Excellence in Community Engagement & Community-Engaged Scholarship

Advancing the Discourse at UNCG

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THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO
Community Engagement

Terri Shelton, Ph.D.

"Community engagement is a fundamental approach that, first, proposes a vision for the future in which the academy is an essential player in innovation and transformation."

Shelton is the Vice Chancellor for Research and Economic Development and is the Carol Jenkins Mattocks Distinguished Professor in Psychology at the University of North Carolina at Greensboro, overseeing the University's $48 million in sponsored research. She has over 25 years of experience in clinical intervention, teaching and technical assistance, workforce development, and large scale community based participatory outcome research working with children, families, and communities at-risk.

UNCG: Committed to Excellence in Engagement

Although UNCG faculty, students, and staff have collaborated in mutually beneficial and reciprocal partnerships to advance the public good since its establishment in 1891, the level of discourse has deepened in recent years, particularly as scholarly community engagement became, formally, an institutional goal in the 2009-2014 Strategic Plan.

As we continue to implement plans to support community-engaged scholarship, as one of many forms of scholarship that is honored at UNCG, it is critical that we take time to carefully consider how we go about this work in a way that is truly excellent. First, we need to understand what excellence in community engagement means to *us.* How does community engagement advance scholarly agendas, as well as institutional and community values and priorities? In what ways are we, UNCG and communities, already engaged with each other? Second, we need to engage in a process of visioning together. Where do we want to be relative to engagement in 5, 10, 50 or 100 years? How will we know when we've reached our goals? Third, we need to plan carefully, acting as responsible stewards of the resources that have been entrusted to us as a public-serving institution. What assets and strengths exist and which should be expanded? Where are we now relative to a vision of excellence, and what is supporting or hindering us in achieving excellence at present and in the future? How do we want to make progress toward excellence, and what programs and structures do we need to support institutional capacity building?

Community-engaged scholarship is not a new requirement being asked of our faculty, staff, or students. Rather, UNCG, through revised promotion and tenure guidelines and other formal and informal policies, practices, and systems, is increasing its awareness and acceptance of scholars whose work includes community-engaged elements.

UNCG, at the institutional level, is committed to enacting mutually beneficial and reciprocal partnerships because it provides a sustainable and synergistic strategy to advance our mission, to achieve institutional goals, and to fulfill our obligations as a public institution and as members of the Triad, North Carolina, national, and global communities. While we need to set targets that keep us moving forward, community engagement is a journey, not a destination. Therefore, it is not a finite initiative that will be accomplished through enacting a program, policy, or partnership and then moving on. Rather, community engagement is a systemic approach that is rooted in the traditions, legacies, and mission of UNCG as an institution that makes a difference to the communities it serves.

I am pleased by the great strides that UNCG has taken in supporting community engagement. This volume supports the university community in moving forward with our efforts to envision and enable excellence in community-campus engagement in an informed and strategic way.

Sincerely,

Terri L. Shelton, Ph.D.

Introduction

Dedicated to raising the level discourse on and practice of community engagement at UNCG, this inaugural volume of *Excellence in Community Engagement and Community-Engaged Scholarship* offers three guideposts for faculty, staff, administrators, students, and community colleagues who navigate the terrain of community engagement, both within and beyond the university.

The first guidepost is a list of **core terms and definitions** related to community engagement. The terms were adopted by faculty in the UNCG university-wide promotion and tenure guidelines in 2011 and were further explicated by this volume's authors to connect local definitions to larger national conversations and scholarship about the distinctions between types of service-related activities.

The second guidepost is an **overview of the 2009-2011 speaker series** in which five nationally renowned practitioner-scholars engaged over 400 members of the UNCG community in 25 small group discussions, plenary sessions, workshops, and meetings. Speakers facilitated discussions on key aspects of engagement: capacity development for engaged teaching, learning, research and creative activity; expansion of policies, structures, and paradigms to support engagement; and alignment of institutional and community priorities through engagement. The speakers played the roles of thought partner, critical friend, and discussion facilitator, serving to propel UNCG's momentum as a community-engaged university, as classified by the Carnegie Foundation in 2008.

The speaker series was initiated by the Office of Leadership and Service-Learning, and has since evolved to become a campus-wide initiative. The 2009-2011 series was co-sponsored by:

❖ Faculty Senate
❖ Faculty Teaching and Learning Commons
❖ Office of Leadership and Service-Learning
❖ Office of the Provost
❖ Office of Research and Economic Development
❖ School of Education

> *"It's about cultivating a community of learners that will have an impact on policy."*
> *(UNCG faculty/staff)*

The third guidepost is a list of **ten recommendations** developed by the volume's authors. The recommendations are key themes that were identified through the various sessions and dialogues generated by the series. They are intended to encourage the UNCG community to continue the dialogue, and, as Driscoll told the campus, to "have the hard conversations" about what being fully committed to supporting excellence in community engagement means – and what it requires of us individually, as well as collectively.
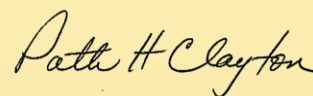
Please join us in the ongoing reflection and action that will continue to make more pervasive, deep, and integrated our commitment to excellence in community engagement. We welcome feedback on this volume and invite you to share your comments with us by e-mail at communityengagement@uncg.edu.

To access additional publications and resources on community engagement, visit the UNCG Community Engagement Website at http://communityengagement.uncg.edu.

Sincerely,

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Core Concepts + Definitions to Ground Dialogue at UNCG

The definitions below are excerpted from a larger document posted online, titled UNCG's Community Engagement Terms & Definitions, and were crafted to provide a common reference point for conversations about the meaning, significance, and implications of community engagement and community-engaged scholarship within the UNCG community, helping to clarify, articulate, and operationalize this work. Although each discipline, department, School, and College, as well as each community organization and sector, will contextualize and customize its expression of these concepts based on its paradigms, policies, and practices, these efforts can be supported by a literature base of principles and definitions. Additional scholarly references and resources are available on the UNCG Community Engagement website. References cited here can be found on page 22.

