



Background document for the University of Victoria Task Force on Civic Engagement



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Executive Summary

Purpose of the report

The purpose of the report is to identify and review the best strategies used by other universities to coordinate their civic/community engagement practices, as they are reflected in the literature dedicated to the topic. The focus of the report is on North American universities. The report seeks to:

- present a brief background on university-community engagement
- identify universities that promote civic/community engagement, case studies of coordinating models in place
- identify evaluation methodologies
- identify principles and structures that could serve as a model for UVic, lessons learned and recommendations in the literature

Methodology

The search started with the University of Victoria's Strategic Plan and UVic's 2006 Annual Report. After reviewing the strategic goals related to civic/community engagement, the following keywords were identified:

- Social/Civic/Community Engagement
- Social/Civic/Community Partnership
- Campus-community Engagement
- Knowledge exchange/mobilization
- Collaborative research
- Outreach
- Service-learning

Sarena Seifer from the *Community-Campus Partnerships for Health* at the University of Washington provided us with five links towards universities that have recently established community engagement task forces and with one link towards the *Journal of Higher Education Outreach and Engagement* Vol. 11, no. 2 from 2006, full access courtesy of the U. of Washington. The references used by the articles related to the topic found in the journal provided another point of departure.

After identifying peer-reviewed publications, recent books on the topic and the main organizations in the field, a number of documents were amassed from their websites and data bases.

Based on these sources, a sample of institutions known to have community engagement strategies in place were identified and their reports and websites on the topic were reviewed.

I would like to acknowledge the graceful help of Heather McRae, Senior Program Director of Arts and Science Programs with the Division of Continuing Studies at UVic, for providing useful advice and material.

Limitations

The report examined the ways universities coordinate their engagement efforts from the university's side, by examining academic reports and universities websites. Being a two-way relationship, the picture would have been complete if the community side would have been presenting its own account. However, due to the large number of different interactions with various community partners, even for a single university such picture is not feasible for this report to build.

Academics engaged in community-based research and activities are people committed to the idea of engagement and its strong supporters. By reviewing accounts of existing institutional commitments, the report presents a view strongly supportive of the idea that allocating institutional resources to university-community engagement is the way to go. The report overlooks the epistemological debates surrounding engagement scholarship and community-based forms of research, as well as the concerns about the ethics of academic-community interaction. Another limitation stems from the fact that English language was used for all the searches.

Summary

University-community/civic engagement is an academic movement that grows from three intertwined roots:

- epistemological developments (forms of knowing, what constitutes valid knowledge, research methodologies)
- changing in the ways universities operate due to globalisation and the advent of knowledge society
- dissatisfaction with mainstream academic research due to feelings that it is aloof from the immediate problems facing universities' surrounding communities.

These trends led to new evolutions in teaching and research, collectively known as 'the scholarship of engagement'.

Community engagement, community partnership, outreach and service learning are sometimes used interchangeably. Since 1990s a number of academic institutions, networks and associations as well as individual scholars (Boyer, Bringle, Garlick, Holland) have tried to come up with definitions of these terms. If it is to summarize the literature, we would say, in an attempt not to define, but to explain them, that:

University *outreach* is the scholarly activity or set of activities initiated/planned and coordinated mainly by an university, that takes place outside of its institutional borders, and which aims at the betterment of the outside community to which it is directed.

University-community *engagement* is a two-way scholarly work that may be initiated/planned and coordinated by either side or in partnership, which are mutually beneficial and that cuts across the missions of teaching, research and service.

From the point of view of their primary goal, engagement activities may take various forms, the most encountered in the literature being:

- Continuing education (studies), lifelong learning
- Community-Based Research (CBR), Participatory (Action) Research (PAR/PR), Community-Based Participatory Research (CBPR)
- Service learning, experiential learning
- Outreach
- Knowledge mobilization
- Athletics, sports and recreation
- Health education
- Professional community service, technical assistance
- Social advocacy
- Economic/business partnership and development
- Cultural development

It must be emphasized, however, that the above categories of community engagement are not necessarily discrete or mutually exclusive. In fact, we suggest that most often than not, these forms overlap. For example, community-based research, social advocacy and knowledge mobilization may all find expression in a research project and the boundaries between experiential learning and service learning are often blur.

The report reviews the ways in which the following universities coordinate their efforts towards community-university engagement: St. Francis Xavier University (Canada), Virginia Commonwealth University, Portland State University, Michigan State University, University of Minnesota (USA) and University of Leeds (UK). What these universities have in common with the University of Victoria is the fact that they are all public, comprehensive, research universities. They are known in the literature as universities committed to community engagement.

Then the report reviews the literature for the recommendations offered to university leaders for implementing support for civic/community engagement into their institutions. The last part lists approaches to evaluate civic/community engagement efforts and offers several conclusions.

1. Introduction

1.1 New contexts lead to new roles

Two interrelated and world-wide phenomenon fundamentally have changed the parameters within which universities used to operate. One is the revolution in information and communication technologies and one is what we name ‘globalization’: the internationalization of financial capital, business and economic affairs. The first have placed knowledge at the basis of the new economy, and have given it commodity and currency attributes. The second has lead to economic restructuring, shifts in demographics due to migration, and fluidity between school and work.

For higher education, the last decades brought increased access and participation, especially for non-traditional categories (‘the democratization of higher education’), increased exchanges in students and faculty and increased collaboration (‘internationalization’), new forms of higher education institutions (community-colleges, virtual universities), increased competitiveness between institutions and the massive expansion of distance education as form of delivery. In terms of curriculum it also brought massive expansion in terms of the subject matters (‘curriculum reform’) and increased attention to diversity in society (multiculturalism, aboriginal studies, women studies, etc).

