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sus-tain-able

adj. \sə-'stā-nə-bəl\

1: capable of being sustained

2: of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged; of or relating to a lifestyle involving the use of sustainable methods.

(Retrieved from <http://www.merriam-webster.com>)

In 2010, I had the honor and privilege to serve as chair of the campus committee responsible for planning the 2010 National Outreach Scholarship Conference (NOSC) hosted by North Carolina State University (NCSU), the 10th such conference since the inaugural NOSC at Penn State University a decade earlier. A committee of faculty peers and colleagues here at NC State, each with extensive experience in university-community engagement and outreach, selected as the 2010 NOSC theme “Sustaining Authentic Engagement.” Our goal was to emphasize the importance of building university-community partnerships that address ongoing mutual needs and interests over time as focused on five critical areas:

1. Program: Programs reflecting collaborative, reciprocal, and scholarly work, and building the capacities of all partners, are the defining characteristics of sustained engagement.
2. Place: Active involvement in communities of place, purpose, and practice results in authentic partnerships that grow from academic and community attention to shared mission and vision.
3. People: Valuing and engaging diversity in people, expertise, and culture contribute to the sustainability and authenticity of our communities and campuses.
4. Process: Authentic processes used to learn, teach, integrate, and investigate in and with communities contribute to sustainable collaborations and partnerships.
5. Philosophy: Successful scholarly outreach is built on institutional philosophies and core values embedded in tenets of democracy, collaborative leadership, and mutual respect.

This issue of the *Journal of Higher Education Outreach and Engagement* comprised of articles that expand on ideas and programs presented at the 2010 NOSC. Following an opening letter

from Jim Zuiches, vice-chancellor for Extension, engagement, outreach, and economic development at NC State, we are very pleased to reprint with his permission the text of Penn State University president Graham B. Spanier's opening address to the 2010 NOSC participants. President Spanier reminds us that,

By engagement, [we] mean the synthesis of teaching, research, and service functions that are productively and actively involved with our communities. . . . Embedded in the engagement idea is a commitment to sharing and reciprocity—partnerships, two-way streets defined by mutual respect among the partners for what each brings to the table.

Four original feature articles then follow, each of which addresses a critical aspect of the 2010 NOSC theme. Nancy Franz of Iowa State University provides an overview of the engaged scholarship dossier context for university faculty members seeking promotion and/or tenure, outlines four steps for documenting engaged scholarship in the academic dossier, and lists best practices for faculty members building their engaged scholarship dossiers. According to Franz, "Faculty members can take four steps to prepare an effective engaged scholarship dossier. These include (1) mapping their efforts, (2) determining the impact to be measured, (3) collecting and analyzing data, and (4) telling their engaged scholarship stories."

Mary Hutchinson of Penn State Lehigh Valley critically reflects on a service-learning course based on empirical assessments conducted over two semesters. Beyond the important insights presented regarding the course itself, the author concludes,

The findings from this assessment highlight the positive impact that the English Language Learners Literacy Project partnership had on both the students participating in the service-learning activity, and the community members in the program. They also underscore the need to systematically gather information about impact beyond the methods used in this assessment.

Kim Buch and Susan Harden of the University of North Carolina at Charlotte describe a community initiative partnership between the university and the Urban Ministry Center to provide shelter to the homeless during winter that resulted in both the

formation of a new student organization to sustain the initiative and a service-learning project as part of a Citizenship and Service Practicum course. End-of-course assessments from three iterations of the course documented that the project not only raised awareness of and changed attitudes and stereotypes about homelessness, but also promoted positive civic attitudes and a desire to make a difference in their communities among participating students.

Lorilee Sandmann of the University of Georgia and Gary Miller retired from Penn State World Campus share critical reflections by four members of the International Adult and Continuing Education Hall of Fame regarding how they have sustained their own engagement over long careers as well as creating and sustaining impact on communities. Based on the reflections, the authors identify four

dispositions that are critical to all leaders. First, a leader must demonstrate a commitment not only to her or his own role, but to the institution's mission and, most important, to the social purpose that drives the institution's mission and vision. . . . Second, a leader must be willing to engage others, both inside and outside her or his organization, when creating a strategy to implement a vision. . . . Third, . . . A leader must be willing to adapt to changing circumstances and to engage the institution in adapting to changing needs. Finally, a leader must maintain enthusiasm and an inquisitive nature throughout an engaged career.

The issue continues with five articles describing successful sustained university engagement programs recognized during the 2010 NOSC as recipients of the 2010 Outreach Scholarship/W. K. Kellogg Foundation Engagement Awards. Starla D. H. Officer and Robert G. Bringle of Indiana University–Purdue University Indianapolis and Jim Grim of the Washington Community School and Mary Rigg Neighborhood Center describe a partnership that provided leadership in neighborhoods adjacent to the high school. Ann Chester and Elizabeth Dooley of West Virginia University write about the university's Health Sciences and Technology Academy. Priscilla Salant of the University of Idaho and Laura Laumatia of Coeur d'Alene Reservation describe the Better Together program in which faculty members and students work across disciplines to address critical issues side by side with communities. Yvonne Matthews and Ernest Bradley of Lincoln University Cooperative Extension describe the Men on Business—A College Assurance

Program, a university partnership with St. Louis Public Schools. Finally, Jay F. Levine, Glenn Hargett, J. P. McCann, Pat Donovan Potts, and Sheila Pierce from North Carolina State University's describe the Riverworks at Sturgeon City program, which is revitalizing the Wilson Bay area of Jacksonville, North Carolina, as a functional greenspace and was the winner of the 2010 C. Peter Magrath University/Community Engagement Award.

The issue closes with reviews of five outstanding books, each of which contributes to the issue's focus on sustaining authentic engagement.

So on behalf of the *Journal's* editorial staff at the University of Georgia, and my outreach and engagement colleagues here at North Carolina State University, I wish for you the reader continued success in building and sustaining authentic engagement and outreach initiatives built upon meaningful university-community partnerships. It is our further hope that the ideas and programs described in this issue will serve to strengthen such initiatives to an even greater extent.

R. Dale Safrit
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Department of 4-H Youth Development and
Family and Consumer Sciences
College of Agriculture and Life Sciences
North Carolina State University

Welcome Letter from Vice Chancellor James J. Zuiches, host of the 2010 National Outreach Scholarship Conference, Raleigh, North Carolina.

“Sustaining Authentic Engagement” was the theme of the 11th Annual National Outreach Scholarship Conference held in Raleigh, North Carolina. This issue of the *Journal* focuses on the papers, presentations, and discussion that demonstrated the scholarship resulting from such authentic engagement and partnerships. North Carolina State University was delighted to host the National Outreach Scholarship Conference and to present these exemplary articles from the conference.

Characteristics of sustained engagement are found in programs that reflect collaborative, reciprocal, and scholarly work, and build the capacities of all partners. The call for papers asked participants to focus on communities of place, practice, and purpose, and over 600 participants from 83 universities participated. The people served by these universities and partnering in these programs were represented by over 50 students and over 100 community partners. Over one third were first-time participants. Many of the presentations discussed the processes used to create the successful partnerships. The core philosophies and values reflected in the programs are the tenants of democratic processes, collaborative leadership, and mutual respect.

In addition to the National Conference, the 2010 C. Peter Magrath Community Engagement Award recipient and the 2010 Outreach Scholarship W.K. Kellogg Foundation Engagement Award recipients were highlighted and recognized. The Emerging Engagement Scholars workshop provided 20 young scholars with opportunities to learn about professional development, engagement practices, and publications. Finally, the University of North Carolina system provided an example from each of the 17 constituent institutions of community engagement in response to the UNC Tomorrow initiative of President Erskine Bowles. The citizens of the state had challenged the campuses to be more engaged locally, and each campus responded.

Learning from one another, demonstrating successful models of university and community engagement, exploring methodologies for developing productive partnerships, and demonstrating how valuing people and their unique communities positively

influences the outcomes – all resulted in a positive experience for participants.

The papers in this issue reflect only a small component of the breadth of work incorporated into the National Outreach Scholarship Conference. I invite you to read these papers and discover how the moral dimensions of the university are demonstrated in different contexts as they address many significant societal issues.

Our special thanks to the 16 university partners at the time of the 2010 National Outreach Scholarship Conference, whose faculty provided the substantive core of the participation and whose funding helps underwrite the costs of the conference. I also want to thank the national implementation team, and especially the North Carolina State Conference Leadership team, who took on the task of organizing the conference out of a commitment to the mission of engagement and scholarship.

James J. Zuiches is currently Vice Chancellor for Extension, Engagement, and Economic Development at North Carolina State University. He earned his bachelor's degree in philosophy and sociology from the University of Portland, and his master's degree and Ph.D. in sociology from the University of Wisconsin, Madison.

2010 NATIONAL
OUTREACH SCHOLARSHIP
CONFERENCE THEME ARTICLES

Renewing the Covenant: Ten Years After the Kellogg Commission

Graham B. Spanier

Remarks by the President of The Pennsylvania State University at the 11th Annual National Outreach Scholarship Conference, Monday, October 4, 2010.

I am honored to be here today, and it is a great pleasure to see the success of this conference that had such humble beginnings at Penn State. It is a credit to Jim Ryan, former vice president for outreach and cooperative extension at Penn State, Bobby Moser, vice president of agricultural administration at Ohio State, and Kevin Reilly, the University of Wisconsin System president, that this conference and the National Outreach Scholarship Partnership have found such success over the years.

Ten years ago I capped off my tenure as chair of the Kellogg Commission on the Future of State and Land-Grant Universities with the publication of our sixth and final report: *Renewing the Covenant: Learning, Discovery and Engagement in a New Age and Different World*. That project began in January 1996, and it was a very memorable experience. I like to compare it to sleeping with an elephant. The elephant doesn't mean you any harm, but you still don't get much sleep.

Higher education has continued to see its share of crisis and change over the past decade since the Commission formally adjourned. A quick search for "higher education crisis" on Google News came up with 3,120 results—for a one-month period. For example, *The Wall Street Journal* proposed a new curriculum for higher education: "Reading, Writing, Radical Change." A Louisiana newspaper observed that "college is taking a turn for the worse." *The Boston Globe* noted "a crisis of spiraling tuition." And that's the good news.

Shifting demographics, rising costs of operations, a changing competitive landscape, reductions in state appropriations, pressures for accountability, and a widespread economic decline characterize the environment in which today's colleges and universities operate. These pressures will clearly require institutions of higher education to find new ways to improve teaching and learning, to advance discovery and creativity, and to serve our many constituents while becoming more efficient. They also present an opportunity to

renew the Covenant we set forth 10 years ago and to strengthen the partnership between the public and the public's universities.

Ten years ago the Kellogg Commission called on public universities to "return to our roots" and become the transformational institutions they were intended to be. By focusing on the student experience, student access, the engaged institution, a learning society, and campus culture, the goal was to address learning, discovery, and engagement and to become truly "student centered."

"[C]ompared to 5 years ago, there is more emphasis on engaged learning, undergraduate research, and the first-year experiences that support the transition to college."

To this end I have seen much success at many colleges and universities across the nation. Last year a survey of members of the Association of American Colleges and Universities found that, compared with 5 years ago, there is more emphasis on engaged learning, undergraduate research, and the first-year experiences that support the transition to college. There has also been more attention to providing amenities to college students, such as improved residence halls, additional mental and physical

health providers, exercise facilities, and better food. Yet, despite all the progress, there is still much work to be done, and as we move forward engagement must be part of the equation.

By engagement, I mean the synthesis of teaching, research, and service functions that are productively and actively involved with our communities. This goes beyond Cooperative Extension, conventional outreach, and most conceptions of public service. Embedded in the engagement idea is a commitment to sharing and reciprocity—partnerships, two-way streets defined by mutual respect among the partners for what each brings to the table. Cooperation is the key.

As Martin Luther King Jr. said, "We may have all come on different ships, but we're in the same boat now."

Renewing the Covenant means reaffirming our "focus on universities as genuine learning communities" that are "student-centered" and that "put students first." We also need to recommit to the basic elements set forth 10 years ago and create institutions that model equality, academic achievement, civic responsibility,

research excellence, interdisciplinary problem-solving, accountability, and ongoing evaluation.

Like so many things in life, this is easier said than done. That's why I want to devote the remainder of my remarks to offering five strategies for advancing engagement at colleges and universities.

First and foremost, each institution needs to focus on activities that play to its strengths. We cannot be all things to all people, so we need to prune activities that don't have a measurable impact or do not align with core academic strengths. By harnessing our institutional energy and expertise, we can most effectively respond to pressing issues and contribute to public discussions and debate as a trusted partner.

“By harnessing our institutional energy and expertise, we can most effectively respond to pressing issues and contribute to public discussions and debate as a trusted partner.”

For example, many Pennsylvanians are currently struggling with the rush to drill for gas in the Marcellus Shale that is so prevalent in the Appalachian Basin. The Shale presents an unprecedented opportunity for economic growth in the state, but many questions remain about the environmental, societal, and economic impacts. As the state's land-grant university, Penn State stepped up to serve as an “honest broker” through research, education, training, and extension. With a broad range of research expertise in such relevant disciplines as energy, geology, hydrology, soil science, forestry, economics, environmental policy, and sociology, and an established outreach delivery system, Penn State is uniquely positioned to work closely with the natural-gas industry, other institutions, legislators, and the citizens of Pennsylvania.

Second, colleges and universities need to advance access for nontraditional students. We are serving the most diverse group of students that higher education has ever seen. Moreover, between 1980 and 2000, total minority college and university enrollment surged by 122%, and now approximately 37% of the nation's students are minorities. In the 1960s, approximately 40% of college students were female; today women make up 57% of traditional college students. The newest data also indicate that for the first time, women earned more than 50% of doctoral degrees in the USA, up from 44% 10 years ago, and women earned 60% of master's degrees.

We must reach out to this new generation of students with flexible programming and alternate means of delivery. Penn State has over 34,000 nontraditional students, who attend continuing education classes or our World Campus.

In addition, technology has transformed the way today's students live, work, and play, which brings me to my third point: the need to leverage technology and media to expand reach, foster communities, and engage students. Today's students have never "rolled down" a window, cut and paste has never involved scissors, and the World Wide Web has been accessible since they were born. They have always known 24/7 accessibility, interactivity, and high-speed connections, and they're not about to do without them in college. Mobile phones represent a ubiquitous influence. At last count there were four billion mobile cellular subscribers on the planet. Virtually all students have cell phones, a growing portion with Internet access. With the growth of mobile broadband, these portable, personal devices are becoming the technology of choice for communicating, surfing the web, taking and sharing photos, and making videos.

We can use technology to provide rich, interactive content to tell our stories and showcase our research. Mobile learning, video podcasts with Extension educators in the field, and online programming can expand our reach around the world. Technology can also be used to successfully build social networks around major conference attendees and to create online communities of scholars and special interest groups.

Fourth, there is still a common perception among faculty that when it comes to tenure and promotion, a dossier will be evaluated on three things and three things alone: research, research, and research. Yet the hallmark of engaged scholarship is that it incorporates teaching, research, and service. As leaders we need to push for the inclusion of engaged scholarship in the promotion and tenure process. The Magrath Engagement Award is one way to recognize and reward exemplary projects and people; we need others as well. We must find new ways to provide meaningful support for faculty who develop interdisciplinary responses to societal issues, who cultivate opportunities and create incentives to engage undergraduates in scholarship work. This can go beyond academic departments to involve each institution's leadership in undergraduate education, outreach, and student affairs.

Finally, I want to address the critical question of how do we pay for this? The public must play a role. In fact, we need the

information-age equivalent of the original land-grant enactment; new seed funds to create partnerships between public higher education and public K-12 schools; and a federal tax policy to encourage more private sector partnerships with universities. We also must be more entrepreneurial and find new partners and revenue streams, including federal grants, foundations, private philanthropy, and fee for services. Dollar for dollar, colleges and universities provide exceptional returns for every dollar invested, and we need to make our case with measurable outcomes whenever possible.

“Dollar for dollar, colleges and universities provide exceptional returns for every dollar invested, and we need to make our case with measurable outcomes whenever possible.”

In conclusion, I want to reiterate my belief that higher education is not an ivory tower, but an enterprise that both influences and is influenced by profound trends in society. I want to emphasize that for us as educators with an important mission of engagement, the opportunities for our colleges and universities to make a difference have never been greater. And the need has never been more pressing.

I call on you to renew that Covenant set forth by the Kellogg Commission and to go beyond outreach and service to “engagement.” An engaged university can enrich and expand opportunities for faculty and students through internships, off-campus experiences, and service-learning. Moreover, it can serve our communities in new and unexpected ways.

Endnote

1. In 2001, The Pennsylvania State University Vice President James Ryan, The Ohio State University Vice President Bobby Moser, and University of Wisconsin-Extension Chancellor Kevin Reilly came together to sponsor the first Outreach Scholarship Conference. At that time they stated, “The partnership between our three institutions, and the conferences that come out of it, will help all colleges and universities achieve greater levels of engagement...Our goal is to provide practical tools for implementing real change in higher education.”

About the Author

Graham B. Spanier was appointed Penn State's 16th president in 1995. His prior positions include chancellor of the University of Nebraska-Lincoln, and provost and vice president for academic affairs at Oregon State University. He holds academic appointments as professor of human development and family studies, sociology, demography, and family and community medicine. President Spanier has chaired the Association of American Universities, the National Association of State Universities and Land-Grant Colleges, the Big Ten Conference Council of Presidents/Chancellors, and the NCAA Division I Board of Directors. In addition, he led the Kellogg Commission on the Future of State and Land-Grant Universities.

Tips for Constructing a Promotion and Tenure Dossier that Documents Engaged Scholarship Endeavors

Nancy K. Franz

Abstract

The growth of the community engagement movement in higher education over the past 2 decades has resulted in more faculty member interest and practice in engaged scholarship. As more institutions value this work, faculty members are looking for ways to enhance the effectiveness of their engaged scholarship dossiers for promotion and tenure. This article summarizes content from a workshop on strengthening the engaged scholarship dossier offered by the author in a variety of venues. The author provides an overview of the engaged scholarship dossier context, explains why a focus on documenting engaged scholarship is important, outlines four steps for documenting engaged scholarship in the academic dossier, and lists best practices for faculty members building their engaged scholarship dossiers.

Introduction

Faculty members increasingly show interest in embracing and documenting outreach and engagement work as part of their academic journey (Glass, Doberneck, & Schweitzer, 2011). Many, however, struggle with ways to document their efforts when preparing for promotion and tenure (Franz, 2009a). Although the literature on engaged scholarship holds tips and tools for faculty members (Driscoll & Lynton, 1999; Glassick, Huber, & Maeroff, 1997; O'Neill, 2008), it has not been synthesized in a readily accessible way. To fill this gap, this article summarizes content from a workshop on strengthening the engaged scholarship dossier offered by the author in a variety of venues. The author provides an overview of the engaged scholarship dossier context, explains why a focus on documenting engaged scholarship is important, outlines four steps for documenting engaged scholarship in the academic dossier, and lists best practices for faculty building their engaged scholarship dossiers.

Why Focus on Documenting Engaged Scholarship?

Scholars and practitioners have been calling for an expansion of the definition of engaged scholarship beyond service or

academic citizenship for more than a decade (Finkelstein, 2001; Glassick et al., 1997). Service or citizenship activities alone are no longer deemed the predominant currency in higher education for accountability-related faculty outreach work with communities (Church, Zimmerman, Bargerstock, & Kenney, 2003; Driscoll & Lynton, 1999; Kellogg Commission, 2000). In fact, in recent years, there has been a movement to focus on engagement of higher education with communities (Glass & Fitzgerald, 2010).

“Service or citizenship activities alone are no longer deemed the predominant currency in higher education for accountability-related faculty outreach work with communities.”

One of the motivations promoting better documentation of engaged scholarship is the push for higher education to increase relevance with society in general, and communities in particular (Calleson, Jordan, & Seifer, 2005; Colbeck, 2002; Committee on Institutional Cooperation, 2005; Holland, 2001; Glassick et al., 1997; Kellogg Commission, 2000). In conjunction with this movement, scholars have asked that the higher education community more fully examine the scope of scholarship and how it is carried out (Boyer, 1991; Diamond & Adam, 1995; Driscoll & Lynton, 1999; Glassick et al., 1997). As a result, institutions of higher education have taken a number of actions, including developing definitions of engaged scholarship, expanding promotion and tenure standards, and implementing measures to more fully include engaged scholarship in the promotion and tenure process (Braxton & Del Favero, 2002; Calleson et al., 2005; Church et al., 2003; Glass & Fitzgerald, 2010; Michigan State University, 2000; UniSCOPE, 2008).

Individual faculty members as well as department and institution-level leaders are pushing for better ways to document engaged scholarship. They point to the need to

- make service, outreach, engagement, and engaged scholarship less vague, more inclusive, and more systematic across disciplines and units;
- clarify the faculty time commitment to institutional missions (Driscoll & Lynton, 1999); and
- acknowledge that the roles of technology are changing how faculty work is defined and evaluated (McInnis, 2002).

Today, faculty members are asking for clarification of engaged scholarship expectations. Higher education leaders are identifying sources of data for evaluation of engaged scholarship, and are clarifying the purposes and uses of this data (Paulson, 2002). Moreover, professional associations are more fully describing their parameters for engaged scholarship (Diamond & Adam, 1995).

Engaged Scholarship as the Foundation for an Engaged Scholarship Dossier

To help faculty members, promotion and tenure committee members, and administrators appropriately create and evaluate effective engaged scholarship dossiers, the author developed a table that delineates the differences between approaches to engagement and scholarship. As shown in Figure 1, each approach to scholarship is differentiated by the degree of engagement and scholarship activity practiced by the faculty member, and is categorized as service, scholarship, engagement, or engaged scholarship.

		SCHOLARSHIP	
		LOW	HIGH
ENGAGEMENT	HIGH	<p>Engagement</p> <p>Exchange of knowledge and/or resources in reciprocal partnerships for mutual benefit</p>	<p>Engaged Scholarship</p> <p>Engagement with communities that integrates scholarship in the process</p>
	LOW	<p>Service</p> <p>Expert presentations to groups</p> <p>Participation in internal committees</p> <p>Participation in professional associations</p>	<p>Scholarship</p> <p>Original intellectual work communicated and validated by peers</p>

Figure 1: Characteristics of Engagement and Scholarship

Service: Low Engagement and Low Scholarship

Most higher education institutions require or prefer that faculty members provide service for particular groups. This work often gets documented as expert presentations to groups, participation on institutional committees, or membership in

professional associations. Such service usually results in minimal public engagement, and tends not to support scholarship (Finkelstein, 2001; Glassick et al., 1997).

Scholarship: Low Engagement and High Scholarship

On its own, scholarship is usually defined as original intellectual work that is communicated to and validated by peers (Norman, 2001). It is often expressed as articles published in peer-reviewed journals, peer-reviewed presentations and posters, or juried creative works. This approach usually does not include community engagement since the focus is solely on scholarship.

Engagement: High Engagement and Low Scholarship

Engagement represents a reciprocal partnership between faculty members and community partners involving an exchange of knowledge and resources for mutual benefit (Carnegie Foundation, 2011). This may include service-learning, engaged research, community-based participatory action research, or other projects conducted with partners. The main focus is on the public aspects of the work.

Engaged Scholarship: High Engagement and High Scholarship

Engaged scholarship combines the principles of scholarship and engagement. In this approach, faculty members engage with communities and integrate scholarship into the process. Examples of engaged scholarship include working with community members to produce reports or to change policy, students presenting posters in academic venues about service-learning experiences, and faculty members writing about engaged scholarship work for scholarly audiences (Barker, 2006; Calleson et al., 2005; Committee on Institutional Cooperation, 2005; Glass et al., 2011; Michigan State University, 2000; UniSCOPE, 2008).

For faculty members to present effective engaged scholarship dossiers to promotion and tenure committees, the engaged scholarship approach is the most compelling, and requires that faculty members understand the similarities and differences of all the approaches to scholarship and engagement in order to articulate the benefits and impacts of their engaged scholarship. Engaged scholarship faculty members must document the two-way

relationship in academic and public partnerships to demonstrate a beneficial legacy.

Engaged Scholarship: Promotion and Tenure Resources

Since 1996, a variety of resources have been developed to help faculty members better understand how engaged scholarship is defined, measured, and communicated. The following resources can help faculty members as they plan for and prepare their promotion and tenure dossiers.

- Barker, D. (2006). Five emerging practices in the scholarship of engagement. In D. Brown & D. Witte (Eds.), *Higher Education Exchange* (pp. 64–72). Dayton, Ohio: Kettering Foundation.
- Calleson, D., Jordan, C., & Seifer, S. (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine*, 80(4), 317–321.
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- Driscoll, A., & Lynton, E. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC: American Association for Higher Education.
- Jordan, G., Hage, J., & Mote, J. (2008). A theories-based systemic framework for evaluating diverse portfolios of scientific work, part 1: Micro and meso indicators. In C. Coryn & M. Scriven (Eds.), *Reforming the evaluation of research* (New Directions for Evaluation, No. 118, pp. 7–24). San Francisco, CA: Jossey-Bass.

- National Review Board for the Scholarship of Engagement. (2011). *The scholarship of engagement online*. Retrieved from <http://scholarshipofengagement.org/members/index.html>
- O'Neill, B. (2008). Promotion, tenure, and merit-based pay: 15 keys to success. *Journal of Extension*, 46(4). Retrieved from <http://www.joe.org/joe/2008august/tt2.shtml>
- UniSCOPE Learning Community. (2008). *UniSCOPE 2000: A multidimensional model of scholarship for the 21st century*. University Park, PA: UniSCOPE Learning Community.

Faculty members have also found the following journals as possible venues for publishing about their engaged scholarship endeavors.