Community

The "community" in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.[1]

Community Engagement

The Carnegie Foundation has established the leading national definition of community engagement: Community engagement (sometimes also referred to as civic engagement) is the "collaboration (among) 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."[2]

Not framed solely or even primarily as a particular type of activity that occurs in a particular type of place, community engagement involves mutually beneficial collaboration characterized by:

- ❖ reciprocal processes, or recognizing, respecting, and valuing the knowledge, perspective, and resources that each partner contributes to the collaboration among partners … in contrast with uni-directional extension of university resources or application of university expertise, and
- ❖ public purposes, or building the capacity of each of the individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Through community engagement, community and university knowledge and resources are brought together to "enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."[3]

Community-Engaged Teaching

Community-engaged teaching describes those activities that 1) honor principles of community engagement, and 2) provide opportunities for students (both enrolled and not enrolled at UNCG, per the university-wide guidelines) to collaborate with faculty and community members for the dual—and integrated—purposes of learning and service.[4] High quality community-engaged teaching is undertaken in collaboration with community partners who inform students' public-serving projects to 1) help students make connections between their academic learning objectives and issues of societal concern; 2) "foster intellectual inquiry to prepare students for meaningful lives and engaged citizenship;"[5] 3) ensure the service addresses issues of societal concern; and 4) build the capacity of students and community members, groups, and organizations to affect positive change.

Community-Engaged Research/Creative Activity

Community-engaged research and creative activity is undertaken in collaboration with community partners who help set research questions, determine methodology, join in creating research projects, and/or engage in other activities that bridge academic and community contexts. It generates products informed by (multi)disciplinary knowledge, including, but not limited to publications, exhibitions, and programs that simultaneously meet campus mission and goals as well as address issues of societal concern.[6] Community-engaged research and creative activity demonstrate methodological rigor through the use of methods that are appropriate to the goals, questions, and context of the work.[7]

Community-Engaged Service

Community-engaged service describes those activities that 1) honor principles of community engagement and 2) "enable the university to carry out its mission, contribute to the function and effectiveness of the faculty member's profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts."[8] Faculty who use their academic knowledge, skills, methods, and paradigms to address practical affairs and problem-solving in the context of collaboration and reciprocity build their own capacity, as well as the capacity of the academy and community members, groups, and organizations to understand and collaboratively address issues of public concern.

Scholarship

UNCG's University-wide Promotion and Tenure Guidelines evaluate scholarship as "work that demonstrates a high level of discipline-related proficiency, is creative or original, is amenable to documentation, may be peer- or constituent-reviewed, and has significant impact."[9]

Work that is done in a *scholarly* way (i.e., poses questions and systematically investigates practices and/or outcomes using current knowledge of the field/discipline) does not necessarily comprise *scholarship* (i.e., involves such inquiry and also invites peer collaboration and review, is open to critique, is presented in a form that others can build on).[10]

Community-Engaged Scholarship

The term community-engaged scholarship refers to research/creative activities, teaching, and service undertaken by faculty members in collaboration with community members (and often students) that embody the characteristics of <u>both</u> community engagement <u>and</u> scholarship.

UNCG's understanding of community-engaged scholarship encompasses any and all forms of academic work (i.e., research/creative activity, teaching, service). Scholarship and research are not synonymous, and, therefore, should not be conflated.

Community-engaged scholarship involves collaboration between faculty, community partners, and often students to identify appropriate areas of inquiry, design studies and/or creative activities, implement activities that contribute to shared learning and capacity building, and/or engage in other activities that bridge university/college and community contexts. It uses the information gathered, the actions taken, and the relationships established to bring about positive change within the community and the higher education institution. Its products include, but are not limited to, publications, exhibitions, and programs,[11] as well as partnerships, courses, grants, curricula, experiences, or understandings that simultaneously advance the mission and goals of the higher education institution(s) and of the community organization(s), or the public more generally.

Conversations with George Mehaffy

Engagement as a Strategy for Transformation

What is community engagement? The term can be confusing because it has been framed in so many ways, depending on who is talking and the audience. For example, an administrator may speak in terms of economic development, and a faculty member may describe it in terms of discovery and teaching. It is helpful to understand engagement through four lenses, which, at the heart of each, honors communities (place-related), is interactive (in partnership), and seek mutually beneficial processes and outcomes.

Framing Engagement – Four Approaches

❖ **Engagement as knowledge creation.** Knowledge is generated and networked outside of, as well as within, the university. It is essential that academic scholars *collaborate well* with others in this greater pursuit. Revolutionize what constitutes knowledge, where knowledge is created, and who is considered a peer.

❖ **Engagement as civic improvement**. Civic improvement is creating the capacity for everyone to be full and active participants in democracy. This frame requires a shift in thinking. Public and community issues are not to be "fixed" by university members. Rather, community members must be included in crafting plans and implementing the solutions alongside of scholars, as partners. Mutuality suggests that everyone in these relationships benefits.

❖ **Engagement of students.** Students and employers mistakenly think that civic education is not important. We must demonstrate that this work is at the academic heart of our institutions. Civic preparation of students is the ultimate frame: the most important public purpose of universities is to prepare students for democracy. Evaluating student civic outcomes is difficult but important. The challenge before us is to demonstrate how we are achieving these outcomes and their greater impact on communities.

❖ **Engagement as economic involvement**. The connection between community engagement and economic development is especially important and relevant given the current economic climate. Simply put, universities are significant contributors to the economic wellbeing of the communities in which they reside. Ultimately, this frame is important because if universities are not seen as helping the economy now, they will be seen as irrelevant.

Sometimes these four frames may appear at odds with one another. However, they can be deeply synergistic. For example, engaging students with communities through engaged pedagogies leads to enhanced academic, civic, and economic outcomes.

George Mehaffy, Ph.D.

"The best time to change a university is in a time of crisis."

Mehaffy serves as Vice President for Leadership and Change at the American Association of State Colleges and Universities (AASCU). Much of his current work focuses on civic engagement in higher education. In 2003 he launched the American Democracy Project (ADP) in partnership with *The New York Times*; ADP now involves 214 AASCU institutions representing 1.8 million students. That project has generated a broad range of national and campus-based activities, including a partnership with the National Survey of Student Engagement (NSSE) to develop an instrument to assess civic engagement. Mehaffy is the author of "Medieval Models, Agrarian Calendars, and 21st Century Imperatives (2010) and the initiator of AASCU's *Red Balloon Project: Re-Imagining Undergraduate Education (2010).*

March 5, 2009

A Strategy for Transformation

How do we create the engaged university for the 21st century?