Frank Rhodes, the president of Cornell University, said in 1998 in an address to a North American meeting on higher education:

Clearly, we live in a time of global economic interchange, and the ironic thing is that while the global economy requires openness of communications, of individual movement, of social mobility, and of personal choice, at the same time we see a tension between these trends and growing tribalism, nationalism, ethnic, and religious hatred and conflict. How those two tensions will work out, how the two forces will resolve themselves, is still not clear (Rhodes, 1998, p. 13).

Ten years later, the situation did not change much and the tensions Rhodes speaks about are still manifest.

In *Creating Knowledge, Strengthening Nations* Peter Scott wrote about a different kind of tensions induced by globalization, this time within the very fabric of a university - culture:

Most fundamentally, globalization is producing a revolution in ‘communicative culture’. Universities have developed a particular communicative culture - cerebral, objective, codified and symbolic - a culture summed up in a single word *logos*, which embraces mathematics and the natural sciences just as much as, and perhaps more than, the traditional humanities. Yet globalization promotes a different kind of ‘communicative culture’ - visual, intuitive, volatile, subjective, in which the distinctions between the intimate and the domestic and the official, the public and the corporate have been eroded (Scott, 2005, p. 53-54).

Like any other university, UVic exists within a rapidly changing global environment; yet, it is intimately local in its roots and origins. The tensions between global and local, while nevertheless challenging, are not necessarily leading solely to adverse effects. The opportunities of the locality to influence, mediate and counter the negative impact of globalization, in pursuit of progressive social transformation, must also be stressed.

As society's challenges and aspirations change, so do the roles, the meaning and the civil functions of universities, whose capacity to reimagine and reinvent themselves has enabled them to persist (Shapiro, 2000, p.29). Timothy Stanton of Stanford University, who calls himself an Engaged Scholar (2007), summarizes the new role of universities as to participate in a learning society that integrates discovery, learning and engagement.

1.2 Shifts in research culture

University-community engagement movement is a terrain where important shifts in the generation and transmission of knowledge particularly manifest.

First in *The New Production of Knowledge* (1994) and then in *Higher Education Relevance in the 21st Century* (1998), Michael Gibbons labels the traditional organization of universities according to the structures of disciplinary science as *Mode 1* of knowledge production. He contends that the major change in knowledge production, as far as universities are concerned, consists in the fact that knowledge production and dissemination – research and teaching – are no longer self contained activities, carried out in relative institutional isolation. According to Gibbons, they now involve interaction with a variety of knowledge producers. He calls this “distributed knowledge production system” *Mode 2* (p.i).

Mode 1, or the disciplinary model, is pure, homogeneous, expert-led, hierarchical, peer-reviewed, supply-driven and almost exclusively university-based.

Mode 2 has the following five attributes:

1. Knowledge produced in the context of application
2. Transdisciplinarity
3. Heterogeneity and organizational diversity
4. Enhanced social accountability
5. More broadly based system of quality control (Gibbons, 1998, p.6).

Transdisciplinarity is characterized by the fact that many knowledge sources are linked interactively through networks, research groups form and dissolve as problems are solved or redefined, results are diffused instantly through the network of participants and production and diffusion of knowledge are merged. Groups and problems are transient, but communications persist through diverse networks and subsequent diffusion may occur as practitioners enter successive contexts (Gibbons, 1998, p.6-7).

An important change in Mode 2 is the criteria used to assess the quality of the scholarly work. Quality in Mode 1 is determined essentially through the peer review judgments. In

Mode 2 criteria are added through the context of application, which now incorporates a diverse range of intellectual interests as well as other social, economic or political ones. Gibbons contends that, although the quality control process is more broadly based, it does not follow that it will necessarily be of lower quality, but it is rather of a more composite, multi-dimensional kind (p. 10). Two such dimensions are efficiency and usefulness.

Further, Gibbons explains how the patterns of research in Mode 2 became evident in the frequent interactions between university-based research scientists with business people, venture capitalists, patent lawyers, production engineers, as well as research scientists located outside the university, especially in research institutes. Research conducted in such partnerships might not be reported in the traditional ways through scientific conferences and journals and it may involve shared use of academic and industrial facilities and technology; also, it is more likely to be transdisciplinary and to be carried out by people whose institutional loyalties are ambivalent, not all of them trained researchers (p.13). However, these attributes do not enable us to say that research conducted in collaboration with people located in non-academic institutions is not valid.

1.3 Engagement as Scholarship

The scholarship of engagement constitutes a distinct and important movement in the contemporary practice of higher education. Drawing from the latest developments in epistemology, the adepts of civic/community engagement argue that knowledge made in isolation from social practices and public participation has rather less than more legitimacy. They are concerned with the ultra-specialization of academic knowledge into discrete disciplines and favor the interdisciplinary and transdisciplinary forms of research. Finally, they question that, keeping distance from the value-laden problems of politics and society, necessarily leads to neutrality and objectivity (Barker, 2004).

Instead of seeing society as the recipient of reliable knowledge, engaged scholars advocate for the joint production of knowledge by society and science. They regard engagement as a constitutive part of teaching and research and not as an add-on activity.

Barbara Holland (2005) lists the following features of *engaged scholarship*:

- reciprocal and mutually beneficial
- collaborative and participatory
- draws on many sources of distributed knowledge and based on partnerships
- deals with difficult, evolving questions
- requires diverse strategies and approaches
- shaped by multiple perspectives and expectations
- long term in both effort and impact
- crosses disciplinary lines.