- *Australian Journal of University Community Engagement* (<http://nla.gov.au/nla.arc-56869>)
- *Change: The Magazine of Higher Learning* (www.tandf.co.uk/journals/titles/00091383.asp)
- *Community Development Journal* (www.comm-dev.org/index.php/publications)
- *Community Works Journal* (www.communityworksinstitute.org/cwjonline/)
- *Gateways: International Journal of Community Research and Engagement* (epress.lib.uts.edu.au/ojs/index.php/ijcre)
- *The International Journal of Volunteer Administration* (www.ijova.org)
- *Innovative Higher Education* (www.uga.edu/ihe/ihe.html)
- *International Journal of Public Participation* (www.iap2.org/displaycommon.cfm?an=1&subarticlenbr=381)
- *Journal for Civic Commitment* (www.mesacc.edu/other/engagement/Journal/)
- *Journal for Community Engagement and Higher Education* (www.indstate.edu/jcehe)
- *Journal for Community Engagement and Scholarship* (www.jces.ua.edu)

- *Journal for Higher Education Outreach and Engagement* (www.jheoe.uga.edu)
- *Journal of Extension* (www.joe.org)
- *Metropolitan Universities Journal* (muj.uc.iupui.edu/)
- *Michigan Journal of Community Service Learning* (ginsberg.umich.edu/mjcs/)
- *Partnerships: A Journal of Service-Learning and Civic Engagement* (www.partnershipsjournal.org/index.php/part)
- *Progress in Community Health Partnerships: Research, Education, and Action* (www.press.jhu.edu/journals/progress_in_community_health_partnerships/)
- *Science Education and Civic Engagement: An International Journal* (www.secej.net)

Four Steps for Documenting Engaged Scholarship in the Academic Dossier

Faculty members can take four steps to prepare an effective engaged scholarship dossier. These include (1) mapping their efforts, (2) determining the impact to be measured, (3) collecting and analyzing data, and (4) telling their engaged scholarship stories.

Step 1: Mapping Engaged Scholarship Efforts

Early in their careers, faculty members begin planning for the promotion and tenure process. They should map the main points to be recorded in their dossiers. The maps should include a situation or problem statement that clearly addresses why the faculty members' engaged scholarship is important, the inputs needed to address the issue or problem, the outputs or activities that will take place and their audiences, the intended outcomes or impact from the work, and the assumptions and external factors that affect the work.

Three main methods tend to be used by faculty members to map their engaged scholarship path: text, concept maps, and logic models. Information on concept maps can be found at http://en.wikipedia.org/wiki/Concept_map, and logic models at <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf>.

Step 2: Determining Impact to Be Measured

In this step, faculty members should articulate the type of impact they hope to have in their work with community partners. The impact could focus on products created from education activities, or research efforts that show impact on individuals and communities. The faculty members may also want to document their own performance as instructors or researchers or the performance and quality of their programs, teaching, or research.

During this step, potential impact questions should be determined and their effects over 3–5 years measured. Possible questions include: What new knowledge was discovered, developed, or disseminated? What did participants learn? How have participant aspirations or motivations changed due to the program? How have participants changed behavior due to the program, or how do they intend to? How have economic, environmental, or social conditions changed due to their efforts?

Next, faculty members should determine the methods of engaged scholarship they plan to use. These may include engaged pedagogy (i.e., course-based service-learning projects), internships, deliberation, participatory action research, public information network development, study circles, civic skills literacy for public participation, or other methods. Faculty members not familiar with methods of engaged scholarship should refer to the aforementioned engaged scholarship journals.

Once the types of impact and impact questions are determined, faculty members should document the scholar-peers products and community products that will be produced from their efforts. Table 1 shows the portfolio of products resulting from a 3-year community-based participatory action research project on how farmers learn. Peer products may include articles, conference posters, presentations, abstracts and proceedings, or grants and competitive contracts. Applied products may include curricula, guides, technical assistance, or policy development. Community products may include forums, workshops, newsletters, websites, presentations, reports, designs, or displays.

Table 1. Examples of Products Developed and Disseminated from a “How Farmers Learn” Research Project

Product Type	Title	Audience
Article	Consistency and Change in Participatory Action Research: Reflections on a Focus Group Study About How Farmers Learn	<i>The Qualitative Report</i>
Article	Farmer, Agent, and Specialist Perspectives on Preferences for Learning Among Today's Farmers	<i>Journal of Extension</i>
Article	How Farmers Learn: Implications for Agricultural Educators	<i>Journal of Rural Social Sciences</i>
Article	A Holistic Model of Engaged Scholarship: Telling the Story Across Higher Education's Missions	<i>Journal of Higher Education Outreach and Engagement</i>
Article	Meeting the Educational Needs of Women Farmers in the 21st Century	<i>Journal of Extension</i>
Article	How Farmers Learn	<i>Innovations</i> (general audience), college alumni publication
Article	Meeting the Educational Needs of Sustainable Agriculture Producers	<i>Journal of Extension</i>
Conference Presentations	American Evaluation Association (Denver), Virginia Biological Farmers (Richmond), Virginia Cooperative Extension Pesticide Safety Education Conference (Roanoke), Professional Agriculture Workers Conference (Tuskegee)	Program evaluators, farmers, agriculture educators
Agricultural Educator Inservice	Virginia Extension dairy agents and specialists, Virginia Extension agricultural agents and specialists, Virginia Extension agents program evaluation workshop, North Carolina A&T agents, specialists, administration, and staff, Arkansas Extension Staff Conference, Tennessee Extension Staff Adobe Connect	Agriculture educators, farmers
Fact Sheet	<i>Dispositions of Tennessee Farmers for Learning Online</i>	Extension agents and specialists
Fact Sheet	<i>Lessons Learned from Year One</i>	Project researchers
Fact Sheet	<i>Reaching Agricultural Producers Through Effective Newsletters</i>	Agriculture educators
Fact Sheet	<i>Using Hands-on Learning to Educate Producers</i>	Agriculture educators
Fact Sheet	<i>Why Do Producers Attend or Do Not Attend Extension Meetings</i>	Extension agents/specialists
Literature Review	<i>How Farmers Learn: Improving Sustainable Agriculture Education</i>	Researchers
Logic Model	<i>How Farmers Learn: Improving Agriculture Education</i>	Researchers
Posters	<i>How Farmers Learn: Improving Agriculture Education</i>	General campus audience, Virginia Biological Farmers, Center for Undergraduate Teaching and Learning, Graduate Research Conference, Professional Agricultural Workers Conference
PowerPoint	<i>How Farmers Learn: Improving Sustainable Agriculture Education</i>	Agriculture Administrators and Educators
Report	<i>How Farmers Learn: Improving Sustainable Agriculture Education Executive Summary</i>	Agriculture educators and administrators, farmers
Report	<i>How Farmers Learn: Improving Sustainable Agriculture Education Funder Report</i>	Funding directors and stakeholders
Report	<i>How Farmers Learn: Improving Sustainable Agriculture Education Full Report</i>	Agriculture educators, administrators and farmers
Report	<i>How Farmers Learn: Improving Sustainable Agriculture Education Full Report with Transcripts</i>	Funder, researchers, select stakeholders
Report	<i>How Farmers Learn: Improving Sustainable Agriculture Education Wiki</i>	eXtension users
Report	<i>Virginia Tech College of Agriculture and Life Sciences Faculty Report</i>	College administrators

Step 3: Collecting and Analyzing Data

Five methods are most often used to collect data to determine the impact of a faculty member's work: case studies, observations, focus groups or individual interviews, secondary data, and surveys or questionnaires. A variety of methods should be used to triangulate the results.

Data analysis for engaged scholarship often includes community partners in the process. The involvement of partners in the project can provide important nuances in the analysis that a faculty member alone would not discover (*Franz, 2009b*). One group of engagement scholars suggests that community partners participate in varying degrees in each phase of a research project, including defining the research question, designing the research project, data collection, data analysis, and using the findings (*TRUCEN, 2007*).

Step 4: Telling the Engaged Scholarship Story

For successful promotion and tenure, faculty members must adeptly tell their engaged scholarship story to a wide variety of people (*Franz, 2001 a, 2011 b*). This requires removing disciplinary jargon and being clear and concise in describing engaged scholarship endeavors. Three elements are key to effective engaged scholarship:

- the relevance of the issue or problem addressed;
- the faculty member's and community partner's responses to the issue or problem; and
- the results of the effort, and the future plans based on those results.

This formula may be familiar to faculty members since it is often used for news releases and annual reports.

Dossier Review Criteria and Contextual Factors

Several sets of engaged scholarship review criteria have evolved over time. The first set of criteria that all faculty members should review are those provided by their own institution. Then the faculty member should examine more general engagement criteria. These might include Glassick et al.'s (1997) criteria of evidence of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. A faculty member may also consider Diamond and Adam's (1995) criteria for a high level of discipline-related experience, which includes breaking new ground or innovation, the ability to replicate or elaborate, documentation, peer review, and significant impact.

In addition to stated criteria for promotion and tenure, faculty members must consider their local context in determining how to design, implement, and document their engaged scholarship. They need to keep in mind how their institutional and departmental mission, methods of assessment, and strategic plan fit their work; the nature of their academic appointment (i.e., percentage of time designated for teaching, research, and outreach); and the intended contribution to the discipline. Some faculty members have also found that recruitment, promotion, and tenure “decisions rest on values and judgments, not on measurement or clear expectations” (Fairweather, 2002, p. 97).

“In addition to stated criteria for promotion and tenure, faculty members must consider their local context in determining how to design, implement, and document their engaged scholarship.”

Best Practices for Building an Engaged Scholarship Dossier

A review of the literature and the author’s experience working with promotion and tenure committees has led to the identification of best practices for conducting engaged scholarship, and for assembling engaged scholarship.

Best Practices for Conducting Engaged Scholarship

- Start engaging with community partners early. Building relationships and successful projects and products takes time.
- Ensure ongoing documentation of engaged scholarship efforts to track changes or consistency over time rather than just capturing information at one or two points in time. Create a documentation file system to collect and organize dossier information and artifacts as they occur to more easily reconstruct the engaged scholarship process.
- Align engaged scholarship with discipline, department, campus, and national priorities to make the faculty member’s contribution clear. Know that if department and institutional requirements and values are different, you will have to address both.

- Select dossier support mentors to learn the specific criteria, processes, and norms used for promotion and tenure reviews. Get to know your dossier reviewers and their expectations for the tenure and review process and dossier.
- Publish and present engaged scholarship in a variety of significant academic and community venues early and often. Maximize your efforts by meeting more than one goal for each activity.
- Select service roles carefully and translate them to scholarship opportunities whenever possible in order to demonstrate the value in everything you do. Bridge gaps between tenure expectations and the actual daily duties of a faculty member.
- Be aware of and manage what influences faculty scholarly work (i.e., assignments, rewards, time, resources, personal priorities, performance review, promotion and tenure documents, culture, writing).

Best Practices for Assembling Engaged Scholarship

- Write the engaged dossier for a general academic audience rather than a lay audience to enhance the credibility of the engaged scholarship. The dossier needs to be organized so the reader can easily see all academic standards being addressed.
- Focus on the unique faculty role in the engagement work as well as the results of that work instead of simply reporting activities conducted by the faculty member or community partners. Demonstrate the disciplinary, departmental, community, national, and international niche to which you belong.
- Describe both process and product impacts of engaged scholarship, and describe their significance for academia and communities. Provide a new or innovative approach to engaged scholarship and effectively communicate it. If engaged scholarship took place but there were no peer-reviewed publications, other scholarship should be described.
- Clearly articulate the intellectual question or working hypothesis behind the engaged scholarship to

determine scholarly and engagement relevance. Link current and past engaged scholarship with a future engaged scholarship agenda to illustrate a clear trajectory for your work.

- Follow directions, including expected format for the dossier, and write it well. The promotion and tenure committee should not have to edit format, grammar, or other unprofessional writing. Write confidently but not arrogantly. Refrain from exaggerating, padding, or overstating efforts.

Faculty members will find that following these best practices will serve them well in the promotion and tenure process.

Conclusion

Since the early 1990s, the growth of community engagement in higher education has resulted in more faculty interest in, and practice of, engaged scholarship. As more institutions of higher education value this work, faculty members are looking for ways to enhance the effectiveness of their dossiers for promotion and tenure. The tips and tools provided in this article will help faculty members in this pursuit. Faculty and staff members who have used these tips and tools report anecdotally to the author that they have stronger confidence in meeting the challenges of promotion or tenure, and increased success in gaining promotion and tenure. Formal research, however, should be conducted to determine the specific impacts of these tips and tools on the promotion and tenure process.

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Measuring Engagement Impact on Communities: Challenges and Opportunities

Mary Hutchinson

Abstract

This article describes the author's reflections on a service-learning course at Penn State Lehigh Valley, a campus of The Pennsylvania State University. The author provides background about the university, the community need, and the service-learning course. Reflections from assessing two semesters of the service-learning course are provided.

Penn State Lehigh Valley

Penn State Lehigh Valley is a branch campus of the Pennsylvania State University with approximately 900 students located in the third-largest metropolitan area of Pennsylvania (after Philadelphia and Pittsburgh). The author, a faculty member in English as second language education who studies sociocultural diversity and civic engagement, offered a service-learning activity as part of a required applied linguistics (teaching English grammar) course focused on preparing pre-service teachers to work with English language learners. The pre-service teachers were enrolled in a baccalaureate degree program in elementary education, which provides graduates with K-6 certification, and the option for an additional endorsement in teaching English as a second language.

The Community Need

In Pennsylvania, a state-funded literacy tutoring program was created to establish partnerships between community-based literacy providers and universities “for the purpose of engaging college students in local efforts to help overcome the illiteracy problem” (*Sherow, 2000*). The program's overall goals are to “mobilize, train and retain college students as adult literacy volunteers, promote and support the volunteer engagement of college students . . . [and to] provide adult learners with . . . instruction and support needed to attain their goals” (*Pennsylvania Department of Education, 2011*).

The need for well-trained adult literacy tutors is enormous, ongoing, and increasing. A report by ProLiteracy America (2003) found that “while the number of adults seeking help grows year by

year, government funding for literacy programs remains low” (p. 3).

“The need for well-trained adult literacy tutors is enormous, ongoing, and increasing.”

Therefore, the literacy tutoring program provided a vital service in linking higher education institutions with adult literacy programs in order to address this need.

The author, in need of a community-based partner for her service-learning course, contacted the literacy tutoring program and was referred to a local

agency that served the Lehigh Valley area. The agency is a federally- and state-funded organization that provides a variety of free or low-cost adult education literacy programs. Its overall goal related to English as a second language instruction is to help learners improve their English reading, writing, speaking, and listening skills for the workplace and for everyday life. Many of the adults enrolled in the program are studying for the American citizenship test as well, and the curriculum reflects this focus. In addition, as part of the program, the English language learners establish individual learning goals based on their personal needs, which may include obtaining a General Education Diploma (GED) and/or gaining workforce skills.

The Service-Learning Activity

The overall goals of Penn State Lehigh Valley’s applied linguistics course are to introduce pre-service teachers to current theoretical issues related to pedagogical grammars and to provide them with an opportunity to apply their developing skills of linguistic analysis to recognize, analyze, and remediate grammatical errors by working directly with English language learners. An additional goal is to encourage the students to develop an understanding of and appreciation for working with learners whose cultural background and experiences are often vastly different from their own. Exposing pre-service teachers to opportunities for engaging with diverse learners is important, particularly since “new teachers and teachers in the process of receiving their credential through intern or residency programs are placed disproportionately in schools and classrooms with large numbers of English language learners” (*Working Group on ELL Policy, 2009, p. 12*).

To meet these goals, the author developed a service-learning component for her course. Service-learning can be defined as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (*Jacoby & Associates, 1996, p. 5*). “Properly designed service-learning courses relate the community service experience to the course material and require that students reflect on their experiences” (*Sax & Astin, 1997, p. 25*).

An initial meeting between Penn State Lehigh Valley and the adult literacy agency identified a common purpose and aim, and the English Language Learners Literacy Project partnership was formed to meet a number of related goals.

The English Language Learners Literacy Project has two overarching goals:

- addressing the language and literacy needs of adult learners in the community whose primary language is not English; and
- assisting these learners in attaining their personal learning goals as family members, workers, and citizens.

Higher education goals include providing pre-service teachers with opportunities for two types of accomplishment:

- applying their developing skills of linguistic analysis by tutoring English language learners; and
- developing an understanding and appreciation for working with culturally and linguistically diverse learners.

The adult literacy agency is focused on two main goals:

- providing supplemental tutoring services to English language learners; and
- working in collaboration with higher education to address local community literacy needs.

About the Service-Learning Activity

The English Language Learners Literacy Project was implemented with a cohort of 22 pre-service teachers who served 63 English language learners by providing 1,090 hours of tutoring services. The students spent 3 to 4 hours each week over the course of

a semester providing tutoring in math, reading, writing, and communication skills to the English language learners. Approximately 104 English language learners participated in the students' tutoring during the two semesters. Only 63 English language learners, however, were continuously enrolled in the program during this time.

The adult learners were asked to establish personal learning goals at the beginning of the program, such as acquiring a GED, obtaining U.S. citizenship, registering to vote, leaving public assistance, or improving literacy skills in order to find employment. The students worked with the learners on these personal goals and informally kept track of the learners' progress in their tutor logs, which were shared with the agency for reporting purposes. In addition, the agency tracked learner progress through the National Reporting System for Adult Education, which began in the 1990s in an effort to provide a mechanism for agencies to show program accountability and effectiveness by "collecting data on adult education student outcomes" (*U.S. Department of Education, n.d.*).

Measuring the Impact of the Service-Learning Activity

In order to trace the impact of the English Language Learners Literacy Project, an assessment was undertaken to explore three research questions:

1. What impact does the project have on pre-service teacher understanding and knowledge of working with English language learners?
2. What impact does the project have on the adult literacy agency and its services?
3. What impact does the project have on English language learners and their progress?

The data were collected by the author, the director of the literacy provider program, and the program coordinator for the adult literacy agency. IRB approval was secured by the researcher to examine the impact of service-learning on the pre-service teachers.

The Sample of Students Assessed

The 22 assessment participants represent two consecutive cohort sections over a period of one academic year. The 22 pre-service teacher students fit the profile of the "typical teacher candidate" (*Lowenstein, 2009, p. 166*). They were primarily female ($n = 17$; 77%), White ($n = 18$; 86%, 21 years of age or younger ($n = 13$; 59%),

and monolingual ($n = 20$; 91%). The majority of them had limited exposure to working with English language learners.

Data Collection Methods

Data for the assessment was gathered from a variety of sources, including reflective writings, a post-course community-based learning survey, a college student questionnaire, and data from the adult literacy agency. Details about these data sources and the analysis are provided in the sections below.

- **Reflective writings.** The pre-service students reflected on their service-learning experience in weekly tutor logs. This data provided an opportunity to glean an understanding of their developing awareness of the community and the needs of the learners. Although relying on student self-perceptions can be problematic, Matthews and Zimmerman (1999) found “that qualitative methods were best for determining whether students developed particular benefits of service-learning” (p. 386).
- **Post-course community-based learning survey.** The students were asked to respond to questions from the Community-Based Learning Student Survey (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001) related to their attitude toward and experience with community involvement. This instrument was designed “to describe students’ perspectives and attitudes on issues related to their experience in a service-learning course” (p. 30).
- **College student questionnaire.** At the end of the tutoring experience, the pre-service teachers completed a college student questionnaire for the literacy tutoring program. In addition to basic demographic information, the students responded to questions about two specific aspects of the service-learning experience: the accomplishments they felt as tutors, and the challenges they encountered.
- **Adult literacy agency data.** The agency kept formal and informal records on the adult learner participants’ progress, and the types of assistance the pre-service teachers provided. Formally, the learners were given pre- and posttests of language proficiency

developed by the National Reporting System for Adult Education (*U.S. Department of Education, n.d.*). Informally, the learners themselves set personal goals for their learning when they entered the adult literacy agency and reviewed these annually as they progressed through the program.

Data Analysis

Qualitative analysis was employed to examine the pre-service teachers' reflective writings. Specifically, the reflections were coded using open, descriptive coding (through HyperResearch data analysis software), which allowed the author to identify statements related to the students' knowledge and understanding of working with English language learners as expressed in their tutor logs.

The post-course assessment instruments (*Community-Based Learning Student Survey, Gelmon et al., 2001*, and the college student questionnaire) were used to determine the impact of service-learning on the pre-service teachers. The Community-Based Learning Student Survey provides a series of questions designed on a 5-point Likert scale of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. At the end of the applied linguistics course, the students completed this survey to provide feedback about service-learning and how it influenced their knowledge of and attitude toward working with the community. The college student questionnaire was a short, open-ended online survey that the students completed at the end of the program to provide data about whom they worked with during the time frame of the service, what they felt they accomplished, and what challenges they encountered. The director of the literacy provider program compiled this feedback.

The test data from the learners' pre- and post-program language proficiency assessment (*National Reporting System for Adult Education, U.S. Department of Education, n.d.*) was compiled by the program coordinator of the adult literacy agency (These data are often reported back to funding sources as a measure of adult learner progress in a program). The coordinator also collected information about the learners' personal learning goals and their progress related to these goals, as well as anecdotal data about the impact of the tutoring program.

Findings from the Assessment

The purpose of this assessment was to examine the impact of the English Language Learners Literacy Project on pre-service

teachers and their knowledge and understanding of working with culturally and linguistically diverse learners, as well as on the community, including the adult literacy agency and its services and the clients who enroll in its programs. The data collected to measure this impact were gathered from four distinct data sources: pre-service teachers' reflective writings, a post-course community-based learning survey, a college student questionnaire, and adult literacy agency learner data. The findings from each of these sources are discussed in detail in the following subsections.

Reflective writings. The early tutor logs reflected the pre-service teachers' initial overall concerns about working with English language learners. The words *intimidating*, *inadequate*, and *nervous* permeated their reflections; many of them transferred these feelings to the learners themselves:

I tried very hard to walk in that first day with high expectations and wonderful notions of how much these students were going to learn; but I have to admit that I wasn't expecting much from them or from me.

As time went on, these feelings dissipated and were replaced with appreciation for the English language learners. Most of the students were shocked to learn about the backgrounds and experiences of these learners:

Working with [this learner] opened my eyes to the level of commitment many English language learners have for this program. He was often required to work 12 hour shifts and yet he found time to attend English classes and tutoring sessions several times a week.

Many of the pre-service teachers used the word "respect" to describe their change in attitude and newfound admiration for their own country. As one student stated, "It was a humbling experience to learn of the struggles many English language learners deal with on a regular basis and how much they appreciate the opportunities afforded to them in America."

A frustration that would surface often was the lack of consistent attendance among the learners. Some English language learners were periodically absent or stopped attending altogether. The pre-service teachers who were able to work with their learners on a consistent basis were able to see growth and commented on this progress in their tutor logs, but this was a rarity.

By the end of the course, many students mentioned the positive impact that the experience had on them overall. Many of them alluded to how much they learned about themselves as people living in a multicultural/multilingual world.

[The learners] came from all corners of the globe . . . South and Central America . . . Brazil, Mexico, Dominican Republic, and Guatemala . . . Syria, Egypt, and China. These students brought beautiful and differing perspectives and experiences to the class. They each respected each other and the tutors and were incredible ambassadors to their native countries.

Perhaps the most telling change came from one student who was resistant to the service-learning activity at the beginning: “In the end, I have walked away from this experience with a more open-minded attitude.”

Post-course community-based learning survey. The students were asked to respond to questions from the Community-Based Learning Student Survey (*Gelmon et al., 2001*) related to their attitude toward and experience with community involvement. When asked whether they felt the community participation aspect of this course showed them how to become more involved in the community, 14 of the 22 felt that it had. All but 2 students felt that the community work they did benefited the community; 18 of the 22 felt that the work helped them to become more aware of the needs of their community.

In addition, the students were asked about their attitude toward working with people from different cultural backgrounds. All of them agreed or strongly agreed that they felt comfortable working with cultures other than their own, and 12 of the 22 indicated that the community work made them aware of some of their own biases and prejudices.

College student questionnaire. At the end of the tutoring experience, the pre-service teachers completed a college student questionnaire for the literacy tutoring program. In addition to basic demographic information, the students responded to two questions addressing specific aspects of the service-learning experience: the accomplishments they felt as tutors, and the challenges they encountered.

Many of the students identified a strong sense of accomplishment in understanding what it is like to work with diverse learners who have different needs. They pointed to specific instances when

they helped the English language learners with topics such as “basic sight words and reading,” or “understand[ing] challenges with conversational English.” However, they also expressed frustration about the challenge of working with English language learners. Many alluded to the “language barriers,” and how these perceived obstacles had had an impact on their ability to explain the content in a way that was comprehensible. Nevertheless, they tried to find different ways to help English language learners understand the material, and do so “on a level for adults to understand without making them feel inferior.”

“Many of the students identified a strong sense of accomplishment in understanding what it is like to work with diverse learners who have different needs.”

Adult literacy agency data. As the English Language Learners Literacy Project unfolded, collecting data about the impact of the project on the community became a significant challenge. It was difficult to obtain direct correspondence between the tutoring provided and the progress of a particular learner because of the many layers of intervention provided by the agency. In addition, the lack of retention and persistence of many of the English language learners required that the pre-service teachers work with more than one learner. Still, the agency was able to provide general feedback about the learners’ progress, and about the impact of the tutors on their overall program.

The agency reported that 63 English language learners were served consistently by the 22 pre-service teachers who provided approximately 1,090 hours of tutoring. These represented tutor hours that the agency would not have provided without the English Language Learners Literacy Project. Of the 63 English language learners, more than one third (22) achieved one or more of their personal goals: 4 had either gotten, kept, or advanced in a job; 1 was able to help children with schoolwork; 1 was able to increase involvement in the community; 13 had attained a better understanding of citizenship skills; and 2 had received their U.S. citizenship. It must be kept in mind, however, that these learners had been a part of the adult literacy agency program prior to this assessment.

In addition to individual goal setting, the learners were also tested through the National Reporting System for Adult Education (U.S. Department of Education, *n.d.*). Of the 63 English language

learners, approximately 67% ($n = 42$) who started on a low to intermediate English as a second language level moved up at least one level based on the National Reporting System scale during the time period of this project. This figure exceeded the literacy tutor program standards for adult learner achievement.

Anecdotally, the adult literacy agency coordinator conveyed that the students provided a vital service to the program. Many of the learners expressed appreciation for the support they received in helping them achieve their goals.

Discussion

The pre-service teachers entered the applied linguistics course with little experience working with English language learners, but left with a clearer understanding of, or even an appreciation for, the struggles and needs of these learners. By the end of the course, all of them felt that they could indeed work with others whose background and experiences were different from their own. This is an important realization, because “teachers must be willing to learn not only who their students are but also who they, themselves, are as cultural beings and how that strongly colors their teaching” (*Pransky & Bailey, 2002/2003, p. 371*).

