outcomes and long-term impacts of students' participation in programs and curricula with these teaching goals we hope to see?

Since 1990, Penn's Henry Teune (Political Science) has been project director of the Democracy and Local Governance Program, an international research group that has interviewed more than seventeen thousand local political leaders in local governments in thirty countries. This ongoing research has been supported by the U.S. National Science Foundation, the U.S. Institute of Peace, the Central European University, and governmental agencies and foundations in several countries. in 1999, Teune joined with others in a trans Atlantic research project, universities as sites of democratic education, to examine the impact of universities on democracy in their local social and political niches. Since 2003, Teune has been guiding a student driven research project focused on the democratic political development of penn students. The core instrument of the research is a multidimensional questionnaire administered to Penn undergraduates in random samples and supplemented by focus groups. Each student learns how to gather, analyze, and interpret data with an eye toward what the University of Pennsylvania can do to enhance the democratic political development of its students.

We learned that there are efforts underway to define student learning outcomes related to civic engagement and to assess the degree to which students achieve them in the short and long term. For example, the Coalition for Civic Engagement and Leadership at the University of Maryland has articulated a set of learning outcomes that it is incorporating into courses, learning communities, and co-curricular programs. Some universities are establishing minors in civic engagement with clear learning goals and outcomes.[10]

In addition to the need to clarify and articulate intended outcomes of engaged teaching and learning, we need systematic assessment of these outcomes for our students and for the communities that host them. For example, one question to pursue: How does the community impact of students' service activities in

service-learning courses correlate with specific pedagogical practices of their instructors?

We also lack evidence-based consensus on what strategies comprise best practice in working with community organizations that partner with our institutions on behalf of the civic and community engagement of students. For example, rather than simply referring students for service and research in off-campus communities based on which organizations invite it and where students wish to go, should our institutions instead focus this activity on a limited number of targeted communities and organizations? Within this question lies another: Do such targeted strategies lead to stronger community impact, improved learning for students, and new knowledge development for faculty?

A further issue of concern and challenge is our sense that students who participate in institution-sponsored service-learning and undergraduate community-based research respond to messages of encouragement in patterns that vary by institution. For example, Harvard University reports that its students describe engagement activities as "public work," while Georgetown students resonate to "change work." In many other research university campuses, students use the terms "service-learning" and "community research." Interestingly, one conference participant noted that in 20+ years of work, he had never heard a student inquire about or use the terms "civic engagement." We need to know much more than we do now what terms and service concepts motivate the diverse "millennial generation" of students with whom we work. What service and/or engagement perspectives are more likely to sustain these students' engagement in community and civic life over their adult lives?

Imagining America: Artists and Scholars in Public Life invited graduate students in the arts, humanities, and design with a demonstrated interest in public engagement to apply to be P.A.G.E. (Publicly Active Graduate Education) fellows at their 2007 national conference. Fellows attended a daylong pre conference "Page Summit" devoted to building the theoretical and practical language with which to articulate their own public scholarship; attend the general conference sessions; and have an opportunity for individual mentorship with leaders in the field of public cultural practice. See http:// imaginingamerica. syr.edu/

Meeting participants did report, however, that students' motivations to involve themselves in community work appear to vary

according to their race, ethnicity, and class. For example, on many campuses, students of color articulate motivations of wanting to "give back" to the kind of communities they grew up in, while white students resonate more to generalized concepts of social obligation, charity, and philanthropy. The University of Wisconsin reported that students of color and those from working class backgrounds participate in civic engagement informally, not through a university structure, which is "troubling," because they fear that UW's service programs may not attract, be culturally appropriate for, or effectively serve these students.[11] We note, however, that many institutions have established service fellowships and other forms of financial support to enable students who would otherwise have to work for pay to participate in public and community service.

> *"At a time when the nation has its full share of difficulties... the question is not whether universities need to concern themselves with society's problems but wheter they are dischargining this repsonsibility as well as they should."*
>
> -Derek Bok,
> former President,
> Harvard University

Related questions we identified included: Under what curricular and community conditions do service-learning and other forms of student civic participation maximize student learning and service impact? Do they vary by the students' group membership(s) (gender, race, graduate vs. undergraduate, etc.)?