2. University-Community Engagement

Building on the service-learning movement of the 1980s, a new movement is emerging: the university-community engagement movement (Barker, 2004, p.1). Hollander and Meeropol (2006) identify the following milestones in the movement:

- mid to late 1980s – the era of student volunteerism
- the early 1990s – the rise of service-learning
- the late 1990s – the birth of the ‘engaged campus’
- the early 2000s – rapid expansion of the idea of the engaged campus (p. 69).

For the adepts of the scholarship of engagement, universities engaged with their communities hold the promise of a constructive new era for higher education, in which civic responsibilities and public contributions become central to research and scholarship, teaching and learning, outreach and partnership (U. of Minnesota Civic Engagement Task Force Report, 2002, p.4). Scholars committed to the idea of university-community engagement believe that universities have the responsibility to foster in faculty, staff and students a sense of social responsibility and a commitment to the social good and to the values of democracy (The Talloires Declaration, 2005).

The challenges facing higher education go beyond the need to add more service learning experiences or to reward faculty for community-oriented research. As important as these objectives are, the more fundamental task is to renew our great mission as the agents of democracy (Boyte & Hollander, 1999, p.4).

Many universities see in the movement to engagement an opportunity to renew the civic mission of higher education. Through moral and civic education, participatory research and community-based research, service-learning and other forms of partnerships, universities and colleges are reclaiming their responsibility to prepare students to be active and engaged citizens and to contribute to their local and global communities.

2.1 Goals of community-university engagement

In a performance report of the Community University Research Alliances (CURA) Program, SSHRC lists the following short and long term objectives:

- promote sharing of knowledge, resources and expertise between universities and organizations in the community
- reinforce community decision-making and problem-solving capacity
- enrich research, teaching methods and curricula in universities
- enhance student’s education and employability by means of diverse opportunities to build their knowledge, expertise and work skills through hands-on research and related experience
- increase Canadian capacity for innovative, high-quality research, responsive to emerging social, cultural and economic needs and conditions

- improve intervention, action, program delivery and policies in areas of importance to the social, cultural or economic development of communities (Kishchuk, 2003, p.23).

The objectives belong not only to the above program, but are also the general goals and objectives of the engagement between colleges and universities and society/communities, as they are reflected in the literature dedicated to the topic.

In addition, the following goals/objectives became salient through the search of literature:

- help in the development of regional economy by collaborating with business, industry and the social partners
- foster and encourage environmental awareness and the principle of sustainability, by providing models of best practice and research & training
- facilitate access to the arts on campus and engage with the community to help in the development of vibrant community arts
- promote community health through research and educational programmes
- encourage community involvement in sports and recreation activities
- build lasting and effective partnerships in the community
- improve collaboration between educational levels (K-12 and HE)
- induce a love for learning in the community

2.2 Forms of community-university engagement

The strategies employed to reach these objectives are as various and creative as the objectives themselves. The most commonly employed are collaborative programs whose primary goals may be summarized as:

- Community-based research, participatory action research
- Knowledge creation and mobilization
- Educational opportunities for community members (continuous education, workshops, presentations, etc.), outreach, lifelong learning
- Social advocacy (provide citizens and leaders with dependable knowledge and reliable information for reaching responsible and well informed public judgments and decisions, and to serve as a trusted voice in public debates over controversial issues)
- Service-learning
- Athletics, sports and recreation activities
- Health education
- Innovation and business/employment development
- Working with special interest groups (i.e. women, aboriginals, youth, etc.)

2.3 Definition of key terms

2.3.1 Engagement and outreach

University-community engagement is a multi-faceted, multidimensional umbrella term that may be applied to a vast range of activities, as well as to a certain view of the role

university has to play in society that underlies them. In this view, universities move from the agenda of simply increasing the general education of the population and the output of scientific research towards a model in which university education and research should harness specific economic and social objectives, by means of exchanging knowledge and sharing resources with mutually beneficial outcomes.

The term ‘engagement’ started to gain terrain through the works of Ernest Boyer (1990), a former president of the Carnegie Academy for the Advancement of Teaching and Learning, who proposed four interrelated – and, according to Boyer, necessary – forms of scholarship: discovery, integration, application and teaching. Together, they have become known in the literature as *the scholarship of engagement* (Boyer, 1996). During the 1990s, many universities used the term ‘outreach’ to signify their work directly benefiting external audiences. The activities conveyed by the term were defined as scholarly, reciprocal and mutually beneficial (Lunsford, Church & Zimmerman, 2006). However, many felt that the term ‘outreach’ implies a one-way delivery of expertise and knowledge, and suggested ‘ownership’ of the process by the university. Today there is a clear tendency for the term ‘engagement’ either to replace, or to pair with the term ‘outreach’, as it is felt that it better conveys the idea of mutuality and the sharing of leadership.

The case of the Michigan State University (MSU) is relevant for the evolution of the terminology. In the early 1990s, MSU began a process directed at making this type of work a more active, respected facet of faculty responsibility and to encourage greater faculty attention towards it, by creating a unified understanding of the importance of these activities and of what this work entails. When the process began, the term ‘outreach’ has been used and lately the term ‘engagement’ has been added (Lunsford, Church & Zimmerman, 2006). However, in the reporting the two terms are often used interchangeably.

