

Community-Engaged Scholarship at UC Davis:

A Strategic Vision

But at a deeper level, I have this growing conviction that what's also needed is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction in the nation's life...Increasingly I'm convinced that ultimately, the scholarship of engagement also means creating a special climate in which academic and civic cultures communicate more continuously and more creatively with each other....

Ernest L. Boyer (1996), former President
The Carnegie Foundation for the Advancement of Teaching

Introduction

In this time of expansion and rapid transformation of the role and expectations of higher education, our changing landscape demands renewal of university organizational structures and processes in order to remain vital and relevant into the future. A strong institutional commitment for *community-engaged scholarship* will enable UC Davis to fulfill an essential public trust responsibility of a distinctive public university: civic engagement with the broader community in addressing complex and challenging societal issues. An ethos of engaged scholarship—grounded in mutually beneficial partnerships with the communities we serve—represents a strategic organizational priority that will enhance the national and international stature of UC Davis.

Current calls for greater accountability in higher education are not only about ensuring student success and employability. A great public research university continually demonstrates that its intellectual resources are being used to address complex and evolving social and environmental challenges. Institutional emphasis on community engagement allows a more comprehensive context of service. With a broader concept of civic engagement, we can strengthen reciprocal, sustainable community partnerships responding to social and environmental issues vital to our increasingly diverse populations and their representative institutions.

Outreach and engagement are historic fundamental values at UC Davis. Our current mission statement includes the following: *UC Davis is committed to the land-grant tradition on which it was founded, which holds that the broad purpose of a university is service to people and society.* Our campus is uniquely positioned to provide leadership for balancing the important traditional principles of academic freedom and scholarly autonomy with growing institutional obligations for civic engagement and public service.

Community-engaged scholarship is a practical, valuable, integrated strategy for ensuring the growing strength and success of UC Davis in the 21st Century, providing a powerful means of achieving UC Davis goals:

- Work closely with community partners, including governmental agencies and the legislature, to address key issues including social justice, health and wellbeing, economic development, and environmental sustainability
- Provide leadership among AAU universities in creating a diverse array of successful, sustainable, mutually-beneficial community collaborations
- Forge stronger, more productive, more sustainable reciprocal partnerships with communities we serve
- Empower a new generation of engaged civic leaders
- Identify opportunities for gifts and grants catalyzed by community-engaged initiatives which resonate with affiliates and friends of UC Davis
- Increase alumni connections and support for publicly engaged activities of UC Davis

Community-engaged scholarship is an increasingly important factor in fulfilling research and education objectives of an engaged university of the 21st Century. Examples from UC Davis and other institutions are shown below.

- **Advancing interdisciplinary research.** Complex community issues most often require interdisciplinary approaches. The concluding session of the recent conference series of the UC Davis Institute for Social Sciences (April-May, 2015) highlighted the essential importance of interdisciplinary interaction (<http://socialscience.ucdavis.edu/events/2015-iss-conference/watch-conference-presentations/2015-iss-conference-wrap-up-q-a>). Highly regarded peer universities such as UNC Chapel Hill are including emphases on interdisciplinarity and engaged scholarship in academic planning and promotion and tenure processes (<http://academicplan.unc.edu/theme5.php>).
- **Developing new sources of extramural support evolving from relatively limited investments in community engagement initiatives.** The Seed Grant Program of the UC Davis Office of University Outreach and International Programs had an exceptionally positive return on investment between 2001 and 2012. Engagement and outreach were important elements of many of these grants. Over 12 years of annual operation, \$1.7 M in investment generated more than \$35 million in external funding (https://globalaffairs.ucdavis.edu/docs/seed_grant_executive_summary_2014.pdf). In a University of Colorado, Boulder example, the Office of Outreach and Engagement made small grants that created the Colorado Water and Energy Research Center; this support served as a catalyst for a recent NSF \$12 million grant for community-engaged research and outreach that includes “citizen science” (<http://airwatergas.org>). The NSF is encouraging emphasis on public engagement, in contrast with public communication, in the context of demonstrating *broader impacts* of funded projects (http://www.nsf.gov/od/oia/publications/Broader_Impacts.pdf) and NIH is asking for community engagement objectives in some large grant programs; this agency has provided substantial support for a community engagement core in the new UC Davis Environmental Health Sciences Center (<http://www.ucdmc.ucdavis.edu/publish/news/newsroom/10268>) (<https://www.niehs.nih.gov/research/supported/dert/programs/srp/outreach/index.cfm>).
- **Encouraging greater multicultural understanding.** Cross-cultural engagement in a collaborative endeavor, in which there is respectful acknowledgement of various sources of knowledge and “ways of knowing,” can help build lasting value-added university-community relationships (Hassel: <http://www.joe.org/joe/2005december/a1.php>).

- **Promoting economic development.** The Office of Research provides an extensive array of resources for engaging industry and the business community, as well as campus researchers, to facilitate research partnerships promoting economic development in our own region and across the world (<http://research.ucdavis.edu/industry/for-industry/>). OR is the home of programs such as the Energy Institute (<http://energy.ucdavis.edu>) that facilitate partnerships supporting engaged scholarship. Engaged scholarship is a key intellectual asset UC Davis provides in our leadership role in The Greater Sacramento Economic Council (<http://greater-sacramento.com>), a collaborative public-private partnership to expand capacities for job creation and economic development in the six-county Sacramento region. Many UC Davis centers and programs support private and public sector partnerships for economic development, such as The Energy Efficiency Center, a model for integrating industry and government partnerships, courses for graduate and undergraduate students, and faculty support (including three endowed chairs) for accelerating the commercialization of energy efficient technologies (<http://eec.ucdavis.edu>). Engaged scholarship is at the center of programs and activities of the Child Family Institute for Innovation and Entrepreneurship where an important goal is to “...integrate science and business for social benefit” (<http://gsm.ucdavis.edu/entrepreneurship>). The Institute helps researchers and students build collaborative networks and strengthen productive partnerships with community allies such as the Sacramento Area Regional Technology Alliance. For additional examples, please see Appendix II.
- **Internationalizing the curriculum and the student body.** Expanding community-engagement opportunities for international students is a priority at UC Davis. The University of Minnesota may be a useful example of explicitly serving the interests of international students to be community-engaged (<http://www.iss.umn.edu/involvement/>).
- **Deepening student engagement in learning and improving learning outcomes.** The Association of American Colleges and Universities devoted an entire issue of *Peer Review* (2005), the quarterly journal on emerging trends in undergraduate education, to this topic (<http://www.aacu.org/peerreview/2005/winter>). As articles in this issue indicate, improved learning outcomes result from engagement in a social and civic context.
- **Improving recruitment and retention of outstanding students.** In a recent national survey commissioned by the American Association of Colleges and Universities, students as well as employers strongly endorse an emphasis on applied learning (<https://www.aacu.org/leap/public-opinion-research/2015-survey-results>).

- **Attracting the best of a new generation of faculty.** In the 2013-14 survey of faculty of four year colleges and universities) by the Higher Education Research Institute of UCLA, 48.8% of faculty respondents indicated that “during the past two years (they had) collaborated with the local community in teaching/research” (<http://www.heri.ucla.edu/monographs/HERI-FAC2014-monograph.pdf>). This represents substantial growth from a previous HERI survey in 2004-05 (Saltmarsh, 2015).
- **Increasing proportions of underrepresented minorities and women among faculty and staff of UC Davis.** Support for engaged scholarship is correlated with success in recruiting and retaining new faculty from underrepresented groups. The campus Strength Through Equity and Diversity (STEAD) Committee has assembled an extensive array of research and information on best practices in achieving diversity goals (<http://academicaffairs.ucdavis.edu/training-and-development/stead/>). In one of several STEAD references supporting this correlation, the author (Antonio, 2002) analyzed data from a national faculty survey by UCLA’s Higher Education Research Institute. One conclusion: “Faculty of color are 75% more likely than white faculty to pursue a position in the academy because they draw a connection between the professoriate and the ability to effect change in society.”

In his letter dated March 30, 2015 (Appendix I) Provost Hexter asked the Advisory Committee on Community-Engaged Scholarship (listed below) “...to present actionable recommendations and plans to enhance community engagement and outreach in the academic mission and strategic communications of the campus.”

The following strategy and proposed goals were developed through individual and collaborative contributions of Committee members: consultation with many others at UC Davis and in diverse communities of interest beyond the campus; ideas and information from site visits to six other institutions highly regarded for engaged scholarship; meetings and campus forums at UC Davis with engaged scholars from other universities; extensive online assessment of outstanding engagement and outreach programs at other U.S. universities; and a review of recent literature of the scholarship of community engagement in higher education (see appendices).

In January 2015, UC Davis was nationally recognized in receiving the Community Engagement Classification of the Carnegie Foundation for the Advancement of Teaching. In presenting the award, the Foundation cited our “exemplary institutional practices of community engagement.” At the same time, the Carnegie Foundation advised us that there are at least four ways in which our practice of community engagement can be improved: better assessment and monitoring practices; enhancing our capacity for “authentically collaborative, mutually

beneficial” community partnerships; strengthening the engaged scholarship aspects of our academic performance evaluation processes; and integration and alignment of community engagement with other campus priorities and initiatives.

Directors of community engagement centers at more than 300 institutions that received the Carnegie Classification for Community Engagement in 2006, 2008 or 2010 were surveyed regarding center components they consider essential for success (Welch and Saltmarsh, 2013). The most frequent elements cited were committed institutional resources for administration and program staff; engaged faculty leadership and faculty professional development programs; student leadership and involvement in decision making; a full-time administrator; an academic affairs “reporting line;” and mechanisms/processes for assessment, tracking and database management.

The Carnegie recommendations for improvement and the substantial national survey of community engagement directors also informed our work in developing this proposed strategy for community-engaged scholarship at UC Davis.

Strategic Plan for Advancing Community-Engaged Scholarship At UC Davis

Successful, sustainable emphasis on community-engaged scholarship at UC Davis, demonstrating our institutional commitment to community engagement, depends on the establishment of an office of University-Community Engagement and Outreach (working title). UCEO should be directed by an experienced academic leader, reporting to the Provost, serving on the Council of Deans and Vice Chancellors, and working with a Coordinating Council of Community-Engaged Scholarship made up of senior leaders from each school, college and division.

Through an inclusive campus process, this Council can develop a UC Davis definition of community engagement and outreach. The Carnegie Foundation definition can be a useful point of departure for this process: *Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity* (Carnegie Foundation, 2015).

UCEO can provide leadership in coordinating engagement and outreach priorities and in developing initiatives, resources and programs to achieve campus goals for community-engaged scholarship. This office can draw on substantial existing UC Davis strengths in outreach and engagement (see Appendix II) as well as calling on models and best practices at other institutions, to collaborate across campus units in fulfilling its mission.

Over time and as appropriate, UC Davis can implement specific strategic goals such as:

1. **Engage faculty:** addressing key issues of merit, advancement, promotion and professional development.
 - Affirmative support for the value and importance of community engagement from the senior leadership of the campus, as well as Academic Affairs, is essential.
 - An important conceptual change in evaluating academic performance of faculty and academic staff can be for community engagement to be considered a *context* of a person's scholarship—appropriately including contributions in the categories of research, teaching and service. Engagement and outreach contributions should not be limited to the service category. Instead, evaluation can emphasize outcomes and impact of engaged scholarship across all categories of performance with clear guidelines for quality and for demonstrating the creation of public value. Community-engaged scholarship need not be required of every tenured

and non-tenured academic appointee. We can consider a continuum of scholarship in which scholarly public engagement has full and equal standing. This is a change in academic review processes that has occurred at other peer institutions, with demonstrable influence on the capacity of these institutions to enhance their public value.

- Department and college-level evaluations of academic performance are critically important in the advancement process; encourage development of standard metrics for evaluating the quality and impact of engaged scholarship in various disciplines and in an interdisciplinary context. The Research University Civic Engagement Network has developed a toolkit that includes evaluation criteria for engaged scholarship in promotion and tenure processes (<http://compact.org/initiatives/trucen/research-university-engaged-scholarship-toolkit/>). TRUCEN members include 39 of the most highly regarded research universities in the country, including UC Berkeley and UC Los Angeles. Imagining America has created a thoughtful work on *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University* (<http://imaginingamerica.org/fg-item/scholarship-in-public-knowledge-creation-and-tenure-policy-in-the-engaged-university/?parent=442>). Academic health systems, including at UC Davis, are also providing potential models for community engagement as an important element of academic scholarship. The Campus-Community Partnership for Health, for example, has developed a thorough and comprehensive guide for faculty, *Community-Engaged Scholarship: A Faculty Toolkit for Developing Strong Portfolios for Promotion and Tenure* (<http://www.communityengagedscholarship.info>).
- Include emphasis on community-engaged scholarship in orientation of new academic appointees and through professional development awards, resources and support for community-engaged work. A successful faculty recognition program at the University of Minnesota, *The President's Community-Engaged Scholar Award*, presents a \$15K cash award to a member of the faculty at an annual dinner honoring nominees from all colleges (<http://engagement.umn.edu/presidents-community-engaged-scholar-award>). Ohio State University provides Engagement Impact grants of up to \$60K for exceptional engaged scholarship projects (<http://outreach.osu.edu/for-faculty-and-staff/grants.html>).
- Develop ongoing assessment and reporting of the impact and outcomes of community-engaged scholarship activities. Communicate this information frequently both internally and externally (see Community Engagement Portal, section 4, below). At Michigan State University an annual survey, OEMI, collects data on outreach and engagement activities of faculty and academic staff (<http://oemi.msu.edu>). MSU's OEMI data are used, for example, to calculate the return on investment in community-engaged scholarship. Return (extramural funding vs. investment in engaged activity

of faculty) over a recent three-year period was calculated to be 6.98 to 1; more than \$397 million in external funding resulted from \$56.9 million invested in engaged activities of faculty (Fitzgerald, 2015).