Finally, we identified an asymmetry between civic and community engagement opportunities for undergraduate and graduate students, especially at research universities. As a result, many students experience the transition to graduate study as a withdrawal from public and community service that was a vital part of their undergraduate years. A consequence of this "service asymmetry" between undergraduate and graduate education is that the values of civic engagement have become increasingly separate from the values of advanced study and academic and professional career development *(Stanton and Wagner, 2006)*.

Graduate students represent a unique population to engage. Because of their academic and professional sophistication, they have the potential to provide more in-depth and more sustained engagement as students. Moreover, since doctoral students at

research universities will become tomorrow's faculty and administrators, engaging them as instructors and teaching assistants of service-learning courses increases the likelihood of their utilizing this pedagogy throughout their careers. They are a critical population for changing the culture of research institutions toward civic and community engagement and sustaining that change.

Research universities especially need to examine this issue and take the lead in building service opportunities, service-learning, and community-based research into graduate professional and doctoral degree programs. It is critical that our future faculty have the opportunity to develop as engaged scholars while pursuing graduate degrees.

Recommendation

Our conclusion after identifying and analyzing these questions was that at research universities especially, our zeal for engaging students in service-learning and community-based research should be matched by scholarly efforts to systematically understand and articulate the outcomes, challenges, and best practices in this work. Such inquiry should be undertaken at the course level, as well as across disciplines, schools, and institutions.

In addition, we call on research institutions to distinguish themselves by developing new initiatives to design, implement, and evaluate the outcomes of service-learning and community-research program opportunities for students in professional, masters, and doctoral degree programs.

4. Institutionalizing Civic Engagement at Research Universities

As we discovered in the first three sessions of our meeting, there is much innovative civic and community engagement work taking place at our institutions and among research universities generally. We have strong leadership from presidents and provosts. An increasing number of research universities have established new high-level leadership positions – such as vice chancellor for civic engagement – and new university-wide coordinating councils to elevate civic engagement education, research, and service. In addition, a few research universities have added or are considering new criteria for evaluating and crediting excellence of civically engaged teaching and research in their processes of tenure and promotion.[12]

Civic engagement is becoming an element in some institutions' strategic planning. Extramural funders are requiring community

outreach as criteria for successful research proposals. Increased interest in and emphasis on interdisciplinary study and curricula are "setting the table" for research and teaching focused on community problems, which are inherently interdisciplinary. Many faculty members are carrying out engaged, participatory research and/or service-learning instruction in partnership with community organizations, which is contributing to deep learning for students, new knowledge development, and neighborhood improvement.

At Duke University, service-learning and research-service-learning courses connect academic experience with community focus and cut across the humanities, social sciences, and natural sciences. Duke has multiple service-learning initiatives offered through units such as the Hart Leadership Program, the Kenan Institute of Ethics, the Center for Documentary Studies, the Nicholas School of the Environment, and the Program in Education.

As we examined these innovations in engaged research, research on engagement, and engaged teaching and learning, and the challenges of sustaining them, we identified critical challenges (e.g., recognition and rewards, outcomes assessment) that require systematic investigation, noting that such analyses should both contribute to our institutions' ability to expand, strengthen, and sustain these practices and illuminate our ability to make scholarly contributions to this field.

In our fourth session, we took one final, critical step. We realized that reaching the full potential of civic engagement in our institutions will require sustained responses from across our campuses, rather than from a few centers of innovation and commitment. This broader strategic orientation is essential if we are to achieve substantial, sustained improvement in the communities that surround our universities, and if we are to influence the education of students in the full range of disciplines and elevate the knowledge base of multiple fields. This realization refocused us on the goal of not just involving faculty and students, programs, and departments, but fully engaging institutions. What would a civic- and community-engaged institution look like, we asked? We need a vision.