As a first step in the development of an institutional framework to serve as the basis for more fully embedding outreach and engagement, in 1992 MSU’s Provost charged a committee of faculty and academic administrators across the university with the responsibility of articulating the intellectual foundation of outreach and engagement and developing recommendations for ways to strengthen it at the university. The committee deconstructed the service category into four components: 1) service to the university; 2) service to disciplinary or professional organizations; 3) volunteer service to the community and 4) service to communities and organizations where the faculty applied their scholarly expertise to help those entities address important issues. It was from this fourth component that the committee, informed also by the works of Boyer, developed its understanding of outreach:

...outreach is scholarly activity that cuts across the traditional areas of faculty responsibility and should be valued as such (Lunsford, Church & Zimmerman, 2006, p. 91).

Outreach ... involves “generating, transmitting, applying, and preserving knowledge for the direct benefit of audiences in ways that are consistent with university and unit missions” (MSU Provost’s Committee on University Outreach, 1993).

More than a decade after these definitions were created, during 2005 and 2006, researchers at MSU collected information about how faculty conduct and think about their outreach and engagement activities. A preliminary analysis of approx. seven hundred short narratives provided by faculty and of 25 in-depth interviews suggests that the understanding of what activities constitute outreach and the role of engagement as a vital part of a scholarly career varies widely by discipline and department, even within the same university. Based on these findings, it appears that a university can best improve its understanding of engagement as a scholarly activity by encouraging each academic unit to customize the definition in ways appropriate to the disciplines underlying faculty expertise (Lunsford, Church & Zimmerman, 2006, p. 90).

The Australian Universities Community Engagement Alliance (AUCEA) endorses the definition given by Barbara Holland in 2001:

The engaged institution is committed to direct interaction with external constituencies and communities through the mutually beneficial exchange, exploration and application of knowledge expertise and information. These interactions enrich and expand the learning and discovery functions of the academic institution while also enhancing community capacity. The work of the engaged institution is responsive to community-identified needs, opportunities and goals in ways that are appropriate to the universities mission and academic strengths. The interaction also builds greater public understanding of the role of the university as a knowledge asset and resource (p. 7).

Examples of mutually beneficial outcomes are:

- research outcomes
- economic growth
- increasing local-global connectivity
- social and human capital development
- progress towards sustainability
- development of corporate and private citizenship attributes
- development of cultural and intellectual assets for the community
- driving social change (AUCEA, 2005).

Garlick (2000, 2002, 2004) examined a number of Australian universities engagement in their regions from an economic development perspective and identified the following characteristics of an *engaged university*:

- university’s mission reflects the goal of engagement
- the community is involved in the campus in continuous, purposeful and authentic ways

- there is a policy environment in place that supports engagement
- engagement work is publicized and celebrated
- engagement activities are held to a high standard of excellence and evaluated
- people throughout the university play leadership roles in engagement
- the curriculum provides ways for students to engage in the community
- the approach to scholarship includes interdisciplinary work.

In 2002, the Council on Independent Colleges (CIC), an association of more than 500 U.S. colleges, appointed a Committee on Engagement to define engagement and identify a set of benchmarks member institutions can use in demonstrating and assessing their engagement. The Committee, in collaboration with the National Association of State Universities and Land Grant Colleges (NASULG) Council on Extension, Continuing Education, and Public Service Benchmarking Task Force, developed the following definition of engagement:

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (**Bloomfield and CIC, 2005, p.2**).

In the Glossary of the Higher Education Quality Committee (HEQC) of the South-African Ministry of Education *Framework for Institutional Audits* community engagement is defined as follows:

initiatives and processes through which the expertise of the higher education institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs (service-learning programmes)
(HEQC's Framework for Institutional Audits, 2004, p.15).

In the process of developing a policy of community engagement, Dublin City University (DCU) links engagement with social capital:

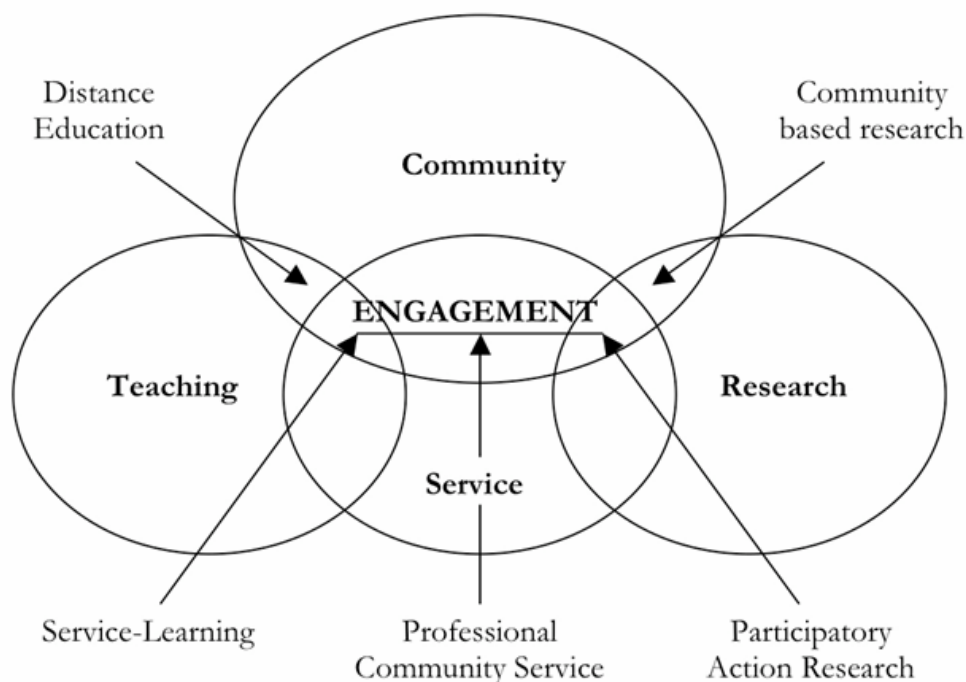
The concept of ‘engagement’ can also cover a very wide range of modalities, from the blandest form of communication through to an active community development role by the University. Provision of information is important of course, in its own right, but effective engagement requires a genuine degree of involvement and dialogue leading to empowerment. Community engagement is made effective through the development of social capital, that is the extent and quality of citizen’s social engagement with the life of their communities. Social capital provides citizens with the information, the social networks and the personal confidence to engage with the world around them in a productive way. The University has a vital role to play in the development of this social capital (**Dublin City University Strategic Plan, 2006-2008, p. 4, electronic version**).
<http://www.dcu.ie/strategy/news.shtml>