The influence of the English Language Learners Literacy Project on the agency was evident in the number of tutor hours provided. It was clear that all of the learners were given opportunities for tutoring support that the agency might not have been able to provide. This relationship among the college students, the literacy tutor program, and the adult literacy agency is an important one, as it provides English language learners with the time and attention they would not have had in a larger classroom setting. This confirms earlier research that found that service-learning projects often fill a need in community-based agencies with limited staff and resources (*Eyler, Giles, Stenson, & Gray, 2001*).

Sustaining the University-Community Partnership

It is clear from the assessment data reported here that the applied linguistics service-learning course filled a need in the community by providing individual and small group tutoring for English language learners enrolled in a local adult literacy agency program. Conversely, the university-community partnership provided pre-service teachers with the opportunity to learn firsthand the skills and strategies needed to teach English and to develop an

understanding of and appreciation for working with culturally and linguistically diverse learners. This mutually beneficial relationship is important for both partners, and is projected to continue as long as the pre-service teacher program exists and the adult literacy agency needs tutors. Because the agency relies on a variety of funding sources to support its programs, it most likely will be able to sustain this service-learning project for years to come.

Limitations of the Assessment

Although it appears that the pre-service teachers were able to understand and connect with these learners, more data are needed to determine the significance beyond their reflective writings. Employing the Community-Based Learning Student Survey (Gelmon *et al.*, 2001) in a pre- and posttest format (or another instrument such as the Civic Attitudes and Skills Questionnaire, Moely, McFarland, Miron, Mercer, & Ilustre, 2002) might provide further evidence about the pre-service teachers' growth in understanding and change in attitude.

Measuring the impact of the English Language Learners Literacy Project on the learners themselves was difficult. Although many of the English language learners were able to achieve some of their personal learning goals, it was not clear how much direct influence the pre-service teachers had in these accomplishments because of the multifaceted intervention approach employed by the agency and because of the length of time the learners spent in their programs. This is the challenge of measuring impact on communities alluded to by Gelmon *et al.* (2001). Those interested in understanding this impact need to determine "what is reasonable to expect and accomplish with the service-learning activity," and through the assessment process come to understand "the barriers and facilitators of these accomplishments" (p. 84). The process is complicated in initiatives such as the English Language Learners Literacy Project where service-learning is not the only intervention.

Plans for Future Research

The data from this initial inquiry focuses attention on the need to measure the impact on the community, a neglected aspect of service-learning research (Cruz & Giles, 2000; Gazley & Littlepage, 2006; Giles, 2010). The findings help to shed light on the challenges inherent in measuring the direct impact of service-learning on community members, particularly in situations in which multiple interventions exist. Under these circumstances, Cruz and Giles

(2000) propose “that the university-community partnership itself be the unit of analysis” (p. 31), and that the impact on the community be measured in those terms. In the case of the English Language Learners Literacy Project, future research could focus on several aspects of the project.

First, the English language learners could be divided into experimental (those who receive tutoring) and control groups (those who do not), since the tutoring is supplemental to the agency programs and the learners self-select to engage with the tutoring support. Data about the English language learners’ pre- and postprogram English language proficiency levels (as measured by the National Report System scales or other instruments) could be used to compare progress of both groups within the specified period of the project.

Second, longitudinal data about the project could be examined since most English language learners spend multiple years in agency programs. A variety of questions merit exploration. Do learners who participate in tutoring achieve their goals earlier than those who do not receive these services? Do they score greater gains on the tests that measure adult learner achievement? Tracking these progress indices could, over time, provide a measure of the overall effect of tutoring by pre-service teachers on English language learners.

Finally, the English Language Learners Literacy Project partners need to perform further research not only to determine what instruments could be used to measure impact, but also to analyze the data collected. Service-learning in higher education is often a short-term initiative for students, but this does not preclude higher education institutions from working with community-based agencies over the long term to determine the effects of these projects. As Sandy and Holland (2006) found in their assessment of community partnerships, “a growing openness to learn more about the perspectives of community members and a willingness to transform our practice in light of their input” (p. 31) has the potential to improve service-learning practice.

Conclusion

The findings from this assessment highlight the positive impact that the English Language Learners Literacy Project partnership had on both the students participating in the service-learning activity, and the community members in the program. They also underscore the need to systematically gather information about

impact beyond the methods used in this assessment. Still, those interested in implementing a similar project will have a foundation on which to develop a clear agenda for organizing a similar service-learning activity, for implementing effective data collection strategies, and for analyzing the data to assess overall program impact as well as the impact on individual participants.

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The Impact of a Service-Learning Project on Student Awareness of Homelessness, Civic Attitudes, and Stereotypes Toward the Homeless

Kim Buch and Susan Harden

Abstract

In 2008, the University of North Carolina at Charlotte (UNC Charlotte) joined in a community initiative with the Urban Ministry Center to provide shelter to the homeless during the winter months. A student organization was formed to sustain university support. The author created a service-learning project as part of a Citizenship and Service Practicum course. Three semesters of end-of-course student evaluations indicate that the service-learning experience had an impact on the students in three ways. It raised awareness of homelessness; helped dispel negative stereotypes and foster more positive attitudes; and promoted positive civic attitudes and desire to “make a difference.”

Introduction

In the decade following the Kellogg Commission Report, *The Engaged Institution (1999)*, higher education has embraced an “engaged scholarship” model as a vehicle for achieving its tripartite mission of teaching, research, and service. This model brings the intellectual, scientific, and human resources of the university into the community to address significant social and economic problems (*Boyer, 1991; Davidson, Petersen, Hankins, & Winslow, 2010*). This model has many societal benefits, as university-community partnerships address diverse challenges ranging from HIV/AIDS (*Finkelstein, 2002*) to sustainable agriculture (*Packer, 2009*) to poverty and homelessness (*Gumpert & Kraybill-Greggo, 2005*).

One form of engaged scholarship may be found in the teaching strategy of service-learning. Students who participate in service-learning opportunities derive educational benefits from an engaged scholarship model, including personal, interpersonal, skill, and career development as well as academic learning (*Eyler, Giles, Stenson, & Gray, 2001*). Service-learning can also reduce student stereotypes, facilitate cultural and racial understanding, and build a sense of social responsibility that may foster future community service (*Eyler et al., 2001*). In short, an engaged scholarship higher

education approach offers both immediate and long-term positive educational and societal outcomes.

This article describes the application of an engaged scholarship model in a service-learning course at the University of North Carolina at Charlotte, which is located in Charlotte, North Carolina, in the southeastern United States.

The State of North Carolina and the City of Charlotte

North Carolina. As indicated in the 2010 census, the southern region of the United States is experiencing massive population growth. The southern states account for slightly more than half of all population growth since the 2000 census. Almost 1.5 million people have migrated to North Carolina since 2000, yielding an 18.5% increase in population. Because of its mild but diverse climate, economic opportunity, and lower cost of living, North Carolina is one of a handful of southern states receiving national attention. Its rising political influence is reflected in the Democratic National Committee's selection of Charlotte, North Carolina, as the site for the 2012 Democratic convention.

Charlotte, North Carolina. With exploding population growth for the past two decades, Charlotte has undergone dramatic demographic and economic change, including significant immigration from abroad and in-migration within the United States. Charlotte's metro population is now 13% foreign born, with a significant majority born in Mexico (*American Community Survey, 2006*). Charlotte is considered a Hispanic hypergrowth area and serves as a major immigrant gateway city (*Smith & Furuseth, 2004*). If the rapid trend toward multicultural diversity and away from traditional Southern biracial demographics continues, Charlotte will be a majority non-White community by 2015, a balance presaged by the current majority-poor public school population. However, Charlotte ranks as the sixth-wealthiest large city in the United States. It is the second-largest financial center and is headquarters to the largest bank in the United States.

With growth and demographic change, the gaps in education and economic opportunity have widened. The impact of these disparities became glaringly evident in 2001, when Robert Putnam conducted a Social Capital Survey in Charlotte and 39 other cities. Charlotte, which had previously labeled itself a "New South" city, ranked 39th out of 40 cities on measures of interracial trust. This result signaled to the community the presence of tensions and

problems that threatened to further divide an increasingly diverse community of residents.

Higher Education in North Carolina

UNC Charlotte is one of 17 campuses in the North Carolina University system, a system which has a demonstrated commitment to engaged scholarship.

The University of North Carolina System of Higher Education.

The multicampus state system includes all public educational institutions that grant baccalaureate degrees. The UNC Board of Governors is the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions” (<http://www.northcarolina.edu/bog/index.htm>). The UNC system administrators have encouraged the system’s campuses to deepen community engagement. A 2007 study commissioned by the Board of Governors, *UNC Tomorrow*, made significant community engagement recommendations for member campuses. The purpose of the study, led by the UNC Board of Governors Chairman Jim Phillips, UNC System President Erskine Bowles, and 28 community leaders from industry, education, government, and nonprofit sectors, was learning “what the people of North Carolina need from their University and making relevant recommendations to the UNC Board of Governors” (*UNC Tomorrow Commission, 2007*). The study, which actively sought input from the community, included visits to all 17 UNC campuses, community and faculty forums, a public online survey, and a blog. At public forums, community members were encouraged to look forward 20 years and respond to the following questions:

1. What are the most important challenges facing your community, and how can public universities help?
2. What programs and services should the university offer?
3. What knowledge and skills do students need?
4. How can the UNC system help improve economic opportunities in your area?

The final report included the following recommendations for outreach and engagement (emphasis added):

1. UNC should become more *directly* engaged with and connected to the people of North Carolina, its regions, and our state as a whole.

2. UNC should *apply, translate, and communicate* research and scholarship to broader audiences.
3. UNC should develop a *strategic plan for scholarly public service* on each campus that is detailed and specific in definition and scope.
4. UNC should *create a mechanism* for applying research and scholarship to addressing significant regional and statewide issues.
5. UNC should *communicate* its resources and expertise to wider audiences.

Recommendation 4.4.1, “UNC should increase its capacity and commitment to respond to and lead economic transformation and community development” (*UNC Tomorrow Commission, 2007*), would become particularly relevant to the authors as they worked with the Niner Neighbors student organization—the topic of this article.

The University of North Carolina at Charlotte

The University of North Carolina at Charlotte (UNC Charlotte) was founded in 1946 and joined the University of North Carolina system in 1965 as a teaching-focused campus. As a member of the UNC university system, UNC Charlotte is North Carolina’s urban, research intensive university. The core mission of the university is to leverage its location in the state’s largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. Over the years, the convergence of local, statewide, and national forces has propelled UNC Charlotte to commit to a higher level of community engagement.

Toward this end, the university joined the North Carolina Campus Compact, a national higher education association dedicated solely to campus-based civic engagement. Campus Compact promotes public and community service that develops students’ citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty members seeking to integrate civic and community-based learning into the curriculum. Next, the university added a number of university positions dedicated to supporting engagement, changed its mission statement to include a statement on the importance of community engagement, and increased the focus of engagement within the curriculum.

Subsequently, UNC Charlotte was one of the founding community partners in a citywide collaboration called Crossroads Charlotte, intended to build social capital and increase interracial trust. By 2008, the university's focus on expanding community engagement had intensified so much that the campus applied for and received designation as a Carnegie Community Engaged Campus by the Carnegie Foundation for the Advancement of Teaching ("University Earns," 2009). Today, communities in Charlotte look to the university as a partner for solving urban challenges caused by rapid growth, increasing diversity, and economic disparity.

The University of North Carolina at Charlotte and the Urban Ministry Center Partner to Address Homelessness in Charlotte: A Community Problem and a Shared Solution

More than 5,000 people in the Charlotte region are homeless. Nearly half are families; more than a third are children. Since 1996, the Urban Ministry Center (www.urbanministrycenter.org), a non-profit interfaith facility in center-city Charlotte, has leveraged community volunteers and resources to provide temporary shelter for these individuals through a program called Room in the Inn. Each Room in the Inn site offers a warm, safe place to sleep, serves three meals (dinner, breakfast, and a bag lunch), and the following morning returns those helped to uptown Charlotte. The simple goal is to keep homeless people from freezing on cold winter nights. A greater goal is to provide a more personal relationship to homeless people, at least for a night, and a deeper understanding of the depth and complexity of the issue of homelessness for volunteers. In 2009–2010, Room in the Inn provided a total of 17,465 overnight accommodations to 1,437 different people, who are referred to as "neighbors."

"A greater goal is to provide a more personal relationship to homeless people. . . and a deeper understanding of the depth and complexity of the issue of homelessness for volunteers."

Each winter night (December through March), neighbors queue up at the back door of the Urban Ministry Center around 4:00 p.m. for a carefully formatted intake and registration process. Each person is breathalysed, and must show state-issued identification or receive a waiver from center staff. Each person is entered

into a database to help determine who is using the program and how often. An off-duty police officer is on site at all times.

On any given night, between 10 and 15 host sites pick up between six and 14 neighbors and take them to the host facility for a hot meal and an evening of fellowship and conversation. At many sites, neighbors have access to telephones, showers, and laundry facilities. The host group recruits volunteers who spend the night with their homeless neighbors, and in the morning serve breakfast and then drive the neighbors back to uptown Charlotte. In the 2009–2010 season, an estimated 10,000 Room in the Inn volunteers throughout the community helped in some way: registering neighbors, driving, making dinner, serving dinner, chaperoning overnight, making sandwiches for lunch, or simply sharing a meal and conversation.

In 2008, UNC Charlotte became a Room in the Inn partner and began hosting neighbors at nearby off-campus sites. That first winter, student participants were drawn from learning communities and service-learning classes whose faculty members also participated and awarded course credit for their students' participation. Additional students were attracted by the University Volunteer Services Office, which promoted the program and spread awareness. The UNC Charlotte Staff Organization also supported the program by providing volunteers and food for the neighbors' meals. That first year (2008), an estimated 75 students, faculty and staff members hosted 45 neighbors overnight, served 135 meals, and raised money and donations for all operating costs.

In 2009, Crossroads Charlotte became involved in the program, providing leadership, resources, and volunteer and site coordination. Student volunteers took the initiative to form a new, fully chartered student organization called Niner Neighbors, to institutionalize the program at UNC Charlotte, and obtain university funding support. The university's nickname is the Forty-niners, and the students chose the name Niner Neighbors to signify their commitment to serving their homeless neighbors. Like all chartered student organizations, Niner Neighbors has a slate of officers and faculty advisors (the coauthors of this article). However, Niner Neighbors differs from other student organizations because of its academic linkages with the university's service-learning courses. Students who enroll in one of the linked service-learning courses receive their experiential learning credit through their volunteer work with Niner Neighbors.

Since 2009, student leadership has helped grow the program. Additional site partners were secured, which allowed more neighbors to be served by even more student, faculty, and staff volunteers. In 2010, the program expanded again as campus Greek organizations became involved in hosting neighbors and in food drives to sustain the program. In its 3 years of operation, an estimated 400 campus volunteers have supported Niner Neighbors. Only a subset of these volunteers also enroll concurrently in a linked service-learning course, as described in the method section below.

Program Goals: Increasing Awareness, Changing Stereotypes, Promoting Civic Attitudes

Although the primary purpose of Niner Neighbors is to provide a warm place to sleep for homeless neighbors in the community, the goals also focus on students who participate in the program. These include (1) raising awareness about homelessness; (2) changing stereotypes and attitudes toward homeless individuals; and (3) promoting positive civic attitudes. These goals are congruent with the goals of UNC Charlotte's partner, Urban Ministries Center, which has a community education outreach program designed to raise awareness of, and to change attitudes toward, the homeless.

Raising Awareness About Homelessness

Increasing awareness of issues of social justice and societal inequities is one goal of the service-learning movement in higher education (Hughes, Welsh, Mayer, Bolay, & Southard, 2009). It is hoped that service-learning activities will make students more aware of social problems through their direct contact with real people experiencing real problems (Monard-Weissman, 2003). It has been argued that encountering structural inequities is a prerequisite for developing social awareness, just as encountering culturally different others is a prerequisite for developing cultural awareness (Proctor et al., 2010). One study found that participation in an engaged

“Students who participate in Niner Neighbors experience firsthand both the proximity and the magnitude of the homelessness problem, and are expected to have increased awareness as a result.”

scholarship project at Michigan State University raised student awareness of the problem of juvenile delinquency (Davidson et al., 2010). Another study found that a service-learning experience at a homeless shelter raised awareness of the seriousness of homelessness (Hocking & Lawrence, 2000).

Similarly, Niner Neighbors seeks to raise student awareness of homelessness as a pressing community problem. Students who participate in Niner Neighbors experience firsthand both the proximity and the magnitude of the homelessness problem, and are expected to have increased awareness as a result.

Changing Stereotypes and Attitudes Toward Homeless Individuals

A second goal of Niner Neighbors is to challenge student stereotypes and attitudes about homelessness. Changing negative stereotypes and attitudes about diverse, disenfranchised, or marginalized groups is another common goal of service-learning and engaged scholarship projects (Boyle-Baise & Langford, 2004). Several studies have shown changes in stereotypes or attitudes of college students toward different groups, including the elderly (Layfield, 2004; Shue, McNeley, & Arnold, 2005), people with HIV/AIDS (Jones & Abes, 2003), and the poor (Proctor et al., 2010). The homeless are a marginalized group that stimulates a range of negative stereotypes. Hocking and Lawrence (2000) describe the stereotypical homeless person as “male, lazy, morally bankrupt, and potentially dangerous” (p. 92). Other stereotypes mark the homeless as unmotivated and work-averse; uneducated and lacking in marketable skills and talents; likely to abuse alcohol or drugs; or mentally ill (Hughes et al., 2009; Knecht & Martinez, 2009). In short, people are less likely to attribute positive personality traits to the homeless than to people in general (Leibowitz & Krueger, 2005).

Because such stereotypes and attitudes have many implications for individuals and society, they are natural targets of change efforts by service-learning and engaged scholarship programs. Hocking and Lawrence (2000) measured changes in attitudes toward the homeless among college students following a service-learning experience. Using the contact hypothesis from social psychology (Allport, 1954), they expected that a 15-hour service experience at a local homeless shelter would have a positive effect on student attitudes toward the homeless. Results were supportive. Participants rated the homeless as more socially attractive and less blameworthy than did nonparticipant students (Hocking & Lawrence, 2000).

Because Niner Neighbors also places students in sustained contact with the homeless, it is hoped that their participation will result in improved attitudes, and in stereotype reduction.

Promoting Positive Civic Attitudes

A third goal of Niner Neighbors is to promote positive civic attitudes and student desire to “make a difference.” This, too, is a common goal of service-learning and engaged scholarship projects. Eyer et al. (2001) reviewed more than 40 studies reporting positive effects of service-learning on student sense of social responsibility, citizenship skills, or commitment to service. More recently, Buch (2008) found that students who participated in service projects as part of a discipline-centered learning community had significantly higher scores on the Civic Action Scale (Moely, Mercer, Ilustre, Miron, & McFarland, 2002) than a comparison group of students not in the learning community. Using the same scale, another study reported positive changes in civic action scores among students participating in a semester-long service-learning project (Moely, McFarland, Miron, Mercer, & Ilustre, 2002). Hocking and Lawrence (2000) used an engaged scholarship project in which students volunteered in a homeless shelter to compare behavioral commitment toward the homeless in participating students with that of a control group of students not participating. Results showed differences in the two groups on five behavioral commitment items: serving as a sponsor for a homeless person, allowing a homeless person to move in temporarily, spending a night as a volunteer at a homeless shelter, persuading others to get involved in helping the homeless, and voting for a candidate making homelessness a high priority (Hocking & Lawrence, 2000). Like the Hocking and Lawrence project, Niner Neighbors seeks to change student civic attitudes and commitment to making a difference through real-world engagement with the real-world problems of poverty and homelessness.

Assessment Method

Study participants included 114 students who participated in Niner Neighbors as part of their service-learning requirements for an elective course called Citizenship and Service Practicum, which was taught by the first author of this article in 2008, 2009, and 2010. The 114 students represent a subset of all students participating in Niner Neighbors (approximately 400) during these years. About 75% of students in the course were psychology majors; the rest of

the students were majoring in another social science or in business. About 70% of the students were female.

The Citizenship and Service Practicum is a service-learning course for which students receive “SL” designation on their transcripts. All such designated courses at UNC Charlotte combine an experiential service component with related classroom learning experiences. For this course, the related classroom learning experiences include readings on poverty and homelessness and discussions and reflective writings that relate the course content to the Niner Neighbors experience. The course also includes a final in which students share their experiences with each other via a multimedia presentation that showcases what they have learned about poverty and homelessness through readings and direct experiences with homeless neighbors.

Data Collection

Data were collected from all students enrolled in the Citizenship and Service course each of three years as part of an end-of-semester assessment. Because there was no preassessment, the design was a retrospective case study, which according to Yin (1994), is suitable for exploring student changes from immersion in a “real-life setting” to the contemporary social phenomena of homelessness. A retrospective case study attempts to measure preintervention attitudes by asking participants to reflect back on the experience and how it might have influenced their perceptions or attitudes. A retrospective survey can yield quantitative data, but unlike a pre-post design, it yields only one data point and so does not allow for statistical comparisons (Yin, 1994). As described below, the study utilized multimethod data sources—some qualitative, some quantitative, some retrospective—to explore the three goals of Niner Neighbors.

The end-of-semester assessment was designed to measure student awareness of attitudes and stereotypes toward the homeless, as well as civic attitudes. The assessment included a combination of quantitative, qualitative, and retrospective items. To measure the change in student awareness of the problem of homelessness, 4 retrospective items were used, each rated on a 6-point Likert scale. Students responded to the following statements about volunteering for Niner Neighbors:

- raised my awareness about homelessness;
- increased my desire to help the homeless;

- increased my compassion and concern for the homeless; and
- made me feel that “I can make a difference.”

To measure the goal of changing student stereotypes and attitudes toward homeless individuals, the assessment contained open-ended retrospective questions that asked students to “describe your perceptions of homeless people before Niner Neighbors” and “describe your perceptions of homeless people after Niner Neighbors.” A final qualitative item asked students to “comment on your Niner Neighbor experience and how it made you feel.”

To measure the goal of promoting positive civic attitudes, the assessment incorporated the Civic Attitudes Scale, a scale developed by Mabry (1998) consisting of five Likert items, each rated on a 5-point scale.

To prepare for a presentation at the 2010 National Outreach Scholarship Conference, students in the 2010 Citizenship and Service Practicum course conducted interviews with Niner Neighbors participants. This resulted in a DVD that was shown at the conference, and which is available at <http://www.youtube.com/watch?v=L1eP05khqzM>.

Findings from the End-of-Course Assessment

The end-of-course responses were combined for the three iterations of the course. Responses to the retrospective items about the Niner Neighbors organization supported the first two goals of Niner Neighbors—to raise awareness of and change attitudes and stereotypes about homelessness. As shown in Table 1, mean scores indicated that students felt that Niner Neighbors raised their awareness of the problem of homelessness and increased their desire to do something about it.

Table 1. Means Showing Student Perceptions of Niner Neighbors

Item	Mean
Volunteering for Niner Neighbors	
• raised my awareness about the homeless.	5.85
• increased my desire to help the homeless.	5.60
• increased my compassion and concern for the homeless.	5.71
• made me feel that “I can make a difference.”	5.10

N = 114. The 4 items were measured on a 6-point Likert scale where 6 = Strongly Agree.

Student responses to the open-ended retrospective items were content analyzed to identify themes related to the goals of changing stereotypes and attitudes toward the homeless. This analysis confirmed the presence of common stereotypes toward the homeless prior to student involvement in Niner Neighbors. In general, student stereotypes mirrored those reported in the literature—that homeless individuals tend to be unmotivated and work-averse, abuse alcohol or drugs, or be mentally ill. Selected quotes from student responses that are representative of these themes appear in column 2 of Figure 1. The analysis also revealed that Niner Neighbors challenged these stereotypes and contributed to the development of new, more positive attitudes toward the homeless, as revealed in quotes from the same students in column 3 of Figure 1.

Question on End-of-Course Evaluation	“Describe your perceptions of homeless people <i>before</i> Niner Neighbors.”	“Describe your perceptions of homeless people <i>after</i> Niner Neighbors.”
Student 1	“Before this project, I thought they were bums and they needed to get a job.”	“They are trying to get on their feet and they just need some help.”
Student 2	“I thought they were homeless because of their poor choices; I really didn’t think of them as my equals.”	“I see that they are people just like me and I can learn a lot from them.”
Student 3	“I thought they were lazy and some wanted hand-outs. They were dirty and not like ‘us.’ Now I’m sorry for feeling this way.”	“Just like us. Very educated people and were once successful. Not everyone brought this on themselves.”
Student 3	“That they put themselves there, drug users, pan-handlers.”	Good people, sometimes out of their control; Humans just like me.”
Student 4	“I thought that they were lazy and that they were typically drug/alcohol addicts. I hate to admit it but I actually feared being near them.”	“I’ve learned that homelessness can happen to anyone and that they are no different than the rest of us. They just need love and compassion.”

Note: Responses are representative of themes derived from 114 respondents.

Figure 1: Student Responses Showing Changing Attitudes Toward the Homeless

Content analysis of the survey item “Comment on your Niner Neighbor experience and how it made you feel” revealed several additional themes: It was hard work but worth it; it helped respondents be prepared for future jobs in the helping professions; it helped them appreciate their own lives and opportunities; it helped them feel good to help others; it was empowering to see that they could make a difference; surprise at how much they enjoyed it and how much they learned from it; regret, even outrage, that so many people face homelessness. Similar themes emerged from the interviews featured in the DVD presented at the National Outreach Scholarship Conference (Buch *et al.*, 2010).

Findings from the five Civic Attitudes Scale items are displayed in Table 2. More than three-fourths of respondents agreed on the statements that “Adults should give some time for the good of their community or country”; that “People, regardless of whether they’ve been successful or not, ought to help others”; and that “It is important to help others even if you don’t get paid for it.” More than two-thirds of respondents agreed that “Individuals have a responsibility to help solve our social problems” and that “I feel that I can make a difference in the world.”

Table 2. Student Responses to Civic Attitudes Scale (Mabry, 1998)

Civic Attitude Item	Percent Agreed
Adults should give some time for the good of their community or country.	80.4%
People, regardless of whether they’ve been successful or not, ought to help others.	82.6%
Individuals have a responsibility to help solve our social problems.	63.1%
I feel that I can make a difference in the world.	67.4%
It is important to help others even if you don’t get paid	84.8%

N = 114. The 5 items were measured on a 6-point Likert scale where 5 = Strongly Agree.