In the report from our first meeting at Tufts University, we articulated such a vision *(Gibson, 2006)*, which we have adapted and expanded from our discussions at UCLA, as follows:

Engaged higher education institutions:

- Have a firmly held, widely shared belief that improving the life of communities will lead to excellence in the core missions of the institution – research, teaching, and service – and improvements in community life – economic, social, environmental, etc.

- Seek out and cultivate reciprocal relationships with the communities of focus and enter into "shared tasks"— including service and research — to enhance the quality of life of those communities and the overall public good in the context of the strategic plan.

- Have a collaboratively developed institutional strategy for contributing to the social, economic, and community development of the institution's local community as well as other communities in which they seek to engage, including goals, planned actions, indicators of success, and evaluation. The strategy engages all sectors and constituencies of the institution in addressing the mutually identified goals.

- Collaborate with community members to design partnerships that build on and enhance community assets, as well as increase community access to the intellectual, material, and human resources of the institution *(Plaut, 2006)*.

- Support and promote the notion of "engaged scholarship," which addresses public problems and is of benefit to the wider community, can be applied to social practice, documents the effectiveness of community activities, and generates theories with respect to social practice.

- Encourage and reward faculty members' engaged research, community-focused instruction, including service-learning, professional service, and public work in institutional recognition, reward, and promotion systems.

- Provide programs, curricula, and other opportunities for students (undergraduate and graduate) to develop civic competencies and civic habits, including research opportunities that help students create knowledge and

do scholarship relevant to and grounded in public problems within rigorous methodological frameworks.

- Promote student co-curricular civic engagement opportunities that include opportunities for reflection and leadership development.

The Carnegie Foundation for the Advancement of Teaching's new classification for Community Engagement is an elective classification to enable the Foundation's classification system to recognize important aspects of institutional mission and action that are not represented in the national data. This classification includes three approaches to engagement:

- Curricular Engagement in which teaching, learning, and scholarship engage faculty, students, and the community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

- Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community.

- Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

(See: http://www.carnegiefoundation.org/classifications/index.asp?key=1213)

- Have executive leaders and high administrators who inculcate a civic ethos throughout the institution by giving voice to it in public forums, creating infrastructure to support it, and establishing policies that sustain it.

- Develop and allocate sufficient financial resources to achieve these goals.

Achieving such a vision will require vocal public leadership and ongoing support from universities' governing boards, presidents, and chief academic officers, funders and donors, deans and department heads, faculty, and staff. It will also require:

- Increased scholarly focus not only on the problems and challenges faced by communities, but also on the most effective inquiry and service methods for addressing them.

- General agreement within the academy on which engagement strategies are most effective and how such scholarship contributes to excellence in core academic imperatives. Academic champions willing and able to exhort their colleagues to action and support them along the way.

> *"Michigan State University contributes to the well-being of communities, families, and children by making outreach and engagement a key component of research and scholarly activity."*
>
> -Lou Anna K. Simon,
> President,
> Michigan State University

- Commitment to "listen eloquently"[13] before speaking to communities with whom we wish to work.

- Time, patience, courage, and fortitude.

Recommendation

We recommend that institutions seeking to embrace this vision undertake many, if not all, of the following steps:

- Conduct an institution-wide audit of civic engagement to identify and assess the extent of activity, its purposes, and its locations

- Give campus-wide visibility and recognition to exemplary efforts, including engaged community partners

- Convene faculty and students who are involved in civic engagement activities so they may learn from and encourage each other

- Encourage faculty to examine how engaged scholarship can be valued in tenure and promotion decisions, and grant awards regardless of discipline

- Offer incentives (e.g., teaching/research assistants, curriculum development funds, research incentive

funds) to faculty members who propose innovative civic engagement courses, research, or other initiatives

- Engage the university's governing body in an appraisal of the institution's role and effectiveness in delivering on the civic mission of higher education

- Appoint dedicated senior academic leadership (e.g., associate provost) to promote engaged scholarship that addresses pressing public problems

- Educate graduate students in engaged scholarship approaches so they will help make them standard practice across higher education in the future

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Arizona State University seeks to become a new American university (http://www.asu.edu/newamericanuniversity) - a university that assumes responsibility for the economic, social, and cultural vitality of its community. Core to this vision is our connection to the community, which we refer to as "social embeddedness": mutually beneficial partnerships between the university and communities.

