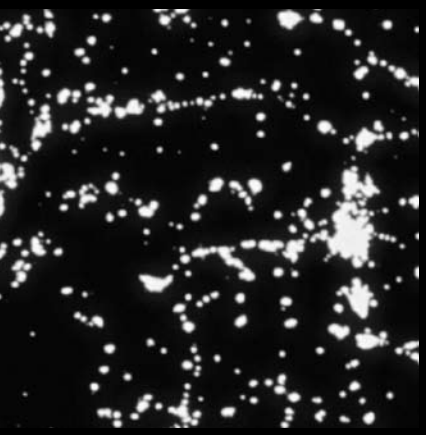
NEW TIMES DEMAND NEW SCHOLARSHIP

Research Universities and Civic Engagement: Opportunities and Challenges

A CONFERENCE REPORT 2007

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



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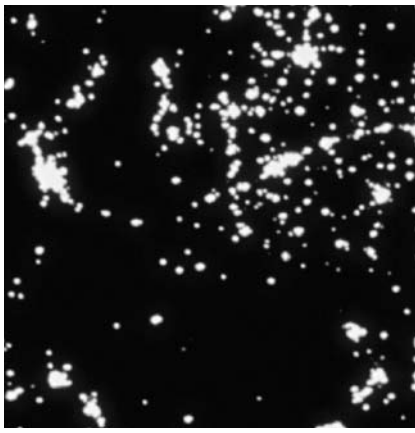
California Campus Compact (CACC) is a statewide membership organization of college presidents promoting the education and commitment of California college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, 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/**.

This report is available online at: **www.compact.org/resources/research_universities/**



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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.

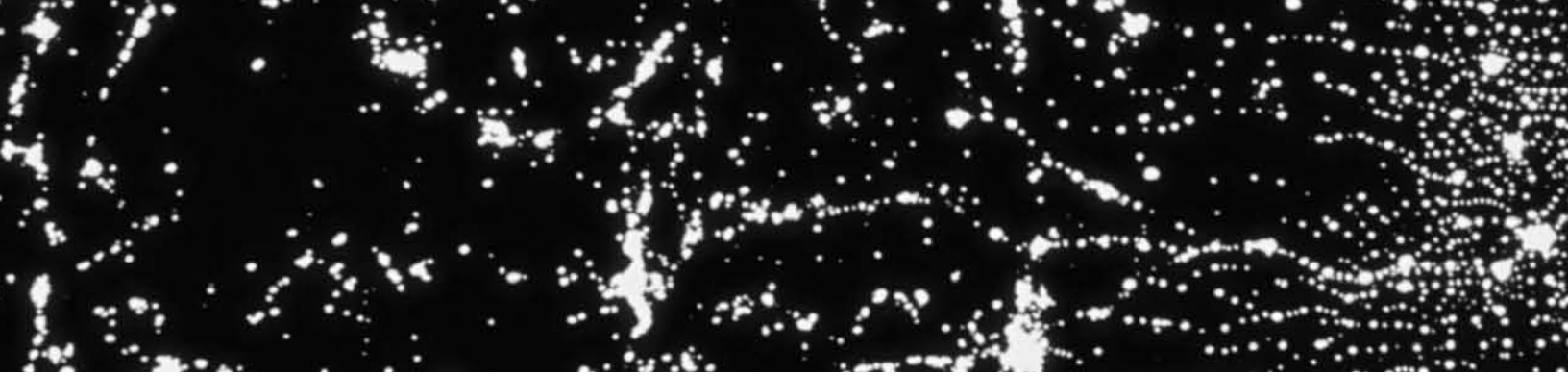
That statement, endorsed by the entire group, argues that research universities' top-tier faculty, outstanding students, considerable financial resources, and state-of-the-art research facilities position them to contribute to community change relatively quickly and in ways that will ensure deeper and 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, 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 pas. 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:

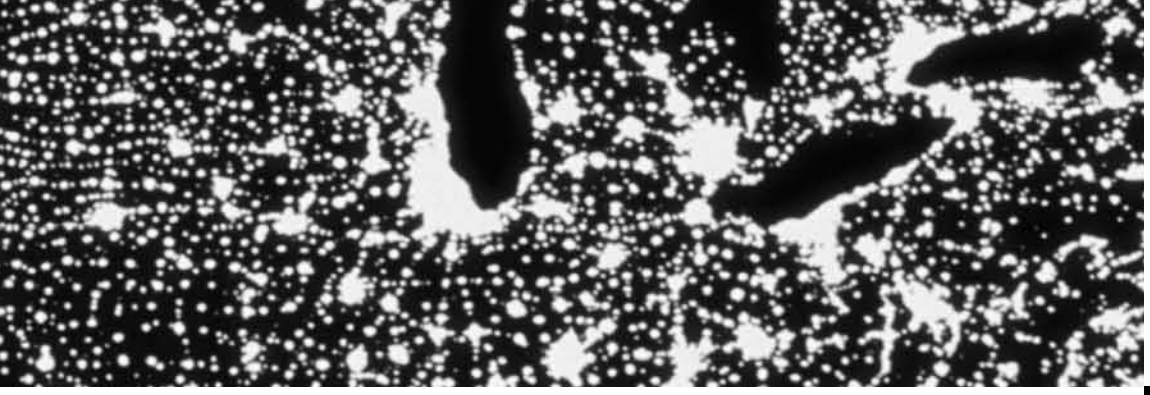
Engaged scholarship **(emphasis added) is a specific conception of faculty work that connects the intellectual assets of the institution (i.e., faculty expertise) to public issues such as community, social, cultural, human, and economic development. Through engaged forms of teaching and research, faculty 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 institutional resources to address and solve challenges facing communities through collaboration with these communities.

Scholarship: Teaching, discovery, integration, application, and engagement; [with] clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous 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 time to developing a 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 components 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 Engagement: A Leadership Agenda (Gibson, 2006), we outlined how engaged scholarship "works" for research institutions. It links their intellectual resources with society's issues and problems in ways that serve both the common good and core academic purposes. Its interdisciplinary approach, drawing together faculty 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 academic 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.

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

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:

- **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?**

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/**

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?).

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

FIGURE 1

PUBLIC PURPOSES OF ENGAGED RESEARCH

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.

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 Wallerstein, 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