Discussion

The findings from the end-of-semester assessments of three iterations of the Citizenship and Service Practicum course in which students participate in the Niner Neighbors organization support the viability of Niner Neighbors as a community engagement project. The end-of-course evaluations indicated that Niner Neighbors raised awareness of homelessness by providing participants firsthand experience with the proximity and the magnitude of the homelessness problem. The analysis of the students’

open-ended responses suggests that they felt more knowledgeable about their homeless neighbors and more prepared for future careers as helping professionals.

“The analysis of the students’ open-ended responses suggests that they felt more knowledgeable about their homeless neighbors and more prepared for future careers as helping professionals.”

The evaluations confirmed the existence of negative stereotypes and attitudes toward the homeless among college students, but also suggested that participation in Niner Neighbors helped dispel negative stereotypes and foster more positive attitudes. Specifically, the students’ responses suggested that through interpersonal interactions, students began to see the homeless as individuals with whom they had a lot in common.

These findings are consistent with previous studies showing that contact with homeless individuals can change stereotypes and attitudes toward the homeless among undergraduate students (*Hocking & Lawrence, 2000*), medical residents (*Buchanan, Rohr, Kehoe, Glick, & Jain, 2004*), and adult volunteers (*Knecht & Martinez, 2009*).

Finally, the findings showed that through real-world engagement with the real-world problem of homelessness, Niner Neighbors promoted positive civic attitudes and student desire to “make a difference.” The student responses revealed positive civic attitudes (belief that we all share a civic responsibility to contribute to the greater good) as well as a personal desire to contribute. Not only did the students grow in their sense of civic and personal responsibility, but they found enjoyment and satisfaction in their contributions. These results are consistent with previous research findings that service-learning can increase plans for future civic action (*Buch, 2008; Moely, McFarland, et al., 2002*) and, more specifically, intentions to help the homeless in the future (*Hocking & Lawrence, 2000*).

Conclusion

This article described an engaged scholarship project that links a campus volunteer organization with designated service-learning courses that are part of the university’s curriculum. The project has been successful in attracting more than 400 campus volunteers

that have provided temporary housing for more than 100 homeless neighbors. In the future, the authors plan to sustain the project through continuation of the Niner Neighbors student organization and to grow the project through the creation of more linkages with existing service-learning courses. The authors also plan to expand project assessment beyond the end-of-course assessment reported here. They are developing an online pre-post survey—similar to the one used in this study—for administration to all future Niner Neighbors participants. The goal is to demonstrate the efficacy of an engaged scholarship project for promoting more positive attitudes toward the homeless that, in turn, promote increased community engagement and volunteerism.

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Four Members of the International Adult and Continuing Education Hall of Fame Reflect on Their Careers

Lorilee R. Sandmann and Gary E. Miller

Abstract

Drawing on collective experience of over 200 years, four members of the International Adult and Continuing Education Hall of Fame were panelists in a session at the 2010 National Outreach Scholarship Conference. As the panelists reflected on careers in the field of adult and continuing education, four sustaining themes emerged: commitment, pragmatism and political astuteness, ability to adapt, and inquisitiveness.

Introduction

What does it take to sustain a career in adult and continuing education? At the 2010 National Outreach Scholarship Conference, four members of the International Adult and Continuing Education Hall of Fame explored how they have led university-community engagement in four spheres: institutional engagement, engagement around a social issue, engagement with a specific population, and the scholarship of engagement. Drawing upon more than 200 combined years of experience, they reflected on how they sustained their own engagement over their careers, as well as creating and sustaining impact on the community.

The International Adult and Continuing Education Hall of Fame

The International Adult and Continuing Education Hall of Fame was founded in 1995 at the University of Oklahoma. Today, the Hall of Fame includes more than 250 adult and continuing education professionals, including scholars, practitioners, policy makers, and executive leaders from more than 20 countries. The careers of these professionals span a generation of transition in the field of adult and continuing education, as educational institutions have adapted to the dramatic transformation of society from the industrial age to the information age. This National Outreach Scholarship Conference session was designed as an opportunity for these “seasoned sustainers” to share their experiences and ideas with emerging university leaders.

The Four Panelists

Session panelists included Daniel Godfrey, Carol Kasworm, Steve Kime, and Mortimer Neufville. Daniel Godfrey began his career as an assistant county agricultural agent in North Carolina. He was later dean and administrator of the School of Agriculture and Environmental Sciences at North Carolina State University. Over his career Godfrey led the development of workforce education programs to serve people in the Midwest's declining industrial communities and in the Appalachian region, and served as a consultant to institutions in Africa.

Carol Kasworm is the W. Dallas Herring professor of Adult and Community Education at North Carolina State University. Her research focuses on adult undergraduate students in higher education. A member of the editorial boards of several journals, she has been principal investigator or director/co-director for 18 foundation, state, and federal grants.

Steve Kime is recognized as an advocate of military personnel education. He is the former president of the Servicemembers Opportunity Colleges, a consortium of 15 national higher education associations and more than 1,730 colleges and universities dedicated to providing higher education access to American service members, their families, and others. He has also served as vice president of the American Association of State Colleges and Universities.

Mortimer Neufville is a retired executive vice president of the Association of Public and Land-grant Universities (APLU). He is internationally recognized as an advocate for Cooperative Extension, distance education, and other forms of engaging adult learners. Throughout his career, he has also worked to improve agriculture in Africa and the Caribbean.

Each of these professionals has had a long career in the field of adult and continuing education and, in the process, has witnessed—and helped to shape—significant advances in the field during a period of technological, political, and social change. The four panelists were asked to reflect on what had allowed them to sustain their personal and professional engagement over their careers.

Panelists' Reflections

This essay summarizes the cross-cutting themes that panelists reported sustained them throughout their careers: a passionate commitment to the field of adult and continuing education,

political astuteness and a pragmatic view of leadership, the ability to adapt to changing circumstances, and the ability to remain inquisitive about the field of adult and continuing education and its impact on the world.

Commitment

These veteran adult and continuing education leaders advocated for and personified being passionate about, and committed to, a critical social cause. Although their foci varied from engagement with minority small farmers to disciplined inquiry to working through professional associations for national and international reach, their commitment fueled their continued involvement and leadership over time.

“Although their foci varied. . . , their commitment fueled their continued involvement and leadership over time.”

During the session Kasworm (*personal communication, 2010*) reported on responses from seven scholars from a variety of institutions that she had surveyed: “Although they offered much guidance to emerging professionals in the scholarship of engagement, I will share their top three suggestions: Follow your passion. Be purposeful and intentional. Seek mentors and allies.”

Neufville recalled that his passion for adult education began early in his career. “My early career began on a research station in Jamaica, and was pivotal to my appreciation for and commitment to university-community engagement, partnership, and continuing education,” he said.

After graduating from Tuskegee and the University of Florida, I made a commitment to help the 1890 land-grant universities (named for the year legislation creating them was enacted are historically black) in their efforts to alleviate poverty and develop programs for underserved people and communities. Critical to achieving this goal was the development of partnerships and building relationships (*personal communication, 2010*).

Godfrey also developed an early passion for his work, noting, “It was an engaging experience to be a new professional

agricultural agent assigned to work with small minority farmers.” That passion continued, even when the social context changed over a half century of work, shifting from the needs of minority farmers to a broader community of small farmers.

To engage these small farmers in educational endeavors, we would spend many hours training paraprofessionals in extensive, specially designed training programs. They in turn would work directly with the small farmer sharing new knowledge, establishing on-farm demonstrations and imparting up-to-date research findings pertaining to new discoveries. Thus, from the social as well as a community perspective, the entire family would get involved. This would subsequently have an impact throughout the farming community (*personal communication, 2010*).

Kime summarized the importance of passion in sustaining engagement over a decades-long career. “You must really care,” Kime advised. “It would be folly to pursue a leading edge idea if not committed to it and derive satisfaction from its success because the material rewards in education will never suffice or even be fair.”

Pragmatism and Political Astuteness

The panelists acknowledged that being passionate about an important cause is not enough. As an underpinning for sustained commitment, each noted the need to be pragmatic and politically astute.

“As an underpinning for sustained commitment, each noted the need to be pragmatic and politically astute.”

Godfrey called this “taking a practical and policy standpoint” in engaging with external clients. For example, he noted that small farmers often need practical skills (e.g., computer competency) that they do not

personally value. Godfrey reflected that for engagement with a learner to be successful, there “must be a convergence of knowledge between the adult educator and the student learner, whether it is a small farmer in an informal educational setting or an adult family member returning to participate in a more formal educational setting.”

Kime addressed pragmatism and political astuteness related to advocating for specific programs.

To build and sustain a program, no matter how justifiable it is, you must navigate the rocks and shoals of a culture that is far from perfect. The “sacred cows” cannot be disturbed if a new idea, or practice or policy is to survive. You cannot ignore fiscal facts, inertia, and even obviously stupid administrators (*personal communication, 2010*).

The institutional context can also demand that a leader work beyond her or his immediate organization. Neufville noted, “Small and limited-resource institutions must forge partnerships to sustain their programs.” In the case of historically Black land-grant universities, Neufville reported that the U.S. Departments of Agriculture and Education, 1,882 land-grant universities, nongovernmental agencies, and consortia (e.g., the American Distance Education Consortium) “have been key partners for our institutions to develop programs and sustain their agenda. Partnerships, relationships, and funding are the key ingredients in sustaining programs.”

Ability to Adapt

Being passionate but also pragmatic, these professionals were intentionally and purposefully adaptive to internal and external forces. Further, each persisted and provided continuity of leadership throughout her or his career. Kime again used sharks as a metaphor: “programs and people likewise must keep moving or die.”

By taking a developmental approach over time, these Hall of Fame members sustained themselves and developed effective adult and continuing education endeavors. For example, Godfrey evolved programs for minority small farmers to include computer-based management tools. Kasworm has considered the changes in language and conceptualizations that outreach and extension have contributed to the scholarship of engagement.

Kime advised, “A new idea can best be sold as a way of adjusting to new social, technological, and political realities while preserving what cannot or should not be changed. Understanding this is necessary to survival and growth.” Once initiated, a successful program must adapt to new circumstances. He noted:

Successful programs are living organisms. They change and they grow. Like sharks, they must move or die. Since dynamic new programs are penetrating, and changing, an existing culture, they cannot rest. These dynamics are critical to sustaining support, encouraging creative workers, and sustaining the “juices” in the leadership. Again, the process can be exhilarating. This is vital to sustaining the program and, very important, people devoted to it (*personal communication, 2010*).

This is not to say that a program leader should not have a stable vision for the program. “The program,” Kime noted, “as well as your own satisfaction from it, will benefit from maintaining, setting, and achieving benchmarks and guideposts. This generates enthusiasm and helps to ‘sell’ the program. Set reasonable shorter-term goals with ambitious horizons.”

Inquisitiveness

Rather than being fatigued, these panelists have remained enthusiastically inquisitive. They continue to pursue such questions as, What is the university’s role if it is to be truly engaged with the communities it serves? What is the optimal structure to maximize a university’s adult and continuing education efforts?

Discussion

The reflections of these four adult and continuing education leaders are aligned with the findings in two studies of individuals who evidenced sustained commitment to serving society. Daloz, Keen, Keen, and Parks (1996) reported from 100 interviews that those committed to the public good developed critical reflective habits of mind that maintained their conviction to community and the public sphere, had compassion and commitment beyond their “tribe” (p. 55), and exhibited courageous “responsible imagination” (p. 125). These characteristics appeared all the more striking when contrasted to traits of a comparison group that Daloz et al. (1996) examined, which evidenced less systematic awareness and critical perspective. Those in the comparison group were often on the “edge of burnout, their loyalties were limited to their immediate constituency, they were locked into a single answer for complex problems, or they simply felt too overwhelmed in grappling with larger issues” (p. 16).

Service-learning pioneers in postsecondary education that were investigated by Stanton, Giles, and Cruz (1999) were found to have developed a sense of agency and activism early in their lives, were guided by philosophical and spiritual values, and shared a “deep commitment to connecting the academy (especially students) with issues, people and suffering in off-campus communities” (p. 241). Additionally, Stanton et al. (1999) extracted characteristics of practitioners in emerging fields. One of these characteristics was being conscious of being part of a movement or something larger than one’s self and one’s own work. Being highly independent and self-directed in times of complexity, ambiguity, and challenge was another characteristic.

Conclusion: Tacit Suggestions for Leaders

Throughout their careers as educational entrepreneurs, these Hall of Fame members have been interdisciplinary thinkers accomplished in more than one discipline, leaders yet good team players and team builders, and ethically and passionately committed to the social issues that are central to the work of engagement.

Their reflections illuminated four dispositions that are critical to all leaders. First, a leader must demonstrate a commitment not only to her or his own role, but to the institution’s mission and, most important, to the social purpose that drives the institution’s mission and vision. In the process, the leader becomes an advocate, helping to create a community committed to the vision.

Second, a leader must be willing to engage others, both inside and outside her or his organization, when creating a strategy to implement a vision. This requires both political astuteness and a pragmatic approach that values good results more than simply good intentions.

Third, a leader must recognize, as panelist Kime noted, that “successful programs are living organisms” that change as they grow. A leader must be willing to adapt to changing circumstances and to engage the institution in adapting to changing needs. Finally, a leader must maintain enthusiasm and an inquisitive nature throughout an engaged career.

In summary, these veteran leaders of university-community engagement provide us a legacy of the sustaining power of agency and hope.

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THE 2010 OUTREACH SCHOLARSHIP/
W.K. KELLOGG FOUNDATION
ENGAGEMENT AWARDS

THE OUTREACH SCHOLARSHIP/W.K. KELLOGG FOUNDATION ENGAGEMENT AWARDS AND THE C. PETER MAGRATH UNIVERSITY/ COMMUNITY ENGAGEMENT AWARD 2010

In the pages that follow, you will find articles chronicling the programs of the five 2010 Outreach Scholarship/W. K. Kellogg Foundation Engagement Award winners. 2010 marked the fourth year of the Outreach Scholarship/W. K. Kellogg Foundation Engagement Awards and the C. Peter Magrath University/Community Engagement Award, which recognize four-year universities that focus learning, discovery, and engagement functions on signature community-engagement endeavors. The awards are supported by the W. K. Kellogg Foundation and administered by the Association of Public and Land-Grant Universities (APLU), a non-profit association for members of public research universities, land-grant universities, and state university systems. The awards program actually comprises two separate awards: the Outreach Scholarship/W. K. Kellogg Foundation Engagement Awards, and the C. Peter Magrath University/Community Engagement Award.

In 2010, the Outreach Scholarship/W.K. Kellogg Foundation Engagement Awards recognized university-community engagement in the South, North East, North Central, West, and Historically Black Colleges and Universities divisions. The award winners each received a certificate and \$6,000, and made presentations about their signature outreach and engagement programs at the National Outreach Scholarship Conference (hosted by North Carolina State University on October 4-6, 2010 in Raleigh), an annual conference dedicated to presentations related to building strong university-community partnerships that are undergirded by rigorous scholarship, and which are designed to help address the complex needs of communities.

A panel of experienced outreach and engagement leaders judged the presentations. One divisional award winner was selected to receive the C. Peter Magrath University/Community Engagement Award (named for C. Peter Magrath, APLU president from 1992 to 2005), which was presented at APLU's annual meeting in November. The 2010 award was presented to North Carolina State University's Riverworks at Sturgeon City program, and included a trophy and \$20,000.

The awards program is shepherded by Mortimer “Mort” Neufville, who served as an APLU executive vice president from 2000 to 2008, and who led the 2010 awards process. Neufville currently serves as Interim President of the University of Maryland Eastern Shore.

One of the requirements of the awards program is the expectation that each award winner will publish an article describing the impact of the award-winning endeavor in the thematic issue of the *Journal of Higher Education Outreach and Engagement*, dedicated to that year’s National Outreach Scholarship Conference.

The 2010 Outreach Scholarship/W. K. Kellogg Foundation Engagement Award winners are

- **Indiana University-Purdue University Indianapolis’s *George Washington Community High School***, which is revitalizing the West Washington Street Corridor in Indianapolis, Indiana. (North Central Region);
- **Lincoln University’s *Men on Business-A College Assurance Program***, which focused on the development of young boys into men through encouragement to strive for success and to attend college. (History Black Colleges and Universities);
- **University of Idaho’s *Better Together: The University of Idaho and Coeur d’Alene Reservation Communities***, an approach which works to reduce poverty in reservation communities through the development of affordable housing and educational facilities. (Western Region);
- **West Virginia University’s *Health Sciences and Technology Academy***, which provides science-based programs for youth and teachers. (Northeastern Region); and
- **North Carolina State University’s *Riverworks at Sturgeon City***, which is revitalizing the Wilson Bay area of Jacksonville, North Carolina as a functional greenspace. (Southern Region, and 2010 C. Peter Magrath University/Community Engagement Award winner).

Indiana University–Purdue University Indianapolis and George Washington Community High School: Educating Their Communities Together

Starla D. H. Officer, Robert G. Bringle, and Jim Grim

Abstract

Indiana University–Purdue University Indianapolis worked with the residents and leadership of three neighborhoods adjacent to the campus to reopen the closed George Washington High School. The resulting partnership has strengthened the civic engagement mission of the university, and contributed to an award-winning community-based school. The partnership most recently was recognized with a 2010 Outreach Scholarship/W. K. Kellogg Foundation Engagement Award for the North Central Region.

Introduction

The mission of Indiana University–Purdue University Indianapolis (IUPUI) is “to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement” (<http://www.iupui.edu/about/core.html>). As a part of the campus’ civic engagement, the university is dedicated to community activities that help improve life in Indianapolis and Central Indiana. These activities are exemplified at George Washington Community High School, which likely would not exist without the partnership between the university and the neighborhoods that make up what was once called the Westside Cooperative Organization area. In this article, the partnership is referred to as the George Washington Community High School–Indiana University–Purdue University Indianapolis school-university partnership.

The Community Context

Only a river separates Indiana University–Purdue University Indianapolis (IUPUI) from the Near Westside Indianapolis community. However, the bridges that connect the urban research campus of more than 30,000 students with its neighbors to the west are both real and symbolic (Bringle, Officer, Grim, & Hatcher, 2009). Relationships between the university and the Near Westside

have taken years to develop, yet their strength gives support for faculty and staff members, students, and community residents to cross back and forth between the campus and neighborhoods. The existence of the community high school is a significant achievement of the community-university partnership described in this article.

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The community-university partnership is the primary mechanism to address diminishing educational opportunities in the Westside Cooperative Organization neighborhoods. The U.S. Census Bureau reports

that only about 5% of adults aged 25 and older living in the neighborhoods who sent their children to the high school before it closed had attended college. Prior to 1995, George Washington High School had been the educational and civic heart of the Near Westside Indianapolis community. The school served residents of the mainly working-class area made up of three distinct neighborhoods, along with West Indianapolis to the south. Each of the neighborhoods had its own distinct culture. The high school and all elementary schools in the Westside Cooperative Organization area were closed by 1995 as the Indianapolis Public Schools District consolidated schools due to decreased enrollment.

The Community-University Partnership: The Early Years

In response to the school district's closing of the public schools, IUPUI campus administration began conversations in 1996 with community leaders about the development of a long-term partnership between the campus and the Westside Cooperative Organization. In 1997, the university committed resources from the Chancellor's Office to establish the Office of Neighborhood Partnerships. A U.S. Department of Housing and Urban Development Community Outreach Partnership Center grant in 1998 led to the formation of the Westside Education Task Force. Composed of university faculty and staff members, residents, community leaders, and staff members from neighborhood organizations, it had as its primary goal the reopening of George

Washington High School as a full-service community school that would serve the children and families of the Westside Cooperative Organization and West Indianapolis, the neighborhood area south of the school. The university worked with the Westside Education Task Force and Indianapolis Public Schools, and in the fall of 2000 the high school reopened as a middle school. Each year thereafter, a grade level was added. Today, the school houses grades 7–12 as a full-service community school. Since the opening of the community school, the Westside Education Task Force has met regularly to promote initiatives related to education (e.g., a new elementary school, health, parks, afterschool programs, charter schools, and adult education programs).

Over the years, the community-university partnership has expanded, enabling IUPUI to offer teacher education opportunities as well as community service activities and service-learning classes at the community high school. Scholarships and federal work-study funds provide financial aid for college students to work at the community high school, and a fitness center program for the community is staffed by university students. As a result, the community high school has been recognized nationally as a model for community-university partnerships, and replication of the model has begun at other Indianapolis community high and elementary schools.

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Evolution of the Community-University Partnership

Since the school’s reopening, there has been continuous growth in the reciprocal relationship between IUPUI, the community high school, and the Near Westside neighborhoods (*Bringle, Officer, et al., 2009*). The success of the partnership inspired school staff members to develop new ways to engage youths in the community (e.g., service-learning classes, service events, a community high school advisory council), and to engage the community in the high school (e.g., alumni association, community events at the school).

Since 2000, the university has also helped secure funding for community programs in financial literacy and health promotion. The achievements are communicated to the high school students' parents and neighborhood residents through school flyers, local community newspapers, and reports at community and Westside Education Task Force meetings.

The university's partnership with the community high school has contributed to the capacity of IUPUI to be an engaged campus. Since 2001, university students from service-learning classes have contributed to tutoring and mentoring at the school. College students also coach cheerleading, assist the school nurse, conduct fitness classes, conduct art classes, and serve as fitness trainers. In 2001–2002, IUPUI faculty members taught three service-learning courses in partnership with the community high school. This number has steadily increased, and in 2009–2010 at least 16 courses were offered in partnership with the school. In total, through spring 2010, 28 university faculty members have offered 21 courses through 12 departments, including Business, Communication Studies, Education, Nursing, Philanthropic Studies, Psychology, Political Science, Physical Education, Sociology, Geography, Science, and Spanish. Annually, about 85 university service-learning students are placed at the community high school. Other outcomes of the community-university partnership are described below.

Preservice Teacher Education

One successful initiative in the partnership, in terms of impact on IUPUI, has been the teacher education program implemented through the Indiana University School of Education, which primarily focuses on urban education. Five courses in the School of Education offer preservice teachers valuable hands-on, urban field experiences at the community high school. Six students who graduated from the IUPUI teacher education program now teach at the community high school and mentor IUPUI preservice teachers (*Medina, Morrone, & Anderson, 2005; Morrone, Medina, & Anderson, 2002*).

Exercise and Health Science

Another successful initiative in the community-university partnership is the Physically Active Residential Communities and Schools' program, Fit for Life, an interdisciplinary program jointly created by faculty members from Physical Education and Nursing. The program provides daily exercise and health education to

community high school students through the wellness center at the school. Program services are also available during evenings to students, parents, teachers, and other community members; there were 722 participants in 2010. The program provides 60 IUPUI undergraduate students each semester with service-learning experiences at the community high school. The program has been replicated at two other high schools in the city, providing an additional 25 university students per site with service-learning experiences.

University Student Involvement

Since 2001–2002, 366 IUPUI students have earned financial support for their college education by providing service, tutoring, homework assistance, and mentoring at the Near Westside Indianapolis community schools. The programs also support IUPUI student personal development, academic achievement, and civic commitment (*Hatcher, Bringle, Brown, & Fleischhacker, 2006*).

University Faculty Involvement

In 2008, the university created a new faculty development program that partners with the community high school and other Westside organizations. Each year, six university faculty members are selected to participate in the Faculty Community Fellows program. The participants spend the year developing civic engagement partnerships, activities, and service-learning opportunities in the Near Westside Indianapolis community. The program supports faculty fellows with teaching service-learning classes and community-based research. The goal is for the fellows to apply their expertise to the facilitation of meaningful community change in the neighborhoods. The Faculty Community Fellows work collaboratively with each other, their community partners, and Office of Neighborhood Partnerships staff members to design projects that demonstrate significant student learning and community impact, and create examples for faculty peers and community members.

Other Outcomes of the Community-University Partnership

The community-university partnership stimulated the formation of an IUPUI Talent Alliance to coordinate the university's work with other K-12 institutions in Indianapolis and central Indiana. The partnership has also prompted the university to become involved in national and global conversations on engaging universities in underresourced neighborhoods and schools. Additionally, the civic engagement work of IUPUI has led to a number of regional and national recognitions.

Measuring the Impact of the Community-University Partnership

Four studies have assessed the community-university partnership. Each of these studies is briefly presented in this section.

Study 1: Interviews

In 2001, interviews were conducted with 21 individuals from the community, the university, the city, and local businesses to assess the effectiveness of activities stemming from a U.S. Department of Housing and Urban Development Community Outreach Partnership Center grant. These activities were related to organizational development, economic development, and education policy in building relationships between the university and the community.

Study 2: Survey

A second evaluation of the activities, outcomes, and partnership was conducted 5 years later, in 2006. Key community members were asked to identify other key community respondents (residents, organizational staff members, community leaders, elected officials) for a telephone survey. Seventeen community members completed the survey, which focused on the IUPUI partnership with their community. Respondents from the community included residents, community leaders, and representatives from community organizations.

Study 3: Doctoral Dissertation

An Indiana University doctoral dissertation examined student activities and services at the community high school, and corresponding academic achievement from 2008-2009 (*Houser, 2010*). The dissertation is part of a 5-year evaluation of the full-service community schools model by the Indiana University School of Education Center for Urban and Multicultural Education. The evaluation examines a variety of indicators, including gains in student attendance, honor roll status, standardized test scores, graduation, parent engagement, health promotion participation rates, and total numbers of individual student, family, and community members receiving services.

Study 4: Constituency Analysis

Most recently, the community-university partnership's five constituencies were examined (students, organizational staff

members in the community, faculty members, administrators, and residents; (Bringle, Clayton, & Price, 2009; Clayton, Bringle, Senor, Huq, & Morrison, 2010). The constituencies were analyzed in terms of how they have developed qualities of a relationship that are desirable in civic engagement work, including closeness, equity, and integrity. They were also analyzed for their capacity to accomplish their respective goals, joint goals, and future collaborative activities as part of the partnership (Bringle, Officer, et al., 2009).

Findings

Study 1: Interviews and Study 2: Surveys

According to the community interviews and surveys, the Westside community had a positive view of the Community Outreach Partnership Center grant activities as a whole. The education policy and programming partnership was viewed as a success. Virtually all respondents viewed tutoring and the work of the Westside Education Task Force favorably. Most respondents saw the Westside Education Task Force's work to reopen the high school as a model of fruitful partnership between the community and university.