❖ **Choose and highlight signature projects to help establish that this *is* an engaged university.** Establish focus so that others can see what progress and impacts are being made through engagement.

❖ **Hold lots of campus conversations. Pay attention to language.** For some, community engagement is new. For others, it is what they've been doing all along. To understand what community engagement means and looks like at UNCG requires critical and respectful dialogue.

❖ **Develop an inventory of community-engaged work.** This will serve as a directory of those who are engaged to help facilitate further collaboration, and it will also allow for showcasing stories and institutional reporting. Further, it is important to recognize that community engagement cannot simply be measured according to the activity and place, but must emphasize reciprocal processes and public purposes.

❖ **Support interested people in coming to own this work.** For example, provide year-long orientations and professional development opportunities to incoming faculty. Provide department-specific workshops to emphasize and enhance the role of the department in and with the community. Facilitate interdisciplinary collaboration in which faculty members, students and community partners draw on shared or complementary interests to develop community-engaged research agendas.

❖ **Ensure alignment across all levels of the university**, including in terms of administrative structures, budgeting, reward systems, and accreditation. Responsibility for supporting community-engaged scholarship must be shared across the university.

❖ **Connect civic learning to economic development.** Civic learning must be recognized as a core (and not contradictory) strategic response to the current economic crisis. For example, UNCG contributes enormously to the economic sustainability and viability of the Triad through teaching students civic skills, including collective decision-making, policy setting, competitive public deliberation, entrepreneurism, and other skills. Students' working with the community to make it more competitive in the global economy *is* a civic outcome.

At the end of the day, engagement is about institutional change.

Will that change simply involve minor alterations in practice or will it be transformational? The best time to change a university is in a time of crisis. In unthinkable circumstances you can make unthinkable changes. There is no doubt we will get through this economic crisis, so that is not the right question. Rather, the question is "what will our institutions look like on the other side?"

> *"Will we be impoverished shadows of our former selves or new, vibrant institutions of the 21st century? Engagement challenges us in fundamental ways, and if we embrace it, it is ultimately going to be transformational in ways that we cannot yet imagine."*
> *(Mehaffy)*

Conversations with John Saltmarsh

Building on Our Successes as a Community-Engaged University: Building a Culture of Engagement

Engagement means creating opportunities for civic learning that are rooted in respect for community-based knowledge, experiential and reflective modes of teaching and learning, active participation in American democracy, and institutional renewal that supports these elements.

Engagement is very different from application. Knowledge generated outside the university is valued and integrated with academic knowledge to generate new knowledge. It becomes necessary to re-think what is appropriate dissemination and who is a peer.

Pathways through which individuals come to value and practice community engagement:

Students as Co-Creators of Knowledge + Learning

Engaging students with communities requires a shift from a deficit- to asset-based approach to education in which:

❖ teachers' roles include integrating students' prior knowledge and experience and cultural perspectives;

❖ rigor is measured (also) by students' development of critical thinking and civic learning; and

❖ students are co-producers of learning and of knowledge.

John Saltmarsh, Ph.D.

"Taking reciprocity seriously shakes up everything."

Saltmarsh is Co-Director of the New England Resource Center for Higher Education (NERCHE) at the University of Massachusetts Boston and a faculty member in the Department of Leadership in Education. He co-authored *Higher Education and Democracy: Essays on Service-Learning and Civic Engagement* (Saltmarsh and Zlotkowski, 2011) and the *Democratic Engagement White Paper* (Saltmarsh, Clayton, and Hartley, 2009) and is co-editor of *"To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education"* (Saltmarsh and Hartley, 2011). Saltmarsh is a member of the National Advisory Board for Imagining America, and is a former chair of the International Association for Research on Service-Learning and Community Engagement. NERCHE serves as the administrative home of the Carnegie Community Engagement Elective Classification.
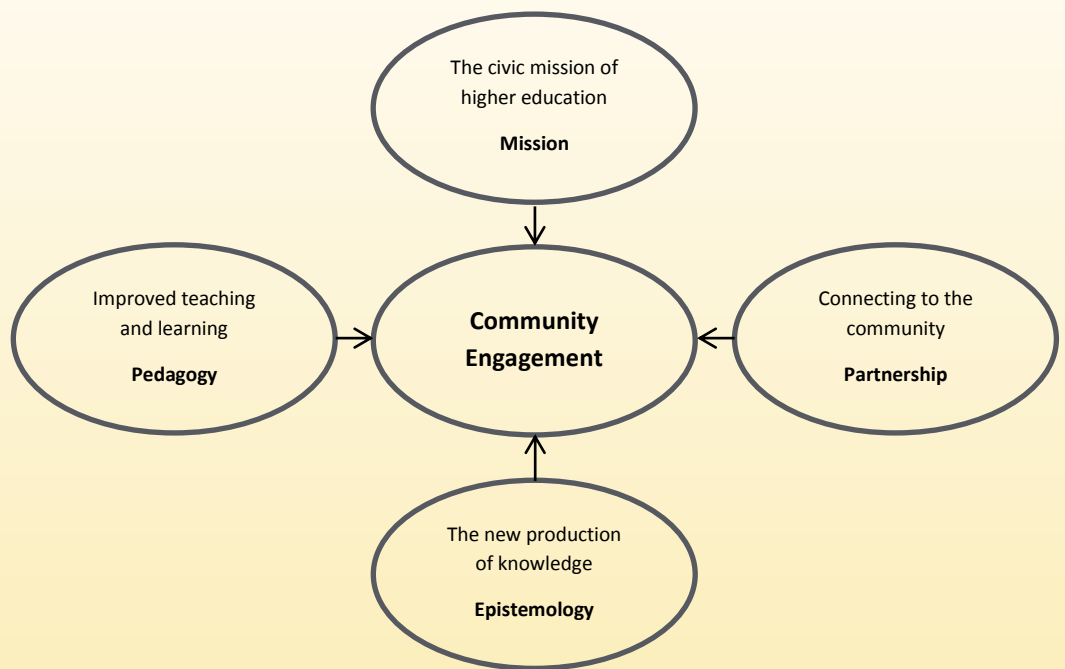
March 5, 2009 +
January 6, 2010

Creating Engaged Departments

Key Features of an Engaged Department:

❖ Departmental agreement on concepts and terminology
❖ Unit responsibility for engagement-related activities
❖ Departmental agreement on how best to document, evaluate, and communicate significance of engaged work and quality standards
❖ Strategies for deepening the department's community partnerships so that they are long-lasting and maximize the potential for transformational outcomes for all stakeholders

Creating a Culture of Engagement

❖ The next generation of faculty is looking for less fragmented, more integrated professional lives. From this perspective, creating a culture of engagement means that activities, structures, and work to support partnerships will not only be deep within certain departments or units and/or pervasive across the university, but also *integrated* throughout the university and within the community. This moving from "my work" to "our work" is at the heart of the culture shift underlying community engagement and community-engaged scholarship.