2. **Engage students:** Strengthen teaching and learning resources, curriculum and incentives for supporting community engagement in the academic pathways of students.
 - Community-engaged teaching—and good service learning—are about the *ethic* of working with community partners in serving community needs. Create a definition of curricular engagement that may include, but also goes beyond, career-focused/resume building internships for undergraduates. Provide specific guidelines for undergraduates about what makes an internship community-engaged. Courses for graduate students may include community-based research, such as the Participatory Action Research course in the School of Education (<http://education.ucdavis.edu/public-participation-scientific-research-ppsr>). Courses in professional schools may enable students to engage in community-focused pathways of the discipline; e.g., in the Law School clinics (<https://law.ucdavis.edu/clinics/>) or community-focused activities of the School of Nursing (http://www.ucdmc.ucdavis.edu/nursing/education/Course_Distinctions/course_pages/course_pages_commcon.html).
 - Issues and goals of student work should be mutually established by community and university collaborators. The UC Davis Social Justice Initiative provides a model for dialogue ensuring activities are responsive to community needs (<http://socialjusticeinitiative.ucdavis.edu>).
 - Consider incentives for faculty to incorporate community-engaged learning into their courses, such as additional credit for time-intensive oversight for student community-engaged work; encouraging the addition of a community engagement statement (analogous to the diversity statement) to performance review dossiers; including community engagement factors in the new half-step merit process; awards for exceptional teaching in a community-engaged context; fellowships or stipends for faculty doing exceptional community-engaged work.
 - Create community engagement awards and/or certificates for students and special recognition for honors theses that involve community engagement; community engagement designation on student transcripts; a graduate academic certificate (GAC) in community engagement.
 - We can consider models from other institutions in creating academic programs and certificates in community-engaged scholarship. UMass Amherst offers a six course undergraduate Civic Engagement and Public

Service Certificate (<http://cesl.umass.edu/certificate>). The University of Georgia Graduate Portfolio in Community Engagement is a professional development program for graduate and professional students from a variety of disciplines, programs, and interests (<http://servicelearning.uga.edu/graduate-portfolio-in-community-engagement/>).

- Provide resources and support for faculty and students; e.g., UCEO can serve as a resource center that can help connect academics from diverse disciplines with community organizations working on specific issues. Such a center, featured in the interactive web portal described below, could also work with other academic units to monitor community partnerships to coordinate extensive student engagement in particular regional organizations; present training and professional development workshops; and provide student peer advising for planning and implementing community-engaged projects.

3. **Engage community partners:** acknowledging and effectively using the skills and capacities of community partners in collaborative activities.

- Rely on the UC Davis definition of community engagement and outreach that expresses the essential qualities of respectful, reciprocal, and sustainable collaboration between university and community partners.
- Create professional development programs in engaged scholarship for administrators, faculty, students and staff that describe the history and context of the UC Davis land-grant mission; characteristics of exceptional examples of university-community partnerships; and practical skill building in topics including effective translation of research for public policy and community development decision making and multi-cultural communication. Since 2010 the UC Davis John Muir Institute of the Environment has frequently co-presented, with several graduate groups, a popular graduate course in Translating Research Beyond Academia: Education Outreach. Audience for the course includes faculty and post-doctoral scholars as well as graduate students; an example in the Education Graduate Group is described at the following link: <http://johnmuir.ucdavis.edu/translating-research-beyond-academia-education-outreach>. One example of an integrated approach to providing professional development and community engagement resources, CU Engage, at the University of Colorado, Boulder, is described at <http://www.colorado.edu/cuengage/>.
- Develop a broader context of partnership with governmental agencies at all levels; for example, reviving a framework of UC Davis MOUs with State agencies enabling more extensive collaboration beyond specific contract and grant supported research and sponsored programs in addressing

important public policy issues. Collaborative research and assessment projects, interagency workshops, and jointly presented public conferences were some of the products of previous MOUs. Recent consultations associated with the work of this project have identified substantial interest in the University as well as State agencies in creating new MOUs to collaboratively address key public policies issues including food and nutrition, water resources management, community health, and climate change.

- Coordinate and collaborate with industry engagement units of the Office of Research to support, strengthen, and expand mutually-beneficial partnerships with business and industry. Opportunities to learn more about existing and potential new OR partnerships for economic development can be featured on the Community-Engagement Portal described below.
- Create a Community Science Academy for interested community leaders to enhance science literacy, capacity to identify high priority community needs, and effectively collaborate in campus-based scientific research. Academy curriculum would include practical skill building in field research and analysis as well as in research translation and dissemination. This idea is being developed at UC Davis through the new NIH/NIEHS-funded Environmental Health Sciences Center (<http://www.ucdmc.ucdavis.edu/publish/news/newsroom/10268>). The Shaw Center at Syracuse University provides another possible model; the Center is a central element of SU's community engagement initiatives, with an extensive array of resources supporting "reciprocal learning in partnership with the community" (<http://shawcenter.syr.edu>).

4. **Develop a Community-Engagement Portal:** a well maintained, highly interactive website for ongoing support of community-engaged programs and projects. This continually updated site would serve as a resource for campus faculty, staff and students as well as for members of the community, regionally and internationally. Information on outreach and engagement activities of UC Davis is currently collected and managed in several units, including Government and Community Relations, the Office of Undergraduate Education, the Division of Student Affairs (especially the Internship and Career Center), the Office of Research, and Strategic Communications, as well as in each of the colleges, schools and divisions. We recommend developing and staffing a single multi-use portal to provide resources for faculty, staff, students and members of the community and to facilitate university-community collaboration. The site could include elements such as:

- Descriptions and information for campus units providing resources, services and engagement opportunities. A single "point of contact" for members of diverse communities of interest.

- A process to permit individuals and organizations in the community to connect with UC Davis for a variety of purposes, such as seeking research or technical assistance, developing collaborative research through public and private sector partnerships with the university (for example, the industry engagement activities of the Office of Research), providing internship or service learning opportunities for students, making a gift to the University, or even identifying a guest speaker. A new comprehensive site at UMass Boston is at <http://engage.umb.edu>.
- A responsive, frequently updated, moderated forum to allow comments and suggestions for university-community partnerships, acknowledgement of successful initiatives as well as constructive suggestions for improvements.
- A UC Davis Science Shop, based on models operating in the Netherlands, other states, and around the world. The Science Shop would offer free or low-cost access to scientific resources and expertise and potentially play a role in translating research knowledge into policy and practice—promoting mutual learning between community and university partners. One model currently operates at the University of Denver (<http://www.du.edu/ccesl/scholarship/scienceshop.html>).
- Up-to-date information for students on service learning, internship and career pathways programs. Coordinate and integrate with Internship and Career Center database of volunteer opportunities and Noble Hour, hosted by the ICC (<https://www.noblehour.com/ucdavis/>).
- Resources, guidelines, tools and potential community partners to assist faculty in incorporating service learning into their curriculum or research activities.
- A database and searchable map of community-engaged activities of campus academic units. Examples of scholarly engagement are included in a current database in Government and Community Relations. An example of an accessible, continually updated website map at the University of Colorado, Boulder, is at <http://outreach.colorado.edu/programs/outreach-map>.
- Standards and metrics for assessing impacts and outcomes of community engagement activities and an accessible database of project and program outcomes. Such assessment data are critically important in demonstrating the value of this work and ensuring sustainable support for it.
- A showcase for highlighting and celebrating engaged-scholarship-related awards and recognition for students, faculty, staff and community partners.

5. **Create strategic communication resources:** emphasizing—externally and internally—the public value created by the impacts and outcomes of community-engaged scholarship.
- Work closely with Office of Strategic Communications to target messages of engaged scholarship for diverse audiences, including alumni, legislators and their staff, the general public, faculty, staff and students. Emphasize impacts and societal outcomes of engaged scholarship.
 - Develop capacity for informational meetings, targeted one-on-one briefings, UCTV, and YouTube and other social media, in addition to traditional digital and print communication.
 - Provide information on exceptional examples of engaged scholarship to Strategic Communications; stress “value-added” and the public value created by the impact of the work.
 - Develop communication tools that can be used by the colleges, schools and divisions in emphasizing the importance and value of university-community engagement. This could include faculty workshops and in-person or online tutorials, as well as targeted print materials.
6. **Create alliances with other engaged universities and associations** contributing to the scholarship of community engagement in higher education.
- UC Davis can play an important coordinating role for engaged scholarship in the UC System, building on recommendations of a previous UC Strategy Group on Civic and Academic Engagement (<http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/StrategyReport.2.06.pdf>).
 - Consider membership in the Campus Compact, a national association dedicated to “supporting faculty and staff as they pursue community-based teaching and scholarship in the service of positive change.” Current California members include UC Los Angeles, UC Berkeley, UC San Diego, UC Irvine, UC Merced and Stanford (<http://www.cacampuscompact.org>).
 - *Imagining America: Artists and Scholars in Public Life*, nationally regarded for its support for community-engaged scholarship, is now seeking a new hosting partner—after 10 successful years at Syracuse University. We may consider a campus proposal to host this exceptional program. An initial Letter of Interest is due by Monday, November 2, 2015, and a full Proposal by Friday, January 15, 2016. The Call, the Guidelines, and other useful materials are available online at <http://imaginingamerica.org/about/transition/>.

- Consider membership in The Research University Civic Engagement Network. TRUCEN, based in the Campus Compact, works to advance civic engagement and engaged scholarship among research universities and to create resources and models for use across higher education. As previously described, current TRUCEN members are 39 highly regarded U.S. research universities, including UC Berkeley and UC Los Angeles (<http://compact.org/initiatives/trucen/>).
- Consider membership in the Engaged Scholarship Consortium (<https://engagementscholarship.org>).
- Potential partners for collaborative ventures and ongoing exchange of engaged scholarship resources and information include several other AAU institutions: University of Colorado, Boulder; University of Minnesota, Twin Cities; University of North Carolina, Chapel Hill; University of Pennsylvania; Michigan State University; Ohio State University.

Conclusion

This is a time of rich opportunity for higher education. Strengthening community-engaged scholarship as an organizing principle and practical strategy will further the UC Davis vision of excellence in the 21st Century, building on our historic tradition and strong foundation of university engagement and outreach. Specific strategic goals described in this report represent potential value-added programs, activities and partnerships that can be developed and enhanced over time with institutional leadership and collective support across the academic and administrative landscape of the campus.

Provost Hexter's charge to our Committee was to draft a plan that can be considered "...in consultation with the Academic Senate and other campus constituencies." Establishing an Office of University-Community Engagement and Outreach, directed by an experienced senior administrator, is essential for "...incorporating the ethos of engaged scholarship in the institutional culture of UC Davis." This office will work collaboratively with other campus units to address UC Davis organizational goals for community engagement and outreach. We are confident that institutional investment in community-engaged scholarship will return valuable dividends, confirming the distinctive influence of UC Davis in higher education's vital role in public engagement. Corresponding investments of time, energy, and funding from community partners—who are enthusiastic about new opportunities for reciprocal, mutually beneficial working relationships with UC Davis—will secure our integration into the communities we serve and elevate our powerful role in society.

We believe that the challenge of the next millennium is the renewal of our own democratic life and reassertion of social stewardship....we can think of no nobler task than committing ourselves to helping catalyze and lead a national movement to reinvigorate the public purposes and civic mission of higher education. We believe that now and through the next century, our institutions must be vital agents and architects of a flourishing democracy.

Excerpt from the Presidents' Declaration on the Civic Responsibility of Higher Education, signed by more than 580 presidents and chancellors of American colleges and universities, including UC Berkeley, UC Los Angeles and UC San Francisco (<http://compact.org/who-we-are/mission-and-vision/presidents-declaration-on-the-civic-responsibility-of-higher-education/>).