As the ‘scholarship of engagement’ movement within academia is increasingly developing its theories, methods and vocabulary, often in an overlapping fashion, non-academic settings are also interested in the community engagement concept. In the spirit of mutual respect, we consider worthy of attention what a non-academic institution such as a Canadian municipality – the City of Saskatoon - understands through community engagement:

Community engagement is an ongoing process involving communication and interaction between the City of Saskatoon and its residents. The extent of public involvement spans a continuum from simply informing to consulting to involving. By communicating directly, all parties become better informed about the range of views on issues and proposals. Done well, community engagement results in decisions that are more sensitive and responsive to public concerns and values (**City of Saskatoon, *Understanding Community Engagement*, Section 2, p.1**)
http://www.saskatoon.ca/org/leisure/community_engagement/pdfs/understanding.pdf

Like previous definitions, this one also conveys that community engagement presumes a continuous effort (‘ongoing’), and streamlined exchange of information (‘communicating directly’, ‘informing’, ‘consulting’).

In *Colleges and Universities as Citizens*, Robert Bringle (1999) graphically conveys the fact that engagement cuts across the main functions of the university.



(Bringle 1999)

In light of the reviewed literature, we suggest that, in its fullest sense, community engagement is the combination and integration of service with teaching and learning, professional contributions to the community by the faculty and other academic staff, as well as by students, and participatory, community-based research applied simultaneously to community priorities.

2.3.2 Partnership

Partnership is another term that is often used interchangeably with the terms engagement and outreach; also, campus-community partnership is used instead of university-community engagement, especially in the U.S. It may be that the *Community Outreach Partnership Act* of 1992, which allotted \$7.5 million to create Community Outreach Partnership Centers (COPCs) within public and private not-for-profit U.S. institutions of higher education to carry out research and outreach activities (Carriere, 2006, p.192) induced the term in the subsequent scholarly reports.

However, many authors use the term to signify well-defined activities and programs, whose summation constitutes the substance of university-community engagement, like in the following example:

“Community partnerships are not only in the public’s interest; civic engagement is in the interest of the UCSF to achieve excellence as an academic institution” (University of California at San Francisco Executive Vice Chancellor’s Task Force on Community Partnerships, 2005, p.2).

The above Task Force has been asked to undergo an inventory of existing university-community partnerships within UCSF. They reported a number of 64 community partnership initiatives across the campus. Below are two examples from the report:

- the Science and Health Education Partnership (SEP) in the Department of Biochemistry, which was founded in 1987. Initially its scope was to donate surplus lab equipment to local schools, but in time SEP has grown into an outreach effort that supports science and health education in San Francisco's public schools.
- The Dental Pipeline Practice: Community Based Dental Education is part of a national program. Its role is to place senior dental students into clinical programs in underserved communities (p. 21-23).

Brukhardt et al. (2004) contend that:

Partnerships are the currency of engagement — the medium of exchange between university and community and the measurement of an institution's level of commitment to working collaboratively
(Brukhardt et al., 2004, p.9)
<http://www.uc.edu/president/documents/wingspread.pdf>

2.3.3 *Continuing Education and Lifelong Learning*

Continuing education or continuing studies is a generic term used for any recognized programme of study beyond compulsory education. It may or may not lead to an award and in general is of a short-term nature and does not lead directly to a major higher education degree. When its purpose is professional development, in general it leads to professional certifications or course credits. The method of delivery is either traditional (classroom lectures and laboratories) or at distance (usually employing an electronic form of delivery).

Peter Jarvis contends that:

Continuing education is, therefore, a term which refers specifically to post-initial education, and it has assumed a dominant place within the current terminology because it refers to both vocational and non-vocational education
(Peter Jarvis, *Adult and Continuing Education: Theory and Practice*, 1995, p.28).

According to Jarvis, continuing education may take the form of continuous part-time or full-time education or it may be intermittent, in which case it may be considered similar with the term recurrent education (term used usually in UK). The term is often associated with adult education:

...how does it differ from adult education? It was pointed out earlier that adult education has connotations of hobbies and skills in part-time leisure education and that this is much narrower and more specific than the education of adults. Continuing education embraces aspects of personal, social, economic, vocational and social education and may actually equate to the concept of the education of adults rather than to adult education (**Peter Jarvis, Adult and Continuing Education: Theory and Practice, 1995, p.27**).

Jarvis also contends that continuing education differs from lifelong education (or lifelong learning), because lifelong education makes no distinction between initial and post-initial education, whereas continuing education refers only to the latter part of lifelong education and is, therefore, only one branch of education (p.26).