DEGREE OF COLLABORATIVE PROCESSES IN ENGAGED RESEARCH

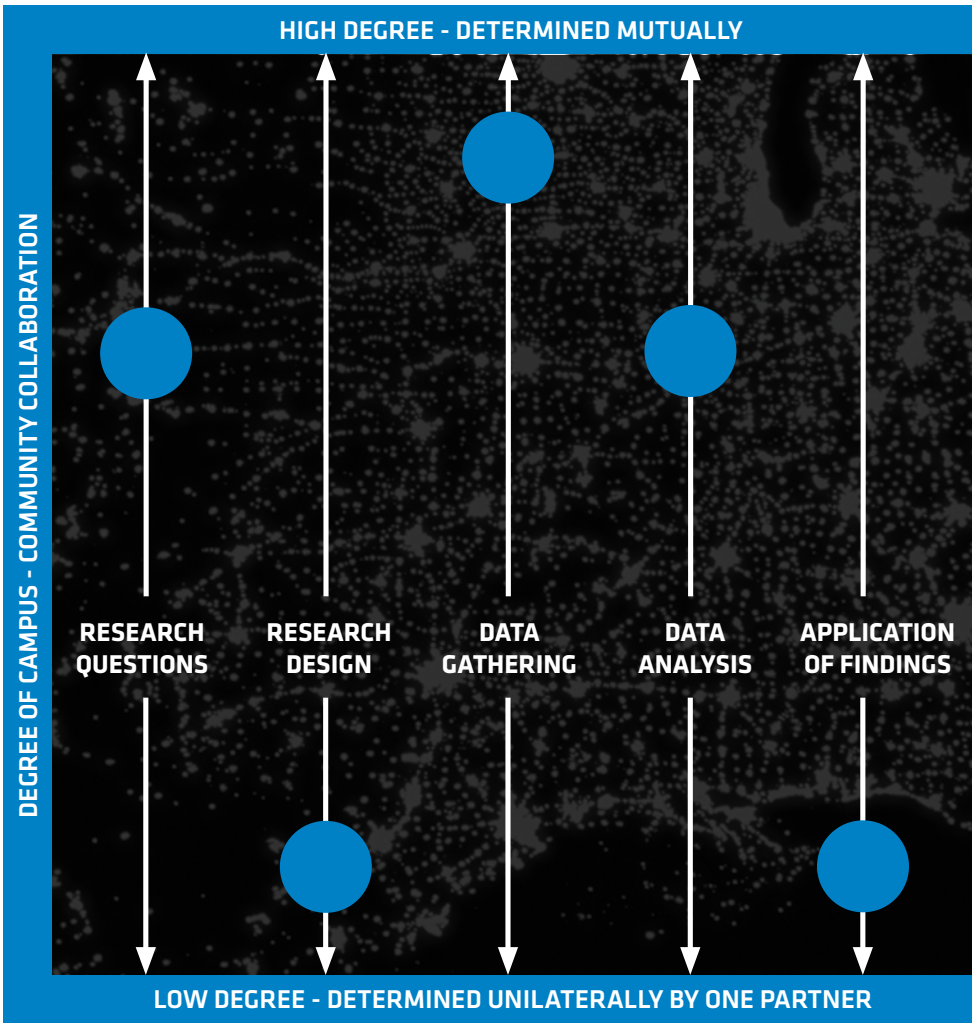
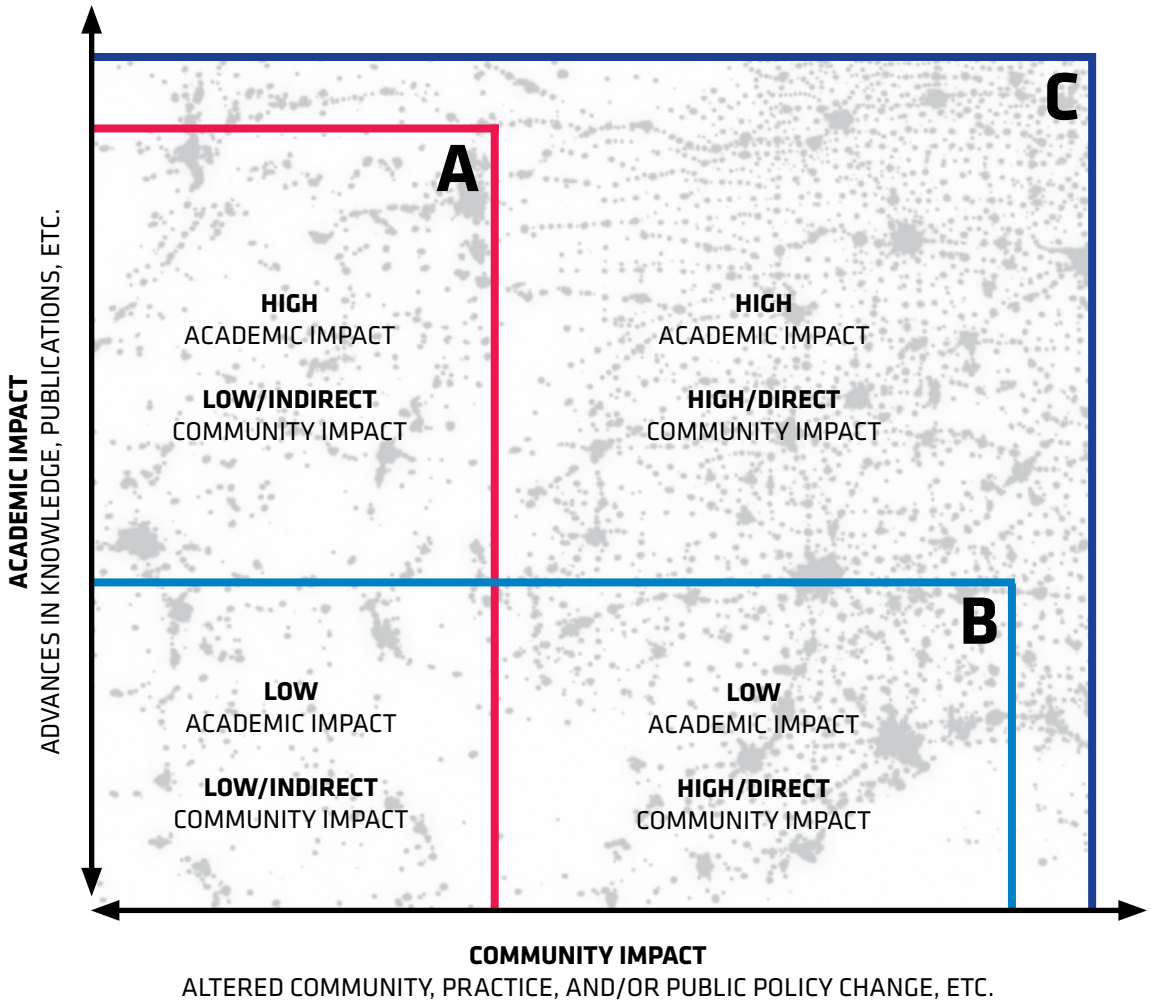


Figure 2 offers a diagram of stages in engaged research in which one may establish the desired degree of collaboration in each stage. Each vertical line denotes degree of collaboration – from low to high – for each of the five identified stages: identifying the research questions; determining the research 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 3

OUTCOMES OF 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.