Advisory Committee on Community-Engaged Scholarship

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Professor Nicole Biggart, Graduate School of Management

Assistant Vice Chancellor Marjorie Dickinson, Government and Community Relations

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Director Marcie Kirk-Holland, Internship and Career Center

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Associate Professor and Director Jonathan London, Center for Regional Change, College of Agricultural and Environmental Sciences

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Professor Debbie Ward, Betty Irene Moore School of Nursing

Assisted by: Graduate Research Assistant Kelsea Dombrovski, Community Development Graduate Group

Appendices

Appendix I: Provost Hexter Appointment Letter to the Advisory Committee on Community-Engaged Scholarship, March 30, 2015

Appendix II: University-Community Engagement and Outreach at UC Davis: Selected Distinctive Examples

Appendix III: Site Visits; UC Davis Engaged Scholar Forums; and Campus and Regional Consultations

Appendix IV: University-Community Engagement and Outreach: Resources/Models/Best Practices

Appendix V: References and Annotated Bibliography

Appendix I

**Provost Hexter Appointment Letter to the Advisory
Committee on Community-Engaged Scholarship**

March 30, 2015

UNIVERSITY OF CALIFORNIA, DAVIS

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Revised, March 30, 2015

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Professor and Associate Dean Deborah Ward, Betty Irene Moore School of Nursing

RE: Advisory Committee on Community-Engaged Scholarship

Dear Colleagues:

Our colleague, Dennis Pendleton, has accepted a short-term appointment as an advisor to me for the specific purpose of developing a strategic plan to advance community-engaged scholarship at UC Davis. We speak often and passionately about the service and outreach aspect of our tripartite mission as a University and, certainly, UC Davis distinguishes itself in many aspects of bringing the best of the University to bear on pressing regional, national, and global problems. What we lack, I believe, is a UC Davis-specific conception and strategy for community-engaged scholarship, a broad awareness of our many efforts and the overarching framework into which they fit, and a strategic plan for advancing this aspect of our mission. Such a plan would help us to prioritize and better support efforts to establish mutually beneficial community partnerships that address critically important social issues; to identify opportunities for enhancing the individual and collective scholarship of campus faculty; to create and strengthen working relationships with community decision makers; and to promote value-added initiatives that powerfully engage friends, associates and supporters of the campus.

I have asked Dennis to draft a strategic plan for community-engaged scholarship that I will consider in consultation with the Academic Senate and other campus constituencies. The plan will assess the

current state of community-engaged scholarship at UC Davis and present actionable recommendations and plans to enhance community engagement and outreach in the academic mission and strategic communications of the campus. In developing this draft, I have asked Dennis to

- Identify best practices in university engagement at several distinctive, highly-regarded, public research universities, inviting individual leaders in this space to consult with us.
- Confer with a diverse array of regional decision makers in both the public and private sectors—for example, non-profit organizations, financial institutions, and public agencies—regarding important issues that could be usefully addressed by the university's reciprocal and mutually beneficial engagement with community partners.
- Engage UC Davis faculty and staff in an ad hoc advisory committee—a broadly representative group of faculty, administrators and academic staff that can contribute diverse perspectives on the assessment efforts of this proposal—to consider: 1) means of demonstrating the multiple values of university engagement in the academic mission and strategic communication of the university, and 2) ideas for incorporating the ethos of engaged scholarship in the institutional culture of UC Davis and the merit and promotion processes of the campus.

I am writing to invite you to serve on the campus advisory committee that will support Dennis's work on this project. I anticipate that this group will meet several times between late February and early July to discuss topics you and Dennis will agree are essential to this work; interact with representatives from other institutions to share information and perspectives; and consider drafts of a strategic plan document.

Thank you very much for considering participation in this important work. My office will work with you and Dennis to schedule meetings and staff your deliberations, as necessary. There is no need for you to respond to this letter unless you are unable to serve—in which case please send an email note to my executive assistant, Mary McLaughlin, at mbmclaughlin@ucdavis.edu.

Sincerely,



Ralph J. Hexter
Provost and Executive Vice Chancellor

- c. Chancellor Katehi
Associate Chancellor Engelbach
AEVC Loessberg-Zahl
Faculty Assistant to the Chancellor and Provost Burtis
Executive Advisor to the Provost Pendleton

Appendix II

University-Community Engagement and Outreach at UC Davis Selected Distinctive Examples

UC Cooperative Extension

Cooperative Extension has been the most extensive and well-known example of extension and outreach in the University of California—bridging university research and local issues and needs across California since 1913.

Dissemination of research results in agricultural and environmental program areas was the original and predominant mode of operation, but more recently there are many UCCE examples of mutually-beneficial, engaged work with community partners—in a growing array of program areas (<http://ucanr.edu>).

The Center for Regional Change

External scholars invited to review our application for the 2015 Carnegie Community Engagement Classification referred to the Center for Regional Change as the best example of truly engaged scholarship at UC Davis. The CRC is the home of the Civic Engagement Project, the Regional Opportunity Index, Putting Youth on the Map, and other projects addressing such issues as social justice, youth empowerment, and community health and wellbeing, for which the Center is widely known and highly regarded (<http://regionalchange.ucdavis.edu>). The commitment and quality scholarship of the Center's work is having a clear and demonstrable impact on public policy (<http://www.kesq.com/kesq/report-outlines-challenging-conditions-in-east-valley/20546248>). Core funding for the CRC is provided by the College of Agricultural and Environmental Sciences. CA&ES Dean Helene Dillard has remarked on our responsibility for engaged scholarship: "At the heart of the fundamental land grant mission is the expectation for engagement with stakeholders. This responsibility distinguishes land grant universities from all others, and provides the basis for community-engaged scholarship. In the College of Agricultural and Environmental Sciences, there is an expectation that some faculty will actively participate in community-engaged scholarship. This distinction is fully embraced, appreciated, and rewarded."

The Mellon Public Scholars Program of the UC Davis Humanities Institute

This program, based in the UC Davis Humanities Institute will launch in the fall of 2015. Ten Ph.D. students in the humanities and humanistic social sciences will participate in a quarter-long seminar prior to working with a

faculty mentor in developing a community-based research project that will be undertaken with a community partner. The new Carnegie Foundation Community Engagement Classification for UC Davis, and our increasing emphasis on community-engaged scholarship, were factors in the positive response of the Mellon Foundation to the DHI proposal (<http://dhi.ucdavis.edu/featured-stories/mellon-foundation-awards-uc-davis-humanities-institute-400000-for-public-scholars-program>).

Clinical Legal Education of the School of Law

Students directly engage with members of the community on critical issues of law and justice in clinics that have been an essential part of the curriculum for the training of lawyers in the School of Law, which is housed in a building named after Dr. Martin Luther King Jr., since the 1970s (before clinical legal education was a part of most law school curricula). The School currently operates five clinics: the Immigration Law Clinic, the Civil Rights Clinic, the Prison Law Clinic, the Family Protection and Legal Assistance Clinic, and the Aoki Social Justice Clinic. “As a law school of a land grant institution,” commented Dean Kevin R. Johnson, “the UC Davis School of Law is dedicated to community-engaged scholarship. The clinics are led by scholars of the highest caliber, guiding students in providing legal services to vulnerable communities in dire need of legal representation. Recently, in this regard, President Janet Napolitano tapped the School of Law to house the UC Undocumented Students Legal Services Center, which provides legal services to undocumented students on UC campuses.” The School of Law has a simple description for the impact and value of this work: “...the clinics give legal voice to communities most in need of assistance and at the same time help train first-rate lawyers who will serve the profession for decades” (<https://law.ucdavis.edu/clinics/>). In serving diverse communities, law students are able to hone the cultural competence, as well as the legal skills, necessary to effectively represent clients in an increasingly diverse global society.

Center for Reducing Health Disparities/Clinical and Translational Science Center of the UC Davis Health System

Community engagement is one of the primary focus areas of the CTSC (<http://www.ucdmc.ucdavis.edu/ctsc/area/engagement/index.html>). A Community Review Board enables community input for health researchers developing community- or patient-centered research proposals. The Research and Education Community Advisory Board serves as a bridge between the CTSC and underserved communities, enhancing knowledge,

skills and attitudes of both researchers and communities around pressing public health issues.

The mission of the Center for Reducing Health Disparities is to promote the health and wellbeing of diverse communities by pursuing research, training, continuing education, technical assistance, and information dissemination within a prevention, early intervention, and treatment framework that recognizes the unique cultural and linguistic contexts of these populations. The Center led the collaborative development of a successful and effective *Curriculum for Developing Culturally and Linguistically Appropriate Services* for academic health system departments and state and local health departments. The Center also connects UC Davis with others nationally who are increasingly focused on community-engaged scholarship in the health professions. For example, the Community-Campus Partnerships for Health (www.ccph.info) has created a faculty community-engaged scholarship toolkit for developing strong portfolios for promotion and tenure.

Center for Watershed Sciences

The Center conducts problem-solving research and syntheses on restoration and water resource management, mainly in California, but also nationally and internationally. Center projects typically engage interdisciplinary campus teams from the physical, biological, social and engineering sciences, often in partnership with agencies and conservation groups. The engaged work of the Center has had substantial influence on water policy and watershed management practices in California and beyond—often leveraged through an effective partnership with the independent Public Policy Institute of California. Director Jay Lund is frequently cited as one of the state’s leading water experts (<http://www.nbcbayarea.com/news/california/Reality-Check-What-Will-Prop-1-Water-Bond-Really-Cost-281497541.html>). Jeff Mount, founding director emeritus of the Center is now a PPIC senior fellow and frequent commentator on water policy issues (<https://www.youtube.com/watch?v=1P7EYFvSwgU>).

California Renewable Energy Center (CREC)

CREC, a unit of the UC Davis Energy Institute, provides a unique statewide forum among government, industry, educational, and non-profit organizations for integrated renewable energy research, education, outreach, and policy. The Center was formed as a multi-sector collaborative and is administered through the UC Davis Energy Institute. Currently CREC is comprised of six member programs: biomass, geothermal, small hydro, solar, wind and integrated renewable energy systems (<http://energy.ucdavis.edu/research/programs-and-centers/crecpage/>).

Taller Arte del Nuevo Amanecer (TANA)

TANA is a collaborative partnership between the Chicana/o Studies Program at UC Davis and the greater Woodland community. The program offers a fully functioning silkscreen studio, Chicano/Latino Arts exhibition space, and a teaching center for the arts. The Chicana/o Studies Program at UC Davis has a history of scholarship and promotion of community health and empowerment and TANA is a continuation of this history (<http://tana.ucdavis.edu>). Susan Kaiser, Interim Dean of Humanities, Arts and Cultural Studies, describes TANA as “a partnership to enhance the arts as a fundamental part of the community’s development and well-being.” Dean Kaiser describes the larger context of the role of HArCS in community and public engagement, “Whereas TANA is a physical, community-building space, other faculty in the humanities, arts and cultural studies engage with the public through social media and blogs, through which their scholarship becomes part of the critical and creative discourses on major societal issues of the day. We are eager to explore ways to increase our community and public engagement through a variety of venues that will transform the meaning of the humanities, arts and cultural studies in the land-grant university of the 21st century.”

UC Davis Extension Collaboration Center

For more than 25 years, the Collaboration Center has provided facilitation, mediation and public engagement services—helping to resolve conflicts and creating long-lasting public policy solutions for the people and communities of California and throughout the world (<https://extension.ucdavis.edu/areas-study/collaboration-center/about-our-program>). University-community engagement is a fundamental basis for the Center’s success in collaboratively resolving contentious issues including natural resources management, environmental justice, public health, agriculture, climate change, and community and economic development.

Students for One Health

UC Davis students from the School of Veterinary Medicine operate a veterinary clinic alongside a medical clinic managed by students of the UC Davis Health System in the underserved agricultural community of Knights Landing. Improving the health of domesticated animals impacts human health and wellbeing—diminishing the possibility of zoonotic disease transmission and lessening the economic and emotional burden of unhealthy animals on members of the community. Medical and veterinary teams foster ongoing

open communication among the teams and community members in strengthening the One Health model. Students are considering inviting students from other disciplines such as agricultural and environmental health, social work, urban planning and public health to work with them in this value-added regional engagement

(http://www.vetmed.ucdavis.edu/onehealth/students/knights_landing/index.cfm).

Appendix III

Site Visits; UC Davis Engaged Scholar Forums; and Campus and Regional Consultations

1. Site Visits and Consultations with Selected Institutions

On-site consultations with program directors and scholars at six institutions identified programs and activities providing models and practical approaches that could be useful at UC Davis. Additional information on other programs and best practices at each location is included in the report and in Appendix IV.

University of Minnesota, Twin Cities; June 1-3, 2015

The U of M is the home of one of the most thoughtful, integrated, and comprehensive university programs in public engagement—developed through an institutional strategic plan. A Council on Public Engagement (COPE) was created in 2002 to advance “strategies for public engagement” at the University of Minnesota; a University-wide definition of “public engagement” was adopted in 2004; and an Office for Public Engagement was created in 2005—to “deepen” the institutionalization of public engagement across the research, teaching and service missions of the University. The first Associate Vice President for Public Engagement, a member of the U of M faculty, was appointed in 2006 and in that year the University was one of the first in the nation to receive the Carnegie Community Engagement Classification. In 2008, Professor Andrew Furco, recruited from UC Berkeley, was appointed Associate Vice President for Public Engagement. He continues to hold this position and under his leadership a wide array of public engagement activities and programs, highly integrated into the campus academic mission, have been developed. In the first year of Dr. Furco’s tenure, a University-wide Ten Point Plan to advance and institutionalize public engagement was developed (<http://engagement.umn.edu/about-engagement/ten-point-plan-advancing-and-institutionalizing-public-engagement>). Engaged scholarship is at the heart of the plan; the first of the ten points is about “the scholarly value of engagement.” Metrics were developed and are consulted regularly to assess progress against the goals of the plan. A University-wide Public Engagement Council was created to establish standards and address important issues in public engagement. Key programs and activities include:

* An Engaged Department Grant program was established to provide financial incentives for department-level community engagement activities. Faculty have described the positive interaction among their colleagues in creating engagement grant proposals—whether they were successful in obtaining funds or not.