❖ What is needed for every student to have the opportunity to do community-engaged work? For every faculty member who wants to do this work to be able to do so and to have it be valued? Having these as goals is not the same as requiring students or faculty to do this work, but it does depend on significant culture change to allow for and encourage this work to happen.

❖ Networks of knowledge exist beyond and connect to higher education in profound and rapidly changing ways. These changes require an epistemological shift that is different from traditional uni-directional ways of knowing. Knowledge does not reside within higher education only. Knowledge generation *also* comes as a result of engaging with communities that make up significant ecosystems of knowledge and systems of knowledge generation.

Key Indicators of Institutional Transformation to Foster Engagement

❖ Curriculum designed and delivered in a collaborative way and including community engagement at appropriate points
❖ Engagement seen as core academic work
❖ Incentives and support for community-engaged teaching and research
❖ Encouraging and recognizing integrated faculty roles of teaching, research/creative activity, and service
❖ Supportive institutional infrastructure in place
❖ Faculty and administrative leadership
❖ Engagement as a core strategy to achieve the goals and mission of the university
❖ A shared understanding exists on how to document and evaluate engaged scholarship

> *"It is not enough to be in communities or working for communities; rather, we need to work with communities. Both the university and the community need to think in terms of 'with.'"*
> *(UNCG faculty/staff)*

Amy Driscoll, Ph.D.

"This place has a chance to make this real."

Driscoll is a Consulting Scholar on the Community Engagement Classification with the Carnegie Foundation for the Advancement of Teaching and Senior Scholar at Portland State University. She formerly served as Director of Teaching, Learning, and Assessment at California State University Monterey Bay and as Director of Community/University Partnerships at Portland State University, where she initiated community-based learning and community capstones. Her publications include *Making Outreach Visible: A Guidebook to Documenting Professional Service* (Driscoll & Lynton, 1999), *Assessing Service-Learning and Civic Engagement*, (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001), and "Carnegie's Community Engagement Classification: Intention and Insights" in *Change* (2008).

February 16 - 17, 2010

Conversations with Amy Driscoll

Institutional Strategies for Supporting Engaged Scholarship

Focus on scholarship overall, not just on distinct types of scholarship.
Further, address synergies or collaboration among forms of scholarship. We need one integrated way of thinking about this; "*one set of standards cutting across multiple forms of scholarship.*"

Faculty must, first, address underlying assumptions to get to the heart of implications for community-engaged scholarship. Left unaddressed, these may result in opposing "camps," which derails transformation. For example:

- ❖ Fear: Traditional research feels undervalued and no longer accepted
- ❖ Worry: Research/Scholarship will lose quality and rigor
- ❖ Avoidance: Society's problems and issues feel insurmountable
- ❖ Overwhelming: Preparation takes significant time
- ❖ Discomfort: Requires new kinds of relationships
- ❖ Woe: Lack of preparation for fostering community relationships

From the beginning, follow a scholarly approach. Take the time, at the onset of forming a partnership or engaged research agenda, to frame the engagement as scholarship.

Documenting + Assessing Scholarship

The critical piece is to get the products of community-engaged scholarship *evaluated* – this, as well as a scholarly process, is needed to make it scholarship.

Qualities of scholarship apply to all forms:
- ❖ Begins with inquiry and connects to theoretical knowledge base
- ❖ Based on professional expertise
- ❖ Has potential to improve professional practice
- ❖ Goes beyond the ordinary, is innovative
- ❖ Contributes to mission (institutional, departmental, etc.)
- ❖ Can be evaluated in a peer review process

Usually, when we contribute meaningfully to community issues we also contribute meaningfully to our discipline and profession.

Scholarship requires peer review, and we need to broaden the notion of "peer." Peer is the person with expertise to do the evaluation, the real expert. Get whoever knows the most about the quality of the work and have them serve as evaluators.

UNCG Community Engagement Initiative

Institutional Change through a Scholarly Approach: Dialogue + Study

We need to access the literature of scholarship and engagement, identify promising models and practices, analyze faculty portfolios for insights, and schedule forums for faculty and administrators to work toward common understandings, together.

Departmental Review/Evaluation of Faculty Engaged Scholarship

❖ Clarify responsibilities and individual scholarly agendas

❖ Prepare for tenure submissions (mentors, models, examples)

❖ Practice review before attempting the real thing

❖ Use the university public relations office to spotlight all forms of scholarship within department

❖ Provide seed resources, small grants, contacts, release time

Anticipate Key Issues in Advance

❖ What are the criteria for peer review and peer reviewers?

❖ How are individuals assessed given the deeply collaborative nature of engaged scholarship?

❖ How are non-traditional products presented and evaluated? What does "impact" mean in this case?

❖ How does engaged scholarship align to or differ from other alternative forms of research (e.g., participatory, action)?

❖ How does one access another's area of scholarship if one lacks expertise in that area of scholarship?

Department Chairs and Faculty Leaders

❖ Open the dialogue to surface the underlying assumptions, fears, tensions, and commitments from all directions
❖ Provide a "top-down" complement to the "bottom-up" of faculty and students
❖ Distribute related literature (research, thought pieces)
❖ Interact directly with community partners, model relationships, and broker departmental agreements

UNCG's Contribution to the "State of the Art" of Engaged Scholarship

Community-engaged scholarship is integrated throughout UNCG's promotion and tenure guidelines (through teaching, research and creative activity, service), rather than as a separate category. This model of integrated scholarship supports, enhances, and expands all forms of scholarship in two ways:

❖ the boundaries of scholarship categories (e.g., basic, applied, engaged) fade;
❖ a deepening of acceptance for engaged scholarship as it merges with traditional scholarship.