The concept of lifelong learning has been introduced by the UNESCO's Fauré Report in 1972 but it became largely used and accepted mainly due to the work of the International Council of Adult Education (ICAE). It is the most inclusive term, referring to the learning that occurs during the entire course of life, whereas adult learning refers to adulthood. It includes the formal, non-formal and informal learning and it also includes the general, political, cultural and vocational education. Its goal is to strive for the fullest possible development in personal, social, and professional life of the individual. Organizations such as the European Commission, OECD, UNESCO and World Bank see in lifelong learning an important instrument in the attainment of the flexible skill sets required in the knowledge society (increase of employability) and in the encouragement of active citizenship (Jarvis, 2004). The European Commission defines lifelong learning as:

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective (**European Commission, 2006**, http://ec.europa.eu/education/policies/lll/life/what_islll_en.html).

While in USA the vocabulary of outreach and engagement, which has its roots in the works of Boyer and of the Kellogg Commission on the Future of State and Land-Grant Universities is widespread, in Canada, university continuing education units have traditionally been involved in activities that fit within the concept of outreach and engagement (McLean, 2006).

Mark Selman (2005) speaks about a Canadian identity of university continuing education, identity that has been developed in a long period of time and has its roots in the Canadian adult education movements such as the Antigonish Movement in Atlantic Canada and the Extension Movement on the prairies. This is what Selman calls the first phase of the Canadian continuing education, seen as a social movement characterized by a sense of social purpose and a sense of social progress, as well as a form of liberalism. The second phase of development (between the 1920s and the beginning of the 1960s) is associated with the development of professional organizations, specialized degrees, growth in institutional budgets and a distinctive institutional mandate (the professionalization and institutionalization phase). The third and most recent phase of university continuing

education, according to Selman, is one of commercialization and competition, associated with elimination of subsidized programmes, focus on vocationally oriented programmes, on credentialism, and other means to enhance value or capture markets. However, Selman envisions for the near future a revitalization of university continuing education driven by a sense of social responsibility (p.22-23).

Archer & Wright (1999) use the term interchangeably with the term university extension and contend that it began in Canada in the late 1880s, when Queen's University, followed by Toronto and McGill began offering lectures to the general public (p. 66).

The University of Victoria has a Division of Continuing Studies (DCS) dedicated to continuing education since its inception in 1963. DCS provides adult and continuing education in cooperation with Faculties and community partners. In their strategic plan they list the following goals:

- to expand and strengthen the University's role in adult and continuing education
- to provide leadership in meeting the needs of adult learners through research, advocacy, and promotion of the values of lifelong learning
- to manage and refine existing programs and support services to ensure that they continue to meet the needs of participants, the University, and communities throughout Greater Victoria, Canada and beyond
- to anticipate and respond to needs for innovative and relevant programs that serve communities and are consistent with Division and University priorities and standards
- to obtain and manage Division resources—human, financial, capital and information—to ensure accessible, high quality programming
- to foster a positive, cooperative, and creative work environment (DCS Strategic Plan 2003-2006, p.5).

2.3.4 *Service-learning*

Service-learning or *community-based learning* has a long tradition, at least in U.S.A., where Ira Harkavy (2006) traced it back to the establishment of grant-land universities movement (p. viii).

In Canada, the term is often used in conjunction with the word 'community', hence the common acronym is CSL – community service-learning.

Community Service-Learning (CSL) is an educational approach that integrates service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organizations work together toward outcomes that are mutually beneficial (**Canadian Association for Community Service-Learning, 2007**)
http://www.communityservicelearning.ca/en/welcome_what_is.cfm

There are many definitions of service-learning in the literature. Bringle & Hatcher define service-learning as:

a course-based, credit-based educational experience in which students:

- Participate in an organized service activity that meets identified community goals;
- Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (**Bringle & Hatcher, 2004, p.127**).

The Community College National Center for Community Engagement (U.S.) gives the following definition:

Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to community (**Community College National Center for Community Engagement on CACSL's website, 2007**)
http://www.communityservicelearning.ca/en/welcome_definitions.cfm

The HEQC's Glossary (South Africa) gives the following definition of service-learning:

applied learning which is directed at specific community needs and is integrated into an academic programme and curriculum. It could be credit-bearing and assessed, and may or may not take place in a work environment (**HEQC's Framework for Institutional Audits, 2004, p.26**).

In a report from June 2006 entitled *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning* the HEQC (South-Africa) identifies four forms of service-learning: 1) community outreach; 2) co-operative education; 3) volunteerism and 4) internship (p. 14).

The University of British Columbia (UBC) defines CSL as:

Community Service-Learning or Service-Learning refers to a model of experiential learning that combines classroom learning with volunteer work that achieves community goals. Real-life experiences in the community are linked to academic content through processes of critical reflection such as journal writing, small group discussions, and the writing of analytical papers (**UBC's website, 2007**).
http://www.learningexchange.ubc.ca/community_learn.html

It is difficult to clearly distinguish between outreach and service learning, as both are activities directed towards providing a service to a community. However, the literature suggests that outreach programmes involve more structure, are generally initiated by a department or a faculty or as an institution-wide initiative, recognition for student's activity comes mostly in the form of research publications and are centered on the service(s) provided. Service-learning tends to be fully integrated into the curriculum, recognition comes in the form of academic credit (Bringle & Hatcher, 2004, HEQC, 2004, Powers & Rothengast, 2004) and it centers on student's meaningful learning (CACSL, 2007).