* A Student Experiences Task Force on Public Engagement developed strategies for advancing student participation in community engagement.

* Urban Research and Outreach-Engagement Center, a beautiful, permanent physical presence in an underserved community near the U of M campus. The Center is a base for collaborative research and community-university partnerships of various kinds. The UROC leadership team includes members of the community. The Center is available for ongoing community consultation and connection with faculty and also can be used for community meetings, support for digital access, and other activities.

* The Center for Integrative Leadership, an initiative of the Humphrey School of Public Affairs and the Carlson School of Management, actively engages with the community in the Cedar Riverside neighborhood adjacent to the U of M campus. Student engagement includes field courses, designed and implemented in partnership with community leaders, addressing key community issues.

* The President's Community-Engaged Scholar award is presented annually to a member of the faculty for exemplary engaged scholarship. The scholar selected for the award receives a cash prize of \$15,000 and is honored, along with all nominees from other colleges, at a celebration dinner (<http://engagement.umn.edu/presidents-community-engaged-scholar-award>).

University of Colorado, Boulder; April 27-28, 2015

At CU Boulder, there is a clear emphasis on quality scholarship in the activities and programs of the Division of Outreach and Engagement, Continuing Education, and Summer Session. From 1996 to 2015, the Division was under the leadership of Dr. Anne Heinz, Vice Provost for Outreach and Engagement and Summer Session and Dean of Continuing Education. The Division is self-funded and well managed. A positive financial margin each year permits a substantial contribution to campus support for outreach and engagement activities and programs. This investment yields multiple benefits for CU-Boulder, including leveraging many other sources of extramural funding. Some of the distinctive programs and activities of the Division include:

* Outreach and Community Engagement Awards extend faculty members' research, teaching and creative work through mutually beneficial partnerships with external constituents (<http://outreachawards.colorado.edu>). The CU-Boulder Outreach Committee, comprised of faculty and community members from many disciplines, oversees the award process. The Committee awards approximately \$360,000 each year to 40 faculty-sponsored individual and group outreach and engagement projects involving Colorado communities, P-12 students and teachers, and citizens with limited access to University programs. The awards have helped leverage much larger extramural grants for various projects.

* CU at the Library, sponsored by the Office of Outreach and Engagement, features faculty presentations on a variety of topics in libraries in Colorado communities.

* CU Engage, in the Center for Community-Based Learning and Research, supports programs and initiatives that work collaboratively with community groups to address complex public challenges through research, creative work and action (<http://www.colorado.edu/cuengage/>). The office provides support for faculty and students to develop ethical and rigorous participatory research methods. In a new program for 2015-16, CU Engage will support an inaugural cohort of six doctoral students as Community-Based Research Graduate Fellows working with community partners, including Black Lives Matter, Ecological Resilience Network, Boulder Food Rescue, and Taking Neighborhood Health to Heart.

* The Outreach and Engagement website (<http://outreach.colorado.edu>) is a comprehensive resource hub that catalogs and showcases outreach efforts for the entire Boulder campus. The website includes a searchable map of the state as well as web-based educational resources beyond the borders of the state. The site feeds directly into the CU System's "CU for Colorado" website. The site is regularly maintained and updated and features more than 220 active CU-Boulder outreach and engagement programs serving approximately 360,000 people annually.

Michigan State University; June 24-25, 2015

MSU has been a national leader in university engagement and outreach for more than 20 years. In October of 1995 they hosted a meeting of 62 university teams in a Capstone Symposium, "Fulfilling Higher Education's Covenant with Society: The Emerging Outreach Agenda." This meeting of more than 300 senior university leaders from throughout the country immediately preceded and provided a basis for the multi-year work of the Kellogg (Foundation) Commission on the Future of State and Land-Grant Universities (Chancellor Vanderhoef was one of 26 presidents and chancellors, the only UC representative, who served on the Commission). The third of six reports of the Commission, *Returning to Our Roots: The Engaged Institution*, described a rationale and strategy for redefining the public service responsibilities of state and land-grant institutions in the 21st Century (UC Davis was one of the universities featured in this report). Following the completion of the Commission's work, MSU hosted another national conference in 2005, with participants from 47 research-extensive universities from 30 states (including a contingent from UC Davis) on "benchmarking university engagement." The program focused on addressing the challenges of developing benchmarks to measure faculty outreach and engagement.

Since the mid-1990s, MSU has developed an extensive array of community-engaged programs and activities and a strong emphasis on community-engaged scholarship. It is an institutional leader of the Engaged Scholarship Consortium and faculty and staff contribute substantially to the scholarship and literature of university-community engagement. Associate Provost Hiram Fitzgerald, University Outreach and Engagement (and University Distinguished Professor of Psychology), is the senior campus leader for engaged scholarship, directing a unit of more than 60 academic and administrative staff. Key programs and activities include:

* Center for Community and Economic Development. This center provides an active physical presence in an economically-challenged area of Lansing, continually engaging with members of the community and providing access to office space, fundraising capacity and connections to resources and services of the University.

* OEMI (Outreach and Engagement Measurement Index) is an annual survey that collects data on the outcomes and impacts of outreach and engagement activities of faculty and academic staff. These data permit, for example, an annual calculation of the costs and returns of community-engaged work—regionally and internationally—and a measurement of return on investment (nearly 7:1 according to recent data).

* Center for Service Learning and Civic Engagement. This center helps develop curriculum featuring community engagement and provides student advising and support. It also provides resources for faculty in developing best practices for curriculum integration and reflection. Of particular note is a Graduate Certification in Community Engagement designed to help graduate and professional students develop skills and competencies for engaged research and creative activities, engaged teaching and learning, engaged service, or engaged commercialization activities.

* Julian Samora Research Institute. The Institute is committed to the generation, transmission, and application of knowledge to serve the needs of Latino communities in the Midwest—through policy seminars, workshops, leadership development, occasional papers, publications and private consultations. Activities include providing technical expertise and support to Latino communities to help develop policy responses to local issues.

University of Massachusetts, Boston; March 5-6, 2015

UMass Boston is a relatively young public research university, founded in 1964. The following is an excerpt from an institutional statement about “why we engage” on the UMass Boston Engage website (<http://engage.umb.edu>): “UMass Boston believes in the power of working collectively with partners and diverse stakeholders. We value the expertise and ingenuity of our partners and seek to leverage university and community resources to collaboratively generate cutting-edge solutions for the real world. As a platform for enhancing teaching and learning, experiential opportunities cultivate a lifelong commitment to public engagement in students and prepare them with the skills required to make a difference in the 21st century workforce.” The Office of Community Partnerships, directed by Luciano Ramos, is the heart of outreach and engagement activities and programs at UMass Boston (<https://www.umb.edu/ocp>). OCP manages programs and activities such as:

* Professional development, including individual consultation for faculty and staff in developing and enhancing community partnerships, and the Civic Engagement Scholars Initiative, a three-semester program assisting faculty, departments, and

community partners with integrating civic engagement into curriculum.

* An Annual Community-Engaged Partnerships Symposium, a university-wide event offering professional development workshops and showcasing community-engaged activities at the University.

* The Engage website (link shown above), managed by OCP, provides a continually updated database of outreach and engagement projects (in August, 2015, engaging with 2209 partners through more than 699 programs in 208 Massachusetts municipalities and an additional 227 communities worldwide).

UMass Boston is the home of the New England Resource Center for Higher Education. NERCHE, directed by Dr. John Saltmarsh, Professor of Education, is the administrative home of the Carnegie Foundation Community Engagement Classification. Dr. Saltmarsh is a nationally known scholar of university-community engagement and issues of higher education and democratic engagement. NERCHE supports research and visiting scholars and serves as a national resource on community engagement issues. The Center also hosts an annual Lynton Colloquium on the Scholarship of Engagement at UMass Boston.

University of Massachusetts, Amherst; March 4, 2015

Programs blending service learning and community engagement began in the late 1980s at UMass Amherst. John Reiff was hired as the director of the Office of Community Service Learning in 2000, and he continues to direct what is now called the Office of Civic Engagement and Service Learning in the Office of the Provost. CESL is charged with nurturing service learning and meaningful engagement across the University. UMass Amherst is considered a national leader in community engagement and service learning, supporting programs and activities such as:

*Civic Engagement and Public Service Certificate, a program for undergraduates involving six courses from five content areas.

* Citizen Scholars Program/Community for Social Progress, a two-year curricular service learning program designed to build students' capacity for civic engagement and leadership. Over four semesters students work at least 180 hours in a partnering community organization while moving through a set of four challenging courses addressing issues of democracy, public policy and community organizing.

* Civic Engagement and Service Learning Fellowships that provide resources for faculty in designing, developing and assessing the outcomes of service learning courses.

Saint Mary's College of California; April 9, 2015

Saint Mary's is a Catholic liberal arts college committed to engaging the community through on-campus programs and off-campus outreach. Dr. Marshall Welch, Director of the Catholic Institute for Lasallian Social Action and Assistant Vice Provost for Community Engagement, is a nationally known scholar of community-engaged scholarship. Under Dr. Welch's leadership, Saint Mary's has developed highly useful resources for university-community engagement including:

- * Professional Development Tool Kit for Community Engagement, a guide used in workshops for faculty for working with students in effective and respectful community engagement projects.

- * An annual Social Justice Institute for educators and community partners.

- * Educational resources, professional development and networking opportunities for community partners (<http://www.stmarys-ca.edu/catholic-institute-for-lasallian-social-action/community-partners/resources-training>).

2. UC Davis Engaged Scholar Forums

February 27, 2015

Hiram Fitzgerald, Ph.D., Associate Provost, University Outreach and Engagement and University Distinguished Professor of Psychology

Community Engagement Scholarship: Aligning to Institutional Mission and Partnering to Achieve Sustainable Change

Dr. Fitzgerald is president of the Engagement Scholarship Consortium, a member of the Executive Committee of the Council on Engagement and Outreach of the Association for Public and Land Grant Universities, a member of the Board of Directors of Transformative Regional Engagement Networks, and a member of the Academy for Community Engagement Scholarship task force.

May 13, 2015

Nancy Franklin, Ph.D. and **Tim Franklin**, Ph.D.

Scaled Engagement Frameworks: Toward a 21st Century Community-Engaged Scholarship Mission

Dr. Nancy Franklin is currently serving as a consultant for higher education institutions and affiliated organizations on various forms of scaled engagement. Her work with the New Jersey Institute of Technology is focused on an initiative to build the resilience of the NJ aerospace and defense supply chain and its associated communities through university-led, collaborative, data-driven, capacity-building programs. She is also working with Rutgers University-Newark campus on strategic initiatives to advance community-engaged scholarship in the university's service as an anchor institution in the Newark community.

Dr. Tim Franklin is vice president and chief operating officer of the New Jersey Innovation Institute, which has four innovation labs that apply the intellectual and technological resources of the New Jersey Institute of Technology to challenges identified by industry partners. He also serves as associate vice president for business and economic development and as special advisor to the President of the New Jersey Institute of Technology.

3. Campus and Regional Consultations

Campus Consultations

Beth Broome, Advisor to the Chancellor and Provost on regional economic development

Dave Campbell, Associate Dean, College of Agricultural and Environmental Sciences

Lorraine Covello-Hernandez, Analyst, Government and Community Relations

Adela de la Torre, Vice Chancellor, Student Affairs

Andre Knoesen, Chair, Academic Senate, Davis Division

Suad Joseph, Professor of Anthropology, Advisor to the Chancellor

Cathryn Lawrence, Administrator, Center for Watershed Sciences

Marco Molinaro, Assistant Vice Provost of Undergraduate Education

Jeff Mount, Professor Emeritus, Geology, and Senior Fellow, Public Policy Institute of California

Patsy Owens, Past Chair and Professor, Human Ecology

Mabel Salon, Director of Community Relations, Government and Community Relations

Bob Segar, Assistant Vice Chancellor, Campus Planning and Community Resources

Dan Sperling, Director, UC Davis Energy Institute

Maureen Stanton, Vice Provost, Academic Affairs

Carolyn Thomas, Vice Provost and Dean, Undergraduate Education

Discussion and interaction with graduate and undergraduate students, and faculty, in a winter, 2015, seminar course, **CRD 290: "Scholarly Engagement at UC Davis"**

- 1/7 Professor Leticia Saucedo**, Director of Clinical Legal Education, King School of Law
Engaging with clients from diverse backgrounds in the King Hall Immigration Law Clinic
- 1/14 Dr. Jay Lund**, Director, Center for Watershed Sciences, Department of Civil and Environmental Engineering
Engagement in California water problems—opportunities and pitfalls
- 1/21 Dr. Marc Schenker**, Director, Western Center for Agricultural Health and Safety, Department of Public Health Sciences
Engaging community partners in addressing migrant health issues
- 1/28 Dr. James Grieshop**, Emeritus Specialist in Cooperative Extension, Department of Human Ecology
Participatory research in the U.S. and abroad
- 2/4 Dr. Jeff Loux**, Chair, Science, Agriculture and Natural Resources Department, UC Davis Extension/Adjunct Associate Professor, Landscape Architecture, Dept of Human Ecology
Tectonic uplift: building genuine community engagement in an emerging Chilean environmental democracy
- 2/11 Dr. Joyce Gutstein and Dr. Kandace Knudson**, John Muir Institute of the Environment
Translating research: the impact and value of community engagement for graduate students in multiple disciplines
- 2/18 Dr. Tara Zygozsky**, Director, Collaboration Center, UC Davis Extension
A facilitator's role in engaging disadvantaged communities in California EPA research and policy
- 2/25 Tracy Perkins, Ph.D. candidate**, UC Santa Cruz, M.S. alumna in Community Development, UC Davis
Environmental justice: public engagement for social change in the San Joaquin Valley
- 3/4 Dr. Marianne Page**, Deputy Director, Center for Poverty Research, Department of Economics
Engaged research on poverty in the United States
- 3/11 Dr. Jonathan London**, Director, Center for Regional Change, Community and Regional Development, Department of Human Ecology
Spinning a community engaged scholarship: tales of resilience and hope