> *"Until we move toward an alliance of all scholars—an alliance in which all forms of scholarship have the potential for reciprocity and mutual respect— an alliance that blends multiple forms of scholarship to strengthen institutional culture, the community and society surrounding us, and our professional knowledge sources, we will be less than we can be."*
> *(Driscoll)*

Conversations with Patti H. Clayton

Operationalizing Excellence in Community Engagement

Ideas Generated by Participants

In what areas of UNCG do we seek excellence in community engagement?

- ❖ Faculty roles and rewards, including promotion and tenure
- ❖ Resource allocation (budget and more)
- ❖ Operations, policies, procedures (e.g., Institutional Review Board)
- ❖ Curricular and co-curricular opportunities
- ❖ Faculty development
- ❖ Planning and assessment at all levels (course, unit, institution)
- ❖ Hiring (staff, faculty)
- ❖ Stories (both implicit and explicit) we tell about UNCG to ourselves and those outside the university with whom we work
- ❖ Research
- ❖ Relationships (internal and external), including how we communicate as well as how we bring people to the table
- ❖ Institutional leadership's actions

What would excellence in community engagement look like at UNCG?

- ❖ UNCG as institution of first choice for students, community members, and faculty
- ❖ Internal and external funding dedicated to community engagement
- ❖ Concrete products (e.g., scholarship products)
- ❖ Systematic processes rather than ad hoc responses
- ❖ Visible examples
- ❖ Change in the community
- ❖ Increases in the quantity and quality of service-learning
- ❖ An ever-evolving understanding of the community, the campus, and how we work together
- ❖ Change in the institution (policies, culture)
- ❖ Evidence of student learning
- ❖ Transformation (within students, curriculum, research agendas, units across campus, the institution as a whole, etc.)
- ❖ Overall culture values engagement

Patti H. Clayton, Ph.D.

"What would it mean to enact 'with-ness' as our way of being in this work, with excellence?"

Clayton is an independent practitioner-scholar of community-campus engagement (PHC Ventures), a Senior Scholar at Indiana University-Purdue University Indianapolis (IUPUI), a Visiting Fellow with NERCHE, and a Visiting Scholar at UNCG. Her current work focuses on reciprocity in community engagement partnerships, on transformational institutionalization of community engagement, and on the relationship among student, faculty, and community member learning. She and her colleagues produced student and instructor versions of a tutorial on *Learning through Critical Reflection*, and she is co-editor (with Bringle and Hatcher) of *Research on Service Learning: Conceptual Frameworks and Assessment (Stylus, forthcoming in 2012).*

March 18 - 19, 2010

Reciprocity

If we really mean that this is a significant way to generate knowledge, that knowledge lives in all of these places, and that our task is to integrate knowledge across its multiple sources, then we're going to look at all of the stages of the knowledge generation process and ask who's in the room and who's not in the room, and why and how did they come into the room….

> *"If there is no reciprocity, it is the best way to make sure that community members will not partner with you the next time!"*
> *(UNCG faculty/staff)*

Curricular Engagement

❖ Community engagement at its best positions students--indeed, all participants--as co-educators, co-learners, and co-generators of knowledge. Students contribute to the goals for and design of collaborative processes and products, in the classroom and in the community. They share responsibility for project management, for their own and others' learning, and for the quality of outcomes. Supporting students in being 'co-' and becoming increasingly 'co-' ourselves requires investing time in capacity building; it requires nurturing safe yet critical spaces; it requires--and more importantly fosters--deep relationships and deep respect for one's own and others' gifts.

❖ We should use community engagement to help build strong linkages among courses (within major disciplines and general education), research and creative activities, leadership development programs, internships, living-learning communities, honors programs, athletics, independent studies, work on- and off-campus, teaching, and other curricular and co-curricular activities.

❖ Teaching and learning truly is the heart of the engaged university. The curriculum is a manifestation of what we understand the purposes of education to be … how we understand knowledge production to occur … what we most value and most want to invite future generations to become part of … what we believe about learning and learners and about ourselves as educators, scholars, and citizens.

Paradigm Shift

Paradigm shift involves rethinking our systems, structures, identities, values, relationships, and assumptions—in other words, everything that we've been talking about here. Doing so requires and fosters transformative learning: re-examining our perspectives and changing our frames of reference. And doing so often happens in the context of relationships that involve not only talking with each other, but also taking action together and co-creating new work.

> *"Operationalizing excellence as an engaged university requires that we address contested issues. Part of this is opening up our individual and collective assumptions about the meaning of such terms as scholarship, partnership, community, reciprocity, reflection, and engagement. A lot of these are concepts central to this work… why are our core, foundational commitments and concepts so deeply contested?"*
> *(Clayton)*

Conversations with Hillary Kane

Anchor Institutions: Learning to Mobilize Our Intellectual, Financial, and Institutional Assets within Our Community

UNCG is an anchor institution, an organization that cannot leave to relocate in another state or country, and whose presence, decisions, actions, and relationships greatly affect the economic and social character of the community in which it resides.

As an anchor institution, UNCG plays a critical role in working with the greater community, particularly in the current economic climate, to work towards successful urban revitalization.

Key ways that UNCG is currently, and can even further, contribute to the Triad, include:

Economic

❖ Local hiring and human resources

❖ Workforce development

❖ Real estate

❖ Investments

❖ Purchasing of goods and services

❖ Business incubation

❖ Technology transfer

Academic

❖ Service-learning courses

❖ Community-based research

❖ Community/public service

❖ Facilitator/convener of networks

❖ Resources

Key Issues to Address:

❖ How do plans for construction, renovation, and expansion seek to include dialogue with community stakeholders and also enhance UNCG's connections to the greater community?

❖ How can the campus be oriented, physically, in such a way that the community feels welcomed?

❖ UNCG is just one institution in the community with a set of skills; it is not the only place where "experts" reside. However, the culture and structure of the university, and especially, its rewards systems, places an enormous amount of pressure on faculty to act separately and to not act with humility.

> *"The efficiency and effectiveness of each individual worker in our country is of paramount importance. However, it isn't about productivity of making widgets, but about productivity of making knowledge."*
> *(UNCG faculty/staff)*

Hillary Kane

"Change is not going to happen just because we all will it."