We include these interrelated actions:

- Community capacity building – enabling community-based organizations and institutions to become strong and effective by providing support, training, and access to resources and information

- Teaching and learning involving faculty and students in solving problems facing communities

- Economic development – responding to the needs of the university and the needs of communities as ASU pursues its role as an economic engine

- Social development – enhancing the well-being of the diverse people and communities of Arizona by working closely with public and private institutions

- • Research – advancing relevant inquiry by valuing community input, knowledge, and needs

(See http://www.asu.edu/community)

- Develop institutional capacity to establish and maintain university community partnerships that

are of mutual benefit to the university and its local community

- Provide sustainable funding for engaged scholarship through centrally funded small grant programs and interdisciplinary centers focused on addressing public problems

Conclusion

With this report, we call upon our research university colleagues to embrace this vision and work with us to bring it about. Undertake some of the research we identify as needed to advance the field. Engage graduate and/or undergraduate students in research that addresses a local community information need or problem. Contact your campus public service or service-learning center and offer to develop a course that enables students to make study-service connections. Convene a faculty seminar such as this one we had at UCLA and discuss and debate these issues as expressed on your campus.

We have committed ourselves to developing this document and disseminating it widely to promote discussion and gain feedback. We will identify, develop, and share "portraits" of our colleagues who carry out civic and/or community-engaged research and instruction. We wish to explore opportunities to facilitate the development of a multi-institutional research project on civic engagement and service-learning at research universities. We will expand our network and meet again next year at the University of North Carolina to deepen our deliberations.

For further information on the Research Universities and Civic Engagement network, go to http://www.compact.org/initiatives/research_universities/.

We welcome your responses and feedback to this report. To comment, please see http://www.compact.org/initiatives/research_universities/feedback form.

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Appendix

Publications that feature community-based research, research on civic engagement, and engaged teaching and learning[14]:

Academe Online • Academic Exchange Extra • Academic Exchange Quarterly • Academic Medicine • Academy of Management Journal • Accounting and the Public Interest • Action Research • Active Learning in Higher Education • Administration and Society • Advances in Service-Learning Research: Volumes 1-7 • American Behavioral Scientist • American Education Research Journal • American Journal of Community Psychology • American Journal of Education • American Journal of Pharmaceutical Education • American Sociologist • Assessment in Experiential Education • Business Communication Quarterly • Change: The Magazine of Higher Learning • Chemical Educator • Citizen Studies • Cityscape: A Journal of Policy Development and Research • College Composition and Communication • Community College Journal • Community Development Journal • Community, Work & Family • Concepts and Transformations: International Journal of Action Research and Organizational Renewal • Economic Development Quarterly • Education, Citizenship, and Social Justice • Education for Health: Change in Learning and Practice • Educational Leadership • Educational Researcher • Equity & Excellence in Education • Field Methods • The Generator: A Journal for Service-Learning and Youth Leadership • Harvard Education Review • Higher Education Perspectives • Higher Education Policy • Human Organization • Human Relations • Innovative Higher Education • International Journal of Education and the Arts • International Journal for Service Learning and Engineering • Journal of Adolescence • Journal of Adolescent Research • Journal of the American Planning Association • Journal of Business Education • Journal of Career Development • Journal of Children and Poverty • Journal of Civic Commitment • Journal for Civic Engagement • Journal of Classroom Instruction • Journal of College and Character • Journal of College Student Development • Journal of Community Work and Development • Journal of Democracy • Journal of Excellence in College Teaching • Journal of Experiential Education • Journal of General Education • Journal of Health Education • Journal of Higher Education • Journal of Higher Education Outreach and Engagement • Journal of Innovative Higher Education • Journal of Interprofessional Care • Journal of Planning Education and Research • Journal of Public Affairs • Journal of Public Service and Outreach • Journal of Qualitative Research • Journal of Statistics Education •