Regional Consultations

Mitchell Adler, Psychotherapist/Organizational development consultant, Davis
Carl Anthony, Co-Director, Breakthrough Communities, Oakland
Mary Bitterman, President, Bernard Osher Foundation, San Francisco
David Bunn, Director, California Department of Conservation
Sandy Holman, Founder and CEO, the Culture Co-op, Sacramento
Bill Kennedy, Managing Attorney, Legal Services of Northern California, Sacramento

Michael Mantell, President, Resources Legacy Fund, Principal, Resources Law Group,
Sacramento

Bill Mueller, CEO, Valley Vision, Sacramento

Paloma Pavel, Co-Director, Breakthrough Communities, Oakland

Darryl Rutherford, Executive Director, Sacramento Housing Alliance

Don Saylor, Yolo County Supervisor, Davis

Ryan Sharp, Senior Vice President, Economic and Planning Systems, Inc.,
Sacramento

Matt Yancey, CEO, Davis Chamber of Commerce

Appendix IV

University-Community Engagement and Outreach Resources/Models/Best Practices

	<u>Page</u>
Institutional Vision and Strategies for Community-Engaged Scholarship	1
Engaging Faculty	4
Student Programs and Incentives	11
Models and Tools for Creating and Sustaining Community Partnerships	18
Metrics and Assessment	21
Infrastructure and Administrative Alignment	23
Strategic Communication	24
Measures of ROI	24
National and International Networking	25

- **Institutional Vision and Strategies for Community-Engaged Scholarship**—incorporating the ethos of engaged scholarship across the disciplines of UC Davis
 - **Indiana University-Purdue University Indianapolis: Center for Service and Learning** (<http://csl.iupui.edu/index.shtml>)
 - **Goals**
 - **Community Partnership Development:** CSL achieves community goals through partnerships. Developing and supporting relationships with community partners is essential to fulfilling CSL’s mission.
 - **Faculty and Staff Development:** CSL collaborates with others on campus. Working with faculty and staff to achieve shared goals is critical to supporting learning and sustaining community partnerships.
 - **Student Learning and Development:** CSL supports student learning and development. Designing educationally meaningful service experiences is an effective way to develop civic-minded graduates.
 - **Civic Engagement in Higher Education:** CSL furthers IUPUI’s civic engagement mission. Advancing the public purposes of higher education is important locally, nationally, and internationally.
 - **Assessment, Research, and Scholarship:** As an IUPUI Signature Center, CSL advances best practices and

research. Assessing learning outcomes and conducting research is essential to improved practice.

- **Communication and Marketing:** CSL engages others in educationally meaningful service. Recognizing the contributions of others is valuable to sustaining service as a distinctive aspect of campus culture.
- **Organizational Effectiveness, Sustainability, and Accountability:** CSL makes wise use of human and fiscal resources. Cultivating internal capacity is vital to sustaining programs and creating new initiatives.

○ **Virginia Tech, Description of Scholarship Domain: Engagement, Office of the President** (<http://www.president.vt.edu/strategic-plan/engagement.html>)

- 'As Virginia's senior land-grant university, Virginia Tech is committed to engaging its intellectual assets to address the economic and social needs of communities around the commonwealth, the nation, and the world. This commitment is based on the university's motto *Ut Prosim* (That I May Serve) and is founded on principles of an engaged university:
 - Engagement cuts across and is embedded in all missions.
 - All disciplines of the university are expected to participate.
 - Faculty involvement and rewards are tied directly to scholarship and quality outcomes.
 - Relationships with communities and partners are defined as being bi-directional and reciprocal; partnership-based, i.e., parties make investments in and get benefits from specific projects; and mutually respectful of the strengths and needs of all parties and involved in a regular, healthy exchange of ideas.'
- Overarching goal of the Engagement Scholarship Domain: Engage in strategic partnerships that enhance the economic and social well-being of individuals, families, businesses, and communities around the commonwealth, the nation, and the world; and enrich and strengthen the university's discovery and learning missions.

○ **Syracuse University, Mary Ann Shaw Center for Public and Community Service** (<http://shawcenter.syr.edu/>)

- 'Opened in 1994 with support from our Founding Partner, the Carrier Corporation, the Mary Ann Shaw Center for Public and Community Service is the centerpiece of the University's community engagement initiative encouraging students, faculty,

and staff to work together for intellectual, ethical, professional and personal development through reciprocal learning in partnership with the community.'

- **CU Boulder**

- CU Engage: Center for Community-Based Learning and Research (<http://www.colorado.edu/cuengage/>)
 - Home for multiple campus programs and initiatives
 - Resources for students, faculty, staff, and community
 - Supports two main activities: community-based learning and community-based research through partnerships that add value to both activities
 - CU Outreach and Engagement (see below) is larger home of efforts at CU Boulder
- CU Outreach and Engagement (<http://outreach.colorado.edu/>)
 - 'The University of Colorado Boulder offers an array of outreach and engagement programs, initiatives, and resources. This site serves as a gateway for campus and community members to learn more about these activities.'
 - Details are provided on programs, resources for faculty, students, and the role of the office.

- **University of Georgia** (<http://outreach.uga.edu/about/>)

- Faculty, staff, students in all schools active in public service and outreach
- Eight additional public service units to serve 'all counties and beyond'

- **University of Minnesota** (<http://www.engagement.umn.edu/about-engagement/ten-point-plan-advancing-and-institutionalizing-public-engagement>)

- 'The University of Minnesota's Ten-Point Plan for Advancing and Institutionalizing Public Engagement, produced in June 2008 and updated in May 2012 by the Office for Public Engagement, articulates a set of action steps designed to secure the full institutionalization of public engagement across the five campuses of the University.'
- Each of ten initiatives has a supporting list of tangible action steps
- The Plan's Ten Key Initiatives:

- Scholarly Value of Engagement
- Accounting and Assessment
- Student Experiences and Development
- Community Connections
- Cultivating and Supporting Campus Leaders
- Visibility and Value
- Program Alignment and Integration
- Internal Networking
- National and International Networking
- Leveraging External Funds
- Assessment Rubric for Institutionalizing Community Engagement in Higher Education:
 - Dimensions of institutionalization are assessed on a continuum to determine the current state of institutionalization
 - Dimensions: Philosophy and Mission of Community Engagement, Faculty Support for and Involvement in Community Engagement, Student Support for and Involvement in Community Engagement, Community Participation and Partnerships, and Institutional Support for Community Engagement
- **Engaging Faculty:** Orientation of new faculty, multiple incentives for community-engaged scholarship, merit advancement/promotion/tenure policies and practices
 - Orientation and/or Resources for Faculty and Staff
 - **Vanderbilt University**
 - Best Practices in Community Engaged Teaching (<http://cft.vanderbilt.edu/guides-sub-pages/best-practices-in-community-engaged-teaching/>) and Community Engaged Teaching Step by Step (<http://cft.vanderbilt.edu/guides-sub-pages/community-engaged-teaching-step-by-step/>)
 - Page consists of several links, focusing on Academic Content, Service Placement, and Student Reflection
 - Community Partnership is supported by five guiding characteristics: Engagement, Reciprocity, Community Voice, Exposure to Diversity, and Public Dissemination
 - **University of Pennsylvania**

- Community Scholars-in-Residence Program (Faculty Development) (<http://www.med.upenn.edu/chbr/CommScholars.shtml>)
 - Scholars work with a community research partner to co-develop projects over a two year partnership
 - Goal is to increase success of partnerships in the long-term, focus is on health topics
 - Mentorship component for faculty; funding is 20% appointment with additional funds for partner
 - Community Engagement and Research (CEAR) Core within Center for Health Behavior Research (<http://www.med.upenn.edu/chbr/CoreResources.shtml>)
 - ‘The purpose of the CEAR Core in the Penn CTSA is to facilitate community-based research and community engagement, especially community-based participatory research, and enhance the translation of research and technological developments to key public health and community stakeholders.’
 - Resources through CEAR: [Community-Based Small Grants Program](#), [Recruitment Resources](#), [CEAR Core Consultations](#), [Community Service Inventory](#)
- **Syracuse University Shaw Center** (<http://shawcenter.syr.edu/facultystaff/>)
 - ‘Our staff welcomes opportunities to work with faculty along a continuum — from curriculum design to course completion — to provide fulfilling learning engagements.’
 - Shaw center assists in aligning pedagogical goals with a community need; working through logistics and partnering
 - Annual Community Partners meeting to share experiences, best practices
 - **UMASS Amherst Civic Engagement and Service Learning** (<http://cesl.umass.edu/>)
 - ‘The UMass Amherst Civic Engagement and Service-Learning office is here to help faculty members design service-learning courses; form meaningful, reciprocal community partnerships; and integrate service into their students’ learning experience.’
 - Provide students lists of service learning courses, links to information about service abroad, service in the community. Focus is service learning courses
 - Act as infrastructure and assistant for faculty to establish curricular service learning partnerships

- Community-Engaged Scholarship Publishing Resources
 - **University of Minnesota** (<http://www.engagement.umn.edu/how-connect/publishing-outlets>)
 - Database on publishing outlets that accept publicly-engaged work
 - Searchable by subject and media
 - Dozens of outlets listed
 - **Ohio State University** (<http://outreach.osu.edu/for-faculty-and-staff/engagement-journals.html>)
 - List, descriptions, and links to over 20 scholarly journals that accept and/or encourage engaged scholarship
- Grants for Community-Engaged Scholarship
 - **Virginia Tech, VT Engage Faculty Fellows** (<http://www.engage.vt.edu/fellows/>)
 - ‘...faculty to develop concepts for leveraging community partnerships to support student learning and advance community partner priorities. With VT Engage support, the Faculty Fellows worked with community partners to implement their courses, assess and reflect on community and student outcomes, and served as advocates and mentors to other faculty by sharing best practices and lessons learned.’
 - Assistance and support provided to Fellows:
 - \$5,000 stipend is provided to assist faculty with devoting time to aspects of the program.
 - Individualized assistance from VT Engage leadership to provide technical assistance and support in course development and implementation.
 - A community engagement mini-grant of \$1,500 to support student/community engagement work linked to the course(s)
 - **CU Boulder**
 - Children, Youth and Environments Participatory Research Award (<http://www.colorado.edu/cuengage/cye-summer-research-grant>)
 - For faculty, staff, students

- ‘...(up to \$4,500) will be given to support a place-based participatory action research (PAR) project focused on young people aged 18 or younger. PAR in this context refers to participatory approaches that work with young people, in partnership, to carry out research and action. It specifically excludes traditional extractive studies that gather information about young people without their direct involvement.’
- General page listing Outreach and Community Engagement Awards (<http://outreachawards.colorado.edu/>)
- Faculty Fellows Program (<http://outreachawards.colorado.edu/funding-opportunities?section=4>)
 - ‘This program provides resources and support for faculty to design a new course or modify an existing course to include a community-based learning component. The aim of the Faculty Fellows Program is to expand, deepen, and institutionalize community-based learning at CU-Boulder. Fellows participate in a Community-Based Learning Institute that provides a dedicated process and structure to develop syllabi, assignments, and other tools needed to successfully implement a community-based learning course. Funding up to \$4,000 available. Sponsored by CU Engage.’
- **Ohio State University** (<http://outreach.osu.edu/for-faculty-and-staff/oegrants.html>)
 - Four different types of grants listed
 - Engagement Impact Grants (up to \$60,000), OSU CARES/OSU Extension Seed Grants (up to \$25,000), Service-Learning Grants (\$3,000-\$4,000), International Grants and Scholarships
- **University of Minnesota** (<http://www.engagement.umn.edu/engaged-department-grant-program>)
 - Engaged Departments Grant Program
 - Purpose: ‘to advance the institutionalization of public engagement’
 - Grants up to \$7,500 to 6-8 departments annually
 - Awarded to advance integration of public engagement into departmental research and teaching activities

- Recognized for: ‘engaged research and scholarship that is conducted for the benefit of, and in partnership with, a community (broadly defined); curricular engagement of students in academic service-learning courses; or mutually beneficial community-university partnerships that address critical community needs.’
- Faculty merit advancement/promotion and tenure; the scholarly value of engagement
 - **University of Minnesota**
(http://regents.umn.edu/sites/regents.umn.edu/files/policies/FacultyTenure1_0.pdf)
 - Support for ‘risk-taking inquiry at the frontiers of knowledge. Both tenure and academic freedom are part of an implicit social compact which recognizes that tenure serves important public purposes and benefits society. The people of Minnesota are best served when faculty are free to teach, conduct research, and provide service without fear of reprisal and to pursue those activities with regard for long term benefits to society rather than short term rewards.’
 - Identification of the importance of tenure for academic freedom both on and off campus, and later mentions the importance of scholarship with the campus community but also the extended community as well
 - ‘publicly engaged scholarship’ referenced in policies of individual colleges
 - Additionally the Faculty Scholarship, Development and Rewards Task Force identified the role departments could play in recognizing engaged scholarship, along with other pertinent suggestions and observations about expanding engagement amongst faculty:
<http://www.engagement.umn.edu/sites/default/files/FacultyScholarshipTaskForceFinalReport2009.pdf>
 - **CU Boulder**
(http://outreach.colorado.edu/pdf/OR_Report_Final.pdf)
 - Report on evaluation of ‘both campus-wide understanding of outreach and the evaluation practices of faculty involvement with outreach activities.’
 - Recommendations include: ‘Institutional Direction and Support, Cultural Shift, Changes in the Evaluation Framework, Collaboration Across Units, and Encouragement for Instructors.’