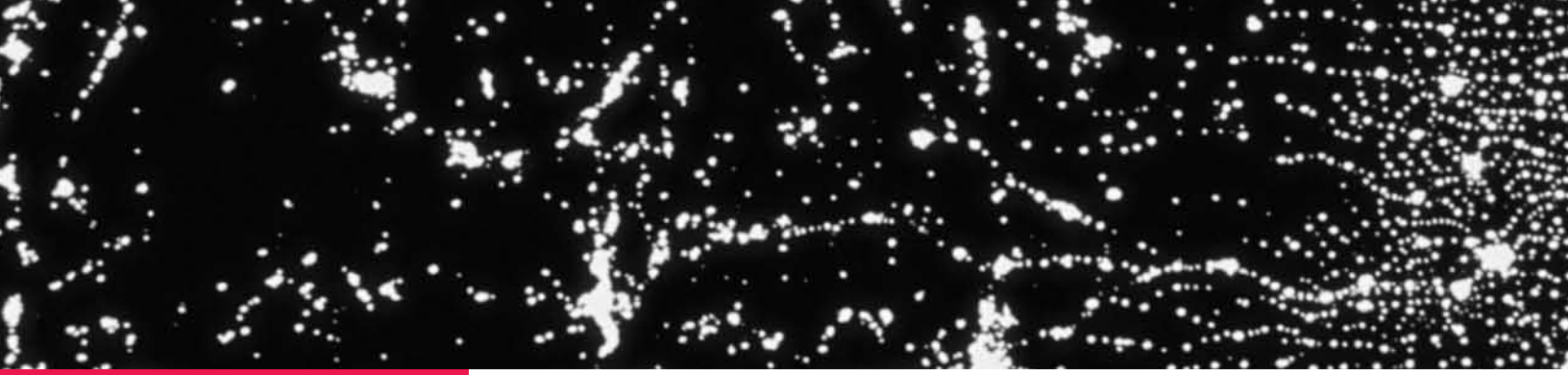
Project C in Figure 3 achieved high impact on both the community and academic axes. This research might be conducted by a professor and several research associates in partnership with organization and community leaders in a small city focused on identifying, developing, and modeling best practice in community youth development. The results 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.

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.

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.



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.

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.

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.

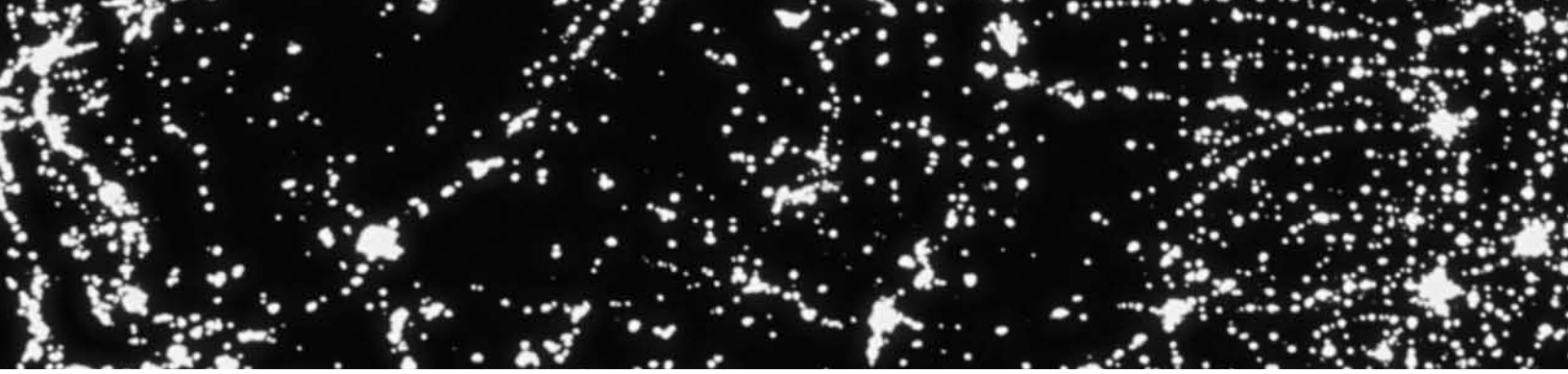
A major impediment to elevating research on engagement within the research university context is that faculty who research civic and community engagement have difficulty validating their work in their respective fields and institutions. These are obstacles not unknown to scholars in other new, interdisciplinary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