In a discussion paper prepared for the Director of Cooperative Education at UVic, the following definition has been proposed as the UVic definition of service-learning:

Service-learning is a collaborative learning activity between community and university partners. The partnership is based on mutually beneficial relationships, goals and outcomes that involve reciprocal learning and foster civic responsibility. It is comprised of action in the form of service in the community, experiential learning, and reflection that integrates the student's learning (**Leavens, Bryan & Bannister, June 2007**).
Unpublished paper

An example of a service-learning program is the *Learning Exchange Trek Program* at UBC, through which students work either in schools or in non-profit organizations in the Downtown Eastside and other Vancouver inner city neighbourhoods (UBC, 2007).

2.3.5 *Community-based Research (CBR)*

Community-based research has emerged in response to criticism that colleges and universities are insufficiently responsive to the needs of communities (Strand et al, 2003). It draws its roots from a long tradition, whose diversity is reflected in the terminology employed: *action research*, *participatory research*, *popular education*, *participatory action research*. According to Strand et al (2003), in the 20th century, three basic influences converged into community-based research:

- a *popular education* model that emphasized the involvement of people in educating themselves for social change
- an *action research* model used by academics in conjunction with major social institutions
- a *participatory research* model that emphasized the involvement of people in doing their own research for social change (p.4).

Some authors contend that what distinguishes CBR from “business as usual in American higher education” (p.8) and constitutes its core tenets are the following three principles:

1. CBR is a collaborative enterprise between academic researchers (professors and students) and community members.

2. CBR validates multiple sources of knowledge and promotes the use of multiple methods of discovery and dissemination of the knowledge produced.
3. CBR has as its goal social action and social change for the purpose of achieving social justice (p.8).

Community –based research (CBR) is research that is conducted *with* and *for*, not *on*, members of a community. In its multiple variations – participatory research, participatory action research, and empowerment research – CBR has a long and diverse history that spans the globe, and most of it does not involve higher education or academics at all.

Unlike traditional academic research, CBR is collaborative and change oriented and finds its research questions in the needs of communities, which often require information that they have neither the time nor the resources to obtain.

In contrast to participatory research, CBR engages students alongside faculty and community members in the course of their academic work. CBR combines classroom learning and skills development with social action in ways that ultimately can empower community groups to address their own needs and shape their own futures.

At the same time, CBR differs from most other experiential and service-learning pedagogies in its emphasis on the development of knowledge and skills that truly prepare students for active civic engagement.

We see CBR as a tool, a teaching technique, and an institutional change strategy for social justice, engaging universities' and communities' human resources, expertise, and knowledge-generating capabilities to address social ills.

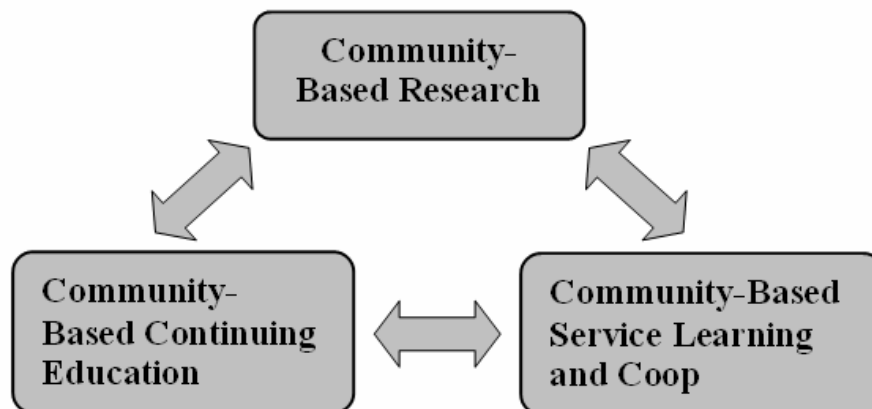
The distinctive combination of collaborative inquiry, critical analysis, and social change that CBR represents – as well as its potential to unite the three traditional academic missions of teaching, research, and service in innovative ways – has led us to believe that CBR is a next important stage of service-learning and engaged scholarship (**Strand et al., *Community-Based Research and Higher Education: Principles and Practices*, 2003, p.xx-xxi**)

In USA the term *Community-Based Participatory Research* (CBPR) is also widely used, as the final report of the meeting hosted by the American National Institute of Health (NIEHS) in 2000 suggests (O'Fallon, Tyson & Dearry, 2000). The meeting was called *Successful Models of CBPR* and was structured around the themes of CBPR methodology and its uses and was attended by a large number of academics and researchers working with US federal agencies. A keynote address to the meeting was that of Dr. Barbara Israel, in which (drawing from previous work) she identifies the key principles of CBPR. Her

address refers specifically to CBPR in health. Below we list those principles that are not totally peculiar to health (all but one):

- Recognizes community as a unit of identity
- Builds on strengths and resources within the community
- Facilitates collaborative, equitable involvement of all partners in all phases of the research
- Integrates knowledge and intervention for mutual benefit of all partners
- Promotes a co-learning and empowering process that attends to social inequalities
- Involves a cyclical and iterative process
- Disseminates findings and knowledge gained to all partners
- Involves a long-term commitment by all partners (p.18-19).

In the view of Dr. Ted Jackson (2005), from Carleton University's School of Public Policy and Administration, one of Canada's leading scholars in CBR, the previously discussed notions of continuing education and service learning are linked with the notion of community-based research through what he calls 'a dynamic triangle' (p.296):



At the University of Victoria, CBR refers to a wide variety of practices and is supported by several academic traditions:

- academic or scientific knowledge put at the service of community needs
- joint university and community partnerships that identify research problems and develop methods and applications
- research generated in community settings without formal academic links
- academic research under the full leadership and control of community or non-university groups
- joint research conceived as part of organizing, mobilizing or social advocacy or action (Office of Community-Based Research, University of Victoria, 2007, <http://www.uvic.ca/research/ocbr/whatis.html>).