- **University of Georgia**
 (<http://outreach.uga.edu/policies/appointment-and-promotion-guidelines/>)
 - Unique faculty track specifically focusing on Public Service and Outreach (PSO)
 - Four rank levels, does not carry tenure, but has objective requirements and guidelines for promotion
 - Full Guidelines for Appointment and Promotion: <http://outreach.uga.edu/wp-content/uploads/2015/03/Guidelines.pdf>

- **Portland State University** (Full Promotion and Tenure Guidelines online and on file)
 - Universal and straightforward inclusion of community engagement and outreach as a role of faculty and as work recognized in the promotion and tenure process
 - Descriptions of what community outreach can do and indicators of success
 - ‘Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of: Research, including research and other creative activities, Teaching, including delivery of instruction, mentoring, and curricular activities, and Community outreach.’
 - ‘The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.’

- **Michigan State University:**
<http://www.hr.msu.edu/promotion/facacadstaff/FacGuideTenure.htm>;
http://www.hr.msu.edu/hiring/facultyhiring/facultyhiring_docs/FormD_instructions.pdf

- **Virginia Tech**

- Awards (<http://www.engage.vt.edu/grants-awards/>)
 - John E. Dooley Student Engagement Grant
 - Available to individual students or teams planning to implement a community engaged project
 - Up to two awards of \$750
 - Student Engagement Travel Grant
 - Up to \$500 for students to attend a conference or professional development opportunity
 - Student Community Engagement Award
 - Presented to a student demonstrating sustained community engagement

- **Syracuse University**

- Shaw Center for Public and Community Service Student Page (<http://shawcenter.syr.edu/student/>)
 - Resources for: volunteering, community based service learning, AmeriCorps, orientation to working in the community, and awards
- Entrepreneurship Engagement Scholars and Imagining America Engagement Scholars (<http://news.syr.edu/engagement-scholar-program-seeking-candidates-54916/>)
 - ‘The yearlong program supports recent graduates with a strong academic record to become civic-minded professionals or entrepreneurs in Central New York, and to begin graduate studies at Syracuse University with a scholarship of up to 24 credits. Students are selected based on their academic records, their experience with civic engagement or entrepreneurship, faculty or professional recommendations and an in-depth interview.’
 - ‘The Entrepreneurship Engagement Scholars program provides recent graduates with an opportunity to start a for-profit or nonprofit venture.’
 - ‘The Imagining America Engagement Scholars program provides recent graduates with a transition from undergraduate study to employment and graduate education. In addition to up to 24 credits of tuition scholarship, students have access to professional and faculty mentors, assistance in finding a job and opportunities for professional development and networking through monthly seminars and the Publicly Active Graduate Education—Central New York Chapter.’

excludes traditional extractive studies that gather information about young people without their direct involvement.'

- Community-engaged courses
- Leadership and engaged programs
 - The INVST (International and National Voluntary Service Training) Community Leadership Program (<http://communitystudies.colorado.edu/>)
 - '...offers transformative service-learning for social and environmental justice. This intensive two-year training program develops community leaders who engage in compassionate action as a lifetime commitment. Through a combination of theory, skills and community service, young people learn to be effective and responsible community leaders.'
 - Puksta Scholars Program (<http://www.colorado.edu/puksta/>)
 - 'The Puksta family has committed to supporting a scholarship program for undergraduate students who have a strong commitment to civic responsibility and high ethical standards. The program is also supported by the university. The Puksta Scholars program consists of a small number of students who will receive \$4,500 annual scholarships, renewable for up to four years. Puksta scholars are people with strong academic goals, who want to be role models and who want to bring about positive change within our campus and society.'
 - The Leadership Studies Minor (<http://www.colorado.edu/newtonleadershipchair/leadership-minor>)
 - 'The Leadership Studies Minor provides academically based leadership training that incorporates: Understanding the broad context of leadership theory; Gaining a historical context of leadership; Developing core competencies; Practicing and observing leadership experiences.'
- Graduate fellowship in community-based research in development
 - **University of Georgia**

- Link to undergraduate journal hosted by Penn State – publishing opportunity in undergraduate engaged scholarship (<http://www.bk.psu.edu/Academics/journal.htm>)
 - Certificate in Civic Engagement and Public Service (<http://cesl.umass.edu/certificate>)
 - Theory, practice, career exploration, and skill development
 - Courses in several departments
 - Service Learning and Community-Engaged Research tracks
 - Bachelor’s Degree with Individual Concentration (BDIC), CivX (<https://www.bdic.umass.edu/aboutus/civx>)
 - ‘CivX is shorthand for BDIC's Civic Engagement track. CivX students are BDIC majors whose concentrations are in civic engagement, plus something else. This “X” might be e.g. the arts, environmental justice, social entrepreneurship, community health, information technology, or whatever discipline you would like to combine with civic engagement.’
- **UC Berkeley, Public Service Center and American Cultures Engaged Scholarship Project:** <http://publicservice.berkeley.edu/>; <http://americancultures.berkeley.edu/aces>
- Public Service Center:
 - Resources for students (both undergraduate and graduate), faculty, community, and alumni
 - List of programs on campus and in Bay Area
 - Faculty resources include: course development, partnership development, handbook, workshop, videos from faculty (testimonials), and links to outside resources (e.g. Campus Compact)
 - American Cultures Engaged Scholarship Project:
 - American Cultures is a course requirement for all undergraduates; American Cultures Engaged Scholarship (ACES) developed new engaged scholarship courses
 - Support for faculty to use community-based learning, partnerships
 - Institutes, workshops, and other forms of support are provided to faculty and students
- **Ohio State University Office of Outreach and Engagement** (<http://outreach.osu.edu/for-students/>)
- Recognition awards with monetary prizes
 - Conference, journal, and workshop resources
 - Links to service learning courses, student service groups
 - Office of Service Learning (<http://service-learning.osu.edu/>)
 - Service learning course offerings

- Links to partnering organizations
 - Instructions (for instructors) on obtaining a service learning designation for a course
- **Models and Tools for Creating and Sustaining Community Partnerships—** with emphasis on mutually beneficial, reciprocal collaboration
 - **Yale Center for Clinical Investigation: Principles and Guidelines for Community-University Research Partnerships**
 (<http://www.yale.edu/hrpp/resources/docs/PrinciplesandGuidelinesforCommunityResearchPartnerships10-27-11.pdf>)
 - Detailed document contains descriptions of:
 - Grounded in the ethical principles of respect, beneficence, and justice
 - Strategies for applying and implementing these principles
 - Roles of the university and community in the partnership
 - Aspects of sharing and training roles
 - **Penn State: Agricultural Economics, Sociology, and Education**
 (<http://aese.psu.edu/research/centers/cecd/engagement-toolbox/engagement/guiding-principles-of-effective-community-engagement>)
 - **‘Guiding Principles of Effective Community Engagement**
 - There are five basic guiding principles of successful community engagement. Principles of successful community engagement (Bassler et al, 2008) include those that:
 - Increase citizens’ knowledge about a community and/or the issue you are seeking to address.
 - Encourage citizens to co-create additional knowledge and understanding and applying that knowledge.
 - Use that knowledge to improve the community or address the identified problem.
 - Create future opportunities for citizens to engage each other.
 - Ensure that these opportunities and effective communications becomes a regular and on-going component of the process.
 - To realize these principles, a number of shared perspectives should permeate your engagement efforts. A useful framework has been developed by IAP2 around the goals of citizens being informed, consulted, involved and empowered. The following broad perspectives underpin this

framework and are important to consider when responding to the needs of stakeholders and the community:

- Change is a fundamental part of growth and effective change must come from within individuals and groups.
- Community engagement/growth starts by first changing ourselves, our attitudes, language and the way we view the world around us.
- Communities are most successful when true partnerships exist and power or control is delegated and vested effectively within the community.'

- **University of Minnesota**

- **Public Engagement Council**

- (<http://www.engagement.umn.edu/about-engagement/public-engagement-council>)

- 'The Public Engagement Council (PEC) serves as the University's consultative body for issues pertaining to the University's public engagement agenda.
 - The work of PEC informs the University's senior officers and governing bodies on critical and important issues regarding publicly-engaged work across the University system.
 - The Council's recommendations and initiatives focus on improving the University structures, policies, procedures, and programs in ways that further the institutionalization of all forms of public engagement and the alignment of the public engagement agenda to the University's key strategic priorities.'

- **Policy on Protection of Community**

- (<http://www.engagement.umn.edu/about-engagement/policies/human-subjects-protection-and-community-engaged-research>)

- Recognition of challenges and potential impact of engaged scholarship on community members; policy outlining their protection while involved in partnerships

- **Plan for Community Connections**

- (<http://www.engagement.umn.edu/node/243>)

- Goal: 'Secure mutually beneficial partnerships between the University and business/industry, non-profits, educational institutions, and governmental agencies at the local, regional, state, national, and global levels.'

- **Syracuse University**

the public world to bring about change. Democracy refers to a quality of participation that involves working with others, across differences, with full inclusion, towards common solutions.

- **UMASS Amherst Civic Engagement and Service Learning** (<http://cesl.umass.edu/>)
 - ‘The UMass Amherst Civic Engagement and Service-Learning office is here to help faculty members design service-learning courses; form meaningful, reciprocal community partnerships; and integrate service into their students’ learning experience.’
 - Provide students lists of service learning courses, links to information about service abroad, service in the community. Focus is service learning courses
 - Act as infrastructure and assistant for faculty to establish curricular service learning partnerships
- **University of Georgia** (<http://ecdev.uga.edu/communities/>)
 - Programs and initiatives accessible by different communities, interest groups, regions, and professions
 - Subset of UGA Economic Development
 - Programs include: leadership development, downtown revitalization, cooperative extension, marine extension, continuing education, and more
- **Metrics and Assessment** of community-engaged scholarship impact, curriculum, community evaluation of and appreciation for university partnerships
 - **UMASS Boston**
 - Website portal of the Office of Community Partnerships—with a database on community engagement and outreach, resources that may be useful to a wide variety of community stakeholders, and a single point of contact for community access to the University (<http://engage.umb.edu>)
 - Report: *Advancing Community Engaged Scholarship and Community Engagement at the University of Massachusetts Boston* ‘The Working Group was asked to recommend better ways to evaluate and reward faculty for community engagement and community engaged scholarship’ and ‘The Working Group was also asked to recommend organizational structures to better support, enhance, and deepen community engagement and community scholarship at the University.’

- **Michigan State**
 - **Community Evaluation and Research Collaborative**
(<http://cerc.msu.edu/services/>)
 - 'As a department of University Outreach and Engagement, the Community Evaluation and Research Collaborative (CERC) addresses complex human, organizational, and social issues through systemic approaches to community-based participatory research and participatory evaluation.'
 - 'In University Outreach and Engagement, we have developed a systemic approach to university-community partnerships called Systemic Engagement (SE). SE uses systems thinking to conceptualize complex problems and organize responses to them, recognizes the degree of uncertainty and unpredictability involved in addressing complex problems, and fosters trans-disciplinary team-based approaches to community and systems change.'
 - 'Participatory evaluation supports programmatic and organizational decision making by involving stakeholders in the evaluation process to enhance the relevance, ownership and use of evaluation findings (Cousins, 1998).'
 - Services are available for community partners as well as staff, faculty, and students

- **Virginia Tech, Office of the President**
 - Goals, strategies, and performance measures described for the VT scholarship domain, 'Engagement:':
 - [Economic Vitality](#)
 - [International Education and Research](#)
 - [PK-12 Enhancements in Science, Technology, Engineering and Mathematics \(STEM\)](#)
 - [Student Engagement](#)

- **Syracuse University, Shaw Center**
(<http://shawcenter.syr.edu/resources/assessment-results/>)
 - Assessment results, documents available pertaining to Syracuse programs in the community, e.g. AmeriCorps programs

- **CU Boulder**
(<http://www.colorado.edu/eer/research/outreach.html#Evaluating>)

- Four detailed reports and executive summaries provided
 - Detail work done at Boulder to assess and communicate engaged scholarship and its outcomes
- **University of Minnesota** (<http://www.engagement.umn.edu/our-impact/metrics>)
 - Committee called to develop priorities for metrics to gauge public engagement
 - Goals: link metrics to overall mission of university, develop established method for assessing engagement, align data collection with data collected and analyzed in other units
 - Determined metrics that could measure and address specific goals, e.g. goal of enhanced curriculum, teaching, and learning through community engagement initiatives
 - Example metrics for above goal: percentage of students involved in community engaged learning opportunities, types of sites for community engaged learning
 - Data sources for each metric listed as well
- **Infrastructure and Administrative Alignment** of community-engaged scholarship
 - **Duke University: Duke Civic Engagement (Office of the Provost)** (<http://civic.duke.edu/>)
 - **‘Our Mission:** The Duke Office of Civic Engagement incubates, coordinates and amplifies the various ways that students, faculty and staff work to make a difference in the civic life of our communities. Serving as the hub for civic engagement activities across campus, the Office supports Duke’s collaborations with communities on pressing social challenges.
 - **Our Vision:** Unleashing and catalyzing the civic energy of our university to nurture a community of engaged students, scholars, staff and alumni.’
 - **Virginia Tech**
 - **Office of the President** (see ‘Institutional Vision and Strategies for CES;’ <http://www.president.vt.edu/strategic-plan/engagement.html>)
 - **Virginia Tech, Engage** (<http://www.engage.vt.edu/about/>) ‘VT Engage is a center in the Division of Student Affairs that seeks to inspire more thoughtful, active citizens by fostering community-university partnerships that improve the quality of life for people within our community.’ Focus is on student engagement, but their

'programs include both short-term and long-term service opportunities for Virginia Tech students, staff, faculty, and alumni.'