Kane is the Director for the Philadelphia Higher Education Network for Neighborhood Development (PHENND). PHENND is a consortium of 32 institutions of higher education in the Greater Philadelphia region that seeks to help campuses connect to their communities through mutually beneficial service and service-learning partnerships. Hillary also serves as Chair of the Pennsylvania Service-Learning Alliance and is on the Executive Board of the Penn State Cooperative Extension for Philadelphia County. She co-authored an article in the *Michigan Journal of Community Service Learning* on community and student benefits of service-learning.

February 7, 2011

K-12 Education

A major issue is college access, including the fact that many students are not fully prepared to attend college. Higher education institutions both produce K-12 teachers and receive students from high schools, so they are key in dealing with this issue from both directions.

❖ What a community-engaged approach brings to K-12/university relationships is the emphasis on doing "with", not "for", and thus on relationship building and fully exploring the interests of schools and parents.

❖ What is really exciting about K-12 service-learning is that it isn't teaching kids to do service to others but teaching them about community development and empowering them while teaching content. Students are solving community problems with parents and neighbors as part of their learning and are tackling economic development issues through their education, all of which is producing a citizenry that can address these issues.

> "The broader context of the university's efforts is that Greensboro and North Carolina are getting poorer; there are huge societal ills, and we as an institution need to get our economic development efforts and our K-12 efforts in order."
> (UNCG faculty/staff)

❖ Find projects that allow good work in schools and function as research. It is important that the relationship be truly mutually beneficial so that everyone involved sees how the partnership is helping to advance his or her missions and goals, whether they are practical or scholarly, immediate or long-term.

Intercultural Competence

The ability to work with people across differences is an essential component of engagement.

❖ Intercultural competence can be transformative and it requires students, faculty, staff, and community partners to build relationships.

❖ Institutionally supported partnerships among units at UNCG may be an important step towards establishing opportunities for students to build their capacity for intercultural competence.

❖ How do we help students connect the local and the global? Global environmental issues can help us all make connections across cultures whether we go abroad or not.

❖ To maximize students' development towards cultural competence, we want to push them beyond their boundaries or levels of comfort, but not too far so as to cause them to shut down or tune out.

❖ UNCG should not think only in terms of individual courses. The ability to work well with others different from oneself is not likely to be learned in one semester, but through courses and programs, students can learn to become reflective about their own lives. What do we expect students to know and do and how will they evolve over time? What might be the role of student leadership in a developmental approach?

> "If you are doing community engagement work, you are doing intercultural work. There is often an assumption that when people who are different from each other work together they can magically make things work without preparation. Whether you are working abroad or down the street, professional development for intercultural competence is key."
> (Kane)

Recommendations for Continuing the Dialogue

1. We're ready, we're set, let's go!

Capitalize on the substantial commitment to and enthusiasm for community-campus engagement, in particular, and institutional transformation, in general, that is clearly present at UNCG among students, faculty, staff/administrators, and community members.

The history and identity of UNCG as a public, student-centered, research-intensive university provide a strong foundation that has been built on to an extraordinary extent in recent years. This university community (broadly construed) is at a threshold moment in its evolution. Despite an uncertain economy and tenuous budgetary climate, UNCG is experiencing a remarkable deepening of conversations and practices in many arenas, with leadership from many levels. At the same time, some question the extent to which this work will truly be embraced and fully enacted; particularly by faculty colleagues. There is more than a critical mass of individuals, units, and organizations here united in their commitment to engagement, and that must not be lost. If recognized, supported, integrated, and seriously attended to, this commitment, enthusiasm, reflection, and leadership can be leveraged to achieve unprecedented levels of excellence in the process of transformational institutionalization of community-campus engagement.

2. Do we know where we're going?

Community-campus engagement is not an end unto itself, but rather, serves as a vehicle to advance institutional and community priorities. Therefore, articulate a sense of purpose that charts a course to enacting and achieving specific priorities through community-campus engagement, especially during this pivotal moment.

Much attention at UNCG is—and needs to be—focused on determining the full range of activities being undertaken in the context of community-campus engagement: Who is doing what and where are they doing it? Developing systems to document this work, to connect individuals and units engaged in it, and to make it visible is a necessary step, which many campuses are undertaking with less success than UNCG. Equally important, however, is examination of the purpose(s) underlying the work: Why are we doing this? What do we intend to accomplish in the lives of our students, in our communities, in ourselves, and in the academy? Tracking activities is not the same as documenting impact, and the latter becomes simpler and more meaningful when a strong sense of purpose is in place to help guide both the work itself and the evaluation of its results. A deep understanding of why the activities of community-campus engagement matter will encourage participants to work toward excellence within them and to document and share them.

As one specific question: What does it mean—in concrete, assessable terms— to members of the UNCG community to be "stewards of place" and why is it important that this collective and institutional identity flourish?

"Engaged toward what ends? We haven't been talking about social justice or democracy or mission. We ought to be doing a better job of affirming what we are doing in terms of why we are doing it. We need to pull together the pieces of thinking about purpose that are alive at UNCG."
(UNCG faculty/staff)

3. Have the hard conversations.

Coming together as a community around this work includes not shying away from what may be uncomfortable conversations. Engage with the contested ideas, the unresolved questions, the trade-offs associated with culture change, and the fears and passions this work evokes.

> *"Without the hard conversations, there will be no real trust."*
> *(Driscoll)*

- ❖ Someone has to initiate, maintain, support, distill, and share these hard conversations.
- ❖ Ground these conversations in the literature and use the tools other campuses have found helpful, but honor the context and experience of this campus and this community – nothing can replace local dialogue and meaning making.
- ❖ Insist that the thinking to be done be done together (vs. compartmentalizing discussion within enclaves of already-engaged faculty, for example).
- ❖ Create safe yet critical spaces for authentic discourse that is likely to feel risky on many levels.
- ❖ What is not being talked about? What is being assumed rather than explicitly stated? Who is participating and who is not, and why?

4. Beware of red herrings.

Resist the all-too-common traps that can so easily derail institutional change efforts in this arena: either-or thinking, deficit-based orientations, defensiveness, and uninformed or politicized misrepresentation of community-campus engagement principles.

As with many campuses, conversations about and policy and practice changes around community-campus engagement may be hindered by lack of clarity regarding the meaning(s) of "engagement" and other core terms (e.g., "reciprocity"). While consensus may not be requisite across the campus and in the broader community, reducing both conflation of concepts and uncertainty as to their meaning while establishing some level of shared discourse is a necessary step.