Study 3: Doctoral Dissertation

The Houser dissertation study found that community high school students who participated in support services—notably extended-day activities—showed higher academic achievement levels (measured by individual grade-point averages) than their peers who participated less often. The study also found that traditionally underserved students academically outperformed more traditionally served students, with Hispanic males showing the most participation and highest academic achievement and white males showing the least participation and lowest academic achievement.

Other Houser findings related to student activities and services at the community high school suggest that (a) rates of participation in community-sponsored programs were very high, indicating that efforts to encourage participation in school-based community programs are successful; (b) participation in school and community-sponsored programming correlated with academic achievement, even when race/ethnicity and gender were controlled for; and (c) participation in academic and youth development programs

predicted academic achievement, even when race/ethnicity and gender were controlled for.

Study 4: Constituency Analysis

For purposes of analyzing the nature of the partnership that developed between IUPUI and the community high school, we use the term *relationship* to refer to personal interactions between people and the term *partnership* to describe a particular subset of relationships characterized by three qualities: closeness, equity, and integrity (Bringle, Officer, et al., 2009). Evidence from the analysis suggests that prior to the community high school opening, the relationships between IUPUI, residents, and community organizations were in a developing stage, with evidence of increasing interactions, diverse interactions, and common purpose reflected in the importance of enhancing educational opportunities in the community through IUPUI's civic engagement in the Near Westside neighborhoods. Although all of the relationships might not have been symmetrical, they were appraised as beneficial and equitable. Furthermore, they were developing qualities of high integrity. Residents, staff members from community organizations (e.g., community centers, public school administration), and IUPUI representatives were working together in a concerted way to meet the challenge of the lack of public schools in the neighborhoods, forging a common vision of opening schools, and developing strategies for working toward solutions. Thus, there was clear evidence that they were working with one another and there was an integration of purpose. Furthermore, partnerships (not just relationships) were being established (Bringle, Officer, et al., 2009). A closer look at the scope of activities and engagement between IUPUI and the community high school revealed that the current relationships between various constituent groups, including the community high school, IUPUI, residents, and community organizations, were close, reciprocal partnerships that demonstrated integrity (Bringle, Officer, et al., 2009).

Conclusion

The benefits of the community-university partnership are demonstrated by

- the proportion of graduating seniors accepted into postsecondary education, which increased from 80% in the first graduating class of 76 students in 2006 to 100% of the 71 students graduating in 2009;

- student attendance at the high school, which increased from 88% for the 1,168 total students in 2006 to 94% for the 848 total students in 2009;
- student achievement on standardized tests, which improved so that in 2009 students achieved adequate yearly progress in all categories except special education math and special education language arts;
- the number of educational initiatives on which university faculty members and community high school teachers have worked together, including service-learning courses for both K-12 and university students;
- five of the community high school teachers having become principals at other schools;
- the community high school's being considered an exemplary community, receiving recognitions, and serving as a model for other schools locally and nationally;
- the university's now having an important resource that provides a site for educationally meaningful service by university faculty and staff members, and students; and
- university faculty members' having an opportunity to study the nature of the school and the nature of the community-university partnership, which has resulted in 24 presentations at professional conferences and six academic publications, almost all of which have had community partners as copresenters and coauthors.

The university has used scholarships to support student service at IUPUI, stipends to faculty members to support the development of civic engagement partnerships, and federal work-study funds to support tutoring by university students, in addition to the staff and resources provided through the Office of Neighborhood Partnerships. The joint work of partnership members has resulted in more than \$3 million in external funding to support various aspects of the partnership.

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In general, transformational partnerships reflect both parties' viewing of partnership interactions as fair. Transformational partnerships demonstrate growth in ways that are uniquely meaningful to the university and the high school (Bringle, Clayton, et al., 2009; Bringle, Officer, et al., 2009; Clayton et al., 2010). The analysis of the George Washington Community School's partnerships with not only Indiana University–Purdue University Indianapolis, but also with community residents and more than 50 local organizations, indicates a level of transformational change for each.

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West Virginia University's Health Sciences and Technology Academy

Ann Chester and Elizabeth Dooley

Abstract

This article describes the Health Sciences and Technology Academy, an outreach and engagement program by West Virginia University to encourage higher education faculty members and administrators, public school teachers, and community leaders to assume the responsibility of mentoring high school students. The primary goal is to increase the college-going rate among underrepresented students in West Virginia. Additional goals are to improve science and math skill acquisition, to empower communities through leadership development of their youth, and to increase the number of health care providers as well as the number of math and science educators in West Virginia's currently underserved communities.

Introduction

This article describes an outreach and engagement program by West Virginia University to encourage higher education faculty members and administrators, public school teachers, and community leaders to assume the responsibility of mentoring high school students. The program was awarded a 2010 Regional Outreach Scholarship/W. K. Kellogg Foundation Engagement Award.

West Virginia: Background

Home to 1.7 million people, West Virginia is noted for its mountains and diverse topography, its historically significant logging and coal mining industries, and its political and labor history. While known for its rural beauty, it is also home to some of the nation's most economically and educationally challenged communities.

West Virginia University: An Overview

Founded in 1867, West Virginia University is the flagship land-grant, doctoral-degree-granting research university in the state of West Virginia. It is one of only 11 schools in the country that are land-grant, doctoral research universities with a comprehensive medical school. West Virginia University's primary mission is to

engage undergraduate, graduate, and professional students in a challenging academic environment; excel in research, creativity, and innovation; foster diversity and an inclusive culture; advance international activity and global engagement; and enhance the well-being and the quality of life for the people of West Virginia. In 2011, the university was designated as a Carnegie Community Engaged Institution.

In 2010, the faculty members of West Virginia University were awarded \$177.7 million in sponsored contracts and research grants. Examples of the university's research strengths include exploring new sources of energy, developing new anticancer and antidiabetes drugs, helping forensic investigators solve crimes, creating better materials for building bridges, and developing nanotechniques and nanotechnology. The university nurtures this research in order to build intellectual, social, and economic capacity for all of West Virginia.

West Virginia University's Health Sciences Technology Academy

The entire state of West Virginia is West Virginia University's community. To maintain vibrancy within West Virginia's communities,

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it became critical for community leaders and necessary for West Virginia University to form a partnership to improve the college-going rate of West Virginia high school students. In 1994, the university reached out to community leaders to develop the Health Sciences and Technology Academy partnership. The partnership's leaders recognized the need for local communities to embrace and support programs that prepare local youths for careers in health sciences, math, and science education.

The Health Sciences and Technology Academy was initiated with the expectation that local youths, after receiving academic or professional degrees, would return to their local communities to help sustain the economy and improve the quality of life for local citizens.

Overview of the Academy

The Health Sciences and Technology Academy (the Academy) aims to encourage higher education faculty members and administrators, public school teachers, and community leaders to assume the responsibility of mentoring high school students. The primary goal is to increase the college-going rate among underrepresented students in West Virginia. Additional goals are to improve science and math skill acquisition, to empower communities through leadership development of their youth, and to increase the number of health care providers as well as the number of math and science educators in West Virginia's currently underserved communities.

The Academy's participants. The Academy students are 32% African American, 56% financially disadvantaged, and 69% first in their families to go to college. The Academy began with 44 students and nine teachers from two counties. Since then, it has served approximately 800 ninth through twelfth grade underrepresented students per year. Students enter the Academy in the ninth grade and matriculate through the program successfully if they maintain a 3.0 or better GPA, attend 70% of the Academy functions, attend two summer campus experiences, complete 75 hours of community service, and adhere to all disciplinary policies.

The Academy's activities. The Academy prepares participants for college, professional schools, and careers in health, science, math, or technology. It brings underrepresented students and their teachers to campuses across West Virginia each summer for laboratory and classroom training and enrichment activities. It then provides the infrastructure and support for community-based Academy clubs. The clubs consist of local high school Academy students, mentored by teachers and community leaders. Each year, the students produce science-based research projects that focus on issues endemic to their local communities.

Summer activities. Students participate in four separate programs in a curriculum designed to equip them with skills and experiences suitable for a seamless entry into college, and to expose them to curriculum and experiences associated with careers in the health sciences, and teaching careers in math and science. Successful graduates are eligible for tuition and fee waivers to all State-supported colleges or universities, health professions schools, and many graduate schools.

Academic year activities. Led by high school teachers trained through the Health Sciences and Technology Academy, students participate in the Health Sciences and Technology Academy Club.

Through this afterschool cocurricular program, held during the academic year, students engage in scientific research projects relevant to their interests and community needs. Leadership skills, communication skills, teamwork, and Internet resource skills are woven into the experience, along with an expectation that each student will engage in at least 75 hours of community service.

High school teacher educational activities. The Academy provides professional in-service training to each Academy teacher (teachers from local communities). Teachers gain access to resources, professional associations, and computer technology and connectivity. The teachers integrate these resources into their classrooms as well as the Academy afterschool clubs. The Academy program/curriculum has enabled teachers to pursue a master's degree in secondary education with a science focus. To date, 25 teachers have gained a master's degree through the Health Sciences and Technology Academy.

The Academy's governing body. Citizens from local communities dominate the governing body known as the Health Sciences and Technology Academy Joint Governing Board. This body is made up of two representatives and one alternate from each of the 14 regional local governing boards (encompassing 26 West Virginia counties), and one ex officio member from each of the following: West Virginia Higher Education Policy Commission, West Virginia Board of Education, the health professions schools in the state, and the colleges and universities that host the summer camps. The Joint Governing Board is responsible for all policies and procedures, and decisions related to financial and budgetary, personnel, curriculum, recruitment and retention, and public relations issues.

The 14 Academy regions are governed through local governing boards responsible for communicating all appropriate matters to the Joint Governing Board for action and decision making; communicating these decisions to the appropriate Academy regional entity; and ensuring that all Academy policies and procedures are followed. The local governing boards consist of volunteers representing the community, local schools, local health care professions, parents of Academy students, and Academy students.

Under the governance structure established for the Health Sciences and Technology Academy, 51% of the governing members must be community volunteers. The success of the Academy rests in the communities' feelings of ownership and control, and the trust that is built through long-term partnerships among higher education, public education at the state and local levels, and rural communities.

West Virginia University's role in the partnership. Since the Academy began, West Virginia University has acted as the fiscal, legal, hiring, and policy agent for the program. The university houses the Academy's central administration, hosts and delivers several summer programs, and contracts (through requests for proposals) with other colleges and universities to provide additional summer programs for Academy high school teachers and students.

Faculty support. The West Virginia University Health Sciences and Technology Academy has a strong faculty base. Faculty members from the College of Human Resources and Education, West Virginia University Schools of Medicine, Dentistry, Pharmacy, and Nursing, the Allied Health Program, the College of Engineering, and the College of Arts and Sciences convene on a regular basis to propose and design curriculum and share content best practices. For example, faculty members from the College of Human Resources and Education have contributed in the domains of science education, nutrition and wellness, pedagogy, writing, leadership, multicultural understanding, and diversity. Faculty members from the Health Sciences Center developed and delivered curriculum on anatomy and wellness. Faculty members from Arts and Sciences contributed content expertise in the areas of math, biology, and science.

Additionally, faculty members from those cooperating university departments provide a teacher professional development component that includes math and science content, and techniques and projects appropriate for high school students. The teacher professional development component also includes multicultural sensitivity and diversity training, self-esteem building, motivation enhancement, leadership development skills, and study skills in a multidisciplinary context with an emphasis on how to incorporate these skills in the teaching of math and science.

Student support. West Virginia University students (undergraduate and graduate) help Academy students transition to

“The teacher professional development component also includes multicultural sensitivity and diversity training, self-esteem building, motivation enhancement, leadership development skills, and study skills in a multidisciplinary context. . . .”

college and provide engaging experiences. West Virginia University students serve as mentors. They have the responsibility of assisting the participants in goal setting and self-esteem building. They create living-learning communities during the summer program component. They also serve as tutors for college algebra, and as coaches for other academic content and special programs. Graduate students from Industrial Engineering work with a lead faculty member to develop assessment tools and to conduct independent evaluations of the Academy program.

Measuring the Impact of the Academy

The Academy project is large enough to employ an independent evaluation team. The team is based at West Virginia University, and includes faculty members and graduate students from Industrial Engineering as well as a lead faculty member, employed solely through the program. To prevent bias, the evaluation team does not occupy Academy facilities, nor is it involved in the Academy's daily program operations. The evaluation team does not attend any Academy functions or meetings unless the team is in an evaluation development, implementation, or reporting capacity. The evaluation team provides training and technical assistance, as necessary, to students, staff members, and partners to ensure integrity and adequacy of data capture and reporting.

A comprehensive logic model of the program's evaluation components has been developed and implemented to assess the summer camp programs; community science club experiences; teacher perceptions of resources provided by the program to enhance club projects and classroom activities; and facilitation of the networking of teachers, staff members, community, and university with students to carry out student research projects. Both formative and summative instruments are used to gather data, including survey instruments, questionnaires, interviews, observations, focus groups, and pre-post tests. The results are reviewed and changes are implemented to improve the Academy's activities.

Impact on the Youth Participants

Keeping track of the Academy's students and alumni has been difficult and highly dependent on the assistance of community members and local governing boards. Yearly, contact with student alumni is attempted by different methods, including telephoning students, parents, and grandparents; Facebook; and e-mail. Through the Academy's family network, contact with more than

94% of the students has been maintained. This ongoing contact has yielded 5 outcomes:

- improvement in the conditions for learning science for underrepresented students through community-based participatory science;
- an increase in the number of underrepresented students participating in science, technology, engineering, and math disciplines;
- an increase in the number of students remaining in West Virginia to work;
- an improvement in the retention of underrepresented students in high school; and
- an increase in the number of underrepresented students completing college.

The program's leadership has chosen two well-matched comparison groups to test for program effectiveness: (1) the entire graduating class of public high school students and/or public college-going students in West Virginia each year and (2) the Health Sciences and Technology Academy parents. Because the Academy students are negatively selected for college-going and health career choice at the ninth grade when they enter the program, the assumption is that without the Academy, these students would perform below the state averages and on par with their respective negatively selected populations. To access the statewide data, Health Sciences and Technology Academy has partnered with the West Virginia Office of the Chancellor for Higher Education. Comparisons are made between participant and nonparticipant student choices, academic success, and career selection for all high school graduates and/or college-going West Virginians within a given year. The partnership with the Office of the Chancellor for Higher Education has been invaluable in helping the Academy assess the success of its students relative to college-going West Virginians.

The Academy's underrepresented students obtain significantly higher ACT scores and high school grades than the general population of college-going students in West Virginia. The Academy students choose health, sciences, and technology majors at a much higher rate than the general West Virginia college-going population. Health Sciences and Technology Academy students are more likely than their counterparts to graduate from college within six years, and their college completion rate is higher than that of

most West Virginia students. Compared to West Virginia students

“The Academy students choose health, sciences, and technology majors at a much higher rate than the general West Virginia college-going population.”

at large, Health Sciences and Technology Academy students are significantly more educated, and they tend to choose Science, Technology, Engineering, and Mathematics (STEM) oriented majors and careers more often than their parents.

To date, the Academy program has graduated 1,405 students. The Academy graduate college-going rate is 95%, nearly twice that of the general West

Virginia college-going rate of 57.5%. The students are able to succeed in college and graduate at higher rates than the general college-going population (93% versus 59%). They choose science and math careers at a higher rate (50%) than the general college population (38%). Of the approximately 450 Health Sciences and Technology Academy students who have had time to graduate from college, 330 have completed a four-year degree, 179 in health sciences majors (54%); 50 have completed a master’s degree, 15 in health sciences majors (30%); 47 have completed a two-year degree (86% in health sciences); 15 have completed a Ph.D.; 8 have completed an M.D.; and one has completed a Doctor of Osteopathic Medicine degree. Of the remainder, 757 are still pursuing undergraduate degrees, 382 in health sciences majors (50%); 108 are pursuing graduate degrees, 60 in health sciences majors (56%); and two are pursuing a second bachelor’s degree.

Economic Impact

Although West Virginia University founded Health Sciences and Technology Academy, the State of West Virginia recognizes the effectiveness of the Academy and funds Health Sciences and Technology Academy annually at about 75% of its costs. A study of the first 231 Health Sciences and Technology Academy graduates comparing their earning power to that of their highest earning parent revealed an increased earning power of approximately \$26,000 annually. Because 92% of these students stay in West Virginia to work, this increased earning power is directly benefiting the communities. If this figure is multiplied by a 30-year career with the additional earning power, every dollar invested in the program by the State is returned in tax revenue to the State at a

rate of \$2.60. The effort has garnered \$11,887,425 in state funding, \$3,781,850 in federal grants, \$5,499,904 in foundation grants, and \$544,344 in individual donations, for a total of \$21,713,523 over the past 15 years. In addition, the cost of student loans to Academy students for higher education is significantly reduced by the tuition and fee waiver they are eligible for throughout undergraduate, health professions, and graduate school at West Virginia University and other colleges.

“A study of the first 231 Health Sciences and Technology Academy graduates comparing their earning power to that of their highest earning parent revealed an increased earning power of approximately \$26,000 annually.”

Social Impact

Through Health Sciences and Technology Academy, West Virginia families who have never had educational opportunities have greater access to higher education. Health Sciences and Technology Academy leaders are afforded numerous otherwise unavailable opportunities for professional development through Health Sciences and Technology Academy board retreats and workshops. Teachers network with scientists and faculty members across the state in innovative ways. These collaborations help students acquire advanced skills in science and math while nurturing their interest in related careers. Faculty members are able to conduct research in authentic environments. As a result, community-based problems such as obesity are addressed locally. Above all, students are able to form learning communities with other students from counties across the state.

Impact on West Virginia Students

Most degree programs at West Virginia University include required service-learning activities. One service-learning venue for students is the Academy program, in which the university students serve as mentors to Academy program youths. Since 1994, more than 200 West Virginia University students have been trained as mentors. The training includes learning skills to connect to individual learners, and to deal with group dynamics and differences.

The Academy partnership has helped diversify the West Virginia University student body and has exposed West Virginia University students to a more diverse student population. Moreover, the

university's partnership with West Virginia communities has enhanced West Virginia University student understanding of community engagement.

“Moreover, the university’s partnership with West Virginia communities has enhanced West Virginia University student understanding of community engagement.”

Impact on West Virginia Faculty Members

The Academy has had positive effects on West Virginia University faculty members. This partnership has helped faculty develop a curriculum appropriate for grades nine through twelve, as well as engage in action research that has enabled them to assess and improve their teaching. The Academy has also allowed fac-

ulty members to partner with public school teachers and develop projects that are suitable to community needs, leading to published research results. The Academy provides an organizational structure for faculty members from multiple disciplines to conduct community-based participatory research, which has resulted in numerous publications, some cowritten by community partners (see <http://wv-hsta.org/Projects/Publications/> for all publications relating to the Academy).

Impact on West Virginia as a Whole

West Virginia University has gained national recognition for equity in access for minority students and is reaching many more financially disadvantaged students than it did prior to the Academy. This is being done in the face of a national climate of flagship institutions acting more like private institutions, catering to the financially and politically elite (*Haycock, Lynch, & Engle, 2010*). Participating high school students are leading a war on obesity in the epicenter of the epidemic, and scientists cheer them on while publishing the results in peer-reviewed journals (*Bardwell, et al., 2009; Branch & Chester, 2009; Pancoska et al., 2009; Rye, O’Hara-Tompkins, Aleshire, & McClure, 2008; Zizzi, Rye, Vitullo, & O’Hara-Tompkins, 2009*). The Academy has provided an organizational structure for scientists from multiple disciplines to do cutting-edge community-based participatory research. It has also provided an infrastructure that influences legislators and other policy makers in the state.

Sustaining the Health Sciences and Technology Academy

West Virginia University has nurtured the Academy since it was conceived in 1994. University support for the Academy includes time dedicated by an assistant vice president for Health Science for Social Justice, approximately 60 faculty members, 30 graduate students, and 10 undergraduate students. The university also provides central office facilities, teaching space, and financial support.

Health Sciences and Technology Academy began with funding from the Howard Hughes Medical Institute in 1994. It was totally grant funded with the help of the Kellogg Foundation, the Coca-Cola Foundation, and National Institutes of Health, and the National Center for Research Resources Science Education Partnership Award until 1998. Then, the West Virginia State Legislature began to help. Through the years, diversification of funding sources has been key to sustaining the Academy. Current funding sources include the State of West Virginia, National Institutes of Health, National Center for Research Resources Science Education Partnership Award, an RC4 infrastructure grant, Howard Hughes Medical Institute, West Virginia University, Marshall University, West Virginia State University, and private donations.

Conclusion

Four best practices have emerged from the implementation of the Academy partnership between West Virginia University and communities across the state: the governance model, the multi-faceted curriculum, the teacher professional development opportunities, and the holistic nature of the Academy's activities. These best practices may be helpful for other university-community partnerships.

The Governance Model

The Academy governance model has proven to be effective and beneficial for both the university and its community partners. West Virginia University took a bold step in developing and funding a program that would create a governing board with a large majority of voting members from outside the university. They chose to do this because, historically, community trust for university projects was low. The end result, though counterintuitive, has been successful: Give away power to gain influence. By entrusting decision-making to a group whose mission is in line with the university's mission, the university gains influence.

The Multifaceted Curriculum

The curriculum covered by the Academy program is multifaceted and tailored to meet participants' various needs. The curriculum includes diversity awareness, math and science content, leadership skills, self-esteem, writing, and wellness. Through its completeness and variety, the curriculum addresses participant needs, and effectively prepares participants for college and career decision-making.

The Teacher Professional Development Opportunities

The participating high school teachers benefit from Academy training activities. Subsequently, the teachers can effectively fulfill their teaching assignments.

The Holistic Nature of the Program

The review of several programs aimed at improving minority student participation in science, technology, engineering, and math fields (Leggon & Pearson, 2009) found that "the most effective and promising programs are based on a perspective that is holistic" (p. 169). The holistic nature of West Virginia University's Health Sciences and Technology Academy enhances the knowledge and technical skills of its participants; provides and sustains "a comprehensive web of financial, academic, professional, and social support"; facilitates the creation of networks for students, faculty members, community members, colleges, and universities; provides "extensive and intensive professional socialization"; tracks program participants, extensively and intensively; and provides "bridge experiences to facilitate transition from one education milestone to another" (p. 169).

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Better Together: Coeur d'Alene Reservation Communities and the University of Idaho

Priscilla Salant and Laura Laumatia

Abstract

This article describes the University of Idaho's partnership with the Coeur d'Alene Reservation Communities, which was awarded a 2010 Outreach Scholarship/W. K. Kellogg Foundation Engagement Award for the Western Region.

Introduction: Setting the Context

The Coeur d'Alene Reservation spans 345,000 acres of mountains and farmland in northern Idaho. Most people on the reservation live in the communities of Worley, Plummer, Tensed, and Desmet, which are spread north to south along 20 miles of State Highway 95. The combined population of the four small towns is about 1,500.

Located about 135 miles from the U.S.–Canada border, the reservation is governed by multiple jurisdictions, including the Coeur d'Alene Tribe, a sovereign nation with a direct relationship with the federal government. Other jurisdictions include two counties, three incorporated towns, and the state of Idaho. Complications created by these multiple jurisdictions have sometimes divided local residents. And though the Coeur d'Alene Tribe has prospered financially, local residents face social and economic challenges. The poverty rate is around 16%, school dropout rates are high, substance abuse is a problem, and many youth are disconnected from family and community.

Roughly 50 miles south of Plummer is the University of Idaho's main campus in Moscow. The university is Idaho's land-grant institution, with a statewide mission of teaching, research, and outreach. Through its strategic plan, the university is committed to partnerships like Better Together, a university-community partnership in which university faculty members and students work across disciplines to address critical issues, side by side with communities (*University of Idaho, 2011*).

Better Together brought together two university programs—Horizons and the Building Sustainable Communities Initiative (BSCI)—with people in communities on the Coeur d'Alene Reservation. The communities partnered with the university

through University of Idaho Extension's Horizons program to expand leadership capacity and reduce poverty. For its part, the university partnered with the communities first as part of its outreach mission (through Horizons), and then, building from the Horizons relationship, to give its students real-world learning experiences.

From 2006 through 2009, local residents interacted with University of Idaho faculty members and students in a variety of settings—community leadership training, broad-based community visioning, activities to reduce poverty, land use planning sessions, and social events. Two years after the main programs ended, there are positive outcomes for the communities as well as the university.

The University-Community Partnership: Better Together

The main beneficiaries of Better Together were intended to be, first, the communities, and then the university students. Starting in 2006 with the University of Idaho Extension's Horizons program, the goal was to develop effective community leadership that would in turn reduce poverty. As the 18-month Horizons program wound down in 2007, the Building Sustainable Communities Initiative's bioregional planning and community design program brought graduate studio courses to the communities. The goal for the students was to learn by applying classroom theory to real-world land use and community development issues that were complicated by multiple jurisdictions and a legacy of exploitation."

development issues that were complicated by multiple jurisdictions and a legacy of exploitation.

Horizons

Idaho Horizons, which formed the foundation for Better Together, was one of seven Horizons programs from Washington State east to Minnesota and Iowa. Horizons began in 2003, when the Northwest Area Foundation partnered with land-grant

universities in the seven states to implement the 18-month program. Designed to help communities reduce poverty, Horizons was targeted at communities with fewer than 5,000 residents and poverty rates of at least 10%.

In each Horizons community, the program was led by a volunteer steering committee and guided by a part-time coach hired by Extension. Over the course of 18 months, local residents organized community conversations about poverty, learned new leadership skills, created a long-term vision, and took action to reduce poverty. The role of the university was to provide coaching, technical assistance, and other learning opportunities intended to build capacity to solve problems, especially those related to the causes and impacts of poverty.