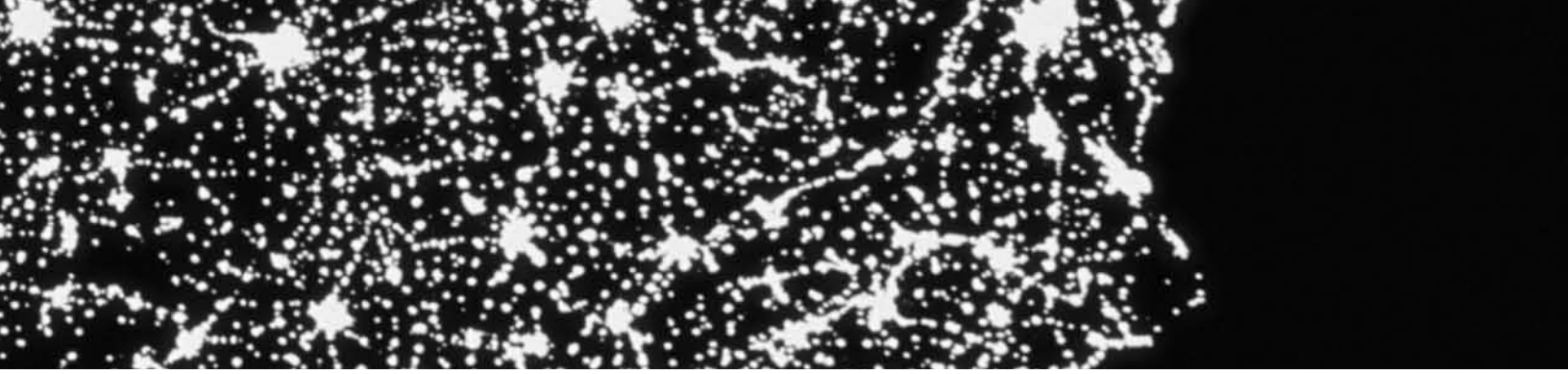
Nevertheless, as encouraged as we are by our institutions' embrace of these curricular and program innovations, research and our own anecdotal evidence suggest that the increase in undergraduate student civic participation has not yielded a similar increase in students' interest in and knowledge of civic 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?

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." On 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?

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

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.

– Derek Bok, former President, Harvard University

Created in 2004, the UNIVERSITY OF MARYLAND'S COALITION FOR CIVIC ENGAGEMENT AND LEADERSHIP (CCEL) is comprised of university programs that have joined to promote the integration of civic engagement and leadership into the educational experience of the university's students. CCEL developed a set of learning outcomes that provide a framework for faculty and staff to use in designing and enhancing courses and programs that integrate learning about civic engagement and leadership in ways that can be assessed. A set of specific outcomes exists under each of the following broad outcomes.

Students prepared for civic engagement and leadership can:

- **Contribute to their communities in ways that are congruent with their values**
- **Apply their leadership with or without a formal position**
- **Demonstrate the knowledge, awareness, and understanding necessary to contribute to a culturally diverse world**
- **Apply academic and disciplinary knowledge and personal experiences to addressing societal problems**
- **Identify core personal values and base their actions on those values**

The full list can be found at: http://www.terpimpact.umd.edu/content2.asp?cid=7&sid=42. The University's Terp Impact Web site (www.terpimpact.umd.edu) guides students to developmentally appropriate opportunities to learn about and practice civic engagement.

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.

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.