Some examples of red herrings include:
- ❖ Will basic, applied, and engaged research be seen as competing modes of work or as facets of scholarship that can inform one another and be integrated so as to advance common purposes?
- ❖ Will economic development, social justice, and student learning be cast as contradictory foci or will they be conceptualized so as to enable strong linkages and mutually reinforcing approaches?
- ❖ Will the value of distinctions and criteria be pitted against the value of inclusiveness and multiple perspectives or will points of tension be leveraged synergistically toward enhanced understanding, effective collaboration, and greater impact?
- ❖ Will the unfamiliar and complex nature of community-campus engagement—including the persistence of contested terrain and terminology—be used to suggest lack of rigor or to call attention to changing paradigms and epistemologies?

Recommendations

5. Are we really serious?

Articulate explicitly (and act on) what is now only implicit as an institutional goal—that every UNCG student, faculty, and staff member who wishes has the opportunity to engage in high quality community-campus engagement and to have it be valued as legitimate work. Excellence in community-campus engagement need not mean that everyone on campus participates, but it does mean that this work is sufficiently visible and valued such that no one can remain unaware of it and that opportunities to undertake it are accessible, coherent, and systemic rather than isolated or ad hoc.

> "Envision a continuum of basic research, applied research, and engaged research—all of them acknowledged, none of them privileged over the others, and each of them requiring a unique approach to evaluation of quality. Part of the culture shift we need is the realization that valuing one form of scholarship does not mean devaluing another."
> (Saltmarsh)

6. It's not (only) an engagement thing, it's a scholarship thing.

UNCG's recently revised promotion and tenure guidelines appropriately establish that "scholarship" is broader than research and position community-engaged work within each arena of faculty roles rather than establishing a separate category; they embody significant steps toward legitimating and rewarding community engagement and associated scholarship. Operationalizing them and continuing to refine them can help to catalyze attention to a wide range of important issues associated with scholarship.

❖ Address uncertainty regarding expectations around community-engaged work.

❖ Examine and revise guidelines as needed to ensure core principles of scholarly engagement (e.g., reciprocity, mutual benefit) are supported.

❖ Address the extent to which guidelines and annual reports recognize the integration of faculty roles and allow faculty to demonstrate the full range of their work productivity.

❖ Discuss the meaning(s) and metrics of "scholarship." What quality standards, specifications for peer review, artifacts, time frames, conceptualizations of impact, dissemination approaches, mentoring practices, etc. hold across all forms of scholarship and what, if any, are unique to community-engaged scholarship?

❖ Determine and enact analogous policy enhancements needed to support professional staff in undertaking community-campus engagement and associated scholarship as an integrated dimension of their responsibilities.

7. Yes, there is a learning curve.

Community engagement challenges many norms: it shifts power, questions givens, problematizes ingrained patterns, and asks us to recognize and to move beyond default frames of reference and identities. Capacity building for all is needed both to overcome these challenges and to leverage the associated transformational potential of the work.

> "The most important thing is to take that first, second, and third step where you learn from each other."
> (UNCG faculty/staff)

Design comprehensive professional development for community-campus engagement and associated scholarship, with all constituent groups and at all levels of experience, including faculty serving on promotion and tenure committees and administrators (whether or not they themselves undertake engaged work, both groups significantly impact the systems that support it). Such professional development can be informed by and aligned with the principles and dynamics of community-campus engagement itself (i.e., experiential, reflective, collaborative, inquiry-guided, co-constructed, etc.).

8. Engage students with the world now.

Provide systematic support for curricular engagement. Students need to have available multiple, developmentally-designed opportunities in their curricula, as well as support for constructing pathways throughout their undergraduate and graduate experiences that integrate engagement partnerships into curricular and co-curricular activities, research projects, work and leadership responsibilities, travel, etc.

> *"How do we help students become efficient and effective workers and efficient and effective citizens who can have a real impact on their immediate communities while touching broader economic issues? We need to model this better as a university."*
> *(UNCG faculty/staff)*

9. Transformational change is deep, pervasive, and integrated.

Examine critically the extent to which the formal and informal norms, policies, procedures, and structures that comprise the culture of the institution express and enact its commitment to community engagement.

Transformation requires that community engagement be positioned not as an add-on activity but as a means to advancing multiple institutional priorities (e.g., internationalization; economic development; success, access, and retention of under-served students; etc.). Determine whether there are sufficient systems in place for the regular review and revision of institutional operations through this lens. Consider how best to connect and make mutually reinforcing various initiatives such as professional development, student and employee recruitment and orientation processes, data management, assessment, and accreditation processes so that they, collectively, reinforce UNCG's identity, expectations, offerings, and goals in these terms.

10. Leadership and change are scholarly acts.

A scholarly approach to the development and dissemination of models, theory, and evidence-based practices will deepen the authenticity and impact of the work while also establishing UNCG as a leading institution in this area. Take the time to try something, evaluate the process and outcome, and make changes as necessary.

- ❖ Continue to study and share the "excellence in community engagement" visioning and planning process and ensure a similar level of deliberate, collaborative inquiry in the work of engagement.

- ❖ Establish systems for not only gathering but also examining, refining, and documenting process and product examples of community-campus engagement.

- ❖ Bring the full range of disciplinary, interdisciplinary, and professional perspectives to bear on the process of institutional transformation and the work of community-campus engagement and approach them as scholars— committed to ongoing learning and improvement and to the generation of new knowledge.

> *"If we are not open to changes in our thinking then we are not being scholarly: "Do it this way since it has always been done this way" is not scholarly."*
> *(Driscoll)*

Reflections from Speaker Series Co-Sponsors

Undergraduate Studies (US) is an enthusiastic supporter of community engagement and was pleased to co-sponsor the Speaker Series. The new "Faculty Teaching and Learning Commons" (formerly the University Teaching and Learning Center) will work in close coordination with campus units and faculty leaders to promote community-engaged research and creative activities as well as community-engaged teaching, including through future opportunities such as this Speaker Series, to continue in-depth conversations regarding how best to integrate UNCG's public mission across the full range of university functions. We are dramatically expanding the residentially-based Living-Learning Community model at UNCG, with an ambitious goal of including all 4000+ first-year students. Each of those students will

> *"The goal is not just to get these students into Greensboro; it is also to get Greensboro and the Triad into these students."*
> *(Roberson)*

become involved in an academically related co-curriculum, which frequently will involve community engagement. Whether through the Office of Transfer and Adult Student Academic Success, relationships with Triad community colleges, workforce developers, civic leaders, and a consortium of higher education institutions in the Triad … the tutoring and workshops services provided for members of the Greensboro community by the University Speaking Center, Writing Center, and proposed Digital Media Center … the Academic Professional Volunteers program … or the professional development and research of our own staff, Undergraduate Studies looks forward to collaborating with a wide range of university and community partners to advance both the visioning and implementation of holistic engagement in all its manifestations.