- **University of Georgia** (<http://outreach.uga.edu/about/meet-the-vp/>)
 - Public Service and Outreach (PSO) and online hub, UGA Beyond the Arch, managed by vice president for Public Service and Outreach
- **University of Minnesota** (<http://www.engagement.umn.edu/>)
 - Office of Public Engagement (OPE) is a unit of the Office of the Provost and Senior Vice President for Academic Affairs
- **Strategic Communication**—internally and externally—for visibility and value
 - **UMASS Boston: New England Research Center for Higher Education:** <http://nerche.org>
 - 'committed to collaborative change processes in higher education to address social justice in a diverse democracy' and 'supports administrators, faculty, and staff across the region in becoming more effective practitioners and leaders as they navigate the complexities of institutional innovation and change.'
 - 'NERCHE strives for the widest possible inclusion of diverse voices—from underrepresented individuals, across role and position, and across institutional types—to foster authentic learning.'
 - Administrative partner of Carnegie Foundation for Carnegie Community Engagement Classification (Davis classified as such in 2015)
- **Measures of ROI**
 - **Michigan State University** (https://outreach.msu.edu/documents/presentations/OEMI_PRESENTATION_AUSTIN_HEF_06222010_final2.pdf)
 - Outreach and Engagement Measurement Instrument (OEMI)
 - 'The OEMI is an annual survey that collects data on faculty and academic staff outreach and engagement activities.'
 - Works to capture data on faculty effort, specific projects, funding, issues addressed, impact, and ROI

- In the most recent assessment, the calculated ROI over three years was 6.98:1. \$56,924,968 invested in faculty engaged scholarship returned \$397,209,452 in extramural funding.
- **National and International Networking**
 - **American Association of Universities (AAU)** (<http://www.aau.edu/home.aspx>)
 - ‘The Association of American Universities (AAU) is a nonprofit 501(c)(3) organization of 62 leading public and private research universities in the United States and Canada. Founded in 1900 to advance the international standing of U.S. research universities, AAU today focuses on issues that are important to research-intensive universities, such as funding for research, research policy issues, and graduate and undergraduate education.’
 - UC Davis is a member, excellent opportunity to connect with other top universities conducting engaged research, share our research, and network
 - Subsection detailing ‘Why Research Matters’ (<http://www.aau.edu/research/article.aspx?id=15486>) includes examples of assessments that could be amended to focus on specific types of research, e.g. community engaged scholarship
 - **Education Advisory Board (EAB)** (<http://www.eab.com/>)
 - ‘After launching in 2007, the Education Advisory Board (EAB) is now one of the largest providers of research, technology, and consulting services to colleges and universities nationwide. Through our innovative membership model, we currently partner with academic and administrative leaders at more than 600 institutions, helping them solve their most pressing problems.’
 - UC Davis is a member; EAB provides opportunity to garner research done by other institutions in nearly any field of choice – ability to share and acquire community engaged scholarship best practices, techniques, and projects
 - ‘Tools and Analytics’ provide assistance with assessment; experts in other areas of best practice (IT, Academic Affairs, Advancement, Business Affairs, etc.) also available for guidance and feedback on institutional practices
 - **Association of Public and Land Grant Universities (APLU)** (<http://www.aplu.org/>)
 - ‘The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization dedicated to

strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. With a membership of 238 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. The association's work is furthered by an active and effective advocacy arm that works with Congress and the administration as well as the media to advance federal policies that strengthen public universities and benefit the students they serve.'

- Many commissions and councils addressing a variety of topics (e.g. Engagement and Outreach; Innovation, Measurement, and Analysis, etc.) are avenues of learning, sharing, and networking
 - Engagement and Outreach Council Executive Committee Officers: Daniel Hall, Valerie Osland Paton, Rena Costones, Beth Velde, and Lou Swanson
 - Resources include: Regional Engagement Toolkit, work on the Centrality of Engagement, and Community-University Engagement Awards; Archives and more generic Resources available as well (<http://www.aplu.org/members/councils/engagement-and-outreach/resources/>)
- **Campus Compact** (<http://www.compact.org>)
- Awards: <http://compact.org/initiatives/awards-programs/>
 - 'Campus Compact is a national coalition of more than 1,100 college and university presidents who are committed to fulfilling the public purpose of higher education. As the only national higher education association dedicated solely to campus-based civic engagement...'
 - Yearly survey determines community involvement of member institutions 'measured by service opportunities, participation in service-learning, community partnerships, and resources and infrastructures to support service work'
 - Program model search capability by state, school, description, and title
 - MANY resources available on site, seemingly even if not an official member
 - State Campus Compact affiliates provide more local contact, support
 - <http://www.cacampuscompact.org/>
 - Elaine Ikeda, Executive Director CA Campus Compact
 - Community Engagement Student Fellowship
 - Webinars, workshops, and symposiums
 - Richard E. Cone Award for faculty/staff 'cultivating community partnerships in higher education'

- UC Davis is currently not a member (other UC campuses: LA, Berkeley, Merced, Irvine and San Diego are members)
 - Funding, development, and collaboration opportunities
 - Annual dues for undergraduate enrollment greater than 10,000: \$11,000
- **Collective Impact Forum, (<http://collectiveimpactforum.org>)**
 - 'This is the place for those practicing collective impact to find the tools, resources, and advice they need. It's a network of individuals coming together to share experience and knowledge to accelerate the effectiveness and adoption of collective impact.'
 - Membership, 3 communities: Funders, Backbone (staff of orgs), and Partner (practitioners)
 - Resources, articles, and discussions
- **Imagining America, (<http://imaginingamerica.org>)**
 - 'A consortium of universities and organizations dedicated to advancing the public and civic purposes of humanities, arts, and design.'
 - Housed at Syracuse University
 - Long list of affiliates that are good sources, including: Bringing Theory to Practice, Center for Institutional and Social Change (+10-12 others)
 - Consortium membership: opportunity for consultation, participation in evaluations and ongoing projects, conferences and publications
 - Five ongoing research groups including: Tenure Team, Publicly Engaged Scholars Study, "Collaboratories," Research Groups, and Arts Engagements
 - Lengthy list of 'Research and Action' projects, publications, convenings
- **Engagement Scholarship Consortium, (<http://www.engagementscholarship.org>)**
 - '...composed of higher education member institutions, a mix of state-public and private institutions. Our goal is to work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship, and designed to help build community capacity.'
 - President Hiram (Hi) Fitzgerald, Michigan State (visited UCD Feb/Mar 2015)
 - Membership open to institutions demonstrating engagement via Carnegie Classification or other evidence
 - \$5,000/year for doctorate granting universities

- UC Davis is not a member.
 - National Outreach Scholarship Conference led to formation of Engagement Scholarship Consortium; annual conference still occurs
 - 2015 Conference September 27-30 at Penn State
 - Initiatives: Emerging Engagement Scholars Workshop, Outreach and Community Engagement Staff Network, and Academy of Community Engagement Scholarship
 - Lengthy list of resources: journals, books, reports, tools, organizations, and university engagement offices
- **Science Shops and Democratic Engagement**
- **TurboVote/Democracy Works** (<https://turbovote.org/register>)
 - Assistance with voter registration and democratic participation
 - **Living Knowledge, the International Science Shop Network** (<http://www.livingknowledge.org/livingknowledge/>)
 - 'The international Living Knowledge Network (LK) is set up for people interested in building partnerships for public access to research. Members use the network platform and its tools for documentation and to exchange information, ideas, experiences and expertise on community-based research and science and society relations in general.
 - Living Knowledge focuses on strategic issues and is active within political settings The network's activities range from strategic networking to training of individual skills and from information to mentoring of old and new practitioners in public engagement with research
 - **University of Denver, Science Shop** (<http://www.du.edu/ccesl/scholarship/scienceshop.html>)
 - 'The Science Shop connects community organizations with students (undergraduate, graduate) and faculty to address public problems through research and/or creative work. Students and faculty bring diverse academic experience and interests (e.g., business, law, social sciences, arts, humanities, engineering, social work, law, computing, mathematics, environmental management and more) to these collaborations.'

Appendix V

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‘...this is a critical time for scholar-practitioners to give substantial attention to the implementation of community engagement and reflect on the numerous ways in which campuses actually influence their local economy and community. An ongoing reflection on the scholarship of practice will help educate universities, as well as communities, on the effective implementation of community engagement programs. This article emphasizes the scholarship of practice by highlighting cases of institutional collaboration that demonstrate the distinct impact of a consortium, university, and program on a regional economy and community.’ P. 2

‘On reflection of the key findings, there is a particular tone of inclusion and collaboration prevalent in each case that is essential to the practice of effective community engagement. In fact, this inclusive behavior is the distinction between effective and ineffective practices of community engagement in higher education.’ P. 9

‘...another recommended strategy for evaluating community engagement that values community partner participation is to adhere to the Community Partner Indicators of Engagement (Creighton, 2006). ... (...)Campus Compact’s Indicators of Engagement (Campus Compact, 2002) will help colleges and universities evaluate their internal systems for community engagement. ... Both sets of indicators used together offer internal and external benchmarks for colleges and universities from which they can make improvements respective to their practice of community engagement.’ P. 9

Darby, A. and Newman, G. (2014). Exploring faculty members’ motivation and persistence in academic service-learning pedagogy. *Journal of Higher Education Outreach and Engagement* 18(2), 91-120.

‘The largest group, 10 faculty members, sought to teach students about civic responsibility and social justice by helping them recognize their personal responsibility to advocate for the fair treatment of all people in society.’ P. 101

'Success occurred when the goals of students, community partners, and faculty members align and when the community partner found the collaboration helpful in increasing the organization's capacity to serve. P. 105

'...the community partner needs to be invested in the collaboration and to articulate a specific need.' And 'Once faculty members had established a partnership with a community organization, they tended to work with that organization for a number of years.' P. 106

'...the faculty members in this study characterized challenges in teaching academic service-learning courses not as failures, but as problems to be explored. These challenges included students' negative responses to academic service-learning experiences, the university's lack of support, and difficult relationships with community partners.' P. 107

'...faculty members expressed concern about the lack of recognition and support they received from their department and/or university for the additional work-load involved in teaching academic service-learning courses.' P. 108

Faculty suggested a number of supports, including: organizing faculty discussions, mentors, class-specific funds and grants, incentives, course release time, university service-learning center, assistants, support from colleagues and department heads, and continued communication and partnership with community contact (paraphrased, P. 109)

Ellison, J., and Eatman, T. K. (2008). *Scholarship in public: Knowledge creation and tenure policy in the engaged university*. Syracuse, NY: Imagining America.

Four continuums: scholarship, artifacts, professional choices, and actions directed at developing a broader interpretation of community engaged scholarship

Department chairs are often overlooked but are key in promotion and tenure decisions

Summary Recommendations:

- Define public scholarly and creative work
- Develop policy based on a continuum of scholarship
- Recognize the excellence of work that connects domains of knowledge
- Expand what counts
- Document what counts
- Present what counts: use portfolios
- Expand who counts: Broaden the community of peer review

- Support publicly engaged graduate students and junior faculty
- Build in flexibility at the point of hire
- Promote public scholars to full professor
- Organize the department for policy change
- Take this report home and use it to start something

‘Defining publicly engaged intellectual work by university faculty establishes the *legitimacy* of civically engaged academic work in the cultural disciplines but not its *quality*. It simply demarcates the nature of the work whose excellence is in question.’ P. 5

Frank, J. B., Malaby M., Bates, L. R., Coulter-Kern, M., Fraser-Burgess, S., Jamisonm J. R., Prokopy, L. S., and Schaumleffel N. A. (2011). Serve at your own risk?: Service-learning in the promotion and tenure process. *Journal of Community Engagement*, 1(2), 1-13.