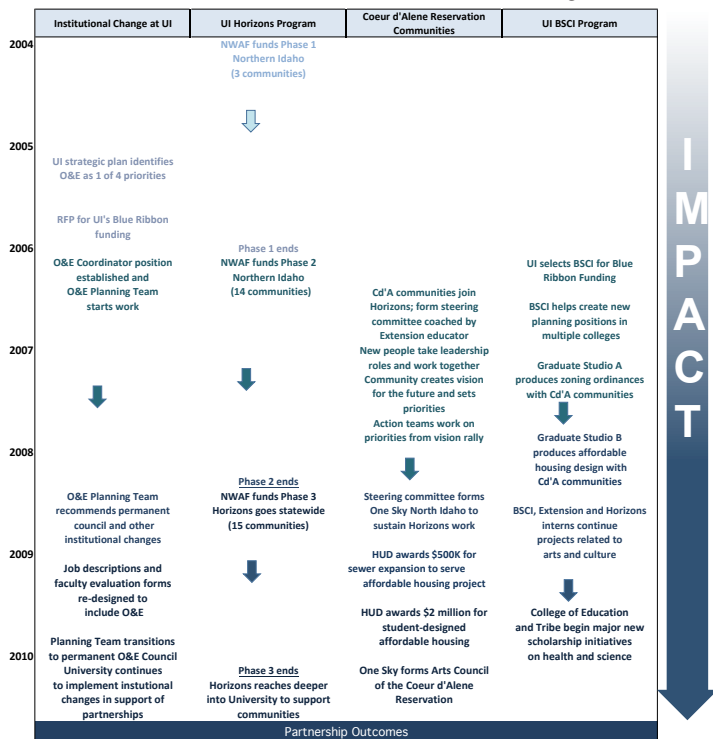
Between 2003 and 2010, almost 300 communities across the seven states completed the Horizons program. This included 31 communities and clusters of small towns in Idaho. To stay in the program and receive \$10,000 at the end, communities had to make a significant commitment of time and energy. They also had to meet relatively high participation thresholds. At least 30 people were required to participate in community conversations about poverty, 25 had to participate in a nine-module leadership development program, and at least 15% of all local residents had to be involved in developing a community-wide vision.

After a Horizons community developed its vision statement, local residents assembled action teams to achieve specific elements of the vision. The Coeur d'Alene communities developed four Horizons action teams: communication and leadership; life-long learning; community vitality; and community pride. Projects launched by these action teams and aided by Building Sustainable Communities Initiative students resulted in tangible outcomes for the communities, as described below.

Coeur d'Alene Reservation communities. Plummer, Worley, Tensed, and Desmet joined Horizons in 2006. Throughout the 18-month program, the local steering committee worked with their community coach, a local resident who was also the University of Idaho Extension's educator for the reservation. Local residents' role were to create a community-wide vision; identify and take priority actions to reduce poverty; create an entity to continue the work after Horizons ended; and link with University of Idaho Extension, Building Sustainable Communities Initiative students, and faculty members.

The Extension educator on the reservation played a critical role in bringing all the partners together. In her coaching role, she worked with a steering committee made up of local volunteers from Plummer and the other three towns. She was familiar with the intent of the Building Sustainable Communities Initiative after helping to organize listening sessions when the program was first launched. She was also a graduate student in the first cohort of BSCI's M.S. program in bioregional planning. Based on her knowledge of the community's action plans developed midway through Horizons, she and the lead faculty for the BSCI began discussing the potential of the Coeur d'Alene Reservation as a pilot community for BSCI's first collaboration.

Partnership activities. The Coeur d'Alene Reservation communities joined Horizons at a time when the University of Idaho was making outreach and engagement a higher priority (see Figure 1). This was reflected in the university's 2005–2010 strategic action plan, in which the University of Idaho committed to strengthening outreach and engagement by connecting all academic areas with the needs of constituents and stakeholders throughout Idaho.



O&E: Outreach and Engagement
 Blue Ribbon Initiative: Internal funds allocated for multi-college engagement projects
 NWAFF: Northwest Area Foundation
 Horizons: UI Extension program aimed at building leadership to reduce poverty, funded by NWAFF
 BSCI: Building Sustainable Community Initiative (graduate program in Biorregional Planning and Community Design with service-learning classes and internships)

Figure 1. The evolution of engaged scholarship

A few months before the Coeur d'Alene Reservation communities joined Horizons, the University of Idaho president awarded \$1.6 million over 5 years to a blue ribbon initiative, "Building Sustainable Communities: A New University and Community Partnership." The Building Sustainable Communities Initiative, as it would be known, developed a new graduate program in bioregional planning and community design. In addition to involving eight colleges, BSCI worked at the intersection of teaching, research, and outreach, bringing students and faculty members into communities to conduct engaged scholarship.

Building Sustainable Communities Initiative's first collaborative project with communities was with the Coeur d'Alene Reservation. Thirteen graduate students participated in service-learning and internships in the communities. The products of their work include a bioregional atlas, updated zoning ordinances, site plans for a 10-unit affordable housing development, and predesign plans for a tribal education institute.

Two graduate students worked an additional year for the Coeur d'Alene Tribal Housing Authority to complete design sketches that would be used in federal grant proposals. One of the students also worked with the Horizons steering committee as it transitioned into an independent nonprofit, One Sky North Idaho. She also helped start a reservation art council by researching other Native-oriented art councils and learning how local artists could identify their work as authentically Native American.

Measuring Impact of the University-Community Partnerships

Several studies have analyzed the extent to which the university-community partnerships' goals have been achieved. Overall, impact on the communities has been analyzed more systematically than impact on the University of Idaho students.

Impacts on Communities

The Northwest Area Foundation, which funded Horizons, contracted with an external evaluator to examine the program's sustained effects (*Morehouse, 2010*). With Institutional Review Board (IRB) human subjects approval from each of the seven participating universities, the evaluator surveyed a sample of Horizons community members who were identified using a two-stage, purposive sampling design. In Stage 1, university partners identified a key contact in each Horizons community. In Stage 2, the evaluator

contacted the local individual, who then identified five potential respondents for the evaluation survey. Over 80% of all Horizons communities elected to participate in the survey. The survey response rate (the percentage of individuals in the Stage 2 sample who completed the survey) was 79%. Finally, to further explore the survey results, the evaluator conducted follow-up focus groups with a small sample of survey respondents.

Although community-specific data are not available from the evaluator, findings for the program as a whole indicate significant and positive impacts. More than a year after the formal program ended, three impacts were identified.

- Community leadership was enhanced, with new people of more diverse backgrounds in leadership roles, many in elective offices.
- Decision-making on public issues was more inclusive, with more perspectives and voices included in the process.
- Community members continued to take action on a wide variety of community enhancement and poverty reduction projects several years after direct assistance from the university ended.

The external evaluator's findings, which pertain to all Horizons communities together, were consistent with data from informal interviews conducted with Horizons participants in the Coeur d'Alene Reservation communities. These informal interviews were conducted in April 2010 as part of preparing the University of Idaho's application for the 2010 C. Peter Magrath University Community Engagement Award. In the words of one community member on the steering committee, "The bottom line is what Horizons has brought out in the community, in people who never thought they

"Community members continued to take action on a wide variety of community enhancement and poverty reduction projects several years after direct assistance from the university ended."

could lead, people who never thought they could make a difference." And according to the community coach, also a local resident, as a result of Horizons, "people took on more leadership and

became much better at defining what they wanted from the university.” People found their voice, “setting priorities and being clear about what they could do for themselves and where they needed help.”

A second assessment evaluated community-specific impacts in the Coeur d'Alene Reservation communities. Taking a sociological approach to understanding leadership development and relationship building, University of Idaho faculty members joined the coach and steering committee members to evaluate community-specific impacts using the community capitals framework (*Emery and Flora, 2006*). Emery and Flora describe community capitals (or assets) in seven categories: natural, cultural, human, social, political, financial, and built. They hypothesize that investing in human and social capital through leadership development and relationship building can reverse economic and population decline.

Using the community capitals framework (*Emery and Flora, 2006*), the Horizons steering committee mapped the community's accomplishments and changes from 2006 to 2008. They found that they had strengthened social, human, and political capital, but not financial or built capital. Prior to Horizons, the major investments in the region, generally led by the Coeur d'Alene Tribe, had focused on financial investments in business opportunities and infrastructure development. Horizons flipped the traditional community development approach on its head, focusing almost entirely on social, human, and political capital, and especially the development of new relationships between community groups. As a result, the committee reported, more and more departments and organizations were working collaboratively for common goals.

Engaging with the Coeur d'Alene Reservation communities midway through Horizons, the Building Sustainable Communities Initiative allowed the community to build on this social and human capital to begin achieving more concrete goals associated with financial and built capital. For example, as a result of Horizons, community members were more involved in city planning and zoning meetings. This civic engagement in turn allowed the students to easily solicit residents' input on their draft zoning ordinance, which was then adopted by city council members who knew of and trusted the community input process.

Another example of leveraging results from Horizons to achieve additional impacts involved affordable housing. Through broad-based involvement in developing the community vision and subsequent action teams, local residents identified affordable housing as a high priority. This in turn led to the opportunity for bioregional

planning students to work with the Coeur d'Alene Tribal Housing Authority on a design concept for a sustainable housing development. The conceptual design that resulted was then used to procure several million dollars in infrastructure grants.

Thus, evidence of impacts from Horizons and the Building Sustainable Communities Initiative supports Emery and Flora's hypothesis that investments in human, political, and social capital can lead to gains in financial and built capital.

Impact on University of Idaho Students

From a University of Idaho student perspective, the primary goal of the partnership was to improve learning outcomes through experiential learning in communities. For most students in the graduate bioregional planning program, the partnership with the Coeur d'Alene Reservation was their first experience working in a Native American community. The students learned cultural competency, humility, and patience in

“The students learned cultural competency, humility, and patience in the process of building social and human capital.”

the process of building social and human capital. Though these outcomes were not measured systematically, they were reported in anecdotes from the students.

Although the University of Idaho does not have good metric systems in place to track experiential learning outcomes, tangible evidence of the students' contributions suggests an increase in practical and useful skills, as the following examples illustrate.

- The town of Plummer adopted new zoning ordinances based on proposals from the Building Sustainable Communities Initiative students. These ordinances brought water quality and riparian buffer requirements in line with tribal environmental standards. They also matched the community's intent to preserve agricultural and open lands, as articulated in its comprehensive plan.
- The Horizons steering committee created a new non-profit organization, One Sky North Idaho, with the mission of developing a thriving community based on the creative economy, thus carrying forward a

priority strategy identified in Horizons. With help from a Building Sustainable Communities Initiative intern, One Sky North Idaho formed One Sky *tchnk'wasq't*, a reservation arts council focused on promoting tradition and values through collective art. The arts council, too, was a priority strategy identified in Horizons.

- The U.S. Department of Housing and Urban Development (HUD) awarded two major grants totaling \$2.5 million to the communities, one for wastewater treatment facilities and another for affordable housing. Both grant proposals were based on designs proposed by Building Sustainable Communities Initiative students. The infrastructure project is now complete, and the tribe broke ground for the new housing development earlier this year.

Impact on the University

The primary goals of Better Together were to positively affect the communities and University of Idaho students. Unexpected impacts also occurred in the university itself.

Horizons and the Building Sustainable Communities Initiative operate at a scale large enough to attract the attention of people throughout the university. The programs have motivated often-heated conversations about community engagement, especially when they work in sequence as they did with the Coeur d'Alene Reservation communities. Administrators and faculty members are now wrestling with how to measure and reward community engagement, support it financially, and structure it within the university, especially in regard to University of Idaho Extension's traditional home in the College of Agriculture. Perhaps the greatest challenge is the university's lack of integrative structures to support community engagement, given that it relies so heavily on interdisciplinary, cross-college work.

The partnership has had an impact on university outreach, including Extension, and the role it plays in strengthening teaching and research. Extension is increasingly viewed as the link between communities and the rest of the university—especially for faculty members who want to give their students more useful learning experiences, and for informing research priorities. “This experience changed faculty’s perceptions of Extension,” according to the Building Sustainable Communities Initiative codirector.

Impact on teaching at the University of Idaho is mainly apparent within the Building Sustainable Communities Initiative itself. “Plummer had sovereignty issues, a legacy of tragedy, and cultural norms that we did not understand when we began the program,” said BSCI’s codirector. “It required much more of us as faculty members. We teach differently now and we’ve realized we need to understand the community better before bringing in students. Working with Extension faculty is the best way for this to happen.”

Lessons Learned

Members of the university-community partnership learned five lessons from the Better Together partnership.

First, local Extension faculty members contribute to successful community engagement by helping teaching and research faculty members build local relationships and access local knowledge. “We could not have partnered with the Coeur d’Alene communities without Extension,” said Building Sustainable Communities Initiative’s codirector. Nevertheless, there have been challenges. Extension and academic faculty members do not understand each other well, in ways large and small. They rank the needs of students and communities differently, they have different ideas about what is required of authors on journal articles, and they do not always respect each other’s definition of scholarship. For the university, this means they should invest time and energy in improving relationships between Extension and academic faculty members.

Second, hands-on, place-based graduate programs attract high-quality, motivated students. Many are adults who bring valuable life and work experiences to their degree programs. As they develop more subject expertise through graduate work, they in turn have much to offer communities. Hence, community engagement can make academic programs stronger. For the university, this means they should work harder to bring students into real-world settings.

Third, capacity- and leadership-building programs like Horizons lay a sturdy foundation for effective university-community partnerships. Communities with good leaders and clearly defined priorities know what they want from universities and can offer much in return. In short, they make for good partners. For the university, this means they need strong capacity-building programs in Extension. Otherwise they must look to other state entities, typically with fewer resources, to build capacity in communities.

Fourth, the discipline-based structure in universities is not well-suited to working with complex community systems.

Academic programs that bring students to communities inevitably run into the need for interdisciplinary studies, for working across colleges, and for combining teaching and research with outreach. However, most universities are not set up to manage and support programs like this. Structures are needed (e.g., centers and institutes that are housed outside the colleges). Mechanisms are needed like joint appointments that reward faculty for working across units. Finally, a university-wide development strategy is crucial for community engagement. Fund-raising one unit at a time compartmentalizes rather than integrates efforts.

Fifth, members of the university community still stumble and have much to learn about being good partners with stakeholders, including tribes. Last fall, several faculty members launched a research project involving school districts across the state, including one on a reservation. They did not invite the districts to be involved until the research questions and design had already been finalized. This was not acceptable to the reservation-based school administrators, who declined to participate. This experience reminded the university that true engaged scholarship means including communities at the beginning of the project, not halfway through.

The Future of the University of Idaho's Partnership with the Coeur d'Alene Reservation

The examples below reflect community priorities identified during Horizons. They illustrate what university-community partnerships can become when there is sustained support and good will.

First, the tribe, University of Idaho Extension, and other partners are collaborating to understand and improve the education pipeline from early childhood through lifelong learning. They are identifying gaps in educational services and studying the root causes of low educational outcomes.

Second, with National Aeronautics and Space Administration funding, teachers in schools on the reservation are working with University of Idaho faculty members and graduate students to develop and use new curricula that will bring students and the general public up to speed with the science and impacts of climate change.

Third, the tribe and University of Idaho Education faculty members are collaboratively developing a proposal to the Robert Wood Johnson Foundation to identify and implement interventions that will reduce obesity among school-age children on the reservation.

In summary, the Better Together partnership has resulted in engaged scholarship aimed at producing improved educational outcomes, a more sustainable environment, and healthier children for the community.

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Lincoln University Cooperative Extension Men on Business— A College Assurance Program

Yvonne Matthews and Ernest Bradley

Abstract

This article describes Lincoln University's Men on Business—A College Assurance Program, which was awarded a 2010 Outreach Scholarship/W. K. Kellogg Foundation Engagement Award for the Historically Black Colleges and Universities category.

Introduction

In this article, the authors tell the story of Lincoln University's Men on Business—A College Assurance Program, which was awarded a 2010 Outreach Scholarship/W. K. Kellogg Foundation Engagement Award for the Historically Black Colleges and Universities category. They provide context about Lincoln University, the nature of the community, and the program.

Lincoln University

Lincoln University was founded in 1866 by the men of the 62nd and 65th United States Colored Infantries and their white officers for the special benefit of freed African Americans. Today, Lincoln University's role in the education of Missourians and others, and its service throughout the state, the nation, and across the globe, are well-recognized. The university is a Historically Black, 1890 land-grant, public, comprehensive institution that provides educational opportunities, including theoretical and applied learning experiences, to a diverse population within a nurturing, student-centered environment.

Lincoln University's Cooperative Extension has, as a primary goal, the provision of evidence-based learning experiences designed to enhance the quality of life for diverse, limited-resource audiences. The Cooperative Extension staff includes campus-based state specialists located in Jefferson City, Missouri, the state capital, and regional educational staff who, along with state specialists, deliver programs throughout Missouri.

With urban impact centers located in Kansas City and St. Louis, and three outreach centers in southeast Missouri, Lincoln University staff keep their fingers on the pulses of their communities' needs.

The Needs of Lincoln University's St. Louis Urban Impact Center Partner Community

In 2007, the St. Louis, Missouri public school system administration, teaching staff, and students, and Lincoln University's Urban Impact Center staff members partnered to take a proactive stance against what has been referred to in the popular press as "the nation's worst crisis in the history of the Black family; . . . the particularly disturbing plight of young African-American men, half of whom are now unemployed, and have a 30% chance of serving time in prison before age 30" (*Gale, 2007*). In another article, Smith (2004) reported:

The African American male student stands alone in terms of the accumulation of negative factors affecting his future. The evidence is startling, and the sum of all these negative factors alarming. Expulsions and Suspensions: Despite representing only 8.6 percent of public-school enrollments, black boys comprise 22 percent of those expelled from school and 23 percent of those suspended. Dropouts: While between 25 percent and 30 percent of America's teenagers, including recent immigrants, fail to graduate from high school with a regular high-school diploma; the dropout rate for African American males in many metropolitan areas is 50 percent. Graduation Rates: Nationally, 50 percent of black males (as compared with 61 percent of black females, 80 percent of white males and 86 percent of white females) receive diplomas with their high-school cohort. In some urban districts, 30 percent of black males are in special-education classes, and of the remaining 70 percent, only half or fewer receive diplomas.

The Lincoln University–St. Louis Public Schools partnership was initiated as a result of this crisis as experienced in its local high school district.

Program Beginnings

In 2006, Ernest Bradley, the program assistant with Lincoln University's Cooperative Extension who conceptualized the Men on Business program, awoke to a morning news story; a St. Louis public school district's superintendent being escorted out of a school in handcuffs. He pondered how the children in the school were going to react to the humiliation of the incident at their school.

His actions reflected an underlying personal belief: “You don’t help to develop programs where they have everything. You help to develop programs where they need everything.” That morning before going to work, Mr. Bradley went to the school to meet with the principal to discuss how Lincoln University Cooperative Extension could engage with the school to address whatever was needed by the students and administration.

The principal told Mr. Bradley that he thought the young people needed mentoring because many of them did not believe they would qualify academically or financially for college. The principal asked Mr. Bradley to observe a particular group of young men meeting at the school and suggested that they were the young people with the greatest need.

Trusting relationships between Lincoln University staff, the school principal, the high school staff, and the male students were developed after numerous conversations regarding the type of programs that were needed in the school. The conversations resulted in the development of the Men on Business—A College Assurance Program in 2006.

The Men on Business— A College Assurance Program

The vision of the Men on Business is to institutionalize an academic and social development program that transforms boys into young men with integrity, character, respect, and professional ambition. The mission of the program is to provide male students with opportunities, resources, information, and mentors that will assist in the development of the students’ leadership skills, academic achievement, sense of community, and college focus.

Goals of the Program

The guiding principles of the Men on Business program are scholarship, goal setting, and goal attainment. All Men on Business participants are expected to successfully matriculate from one grade to the next. They are expected to maintain an above-average grade point average, and to consider pursuing postsecondary education upon completion of high school. At the beginning of each school year, each Men on Business group, as well as each individual within the group, develops a strategic action plan for the school year. The members work with the group mentors, advisors, and student leaders to define their goals and to make sure that they are attainable and the success is measurable. A midyear review of

action plans is conducted. Adjustments to the plans are made if necessary. At the end of the school year, plans and accomplishments are evaluated and used to begin the planning for the next year.

A key goal of the program is to help young men find success in areas outside their comfort zone. The program uses agriculture, through community gardening, and the sport of golf as platforms for skill building. For example, each young man participating in the program is required to work in a neighborhood community garden. This exposes them to the idea of growing and consuming nutritious foods.

Another goal is for the students to develop a commitment to contributing to the communities in which they live. By 2012, the students will establish community gardens at four or more of nine of the participating schools. In addition, the students are encouraged to start junior chapters of the college organization Minorities in Agriculture, Natural Resources and Related Sciences at their schools.

Examples of Program Activities

The young men in the program serve as educators in other outreach programs. For example, they have traveled to other schools in St. Louis and to the other outreach offices of Lincoln University to encourage other young people to seek positive educational outcomes while juniors and seniors in high school, and to go on to postsecondary education.

Each Men on Business group is encouraged to be self-sustaining. They raise money to offset the cost of activities in which they choose to participate. For example, the students developed, organized, and implemented fund-raising activities including skating parties, a video game tournament, and three-on-three basketball competitions.

Outcomes of the Program

Since it began in 2006, the program has expanded to nine St. Louis City and County schools. The schools have African American male graduation rates of around 50%. More than 150 young men have participated in the program. One hundred percent of the program participants have been promoted from grade to grade. Of the 150 participants, 22 have gone on to college.

The student participants have changed the culture of the school. Participants' teachers report that the program's young men

demonstrate improved self-esteem (e.g., they are not afraid to ask for help, and do not walk through the school with their underwear showing). The teachers have also observed that the program participants have adopted better management and social skills, and that they are earning better grades.

An ancillary benefit of the program is the pride felt by the staff and surrounding community members when in the presence of a group of young men from the Men on Business program.

“One hundred percent of the program participants have been promoted from grade to grade. Of the 150 participants, 22 have gone on to college.”

Future of the Program

If the Men on Business program continues to be successful, there will be a need to expand the program’s scope. Today, there is a waiting list of schools (two public schools and one charter) that are interested in starting a Men on Business program.

Lincoln University Cooperative Extension has recently established a new program area called intergenerational programming. Intergenerational programs have a component that deals with fathering and raising healthy children. Inquiries have been made to staff regarding interest in programs focused on raising healthy boys to healthy men in central Missouri by Columbia Public Schools. This could provide an opportunity to replicate the Men on Business program in another part of the state. The program coordinators are developing a curriculum guide and train-the-trainer manual to assist others interested in replicating the program. For more information about Lincoln University’s Men on Business program, please contact

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THE 2010 C. PETER MAGRATH
UNIVERSITY/COMMUNITY
ENGAGEMENT AWARD

The Wilson Bay Initiative, Riverworks, and the Sturgeon City Partnership: A Case Study for Building Effective Academic-Community Partnerships

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Pat Donovan Potts, and Sheila Pierce

Abstract

This article describes North Carolina State University's Sturgeon City partnership, which has transformed an urban brownfield site into a community civic, recreational, and learning resource. The project was recognized in 2010 with the C. Peter Magrath Community Engagement Award and the Outreach Scholarship W. K. Kellogg Foundation Engagement Award for the Southern Region.

Introduction

Sturgeon City is a community greenspace and environmental education site located on the New River in Jacksonville, North Carolina. In addition to hosting a habitat restoration program, the site serves as an estuarine riverside classroom, economic incubator, and civic learning and meeting place for the region. Sturgeon City hosts many civic and community partnerships, as well as extended engagement activities with its academic partner, North Carolina State University (NC State), and other North Carolina universities. Sturgeon City's development and programs reflect the belief, shared by its partners, that environmental stewardship is compatible with local economic development (*Levine, 2011*). Sturgeon City serves as a case study of how to build an enduring and effective academic community partnership.

The Evolution of the Sturgeon City Academic-Community Partnership

The Sturgeon City partnership began more than 16 years ago in 1995. In the following sections, the authors provide the context and recount the history of the partnership and its outcomes.

The Geographical Context

Jacksonville, located in Onslow County in eastern North Carolina, was a small town of approximately 800 until the United

States (U.S.) Marine Corps Base Camp Lejeune was established in the county in 1940 (Watson, 1995). The city has grown, and is now considered home to more than 80,000 (US Census Bureau, 2011). Wilson Bay, located on the New River in Onslow County, North Carolina (Figure 1), was historically a recreational water resource for the residents of Jacksonville.

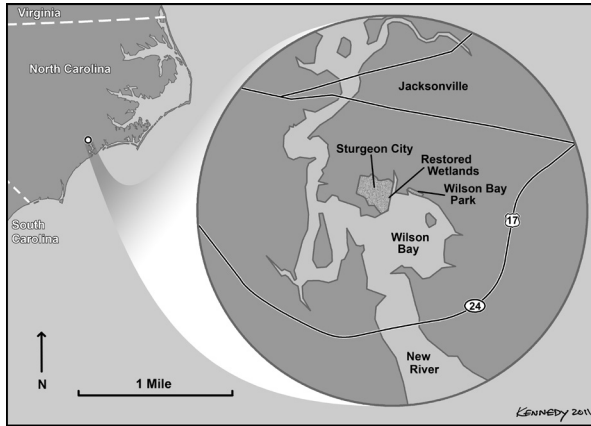


Figure 1. Location of Sturgeon City and Jacksonville, North Carolina, in Onslow County on the North Carolina Coast

Throughout the early and mid 20th century, Wilson Bay and the New River were a focal point for boating, fishing, swimming, and commercial fishing (Murrell & Murrell, 2001). The bay, which is located at the fresh water and brackish water interface in the river, once supported a broad range of aquatic species. However, Wilson Bay also served as the discharge site for Jacksonville's municipal waste treatment facility. Eight additional treatment plants, one a short distance above Wilson Bay, and the others farther downriver, served local military bases. As the city and military base populations grew, the plants proved inadequate to handle the growing volume of wastewater.

Discharges from the plants and runoff from communities degraded water quality, and the bay was closed to recreational use and commercial fishing. Levels of fecal waste routinely exceeded environmental sanitation standards. High loads of organic material accelerated the eutrophication of the bay, depleting oxygen levels on the bottom and markedly reducing its ability to support bottom-dwelling organisms (Jónasson, 1969). Six treatment plants operated by the U.S. Marine Corps were consolidated into a modern tertiary treatment facility, and a seventh was upgraded. Subsequently, to

accommodate the growing needs of the community, the City of Jacksonville invested \$50 million to develop a land-waste application system for its waste, and closed the municipal waste facility located on Wilson Bay (*City of Jacksonville, 2011*). Decommissioning the wastewater treatment plants was the first step toward the recovery of Wilson Bay and the New River.