- **Steve Roberson, Dean, Undergraduate Studies**

Community engagement is not a new concept at UNCG; our faculty and staff have been in the community with our students since our inception. More recently appearing on the scene, however, are engaged pedagogy and engaged scholarship. As a high research activity, student-centered institution, UNCG is positioned to uniquely approach community engagement in all areas of our educational mission through the powerful integration of teaching, learning, research and creative activity, and service. Since 2001, The Office of Leadership and Service-Learning has served as a catalyst to promote student, faculty, and community capacity building for

> *"As a high research activity, student-centered institution, UNCG is position to uniquely approach civic engagement in all areas of our educational mission through the powerful integration of teaching, learning, research and creative activity, and service."*
> *(Hamilton)*

engagement. OLSL leverages the synergies of integrated programming among leadership development, co-curricular community engagement, and academic service-learning. OLSL has brought such leaders as Ed Zlotkowski (Institutionalization of Service-Learning), Nick Cutforth and Vicki Stocking (Community-Based Research), and Paul Loeb (Student Engagement and Advocacy) to campus throughout the last several years. We are pleased and proud to continue supporting this important conversation at UNCG as a co-sponsor of the Speaker Series, which helps a) equip students, faculty, and community for shared learning in engagement; b) establish standards of excellence for engaged scholarship; and c) advance collaboration across divisions, Centers, Schools, and disciplines.

- **Cathy Hamilton, Director, Office of Leadership & Service-Learning**

The Speaker Series brought together, for one of the first times in a number of years, faculty from disciplines all across campus to discuss the vital importance of establishing the place of community engagement on a university campus. While the concept may

> *"I truly believe that the Speaker Series was the launching point for continued collective discussion on the potential for UNCG to be a fully actualized community-engaged university"*
> *(Kennedy-Malone)*

not have been totally embraced by all faculty members as a means to teach, serve, and engage in research and creative activities, the realization of the impact of prior and current engaged scholars was applauded and appreciated. We were left challenged by Amy Driscoll to have a campus-wide discussion on all types of scholarship. We were challenged by Patti Clayton to find ways to partner with other like minds across campus and in the community in reciprocal relationships. We were congratulated by John Saltmarsh on the strides we have taken (ahead of some other well-known campuses) to include community engagement across teaching, service, and research and creative activities, rather than as a separate category of endeavor that only a (brave) few may attempt to fulfill. I truly believe that the Speaker Series was the launching point for continued collective discussion on the potential for UNCG to be a fully actualized community-engaged university.

- **Laurie Kennedy-Malone, Chair 2009-2010, Faculty Senate**

This Speaker Series is an important part of our efforts at UNCG to redefine the public research university. When we look closely at what we are doing here, it is clear that we have an opportunity to make a big difference in the area of community engagement.

❖ Our Strategic Plan explicitly identifies enhanced support for community-engaged scholarship as a commitment, given its potential as a strategy to help advance such a wide range of our institutional priorities, including internationalization, student success, and economic development. If we are going to take diversity seriously, and we are, we have to take engagement seriously.

❖ Our promotion and tenure guidelines are being revised at all levels of the institution, intentionally acknowledging the value of scholarly faculty collaboration with members of broader communities.

> *"We have a lot of work to do, but we are poised to become a model for universities across the country moving in this direction. I am as excited about this as about anything in my 10 years at UNCG."*
> *(Perrin)*

❖ Many UNCG faculty, staff, and students identify themselves as community-engaged scholars and practitioners and are eager to take part in discussions about what constitutes high-quality engaged scholarship and how we can best support and recognize such work.

❖ Leaders in the Greensboro community are eager to partner with us at a higher level, building structures for more multi-faceted and long-term collaborations that heighten the possible impacts we can produce together.

❖ From athletics to living-learning communities, with undergraduate and graduate students, from local to international, and across most if not all disciplines, all across campus we are expanding and deepening opportunities for students to be part of community initiatives.

All the campuses in the UNC system are having similar conversations, so we're certainly not alone; but UNCG should lead the system in the processes of culture change that supports greater involvement of faculty, staff, and students in community-campus engagement. I am very excited about the potential we have here.

- **Dave Perrin, Provost and Executive Vice Chancellor**

A Summary of Ten Recommendations for Continuing the Dialogue

1. **We're ready, we're set, let's go!** Capitalize on the substantial commitment to and enthusiasm for community-campus engagement, in particular, and institutional transformation, in general, that is clearly present at UNCG among students, faculty, staff/administrators, and community members.

2. **Do we know where we're going?** Community-campus engagement is not an end unto itself, but rather, serves as a vehicle to advance institutional and community priorities. Therefore, articulate a sense of purpose that charts a course to enacting and achieving specific priorities through community-campus engagement, especially during this pivotal moment.

3. **Have the hard conversations.** Coming together as a community around this work includes not shying away from what may be uncomfortable conversations. Engage with the contested ideas, the unresolved questions, the trade-offs associated with culture change, and the fears and passions this work evokes.

4. **Beware of red herrings.** Resist the all-too-common traps that can so easily derail institutional change efforts in this arena: either-or thinking, deficit-based orientations, defensiveness, and uninformed or politicized misrepresentation of community-campus engagement principles.

5. **Are we really serious?** Articulate explicitly (and act on) what is now only implicit as an institutional goal—that every UNCG student, faculty, and staff member who wishes has the opportunity to engage in high quality community-campus engagement and to have it be valued as legitimate work. Excellence in community-campus engagement need not mean that everyone on campus participates, but it does mean that this work is sufficiently visible and valued such that no one can remain unaware of it and that opportunities to undertake it are accessible, coherent, and systemic rather than isolated or ad hoc.

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Photo taken by Lauren Ling, '11

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