Journal of Urban Affairs • Liberal Education • Metropolitan Universities • Michigan Journal of Community Service Learning • Naspa Journal: The Journal of Student Affairs Administration, Research, and Practice • National Society For Experiential Education Quarterly • Nonprofit and Voluntary Sector Quarterly • Planning For Higher Education • Progress In Community Health Partnerships: Research, Education, and Action • Ps: Political Science and Politics • Public Administration Review • Reflections • Reflections On Community-Based Writing Instruction • Review of Higher Education • Social Justice • Social Policy Report • Sociological Imagination • Teaching Sociology • Theory Into Practice • Universities and Community Schools • Urban Review • Voluntary Action • Voluntas • Youth & Society

Footnotes

1. This introduction is excerpted and edited from the first report of this group: Gibson, C. *(2006)*. New Times Demand New Scholarship: Research Universities and Civic Engagement – A Leadership Agenda, Tufts University and Campus Compact.

2. Michigan State University works with a more collaborative, community-engaged, scholarly model of "outreach" than that of most of our institutions. For example, MSU defines its approach as, "outreach and engagement that fosters a reciprocal and mutually beneficial relationship between the University and the public…involves the co-creation and application of knowledge that increases both partners' capacity to address issues. Outreach and engagement occurs (sic) when scholarship is applied directly for the public good and when the relationship between partners is reciprocal and mutually beneficial." see: http://outreach.msu.edu/approachDefined.asp.

3. Practitioners have established principles of good practice to guide collaboration and partnerships between higher education institutions and communities. For example, see Community-Campus Partnerships for Health's Principles of Good Community-Campus Partnerships at http://depts. washington.edu/ccph/principles.html#principles; and Stanford University Haas Center for Public service' Principles of ethical and effective service at http://haas.stanford.edu/index.php/item/357.

4. Campus Compact offers comprehensive guidance to practitioners seeking to develop collaborative partnerships for community-based research on its Web page, Initiating Effective Community Relationship. (see: http://www.compact.org/csds/partnering.html)

5. A good place to begin to review literature on engaged research is the Community-Campus Partnerships for health (CCPH) web page on "Community-Engaged Scholarship" at: http://depts.washington.edu/ccph/scholarship.html#references.

6. For example, see Lasker (2005), Web-Based Partnership Assessment Tool (http://www.cacsh.org/cresources.html), Center for the Advancement of Collaborative Strategies in Health at The New York Academy of Medicine.

7. Notable examples of this tradition include: de Tocqueville, A. (1969). Democracy in America, trans. G. Leonard, ed. Meyer, J.P. New York: Doubleday, Anchor Books; Bellah, R.N. et al (1985). Habits of the heart: Individualism and commitment in American Life. Berkeley, CA: University of California Press; Putnam, R. D. (2000), Bowling alone: The collapse and revival of American community. New York, NY: Simon & Schuster.

8. For example, Campus Compact reports that it now has 1,100 member institutions, which are committed to the public purposes of higher education. In the 2005-2006 academic year the students at the Compact's member institutions contributed 298 million hours of service to communities valued at $5.6 billion (see www.compact.org).

9. Remarks made by Robert Hollister at the research Universities and Civic Engagement Conference, UCLA, February 24, 2007.

10. For example, see http://www.college.ucla.edu/up/ccl/civic_engagement_minor.htm.

11. Remarks made by Michael Thornton at the Research Universities and Civic Engagement Conference, UCLA, February 24, 2007.

12. For example, the Faculty Senate at the University of Minnesota recently and unanimously approved changes to its promotion and tenure policies, which make explicit for the first time that public engagement should be appropriately included in promotion and tenure assessments. (see: http:// www1.umn.edu/regents/policies/humanresources/facultyTenure.pdf).

13. Hughes, L. (1968). The Best of Jessie Simple, New York, NY: Hill and Wang.

14. Journal listings obtained from UCLA meeting participants and Community-Campus Partnerships for Health (see http://depts.washington.edu/ccph/links.html#Journals) and National Service-Learning Clearinghouse (see http://servicelearning.org/resources/fact_sheets/he_facts/he_ops/index. php?search_term=Places%20to%20publish).