A Civic-Community-University Partnership is Established

Municipal and community interactions with academic institutions frequently originate from problems that impact a community (*Bringle & Hatcher, 2002*). The effort to support the recovery of Wilson Bay began as an outgrowth of a faculty member's research efforts with the North Carolina Division of Marine Fisheries. A declining commercial oyster industry heightened interest in oyster farming as an alternative to oyster harvesting. A cooperative technology exchange program funded by the Florence Gould Foundation was established to introduce North Carolina commercial fishermen to techniques being used to grow oysters in France, an international leader in oyster production. Concurrently, Coastal Carolina Community College (Community College) in Jacksonville, North Carolina, had developed an aquaculture technology program with Dixon High School in Onslow County to introduce students to techniques that can be used to farm oysters. A chance interaction at an aquaculture development meeting brought the NC State University faculty member coordinating the French exchange program together with the Community College program sponsors and teachers. This was the origin of the Wilson Bay–Sturgeon City civic-community-university partnership.

Grower forums for potential oyster farmers were hosted by NC State and the Jacksonville-Onslow Economic Development office, and a sister-community program was established with a town with a history of oyster farming, La Tremblade, France.

The Wilson Bay Water Quality Initiative

The challenge of restoring Wilson Bay was posed after the return from one of the visits to France. Jacksonville's local economic development office director at the time, Walter Timm, an NC State alumnus, recognized how the public's view of the degraded bay ecosystem limited entrepreneurial interest in the adjacent "old downtown" Wantland business and residential district. He and the NC State faculty member with whom he had traveled to France

began to build a cooperative program to support the restoration of Wilson Bay. Initial activities focused on identifying potential key partners with expertise needed to design and implement the restoration effort, and on acquiring grant funds to support the initiative.

Jacksonville is adjacent to U.S. Marine Corps Base Camp Lejeune, and its economy reflects the benefits and struggles of a typical military-support town (Murrell & Murrell, 2001; Watson, 1995). A community summit was held to discuss the views and aspirations of Jacksonville residents for the city. Jacksonville residents articulated the importance of the adjacent New River and Wilson Bay to the city, and the need to meet the challenge of cleaning up the river, a challenge that the mayor at the time, George Jones, viewed as a “moral responsibility.” The partnership between Jacksonville and NC State was initiated to help restore the Wilson Bay ecosystem. Funds (\$572,000) were obtained from the North Carolina Clean Water Management Trust Fund for the restoration effort.

Support from the university took many forms, including faculty and staff project oversight and active participation in field activities; laboratory analytic resources; and access to boats and equipment for field implementation. Local community forums were held with residents of a subdivision located adjacent to the bay to educate them about the effects of stormwater on the bay ecosystem as well as to garner their commitment to take ameliorative actions in their community. Engineered stormwater devices were installed. Local residents established rain gardens.

Building on the project coordinator’s experiences in France, a large-scale effort using oysters as living filters to improve water quality was also initiated to help the recovery of the bay ecosystem. Degraded wetlands around the perimeter of the wastewater treatment plant were cleared and replanted with native species to provide additional nutrient processing and support the recovery of the bay.

Additional partners were engaged that could provide complementary expertise. The U.S. Marine Corps aided the effort by providing funds to conduct a survey for potential pollutants in the bay, and to remove an old Marine Corps creosote-treated dock. More than 400 pilings leaching polyaromatic hydrocarbons into the bay were removed. Wilson Bay Park, a wooded recreational greenspace, was resurfaced to improve soil infiltration, the bulkhead was restored, and a new boardwalk was constructed.

Large aeration units designed by Battelle Institute were purchased to improve circulation within the bay. Battelle provided

a support team to ensure appropriate placement of the units and monitor the outcome of their installation.

Grants and direct payments from the State of North Carolina's Wetlands Restoration Program provided funds to expand the reestablishment of wetlands around the bay. The restored wetlands transformed the bay's appearance. Students from throughout the community became actively involved in the process. Middle school, high school, and community college students have helped with monitoring oyster growth, sorting and bagging oysters to be placed in the bay, and replanting the wetlands. Student volunteers have logged more than 10,000 hours of community service time in support of the water quality initiative and efforts to restore the wetlands.

“Student volunteers have logged more than 10,000 hours of community service time in support of the water quality initiative and efforts to restore the wetlands.”

With the improvement of the Wilson Bay ecosystem, oxygen levels now consistently support bottom dwelling aquatic life in the bay, which is once again used for commercial and recreational fishing and boating. The restored wetlands are now a haven for waterfowl and other coastal wetland wildlife. These wetlands also support the environmental education mission of Sturgeon City by providing a living classroom for student exploration and hands-on learning.

The Founding of Sturgeon City

The NC State team's familiarity with the decommissioned waste treatment plant site kindled the idea to repurpose it as a coastal center for recreation, and for civic and environmental education. The team realized that the treatment plant's tanks could be used to rear native endangered fish and other species, so that the site could support endangered species conservation, environmental education, and outdoor recreation. The NC State team encouraged Jacksonville City's economic development coordinator, mayor, and city council members to abandon demolition plans for the brownfield site and consider its alternative reuse. The mayor and city manager recognized the potential of this proposed transformation. The project could build civic pride and, perhaps, encourage

young people to stay in Jacksonville. The argument that environmental stewardship is compatible with local economic development (Levine, 2011) supported efforts to promote the idea to other city officials. The repurposed site would serve as a celebration of the New River as a natural resource and as a seedbed for urban renewal.

To develop alternative visions for the site, NC State College of Design faculty organized community charrettes. Students in a semester-long design studio course developed a variety of plans, which were presented to the city council and public. The vision to readapt the site was embraced, and a civic-community-university partnership evolved. A steering committee was established to move the project forward. The student designs were reviewed, and although no single design was selected from those presented, individual elements were carried to the next stage of discussion. An architectural consultant with prior experience developing waterfront projects was brought in to coalesce the ideas, and create a visual representation that could be used to build community support for the idea.

Sturgeon, an imperiled prehistoric-like fish native to the New River, and once popular as a game fish, were selected as a novel species identifier for the project. The city manager at the time, Jerry Bittner, coined the name “Sturgeon City” for the site. Funds were secured from the North Carolina State Parks and Recreation Trust Fund, the North Carolina Department of Tourism, other agencies, and community business partners. City leaders formalized Jacksonville’s commitment to the project by providing \$4 million, and by establishing a nonprofit, Sturgeon City of Jacksonville, Inc., to support project development. An executive site director was hired. Adjacent land was purchased by Jacksonville to protect the land from development, and to extend the park’s borders.

A professional landscape design firm and an architectural and engineering firm were hired to establish the design plans needed to convert the decommissioned wastewater treatment plant into a functional asset for Jacksonville’s residents. A multifunctional facility with an aquarium that celebrated the New River, its species, and its ecosystems was envisioned that would also include classroom and meeting

“The goal was to retain a sense of history as well as the industrial nature of the wastewater treatment plant.”

room space. The goal was to retain a sense of history as well as the industrial nature of the wastewater treatment plant. The site's administrative building was renovated and now houses Riverworks offices, and serves as a civic meeting place. The building also features a 40,000-gallon recirculating aquarium system with exhibits of sturgeon, gar, and bowfin.

The Site Today






Three universities, two community colleges, Camp Lejeune Marine Corps Base, the New River Foundation, numerous local businesses, and local residents have united in a partnership that has transformed the 26-acre site. Although the metamorphosis is not complete, the site is frequented by city residents for walks and picnics, and by school groups for hands-on science education sessions. Located on site are paths for walking and jogging, a playground, and an extensive boardwalk that passes through the wetlands of the site and progresses through adjacent wetlands to a local elementary school. The site also supports university-led applied research, graduate training, and the transfer of aquaculture technologies to the business community.

Sturgeon City is also supporting efforts to conserve Jacksonville's natural heritage by working to encourage the protection and reestablishment of native species that have been depleted or displaced from the New River. One effort funded by the National Oceanographic and Atmospheric Administration focuses on establishing artificial reef habitats for aquatic species in Wilson Bay and the New River. Another focuses on rearing aquatic vegetation (*Ruppia spp.*) to restore natural vegetation beds in rivers that serve as habitat for numerous estuarine species (Wyda, Deegn, Hughes, & Weaver, 2002). Between 2008 and 2011, 35 million seeds were collected from other coastal habitats in North Carolina, and *Ruppia spp.*, red-head (*Potamogeton perfoliatus*), and sago pondweed (*Potamogeton pectinatus*) grasses have been grown and planted in the bay.

Sturgeon City Institutes. Sturgeon City Institutes were established to provide summer environmental education for Jacksonville middle and high school students. The initial program was designed around a week of field and classroom activities that complemented the celebration of the New River, and the ongoing restoration work in Wilson Bay. One goal of the program was to encourage personal and civic environmental stewardship. The success of the program led to other Sturgeon City Institutes programs (Table 1). For

example, media and communications institutes engage students in journalism, photography, and video development. A physics institute focuses on understanding the math and physics of environmental engineering problems related to the overall Sturgeon City effort.

Table 1. Sturgeon City Summer Institutes Programs

 Institutes & Programs		
	Targeted Group	Notes
	<i>Open to 5th grade graduates</i>	Designed to help build young leaders by empowerment of skills and an understanding of our community.
	<i>Open to 8th grade graduates</i>	Designed to help develop the scientific method and to foster consideration of science as a career.
The Young Leaders Institute	<i>Open to Alumni of the Leadership Institutes and City youth activities</i>	Designed to advance volunteerism, special leadership skill sets and to provide opportunities for leadership.
Youth Mapping	<i>Open to entering freshmen</i>	Designed to introduce the community to students through a series of self discovery activities encouraged by instruction in negotiation, interview and social skills.
The Institute for Media Studies	<i>Open to students who have demonstrated a desire to learn more about American Media. High School Juniors and Seniors, & college students.</i>	Designed to impart an understanding of media processes with a 'hands on' environment.
	<i>Open to Junior High students who have demonstrated an interest in science.</i>	Provides hands-on program for the scientific method over 5 Saturdays during the school year. 3 sessions are held during the year.
	<i>Open to Junior High School students who want to work with the Wilson Bay Initiative.</i>	Provides hands on experience with the oyster, aerators, water sampling and scientists who operate the Wilson Bay Initiative. Held during the school year and one session during the summer.
Sturgeon City Art Institute	<i>Open to high school students.</i>	Provides exploration of the artistic process, composition, digital art techniques and traditional methods of artistic expression.

In a 2009 survey of 1,191 students 5 years after their participation in Sturgeon City Institutes, 89% of the 558 students who responded were enrolled in or had graduated from college.

Riverworks at Sturgeon City. Sturgeon City has become a hub of activity. It supports civic meetings; hands-on student learning activities for school groups, after-school activities, and weekend programs; teacher continuing education programs; and

community group meetings. Riverworks is the event coordinating office for Sturgeon City. Today, Riverworks at Sturgeon City coordinates

- River Run, an environmental science web-based computer modeling program used by students and teachers statewide;
- The Teacher Immersion Program, a partnership with the Watson School of Education at University of North Carolina-Wilmington (UNC-Wilmington);
- Science Explorers and Wilson Bay Watchdogs;
- The Street Science program; and
- Science Excites.

Riverworks is also a conduit for engagement with other effective programs for middle school and high school students. In association with Riverworks, the NC State Science House (www.science-house.org/) now provides programs for the professional development of teachers at Sturgeon City.

Aquaculture Technology Transfer Program. Aquaculture is the fastest growing animal production agricultural sector (*Pulvenis de Séligny, Gummy, Grainger, & Wijkström, 2009*). A cooperative aquaculture program supported by UNC-Wilmington and NC State has been established at Sturgeon City on the site of the old drying beds used by the wastewater treatment facility. Using aquaculture and systems designs developed at NC State, a building and wet laboratory were constructed to serve as a resource for applied fin-fish aquaculture research and technology transfer training for producers. Southern flounder are being reared on site. Faculty members and graduate students from UNC-Wilmington are working to refine flounder diets and rearing techniques. Markets are being tested to encourage entrepreneur interest in developing flounder farms and a flounder aquaculture industry in North Carolina.

The Impact of the Sturgeon City Academic-Community Partnership

The Sturgeon City academic-community partnership has yielded benefits to North Carolina State University and the Jacksonville community, and are described below.

Benefits to North Carolina State University

For NC State, the project began as an outgrowth of a faculty member's research efforts focused on aquatic animal and ecosystem health issues. It reflected the personal commitment of the faculty member to support environmental stewardship and a belief that an understanding of the societal importance of each person's role as a steward of the environment needs to begin at a young age. Sturgeon City has provided the faculty member and the university with the opportunity to make a difference, and to demonstrate that sound environmental stewardship is compatible with local economic development and other civic interests. The site houses conservation research projects and is a living laboratory for NC State students.

Faculty and staff members from several NC State departments have been integral in initiating and sustaining the Sturgeon City partnership through such activities as cowriting the initial proposals, coordinating the Wilson Bay Initiative, and participating in Sturgeon City Institutes and other programs. Faculty members from the Department of Environmental and Molecular Toxicology assisted with contaminant assessments in Wilson Bay; the Department of Biological and Agricultural Engineering served as consultants for the initial assessment of the waste treatment facility as well as the design of the aquaculture technology building and aquatic systems.

Faculty and staff members from the University of North Carolina-Wilmington support environmental education programs, and coordinate the aquaculture technology transfer programs and related graduate student projects. Faculty members from the UNC-Chapel Hill Institute of Marine Sciences, Coastal Carolina Community College, and Carteret Community College (located in Morehead City, North Carolina) also have been engaged in Wilson Bay and Sturgeon City programs and projects. The benefits to NC State and the other participating universities include the professional development of participating faculty members, and their positive view of the role of university faculty in civic-community partnerships. Positive changes in the view of college administration about the role of university outreach also have been realized.

Benefits to the Community

The effect of Sturgeon City on the quality of life in Jacksonville is visible in the increased recreational use of Wilson Bay, the New River, and the waterfront park. Restoration of the wetlands and the creation of Wilson Bay Park have significantly broadened

opportunities for outdoor activity in the community. The overall appearance of the area is markedly improved.

Project-driven student experiences have paved the way for Jacksonville elementary, middle, and high school student environmental science enrichment programs featuring hands-on learning activities. The year 2010 saw 6,500 students, teachers, and other participants benefit from Sturgeon City programs. Real life experiences in science at Sturgeon City have provided students with a view of alternative career paths in biology and other disciplines and have led students to seek higher education degrees in math and science. The site, the story of its development, and its transformation also provide students with an example of civic responsibility, civic leadership, and the difference individuals and groups can make when they are committed to being good stewards of the environment.

“Real life experiences in science at Sturgeon City have provided students with a view of alternative career paths. . . and have led students to seek higher education degrees in math and science.”

Although difficult to assess due to marked fluctuations in housing values during recent years, property values and interest in the building potential of the area have improved, and new residential construction has developed in the vicinity of the Sturgeon City Park.

For Jacksonville, Sturgeon City provided an opportunity to take full advantage of a waterfront coastal property, provide a recreational resource for residents, and support urban renewal of an economically challenged area. Approximately \$700,000 was originally targeted for demolition of the concrete structures at the treatment plant. The Sturgeon City partnership has demonstrated how human and financial resources can be recycled and reinvested in a community.

These initiatives have been a catalyst for more than \$6.2 million in additional funding from the state (e.g., North Carolina Department of Parks and Recreation), federal agencies (e.g., U.S. Army Corps of Engineers), foundations (e.g., Burroughs Wellcome Fund), corporations (e.g., Smithfield Foods, Walmart), and local business (e.g., Golden Corral) for Sturgeon City site and facilities

restoration or enhancement. Another \$750,000 has been secured for educational and civic programs.

Conclusion

The impact of the Sturgeon City partnership is reflected in the value-added way it supports environmental stewardship, experiential learning and education, the North Carolina State University's mission, the city of Jacksonville, North Carolina, and the coastal residents of North Carolina. It is an effective model of sustained university-community engagement.

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BOOK REVIEWS

*Theodore R. Alter, Associate Editor
The Pennsylvania State University*

Nussbaum, M.C. (2010). *Not for Profit: Why Democracy Needs the Humanities*. Princeton, NJ: Princeton University Press.

Review by Deborah E. Bordelon

What is the true purpose of an education? Is an educated, well-rounded populace necessary for a democracy to succeed? What role should higher education play in promoting critical thinkers? Martha C. Nussbaum addresses these important questions in *Not for Profit: Why Democracy Needs the Humanities*, inviting us to take a critical view of the impact that educational policies and initiatives have on democratic society. Nussbaum argues that the humanities are an essential component of education; through the humanities, individuals are able to develop critical thinking, creativity, and, most important, empathy. When a large segment of the population lacks these key components, society suffers and enters into a pseudo-democracy governed by those with the most appealing sound bites and those perceived to have the most authority.

In recent years, educational policy from preschool through higher education (P-20) levels has focused on education as a means for individuals to increase their employability in an ever more competitive job market. As Nussbaum points out, when the humanities are diminished in this process, individuals are prepared for a particular job at a particular point in time, but are ill-prepared to evolve and persevere, given the changing nature of the economy and their respective skill sets. This is a result of an educational curriculum stripped down to the information deemed appropriate for passing a test.

Throughout the book, Nussbaum uses exemplars that highlight the components of an education that promotes the critical use of knowledge and incorporates the arts in learning content. She references the work of John Dewey and the Laboratory School at the University of Chicago, Rabindranath Tagore's schools in India, and Bronson Alcott and the Temple School in Boston. Nussbaum posits that nothing short of transformative efforts at the federal, state, and local levels are needed to move the current educational system in the direction exemplified by these schools. The costs of not rethinking and restructuring P-12 and higher education institutions are dire and will affect all aspects of society.

Preparing individuals to be actively involved in their communities and societies may start at home, but is reinforced and

expanded through outside entities such as schools and community agencies. Being able to logically question decisions that you and others around you make, and understanding *how* to question them, are key components of a liberal arts education. Nussbaum advocates the Socratic method to teach logical thinking and promote the deeper understanding of information. The true challenge is moving from the overemphasis on standardized tests that are easy to administer, yet limited in what is measured, to assessments that are more complex and not easily implemented, but more focused on meaningful abilities.

Nussbaum examines the humanities in education through the lenses of profit orientation, democratic ideals, Socratic pedagogy, critical thinking, creativity, and globalization. She stresses that heavy emphasis (and sometimes sole emphasis) on the type of job or income level promised by a given college degree does a disservice to students by not preparing them to be good stewards of their society and to face the challenges of the future. If individuals are not prepared to examine and critically review information fed to them by the media, politicians, and other societal venues, they will be prone to blindly follow the latest propaganda. Focusing solely on the education for economic growth model results in diminishing democracy, though as Nussbaum points out, many education systems worldwide are moving toward this model. Nussbaum touts a human development model that focuses on an individual's ability to holistically and critically think through issues (especially those political issues that affect the nation), values each individual as a worthy member of society, and incorporates the arts to provide a well-rounded citizen with a stronger worldview.

Nussbaum looks to numerous studies that investigate what can happen to a society when individuals do not question the actions or authority of others. In this context, she emphasizes the importance of examining goals for educating a diverse population. Is an education viewed solely as a means of achieving economic success, or are the goals broader but harder to measure, such as supporting active, productive, and empathic citizens?

This trend to limit and diminish diverse perspectives in the rhetoric is apparent in recent elections and the rise of ultraconservative political factions. Some media venues too often portray a global perspective and empathy for societies outside the United States as weaknesses and unpatriotic. These narrow views may be found at all levels of education, from kindergarten to college. But as Nussbaum points out, the attacks on education, regrettably, are coming from all sides and political affiliations. Over the

past decade, the No Child Left Behind legislation has emphasized test performance and focused on the academic areas, particularly reading and mathematics, with social studies and science virtually ignored. If it is not measured by the test, it is omitted from the curriculum. Higher education has not escaped this undue emphasis on skills rather than the power of knowledge and thinking. Pursuit of a liberal arts education has been dismissed as impractical and not useful in achieving career goals. In higher education, this has been particularly evident in the preparation of teachers. As state regulations and outside entities shape teacher education through required courses within a limited number of available hours, curricula become too restrictive to accommodate humanities courses that do not fit in the prescribed program of study. This has hampered students' opportunities to grow and expand beyond the teacher preparation program. Fields such as business, health sciences, and other professions face similar dilemmas.

Education must have a goal beyond the mere development of skills to be used in a workplace. Otherwise, marginalization of the humanities in the curricula across universities means that higher education risks producing students with college degrees, but without the ability to act as critical consumers of information and effective thinkers.

Anyone passionate about the power of education at all levels will welcome the discussion resulting from Nussbaum's argument that democracy needs an educational system that values and promotes the humanities in order to have productive members of society. As Nussbaum states, "Knowledge is no guarantee of good behavior, but ignorance is a virtual guarantee of bad behavior" (p. 81). Education, especially higher education, must actively engage in the battle between education for profit alone and education that advances democracy. The results of complacency are dire. The survival of the United States as a democracy depends upon an educational system that actively prepares future generations to be critical thinkers—adaptable and well-informed. The humanities and the arts provide the venue for achieving these goals. *Not for Profit: Why Democracy Needs the Humanities* provides a strong foundation for moving forward with these transformative efforts.

About the Reviewer

Deborah E. Bordelon is dean of the College of Education at Governors State University in Illinois. Her research interests include literacy education, quality teacher preparation at the traditional and alternative levels, recruitment of teachers in special education, underrepresented populations in gifted

education, and multiple intelligences. She earned a bachelor's degree in elementary education, a master's degree in curriculum and instruction with an emphasis on reading, and a Ph.D. in special education, all from the University of New Orleans.

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González, K. P., and Padilla, R. V. (Eds.). (2007). *Doing the Public Good: Latina/o Scholars Engage Civic Participation*. Sterling, VA: Stylus Publishing.

Review by Ronald López II

*I*n *Doing the Public Good: Latina/o Scholars Engage Civic Participation*, editors Kenneth P. González and Raymond V. Padilla have collected essays that address what “serving the public good” and “engaging civic participation” mean to an intergenerational selection of Latina/o scholars and educators. This series of autoethnographical essays explores a variety of questions: How and in what ways does your work as Latina/o faculty respond to the civic mission of higher education? What personal and institutional obstacles have you faced, or are you facing? In what ways did graduate school prepare you for this civic mission of higher education? What is your vision for serving the public through your role as an academic or educational professional? What does civic engagement for the public good mean to you, and how do you embody it in your own life? Finally, the editors ask the authors to consider how they engage their students in a process of civic engagement for the public good.

In this series of deeply personal and introspective articles, the authors define their own roles in working for the public good and fulfilling this increasingly deemphasized civic mission of higher education. However, while most of the articles explore the authors’ own ideas and contributions to the public good, only a few authors detail how they have mentored their students to work for the public good. Several authors could further explicate how they systematically employ a pedagogy that fulfills the civic mission of the university, that is, producing socially and politically engaged citizens who will meaningfully contribute to the communities from which they came, and to society at large. The essays in this volume are generally good, but the collection is somewhat uneven; a few essays could have been excluded without compromising the collection as a whole.

Many of the authors’ reflections are deeply infused with ideas, ideals, and theories of civic engagement and transformative education that were articulated by the Chicano and Latino civil rights movement. In fact, today, most Chicano/Latino studies departments and many other university programs around the country demand that students engage in supervised community service of

some kind. Also, it is no surprise to see these ideas so comfortably articulated by Latino scholars. After all, much of Chicano and Latino studies scholarship includes the role of civic participation, community service, and ideals of the public good as articulated by members of the Mexican American or Latino community at different places and times. Nonetheless, most of the authors do not attribute their sense of the public good to any connection with a specific political generation. Rather, in discussing their dedication to nurturing students toward civic engagement and the public good, the authors generally consider this deep sense of duty a legacy of family and cultural values.

Exemplifying this is the number of authors who attribute their own values to members of their family. It is inherent in the autoethnography that the authors mention their childhood experiences, their fathers, mothers, grandparents, mentors, and the community ethos that nurtured them to grow and succeed within a professional (university) context. At the same time, the extension of Latino family values, to a broader view that “giving back to the community” for the social good is a duty of all members of a community, is central to the ethos of civic engagement that evolved out of the Chicano movement.

Highlighting the idea that notions of the public good are deeply rooted in family tradition, two of the essays are written by related authors. Both essays illustrate how the value of civic engagement in service for the public good is deeply rooted in family values and practice. In the first article, “Tres Hermanas (Three sisters): A Model of Relational Achievement,” by Aída Hurtado, María A. Hurtado, and Arcelia L. Hurtado, the Hurtado sisters, each writing her own section of the chapter, articulate their own work toward the public good in terms of their vibrant childhoods and their relationships to older relatives and mentors.

The second article to follow this pattern is “Two Brothers in Higher Education: Weaving a Social Fabric for Service in Academia,” by Miguel Guajardo and Francisco Guajardo. The Guajardo brothers write jointly, and also describe the role of family and childhood as formative to their civic engagement for the public good as public intellectuals and developers of a successful program for youth in their home community in south Texas. However, the Guajardo brothers more effectively describe in detail how working together, and with the active support of their family and an extended community, facilitates their cooperative work in both university and community settings, and their engagement for the public good—in this case, the development of an educational advancement program

for low-income youth in the same rural community from which they came. At the same time, as relative newcomers to academic life, they recognized that the academy might, ultimately, not view their public activism as acceptable, given a context of increasingly valued publishing and institutional success hand-in-hand with the increasingly minimized civic mission of universities. In creating the Llano Grande Center at Edcouch-Elsa High School in Texas, the Guajardo brothers provide an exemplary model of promoting civic engagement for the public good among young people who are generally excluded or discouraged from civic participation.

One article especially worthy of a closer read is “Agency and the Game of Change: Contradictions, Consciencia, and Self-Reflection,” by Luis Urrieta, Jr. This essay is, in some ways, the most theoretical. Employing critical race theory, game theory, radical and indigenous pedagogies, and notions of “Whiteness” and agency, Urrieta explores how the notion of a public good as a general social value is most often employed by those with power to subordinate the Chicanos/Latinos who are outside mainstream (he uses the term *Whitestream*) society. To counter the exclusionist nature of these constructs in the public sphere, Chicano/Latino educators must retain a consciousness, in the Freirian sense, that they have agency and are not victims, but can act, strategically, within the “game” to bring about social change. This essay is particularly engaging, for it provides an excellent model for a highly strategic civic engagement vis-à-vis what Urrieta calls the potential to be co-opted by the *Whitestream*. The question that remains is how to translate this approach into a model for involving students in meaningful civic engagement for a liberatory public good.