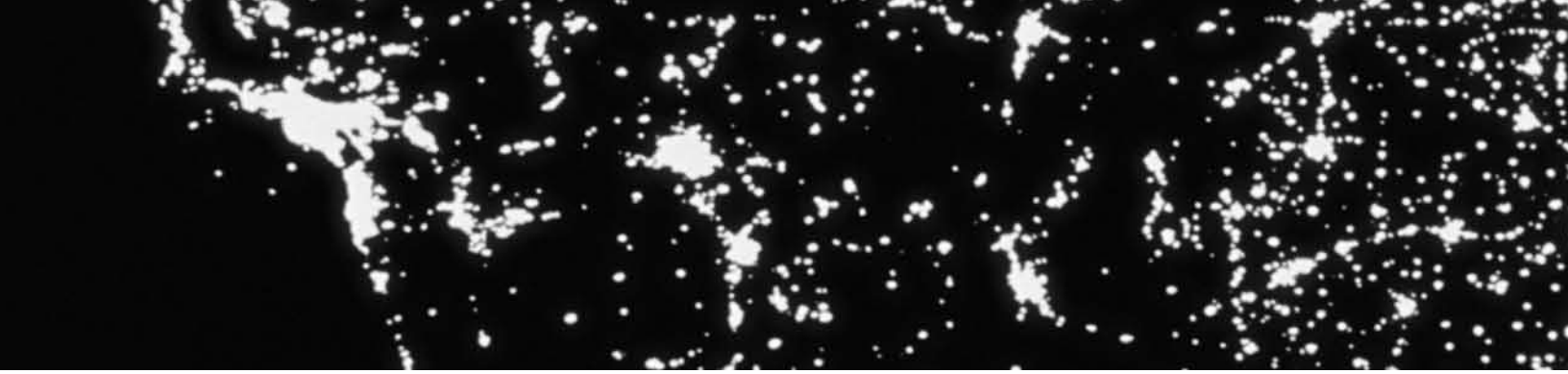
IMAGINING AMERICA: Artists and Scholars in Public Life invited graduate students in the arts, humanities, and design with a demonstrated interest in public engagement to apply to be P.A.G.E. (Publicly Active Graduate Education) Fellows at their 2007 national conference. Fellows attended a daylong pre-conference "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/

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.

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.

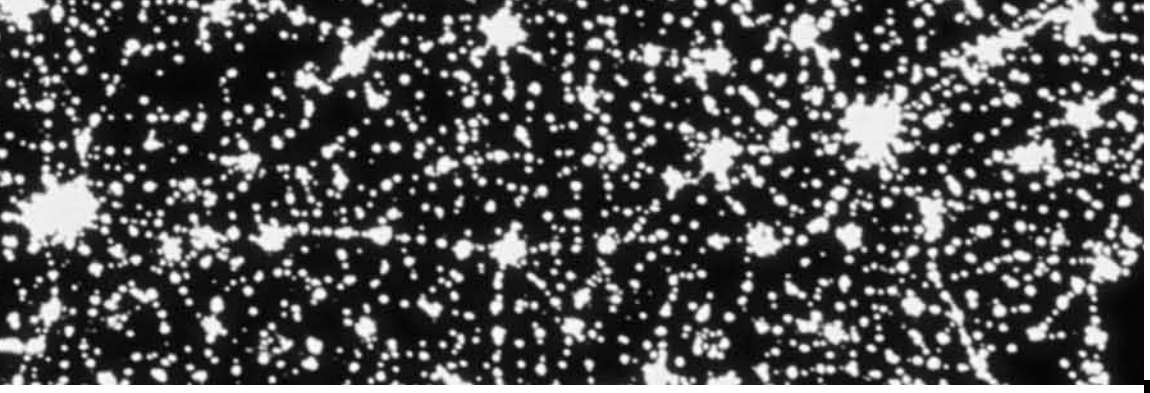
As we examined these innovations in engaged research, research on engagement, and engaged teaching and learning, and the challenges of sustaining them, we identified critical challenges (e.g., recognition and rewards, outcomes assessment) that require systematic investigation, noting that such analyses 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.**



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, PhD
President, Michigan State University

- 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

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)

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.

- 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.

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

- Time, patience, courage, and fortitude.

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... accomplishing with our community through partnerships... USC's focus on public service has enabled us to attract better students... [and] offer a richer academic experience in teaching and research. It has brought increased recognition to the university and... helped our fundraising efforts... Private investment in and around our two campuses has grown dramatically.

– Steven B. Sample, President, University of Southern California

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

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**
- **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.

Action expresses priorities.

– Mahatma Gandhi

All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence.

– Martin Luther King Jr.