RESOURCES

Civic Engagement at Research Universities

Research University Engaged Scholarship Toolkit

*T*he Research University Civic Engagement Network (TRUCEN) works to advance civic engagement and engaged scholarship among research universities and to create resources and models for use across higher education. TRUCEN calls upon research university colleagues to embrace a bold vision for civic and community engagement and work to bring it about. As secretariat for the network, Campus Compact serves as a convener and as a disseminator of information and resources.

Online Toolkit

Visit Toolkit Website: http://www.compact.org/initiatives/trucen/trucen-toolkit

In 2008, the group convened at the University of North Carolina, Chapel Hill, to focus on civic and community-engaged scholarship. At the meeting, the group agreed to organize itself formally as TRUCEN and open its membership to all Carnegie Foundation-defined "very high research institutions" that share its goals.

Meeting participants reviewed efforts to strengthen institutional rewards and incentives for engaged scholarship, to identify special challenges and opportunities presented by research universities, and to explore constructive steps to encourage engaged scholarship across research universities. The group also initiated design of a major online resource for advancing this work.

Developed by Timothy K. Stanton of Stanford University and Jeffrey P. Howard of the University of Michigan with assistance from a broad network of contributors, this online resource—The Research University Engaged Scholarship Toolkit—offers an annotated guide to the best information available on engaged scholarship, as well as models, exemplars, and original essays.

Ongoing TRUCEN meetings will continue to explore ways to advance civic and community engagement among research universities and other institutions of higher education and to generate additional models and resources to support this effort.

For more information, contact
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Mission

The mission of the *Journal of Higher Education Outreach and Engagement* is to serve as the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities.

This includes highlighting innovative endeavors; critically examining emerging issues, trends, challenges, and opportunities; and reporting on studies of impact in the areas of public service, outreach, engagement, extension, engaged research, community-based research, community-based participatory research, action research, public scholarship, service-learning, and community service.

To address these needs, the *Journal of Higher Education Outreach and Engagement* invites manuscripts in 6 categories of exploration related to outreach, community-higher education engagement, engaged research, public scholarship, and service-learning.

- **Research Articles** present quantitative or qualitative studies that demonstrate the long-term impact of a university-community engagement project on the community, students, faculty and staff, or the institution.

- **Reflective Essays** are thought provoking examinations of current issues related to university-community engagement that are anchored in the literature.

- **Projects with Promise** are descriptions of nascent university-community engagement projects with early indications of impact; plan for long-term evaluation; plan for how the project will be sustained; and best practices for the reader to emulate.

- **Practice Stories from the Field** are narrative inquiry studies that illuminate issues related to university-community engagement.

- **Dissertation Overviews** summarize methods used to examine topics related to university-community engagement.

- **Book Reviews** are reviews of books related to university-community engagement that go beyond mere description of the contents to analyze and glean implications for theory and practice.

Criteria for Review and Selection

Manuscript submissions are evaluated against the criteria

- of appropriateness or fit for the mission of the *Journal*;

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- rigor and appropriateness of the scholarship; and

- readability and flow of the information and ideas presented.

Additional criteria are based on the manuscript types: as a research article; as a reflective essay; as a project with promise article; as a practice story from the field; as a dissertation overview; or as a book review.

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- represent original and unpublished work of the authors, and must not be under consideration by other publications;

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- have a separate cover page that includes the names, institutional affiliations, addresses, phone numbers, and e-mail addresses of all authors, and mask all of this information throughout the manuscript to ensure anonymity in the reviewing process;

- include a brief abstract (not to exceed 150 words);

- be typed, double-spaced throughout, and include block quotes (when necessary) and appropriate references;

- be formatted using American Psychological Association (APA) style, 6th edition;

- have photos and graphics submitted as .jpg, .tif, or .eps files, not placed into the Word document. Tables, however, may be placed in Word documents;

- be formatted and saved in Microsoft Word 2003, or higher; and

- be read by someone that is not familiar with the topic of the manuscript (for content clarity) as well as copy edited (for grammatical correctness) prior to submission.

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