‘This study focuses on five institutions of higher education and the tensions that exist between administrator perceptions of the value of service-learning and limitations of the institutional frameworks that exist around them. The researchers examine administrators’ perceptions regarding the role of service-learning in teaching, scholarship, faculty development, and promotion and tenure.’ P. 1

Resources for faculty interested in presenting engaged scholarship as a portion of their promotion and tenure dossier; indication of growing recognition and need for recognition P. 3

‘Overall, administrators were only inclined to validate service-learning outside of the teaching category of promotion and tenure if the service-learning resulted in peer-reviewed journal articles, illustrating the deference to the scholarship of discovery (indicated in the responses obtained in earlier sections of the survey). Many participants mentioned peer-reviewed journals as a primary and sometimes sole criterion for service-learning to be valued in the promotion and tenure process.’ P. 8

‘The administrators we surveyed indicated an appreciation for service-learning, framing it as a worthwhile endeavor that offers valuable experiences for students. Their reactions turned sharply negative, however, when they were asked whether they would encourage or discourage pre-tenure faculty members who were thinking about incorporating service-learning programs into their classrooms. The primary reason they offered centered on the danger to the faculty member regarding promotion and tenure; many of our participants stated that current promotion and tenure policies at their institutions do not provide sufficient latitude to accommodate service-learning.’ P. 9

Franz, N., Childers, J., and Sanderlin, N. (2012). Assessing the culture of engagement on a university campus. *Journal of Community Engagement and Scholarship*, Vol. 5(2), 29-40.

Assessed culture of engagement at Virginia Tech through focus groups, college strategic plan assessment

'Institutions with high commitment to community engagement view engagement as a central and defining characteristic, making it visible in mission statements, strategic plans, leadership rhetoric, organizational structures, curricula, promotion and tenure practices, hiring guidelines, external communications, and capital campaigns.' P. 29

'Most often discussed about the engagement culture was the role of promotion and tenure for measuring the impact of engagement for faculty.'

P. 33

'The most common benefit of engagement was the enhanced reputation of students, faculty, and the university. Participants also said engagement can lead to better teaching and research, funding for projects, valuable connections with those outside the university, and career development for students.' P. 34

'A next step to more fully communicate engagement and engaged scholarship intentions through strategic plans could include 1) using consistent engagement language in all strategic plans across the university, 2) making administrators, those who create strategic communication plans, and those faculty participating in the strategic planning process more aware of the distinctions outlined in the Holland Matrix, 3) addressing the lack of information on the relationship of engagement to promotion, tenure, and hiring on campus, and 4) aligning the strategic intention and rhetoric.' P. 37

Glass, C. R., Doberneck, D.M., and Schweitzer, J. H. (2011). Unpacking faculty engagement: The types of activities faculty members report as publicly engaged scholarship during promotion and tenure. *Journal of Higher Education Outreach and Engagement*, 15(1), 7-29.

Study was conducted using data and documents from Michigan State University

'Three questions framed this study:

1. What types of scholarly activities are faculty members involved in as publicly engaged scholarship?
2. How do the types of publicly engaged scholarship vary by demographic and appointment variables?

3. How do the types of publicly engaged scholarship vary by college grouping?' P. 7

See Page 12 - Types and Definitions of Publicly Engaged Scholarship: a Typology Developed by Doberneck, Glass, and Schweitzer (2009)

'The findings may be used by faculty development staff as the basis for more effective professional development for community engagement. The different types of publicly engaged scholarship suggest the need for a multitrack approach to building faculty capacity for engagement. Instead of the typical "one size fits all" approach, faculty development staff may tailor their activities to reach faculty members who are involved in different types of publicly engaged scholarship.' P. 22

'Exactly which types of publicly engaged scholarship faculty members were involved in varied in statistically significant ways by personal characteristics (e.g., age, gender, ethnicity) and professional characteristics (e.g., rank, appointment, and college grouping).' P. 26

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

'The four levels of institutional commitment to service represent different institutional expressions of seven organizational factors most often cited as definitive components that frame an institution's service-related activities. The organizational factors represent important aspects of organizational infrastructure, policy, communication, and participation that are typically affected by efforts to define and implement service as a reflection of campus mission. At any level of commitment to service, any institution should be able to match its organizational choices with these factors to test the linkage between goals and performance. The continuum of levels of commitment and the factors that define those levels arose naturally from data analysis that revealed the variety and nature of institutional choices and behaviors regarding involvement in and commitment to service and service-learning.' P. 35, in reference to table detailing organizational features and levels of commitment to engagement

Jaeger, A. J., Tuchmayer, J. B., and Morin, S. M. (2014). The engaged dissertation: Exploring trends in doctoral student research. *Journal of Higher Education Outreach and Engagement*, 18(4), 71-96.

Authors of the study did a search of dissertation topics concerning engagement and outreach and determined from which schools these topics were coming

Of the universities producing dissertations with an outreach/engagement focus, 'Twenty-eight percent of the universities (N = 23) were classified as

land-grant institutions, 39% (N = 32) had received the President's Higher Education Community Service Honor Roll with Distinction, and 45% (N = 37) were awarded the Community Engagement Elective Classification (CE) by the Carnegie Foundation.' P. 81

'With respect to year of publication, tremendous growth was observed in the number of engaged dissertations produced in the later years of our study. Over the 11-year period examined, nearly 72% (N = 93) of the dissertations we identified were published in the last 4 years (2008–2011), with roughly half of the total (46%, N= 59) produced in the last 2 years.' P. 84

Jay, G. (2010). The engaged humanities: Principles and practices of public scholarship and teaching. *Imagining America*. Paper 15.

<http://surface.syr.edu/ia/15>

'This essay will contend that the future of the humanities depends upon two interrelated innovations: the organized implementation of project-based engaged learning and scholarship, on the one hand, and the continued advancement of digital and new media learning and scholarship, on the other hand.' P. 52

Article details ten points of reflection when considering the adoption of engaged scholarship and digital humanities PP. 57-60

'New media mean new opportunities for creating public humanities events of an interactive kind, in which the presentation of knowledge and the production of knowledge happen interdependently and simultaneously. New media are changing the very nature of the "public," and thus what we might conceive of as public scholarship.' P. 61

Leisey, M., Holton, V., and Davey, T. L. (2012). Community engagement grants: Assessing the impact of university funding and engagements." *Journal of Community Engagement and Scholarship*, 5(2), 41-47.

'While the literature offers some evidence about what makes a productive university-community partnership, information regarding the impact of the financial support for the projects is sparse. Given the current U.S. economy and the declining availability of resources for university-community collaborative partnerships, this study was designed to assess the impact of engagement projects supported by Virginia Commonwealth University (VCU).' P. 41

Findings from the executed survey include: faculty members were overall perceived as partners in the relationship, not leaders; partnership outcomes went beyond expected and stated goals of the partnership; student participation resulted in added value, in the form of career and graduate school preparation; additional resources for the community were

an important outcome, as were academically collected data about the community that could be used for future study and funding opportunities

'The outputs from each of these studies are important for the individual projects, but they may not be enough to demonstrate the actual impact of supporting university-community collaboration.' P. 46

- Qualitative follow-up questions were asked to get more details; things to consider when planning for assessment of partnerships

Liang, J. G., and Sandmann, L. R. (2015). Leadership for community engagement – a distributed leadership perspective. *Journal of Higher Education Outreach and Engagement*, 19(1), 35-63.

'Using the application data from 224 Carnegie-classified community-engaged institutions from the 2008 and 2010 cycles, this study investigated leaders responsible for institutional community engagement; their ways of leading and institutionalizing engagement; and the structural, contextual, and developmental elements in the distribution of leadership for engagement in classified engaged institutions. The findings suggest that the engaged institution as a holistic system locates, aligns, and coordinates tasks, processes, and resources along lines of expertise, and not necessarily in alignment with institutional lines of command.' P. 35

One strategy: ‘...rhetorical strategies through which the executive leadership supported community engagement included highlighting community engagement in the institutional recruitment and marketing strategies, establishing awards for individuals who are committed to community engagement, and publicly endorsing various center directors for their excellence in serving communities. The executive leadership, via rhetorical efforts, sent a clear message about the importance of community engagement to the institutional and community audiences.’

‘The executive leadership also employed substantive strategies for integrating community engagement into various operational aspects of an institution.’ e.g., vision statement. P. 46

Additional strategies: funds dedicated to community engagement; community engagement integrated into capacity building; building engagement into admissions process. Pp. 47-48

Alignment between engagement and strategic planning p. 48

‘The data revealed primarily rhetorical leadership practices for community engagement at the executive level, such as delivering public speeches and serving on boards and committees.’ P. 53

'The data indicated that those in executive leadership positions employ substantive strategies of financial support, personnel policy, strategic planning, and structural configuration for integrating community engagement into various operational aspects of the institution.' P. 54

'Situated in a collegial culture characterized by professional autonomy, community engagement in higher education has to recognize holistic efforts that involve multiple players, aligned goals, and collaborative operations. This study revealed that the rich and complex nature of community engagement entails multiple appointed and de facto leaders.'

P. 56

Malm, E., Rademacher, N., Dunbar, D., Harris, M., McLaughlin, E., and Nielsen, E. (2013). Cultivating community-engaged faculty: The institution's role in individual journeys. *Journal of Community Engagement and Higher Education*, 5(1), 24-35.

'Yet while the notion of service is becoming more prominent at the institutional level, the number of faculty who are actually teaching community-engaged courses is alarmingly low. A recent survey by Campus Compact (2010) found that while 35% of students participated in some sort of community service, only 7% of faculty members taught a community-engaged class (up from 6% the year before).'

P. 24

'The most important finding of our study is that the institution plays a critical role in the decision of faculty members to participate in campus-community partnerships. While individual faculty members may be predisposed to engage in community partnerships, the campus environment and culture are critical both to the initial participation and long-term success of this sort of work.' P. 31

McCann, B. M., Cramer, C. B. and Taylor, L. G. (2015). Assessing the impact of education and outreach activities on research scientists. *Journal of Higher Education Outreach and Engagement*, 19(1), 65-78.

Study of 12 university research scientists to determine their attitudes towards outreach with the public

'Results indicate that although some research scientists value their education and outreach activities, many encounter obstacles to such efforts. These obstacles include a lack of support or resources at their home institution, the effort required to balance their research careers and outreach activities, and needing to find ways to connect with a nonscientific audience. A generational gap was also observed, with younger, non-tenured research scientists tending to be more eager to involve themselves in such activities than their older, tenured colleagues.'

P. 65

'...researchers personally believe that there is value in their education and outreach efforts. Indeed, many have found their efforts rewarding both professionally and personally. However, some themes appeared repeatedly: a lack of resources and support for outreach and education efforts at many institutions, the amount of time required to implement outreach and education programs, and the toll that outreach and education efforts take on the career track of some individuals. Importantly, there also seemed to be a generational gap in the attitudes of research scientists of varying ages concerning the net worth of outreach and education.' P. 69

'The researchers' need to publish and spend time in the lab and in the field as they start the tenure process was reported as the largest challenge when choosing to commit to education and outreach efforts. Thus, institutional support becomes of even greater importance in the decision-making process.' P. 74

'At some colleges and universities, an emphasis is placed on education and outreach and is rewarded within the tenure process. Observations seem to indicate that where this occurs, research scientists are the most willing to engage in such activities.' And '...given that including education and outreach activities in grant applications is becoming the norm for many governmental institutions, such as the National Science Foundation,

it is important to find ways to help research scientists to engage in these activities.’ P. 76

Moore, T. L. (2013). Catalyst for democracy? Outcomes and processes in community-university interaction. *Journal of Community Engagement and Scholarship*, 6(1), 70-80, 145.

‘This paper draws on data from a multi-site case study of regional campuses with their origins in the normal school tradition to explore community- university partnerships as catalysts for community development and also for democracy.’ P. 70

From the abstract, P. 70: ‘Findings suggest that when community-university engagement initiatives focus too narrowly on economic development goals, project leaders sometimes neglect the potential of engagement initiatives as catalysts for participatory democracy, thereby limiting input from traditionally under-represented groups.’

Nicotera, N., Cutforth, N., Fretz, E., and Thompson, S.S. (2011). Dedication to community engagement: A higher education conundrum? *Journal of Community Engagement and Scholarship*, 4(1), 37-49.

Qualitative study designed to assess the impact of institutional funding for engaged scholarship on practitioners

'The common thread that runs through the four themes is that implementing their grants and seeing their community engaged projects through to fruition was a catalyst for focus group participants to re-envision their roles as instructors, researchers, and members of an engaged campus community.' P. 40

'Taken together, the four themes indicate that participants developed a passion for community engaged work while simultaneously uncovering a tension between the work and meeting traditional academic standards for what counts as research and scholarly publication.' P. 45

'Framework of Community Engagement Conundrum for Higher Education,' P. 46; excellent description of and flowchart detailing adoption and promotion of community engaged scholarship

'As the framework implies, when there is tension between an institution's vision for community engagement and its traditional criteria for ascertaining merit, faculty and staff may feel an internal and/or external pressure to choose between community engagement and successfully navigating the merit and reward systems of their institutions.' P. 46