Also of value was “La Trensa de Identidades: Weaving Together my Personal, Professional, and Communal Identities,” by Dolores Delgado-Bernal, who self-consciously uses a *testimonio* (traditional personal narrative) approach, as well as employing the metaphor of the *trensa*, or braid, to explore how she integrates her distinct personal, professional, and communal identities through a Chicana feminist approach. Like several other authors in this volume, Delgado-Bernal attributes much of her early education not to schools but to the family *cuentos*, or stories, told to her by elders. She portrays experiences similar to those of the Guajardo brothers, describing her work with a group of close colleagues and a community-based organization to combine research with promoting higher education among community youth. Delgado-Bernal brilliantly demonstrates how her “braiding” of the elements in her life allows her to work in the personal, professional, and communal

spheres without compromising her identity or principles, while simultaneously working toward the public good.

In this volume the authors use a variety of themes, concepts, and metaphors to describe their enactment of the public good. The notion of weaving appears in both the Guajardo brothers' and Delgado-Bernal's pieces, for example: while the Guajardos suggest that their collective activism "weaves a social fabric," Delgado-Bernal weaves her various selves into a *trensa* or braid, a metaphor illustrating that smaller disparate elements can be bound together in a single, mutually interdependent whole. Many of the authors refer to the *cuentos* and key role that Latino family life plays in fostering a strong drive to support community advancement. And while several suggest it indirectly, Urrieta explicitly challenges mainstream ideas about what the public good is, and how politically engaged Latino scholars must actively reflect on who defines what is of value, both in academic life and in civic engagement.

This volume will appeal to educators deeply invested in civic engagement for the public good. Readers will no doubt explore what the public good means to them and how they pursue civic engagement for the public good.

About the Reviewer

Ronald López, is an assistant professor in the Department of Chicano and Latino Studies at Sonoma State University. López conducts research on the historical and contemporary development of the Latino community in the greater North Bay region, with an emphasis on Sonoma County. A proponent of advocacy and 'problem-solving' research, López is also an active member of several community-based organizations in the Sonoma County area. He earned his bachelor's degree from the University of California, Los Angeles and his master's degree and his Ph.D. from the University of California, Berkeley.

Tracy, K. (2010). *Challenges of Ordinary Democracy: A Case Study in Deliberation and Dissent*. University Park, PA: Pennsylvania State University Press.

Review by Alice Diebel

Civility rules can have a chilling effect on free speech (p. 114).

Ordinary democracy is a term coined by the author to describe the political communication practices of citizens and local governments—in this case, school boards. Rigorous analysis of transcripts of Boulder Valley School District meetings provides the grounding Karen Tracy uses to develop her practical theory of ordinary democracy. Ordinary democracy might be defined as the local, observable “communicative practices that occur in local governance groups” (p. 2). Tracy is a communication scholar who focuses on the talk that goes on in public meetings. She points to “reasonable hostility” as the ideal present in small, local governance settings and argues that it is necessary in ordinary democracy for communities to deal with conflicting interests. Her research suggests that adversarial democracy is working well because citizens become emotionally and passionately involved in the issues at hand; emotion and passion become diluted in attempts to be civil or deliberative. Tracy argues that deliberative democracy can inhibit civic participation by posing an unrealizable ideal that gets in the way of the passionate participation needed in democracy.

The book has two purposes. First, it is intended to provide a rich description of the talk that occurred in the Boulder Valley School District public meetings as an example of ordinary democracy. Second, it suggests a “communicative ideal” for school board meetings that takes into account how democracy works in these settings: an ideal Tracy calls *reasonable hostility*. Tracy argues that reasonable hostility marries the communicative practices of argument and emotion as the means of dealing with the “multiple aims and competing values that are always present in sites of educational governance” (p. 21).

The methodology of the book is as interesting as its research findings, and the reader can plan on thinking deeply about both democracy and communication. Readers who are unfamiliar with rhetoric and discourse analysis will be treated to a compelling

presentation of the kind of talk Tracy observed. Tracy, along with Robert Craig, developed grounded practical theory, the approach used here, which is essentially grounded theory, but emphasizes communication and everyday speech. Grounded practical theory intentionally looks at how people manage their dilemmas through talk and puts forward practical theories to guide communication practice.

School board meetings provide the perfect laboratory to examine ordinary democracy. To capture this ideal, Tracy examined 3 years of Boulder Valley School District board meetings from 1996 to 1999. Tracy lays out tensions inherent in democracy as they are revealed in her analysis: Do rules facilitate fairness or subvert actions; do elected representatives vote with constituents or exercise personal judgment; do we value unitary, consensual processes or the passionate arguments of competing interests? It is through these tensions that the conflicts on the Boulder Valley School District meetings unfold. Tracy presents a number of examples: When do we allow someone to speak longer than the rules allow? Who should make decisions about education: professionals or parents? What is acceptable conduct in civil society?

The chapters themselves are full of examples of the discourse in school board meetings and elsewhere to illustrate the points throughout. The book actually reads like a political thriller. One of the more interesting chapters (Chapter 3) describes how people in public meetings appeal to the term *democracy* to reveal the messy processes in which they are engaged. It is as though the concept of democracy justifies a lack of clarity, fumbling for a direction, and uncertainty about processes. Citizens use arguments such as “that’s not democratic” or “democracy is messy” to rationalize, criticize, or advocate. Tracy reports that invoking democracy reflects the value we place on wrestling with the tensions of living in this messy practice. She writes, “An abstract normative concept like democracy, as used in the talk of public meetings, is much more likely to reflect a series of ideological contradictions than a consistent theory” (p. 54).

Use of the term *democracy* is one example of the communication patterns we citizens use to give reasons. Interestingly, when citizens invoke the term *politics*, it is used as a negative concept or “devil” term. Using a term in this way supports Tracy’s hypothesis that citizens purport to want a consensual ideal of decision-making rather than the argumentative approach that actually exists. Tracy hypothesizes that citizens may stay away from politics if they do not think they are up to this ideal.

Chapter 4 is particularly rich with examples of what citizens say when they speak at local governance meetings. It also describes what citizens say when they speak out, and contrasts that with what is in the meeting minutes. In the minutes of the school board meetings, the rich details of the content and the emotion expressed by the speakers are missing. The minutes indicate who “shared,” and citizens appear to be spectators. The actual meeting transcripts reveal something different. The public comments are expressive, emotional, and not at all “sharing” in any neutral way. They become emotional when they characterize leaders or question an analysis, convey outrage, or ask rhetorical questions. Yet the public comments tend to be public-spirited rather than self-serving. Citizens are arguing for a community good. Tracy argues that the minutes reflect an ideal of consensus that is not present.

Tracy also discusses (in Chapter 5) the communication that occurs in the district via the newspaper. The local *Boulder Daily Camera* helped present issues and debates about school board work. The issues highlighted in the paper reflect the broader controversies in education policy nationally. Such controversies include the citizens’ interest in teaching the basics versus the professional educators’ interest in fostering learning; standardized testing; and directing funding toward gifted children or problem children.

Tensions also come out in Chapter 6 in the election campaign for president of the school board. Tracy describes how personal attacks or the use of platitudes are citizen expressions of underlying values conflicts. The candidates are perceived to embody the differences in the issues: Do we strive for equity or excellence in education? Do we focus on traditional or progressive education? What is the role of educators and parents in policy making? An election is not about the person but about their representation of a viewpoint. Citizens are sometimes also soft on their leaders, expressing mistrust or other emotions in indirect ways that help leaders save face. Tracy encourages leaders to recognize what is really behind such speech and to develop thick skins.

Such speech acts support the thesis that this form of democracy is the preferred way to jostle for a win in a policy decision. Tracy argues that it is the emotion and the controversy that encourage interest in the process, thinking about the issues, engagement in democracy, and possibly even increased voting. Expressions of reasonable hostility bring citizens to the controversy. Citizens engaged in ordinary democracy encourage turnover among leaders so that new leadership emerges. The author also hopes that citizens and leaders will feel good about how they participate rather than beat

themselves up over not knowing how to speak properly in a public setting. Participants (and leaders) can feel good about their participation rather than be alienated by lofty ideals.

Chapter 7 weakens Tracy's argument against deliberation; she highlights the value of wordsmithing when dealing with difficult, morally charged policies such as nondiscrimination or diversity policies and the protection of gay, lesbian, bisexual, and transgender persons. Ideas are proposed, reasons given, and changes made. She describes the way protracted discussions over words can be safe, comfortable substitutes for working through tensions. In such discussions, the board is deliberating and providing reasons to create "morally defensible policies" as it works its way toward an acceptable policy.

Tracy provides a thoughtful, thick description of the nature of politics and democracy in the majoritarian setting. She describes what is, and encourages the reader to recognize the value of argument and conflict as a means of dealing with tensions inherent in democracy and in education policy. She argues that deliberative democrats are pushing an unrealizable ideal that makes people feel bad about their ability to participate in the Habermasian way—all full of reason and good skills for sharing and listening. Tracy states she is not arguing against deliberation, but in favor of adversarial democracy. Many share her views about the potential for exclusion in deliberative democracy and about the value of persuasion and argument in public venues. Many also argue that anger and emotion are needed for involvement. A lack of anger can reveal an insufficient concern for justice.

Participation in public meetings can intimidate as easily as deliberative discussions. Perhaps deliberative democrats do think too much about what could be, but they also question the assumptions behind how democracy operates and wonder how it might work better. Polarization may not be the best way to further democracy. Maybe improvement is not through small-circle rationally focused discussions. Struggling to bring tensions into clearer view is a key purpose for deliberation. What would happen if elected officials understood the benefits to policy making when citizens deliberate with one another? What if options were expanded beyond up-or-down votes? What if elected officials took seriously what citizens had to say and encouraged deliberation at meetings? What if the citizens deliberated before they approached elected officials? It never hurts to question what is, and propose experiments with what could be.

About the Reviewer

Alice Diebel is a program officer of the Charles F. Kettering Foundation. Her key research program area is to understand the role of land-grant universities and cooperative extension in building democratic capacity. Other research programs include how public health professionals engage citizens in addressing health concerns democratically; and, how public deliberation can be seen as part of public life through centers that provide the space and opportunities for it. She earned her bachelor's degree from Wayne State University, her master's from the University of Michigan, and her Ph.D. from Michigan State University.

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Berube, M. R., and Berube, C. T. (2010). *The Moral University*. Lanham, MD: Rowman and Littlefield.

Review by James J. Zuiches

This short monograph on *The Moral University* by Maurice R. Berube and Clair T. Berube focuses on a significant question in the history and culture of higher education. Does or should the university have a moral dimension in its educational activities, its research, and its relationship to society? The authors review the importance of ethics and morality in the various conceptions of the university, its curricula, and its leadership roles in society. They also discuss the impact of gender bias, and, implicitly, socioeconomic inequities, and the importance of an institutional position on these issues. Finally, they assess the state of the university in relation to the nation and propose a “profile of the exemplar moral university.”

After a brief history of the conceptualization of the university, beginning with John Henry Cardinal Newman’s “The Idea of a University,” they sketch out the major competing theses of knowledge for its own sake in contrast to the usefulness of knowledge to society. This balanced summary of critics and proponents of a moral university sets the stage for the rest of the book. Unfortunately, it is so brief and uncritical that the reader must resort to drawing the connections among the references, rather than reading a well-constructed argument that compares, contrasts, and explicates implications.

The authors cite much research and seem to conclude that it is hard to translate theories of ethics, even with instructional case studies, into practice and that colleges often produce students who are smart and knowledgeable but still ethically challenged. However, they also note in a couple of places that service-learning courses and participation in community service facilitate the development of moral reasoning.

The authors provide a comparison of courses offered at private, public, and religious universities. Each institutional archetype has incorporated into the core curriculum or general education program courses that address questions of social justice, moral positions, and ethics. The authors conclude that “from the sample a modern curriculum should both emphasize the great moral philosophers and apply their principles to contemporary social justice problems” (p. 21).

Two chapters deal with leadership for social change and the role of presidents and the community of scholars in demonstrating leadership, values, and ethics in education. The authors sketch out programs, experiences, and institutional commitment to public service, society, spirituality, and personal growth. They argue that when presidents of universities focus on fundraising instead of intellectual leadership, it is the faculty who must become the moral leaders, addressing significant societal problems with their research and their outreach programs.

One chapter addresses the significant social justice issue of gender bias in academia and its consequences for tenure, promotion, salary, and opportunities for women in science and administration. Another chapter addresses the relationship of the university to the nation and the tension that results when the university lends itself to purposes other than education, (i.e., the purposes and goals of government, the military, and industry often associated with research). They conclude, "The American university is far from finished in its development, and one must be ever vigilant to preserve its educational function free from outside influences that would compromise it" (p. 51).

I would argue that there is an alternative way to frame the discussion. Rather than advocating vigilance to avoid "outside influences compromising" the university, one might frame the issue in terms of public-private partnerships, as engaged interaction, focused on the influences that are mutually beneficial and supportive of the purposes of democracy.

I was looking forward to reading Chapter 7, "Toward a Moral University," and discovering the characteristics and attributes of an exemplary moral university. Rather than directly addressing the question; however, the authors again provide examples of institutions and efforts that they think reflect appropriately on the engagement of universities with communities. More interestingly, the authors call for the faculty to perform their first moral responsibility of the transmission of knowledge, and assert that this also requires faculty members to be active research scholars. Unfortunately, this transmission of knowledge focuses only on the classroom and ignores the larger community.

One fascinating element of the book is the 2.5 years of e-mail correspondence cited from 16 public intellectuals, reflecting dialogues that the authors created with other scholars on these topics.

The authors conclude that universities are moral institutions with moral responsibilities to their constituencies, both students

and faculty members, and to their communities and the nation, and that there is mounting evidence that universities are increasingly evolving in a more moral direction.

I agree completely with their conclusion, but I am disappointed that in a monograph that cites work from the 19th century and literature through 2009, they completely miss the engagement of universities with communities that has permeated land-grant universities, public universities, urban serving universities, and now private universities as a result of the Carnegie Foundation elective classification in community engagement.

This major contemporary reframing of the university and its role in society began with Ernest Boyer (1990), but it had its origin in the historical establishment of the land-grant universities as well as many private universities that adopted the principle of public service as a core function of the institution. The authors do recognize the public service role of the Morrill Act but fail to follow through on this insight.

Although the Morrill Act, which established land-grant universities, is often cited for its commitment to education of the “industrial classes,” it was based on a commitment to economic development in the states, starting with the transfer of federal lands (the land grant) to the states to invest in educational programs. These programs were designated to include agriculture, the dominant industry at the time, engineering, military science, and liberal arts. The goal was to educate and train the population to apply their knowledge to the major issues of society: feeding, building, and protecting the nation, and good citizenship.

Private universities likewise were making a commitment to public service and outreach to the community. William Rainey Harper, aware of the success of the Extension movement at the University of Cambridge, incorporated it into the University of Chicago’s mission statement in 1890. “The basic principle on which he would build a university was service—service not only to the students within its walls but also to the public, to mankind” (*Goodspeed, 1916/1972, p. 137*). In 1893 the University of Chicago provided 122 courses in the evening and on Saturday for 20,000 teachers and others who wished to pursue college studies but who could not attend the university.

The land-grant universities introduced research, in particular through the agricultural experiment stations, which built on the German model of research to solve public needs, and in the early 20th century the land-grants introduced continuing education and

statewide Extension. North Carolina (NC) State University, for example, was founded in 1887 and in 1889 began to offer summer courses for public school teachers. North Carolina hired its first county extension agent in 1906, well before the 1914 Smith-Lever Act was passed.

Extending the educational resources of the university and the results of its research to diverse constituencies diffused across the nation. Agriculture flourished as a result of the scientific breakthroughs in the labs and the field, which were then rapidly communicated to the farm community. Many universities started an engineering extension program to serve the manufacturing sector of their states. In 1955 NC State University established the Industrial Extension Service, which currently has 16 sites to provide technical assistance, training, continuing education, and field support to manufacturing firms.

In 1995, the W. K. Kellogg Foundation funded the Kellogg Commission on the Future of State and Land-Grant Universities, made up of presidents of land-grant universities and public universities, to address the commitment of universities to society. The reports of this commission (1999, 2000) reinvigorated student and community engagement. This commission articulated principles of engagement that include responsiveness, respect for partners, academic neutrality (often interpreted as maintaining academic integrity), access to the entire universities' resources, integration of engagement into the university for both students and faculty members, a mechanism of coordination on campus, and true resource partnerships. The goal is to be responsive to community needs while enriching student experiences and using the knowledge and expertise of the entire university, working with the community, to solve local problems.

The core values of engagement are the use of democratic processes, collaborative leadership, and mutual respect. I would argue that engagement with communities is completely congruent with the moral university. These values have driven the Extension and engagement programs at NC State University as well as at many universities as they pursue issues of educational equity, social justice, and public service.

For both students and faculty members, engagement is a vital concept whose time is now. Campus Compact is a national enterprise of over 1,100 institutions with presidential commitment to civic engagement of students through service-learning courses and public service activities. Even research universities are increasing

the visibility of civic engagement through The Research University Civic Engagement Network of 36 public and private universities that meet annually to support commitment to such engagement.

A major change in the way the disciplines of art, design, and humanities focus on public service resulted in the establishment of an organization 10 years ago called *Imagining America*, in which 81 universities actively demonstrate public engagement scholarship. The Coalition of Urban Serving Universities focuses on health and well-being, education and human capital development, and neighborhood and community development. The health education sector, with its medical, dental, nursing, and public health schools, created the Community-Campus Partnerships for Health to recognize and support faculty community-engaged scholarship. Additionally, in 1999 the Outreach Scholarship Partnership was established by the Pennsylvania State University, the University of Wisconsin–Extension, and The Ohio State University. The University of Georgia was added in 2003. Since 2003, the organization has added 11 universities and is called the National Outreach Scholarship Conference. The primary activity of the organization is sponsorship of an annual conference.

Many universities have created offices of engagement or community partnerships to emphasize the importance of this academic function within the institution. Virginia Polytechnic Institute and State University (Virginia Tech) established the Engagement Academy, a week-long executive education program for university leaders. The National Association of State Universities and Land-Grant Colleges (now the Association of Public and Land-Grant Universities) established the C. Peter Magrath award for community engagement. There are now 33 refereed journals associated with the scholarship of engagement.

But most significantly, the Carnegie Foundation for the Advancement of Teaching created a new elective classification of community engagement in 2006. This new classification raised the visibility and accountability of engagement in the university. The Carnegie Foundation through 2010 has recognized 297 universities and colleges, including public and private institutions, for the curricular engagement of their students and the community outreach and partnerships of their faculty. Eligibility for this recognition requires the incorporation of democratic processes in the identification of problems and their resolution, as well as documentation of the partnerships and the scholarship associated with those partnerships.

The Carnegie classification has contributed to institutionalizing community engagement in higher education and clearly created accountability for the moral activities of universities as they address significant community problems. If the diagnosis and solution of significant community problems—whether they relate to poverty, gender, educational inequality, environmental issues, or other concerns identified by the community—are included in the definition of social justice, they are congruent with the application of the universities' moral dimension.

I concur with the authors' insight that the moral university exists and is exercising a moral influence. The power of their assertion, however, would be substantially increased if they had included the significant documentation demonstrating the national expansion in the education, engagement, and actions of students and faculty in the moral dimension of the university.

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Xing, J., and Hok Ka Ma, C. (Eds.). (2010). *Service-Learning in Asia: Curricular Models and Practices*. Aberdeen, Hong Kong: Hong Kong University Press.

Review by Siti Kusujarti

Service-learning is a type of experiential education that combines structured and intentional learning goals with community engagement or public service (*Kendall and Associates, 1996; Stanton, 1990; Zlotkowski, 1996*). It is designed to involve students in personal transformation and in critical awareness about privileges, social inequalities, and social injustices. It also provides opportunities for students to be engaged in active learning, the empowerment process, and democratization through dialogue with community partners and agencies, writing critical reflections, and involvement in direct activism. In an increasingly globalized world with complex social problems, service-learning brings about opportunities for creating direct linkages between the academic world and multifaceted social realities as well as for connecting local and global cultures. Various pedagogical methods and learning philosophies are involved in service-learning.

Even though service-learning has been a widespread practice in U.S. higher education, it is a relatively new endeavor in Asia. This edited book is among the first books addressing service-learning in the Asian context. The contributors are the leaders and noted figures who have made significant contributions to the advancement of service-learning in Asia. This is a timely book since there is increasing interest in developing and integrating service-learning in educational institutions, especially institutions of higher education in Asian countries. The authors are administrators, professors, and practitioners from various disciplines who have firsthand experience in establishing, coordinating, teaching, and evaluating a variety of service-learning programs in the United States and New Zealand and in numerous places in Asia, such as India, Hong Kong, Thailand, Japan, the Philippines, and China. The diverse cultural and experiential background of the authors provides a strong foundation for the book to demonstrate how cultural and social contexts intersect with service-learning within their affiliated institutions. As indicated in the introduction, service-learning is not culturally neutral, but deeply embedded in the historical and social contexts of each educational system. Even though service-learning is more closely connected to the Western context, this book details the theoretical conceptualization, understanding, and practices

of service-learning in the context of Asian cultures and societies. Cultural factors influence the structure of the educational institutions as well as how higher education is connected to the larger society. Chapters 5 through 10 present case studies from several different cultural and social backgrounds, providing rich contextual and analytical accounts of diverse service-learning practices in Asia.

The Book's Organization

This book is organized into two main sections. The first section discusses variations in meanings and forms of service-learning, and the second part details the six case studies based on practices in various countries and institutions. Within these two sections, three thematic trends are addressed: service-learning and indigenous traditions; service-learning and social justice education; and service-learning and multicultural education. The sections and themes are interconnected, with the authors showing that the interconnections of indigenous knowledge, practice, and service-learning may take place in various forms and have different meanings depending on cultural and social contexts. Experiential education that fosters social justice and social change can be performed in various ways, and despite the fact that service-learning may have various forms; successful service-learning programs should benefit all parties involved in the process.

Section I

As part of the first section of the book, the authors describe the development of cross-cultural networking for service-learning among Asian institutions. This Service-Learning Asia Network (SLAN) is pivotal in promoting and expanding service-learning throughout Asian countries. The responsibilities of this network include student exchange, implementing and coordinating integrated curriculum on service-learning, sharing and exchanging resources, and providing multicultural and international service-learning programs. Collaboration across different cultures and institutions is important to strengthening and expanding service-learning programs. This is especially beneficial for institutions that have just initiated a service-learning program, but it also strengthens existing programs. This model provides possibilities for institutions that have limited resources to launch service-learning programs by collaborating with other institutions. In addition to providing ideas for networking, this section offers a model

for integrating service-learning into teacher education curriculum to foster holistic learning experiences (*Chapter 3*).

Chapter 4 provides quite comprehensive descriptions and analyses of various models. These models include discipline-related service-learning, course-related service-learning, cohesive curriculum in service-learning, module-related service-learning, and international/intercultural service-learning. An institution may apply more than one model, and this chapter shows how Lady Doak College in India does that. The implementation of various models gives flexibility and options for students and faculty members involved in the program, but it also requires that the institution provide strong institutional and administrative support. In general, the chapters in the first section demonstrate that successful service-learning programs need strong support. The institutions described in the book generally have some type of “office of service-learning” or “center for service-learning” responsible for coordinating, implementing, and evaluating the process. The establishment and sustenance of such an office indicates institutional commitment.

Section 2

The second section contains rich case studies and lessons learned based on experiences of institutions implementing different models and philosophies in service-learning. Most of the case studies, and the book in general, however, focus more on the impact and benefits of service-learning for the higher education institutions and students, and provide limited accounts from the perspectives of community organizations or nongovernmental organizations involved in the service-learning initiatives. This is understandable since this book is designed mostly for administrators or practitioners of higher education, and the authors are mainly from these backgrounds. However, more in-depth perspectives from community organizations would have enhanced this book since strong service-learning programs need to include input and involvement of partnering agencies and communities. Collaboration and partnership among equally important participants, such as faculty members, students, and community organizers, are significant elements in creating and sustaining service-learning programs. To ensure democratic representation and empowerment for all who are involved, diverse voices need to be incorporated into the process.

Despite the limited reflection of the voices of the communities and community organizers, this book is a groundbreaking work in the topic of service-learning in Asia. It shows how service-learning can be reinterpreted and retooled to fit with local cultural and institutional conditions.

The Book's Contributions

This book advances the notion that service-learning must be contextualized within local cultures. The book also provides diverse models and practices of service-learning. Validating local interpretations of service-learning and the roles of indigenous knowledge in service-learning is important. The authors argue that service-learning helps democratize higher education in Asia by bridging the gap between indigenous knowledge and more formal academic knowledge. Through service-learning, faculty members, administrators, and students acknowledge that they are not the only “knowers” and main sources of knowledge. Service-learning helps reduce a student's sense of elitism, and provides opportunities for students to critically reflect on their level of social privilege and status. These are important contributions, especially in societies where access to higher education is still limited to those who are privileged, and when those who are affiliated with or graduated from the institutions are regarded as having higher status.

The book also shows that the Western concept of service-learning can be modified to fit the Asian cultural context. The case studies, however, are mainly from institutions that are heavily influenced by Western and Christian concepts of service-learning, and thus might not represent many other types of Asian higher education institutions. Examples or case studies from institutions influenced by Hinduism, Buddhism, Islam, or other indigenous beliefs would have provided more nuanced analysis of service-learning in Asia. More in-depth critical analyses of the challenges and pitfalls to avoid in service-learning would have enhanced the book. Even though some of the chapters address lessons learned from the experiences of organizing and implementing service-learning programs, most authors do not address how students reflect on their privileges and the resulting power imbalances. As indicated in Chapter 3, service-learning may exacerbate social inequality and power imbalances if it is not applied carefully. Students need to have strong background and knowledge on these issues and intentionally reflect on how their status affects the ways they interact and perform in the service-learning programs. More critical analyses on this important issue would have enhanced the book. Most of the chapters provide descriptions and implementation of the programs, yet interconnection between social structure, social inequality, and service-learning is not addressed sufficiently.

Despite its weaknesses, this book provides valuable ideas, concepts, and examples of service-learning in Asia. This is one of the few books available on this topic, and it provides inspiration and ideas for administrators, faculty members, students, and others interested in the topic to provoke further thinking and, hopefully, writing about service-learning in Asia.

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Mission

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

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

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

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- Include a brief abstract (not to exceed 150 words);
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- Be formatted using American Psychological Association (APA) style, 6th edition;
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- Be formatted and saved in Microsoft Word 2003, or higher; and
- Be read by someone that is not familiar with the topic of the manuscript (for content clarity) as well as copy edited (for grammatical correctness) prior to submission.

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