Institutionally, it is sustained by the recently formed Office of Community-Based Research (OCBR) (opened in January 2007), guided by a Steering Committee and by an External Advisory Committee and supported through the Office of the Vice-President

Research. The mission of the OCBR-UVic, which is a community-university partnership, is to support community engagement and research (OCBR, 2007, <http://www.uvic.ca/research/ocbr/mission.html>).

3. Strategies of coordinating engagement

3.1 University-community engagement case studies

3.1.1 St. Francis Xavier University

St. Francis Xavier U. (StFX) is an undergraduate Canadian university located in Antigonish, Nova Scotia, having approx. 4,200 FT and 500 PT students and 200 FT and 64 PT faculty (St. Francis Xavier At a Glance, March 2006, <http://www.stfx.ca/pdfs/stfxataglance.pdf>). StFX was the pioneer university in Canada to offer a service learning program. It involves its students in community-based learning in two ways:

- *Course-based service learning*: Students provide a service in the community that relates back to their course of study, then complete a written assignment, which demonstrate their learning. Professors determine the courses where service-learning is to be offered, and the type and value of the assignment.
- *Immersion service-learning*: Students travel in groups, with a faculty leader, to provide service in a cross-cultural setting. It can be either non-credit or for credit.

StFX describes its service-learning program in the following way:

Service Learning is a partnership between the university and community organizations. Working on a collaborative model, the community provides valuable opportunities for student learning and students provide the community with a valuable service. The result is a truly reciprocal relationship, a win-win situation for all.

Community partners tend to be local non-profit organizations that provide service in the community. These organizations can be any size, ranging from large staffed organizations such as schools to smaller organizations that are entirely volunteer-run. Many community organizations partner with service learning every year, while others partner only when there is a specific need **(StFX Service Learning Community Partners web page)** <http://www.stfx.ca/academic/servicelearning/Course%20Based/Community%20Partners.htm>.

The goals of StFX service-learning programs are:

- to integrate experiential learning, academic study and community service
- to make education more holistic
- to expose undergraduate students to a philosophy of outreach.

The Service-Learning Program at StFX is led by:

- a Coordinator of Service Learning, which is a faculty position reporting directly to the Academic Vice President and Provost
- a Program Manager for Service Learning
- a Program Assistant for Service Learning

In addition, there are two advisory committees:

- the Advisory Committee – comprises the three positions mentioned above, plus one representative from U.'s departments and institutes and one representative of the Student Union.
- The Community Support Committee, which consists of five members of the local community, plus the Service Learning Program Manager. The Coordinator of Service Learning may also participate as needed. Each community member is intended to represent the following constituencies: social services/NGOs, government, healthcare, business/community economic development, and applied sciences.

For the organizational chart, see:

<http://www.stfx.ca/academic/servicelearning/Community/OrgCha3.pdf>.

There is also a position of Director, Continuing & Distance Education Programs, a Vice-President University Advancement and a University Vice-President who is also the Director of the Coady International Institute (currently Dr. Mary Coyle) and a Director Extension. The Coady International Institute¹ is a renowned institute that provided leadership in education (especially adult education) since 1959.

Course-based Service-Learning (and not Immersion) is funded through an internal granting program, from a fund provided by the J.W. McConnell Family Foundation. Details are provided at:

<http://www.stfx.ca/academic/servicelearning/Research%20Grant/Research%20Grant%20Home%20page.htm>.

For the Immersion program, in which students travel either in Canada or abroad, the funding is a combination of student pay and bursary awards. StFX provide students with tips for fundraising to cover the expenses.

3.1.2 Virginia Commonwealth University

Virginia Commonwealth University (VCU) is a large public US research university, with its main campuses located in Richmond, Virginia. VCU's strategic plan calls for creating a culture of community engagement across its campuses (VCU's Strategic Plan 2020 *Vision for Excellence*, http://www.vcu.edu/cie/pdfs/vcu_2020_final.pdf).

¹ The Coady Institute is named after the Rev. Dr. Moses Coady, who, with Fr. Jimmy Tompkins started the Antigonish Movement in Atlantic Canada during the 1920s (an adult education coupled with economic development and strive for social justice movement).

VCU dedicated a centralized administrative unit that focuses on community engagement and nontraditional programs: the *Division of Community Engagement*. The Division resides within the Office of the Provost and Vice President for Academic Affairs and assumes responsibilities for academic programs as well as university-community partnerships that address social concerns in the community.

The Division of Community Engagement (DCE) consists of two offices:

- the Office of Continuing Studies, Summer Studies and Special Programs and
- the Office of VCU Community Solutions

The mission of the DCE is to:

- facilitate and coordinate innovative academic programs, on and off campus, to enhance the community's access to VCU
- support the involvement of faculty and students on the Monroe Park Campus and MCV Campus in community partnerships
- create opportunities for interdisciplinary, community-based collaborations that integrate research, teaching and service.

For the organizational chart of DCE see

<http://www.community.vcu.edu/pdfs/dceorgchart.pdf>.

The leadership is provided by the *Vice Provost for the Division of Community Engagement*. Currently, this function is filled by Dr. Catherine W. Howard (choward@vcu.edu).

At VCU, the most salient forms of engagement are:

- continuing education through programs such as *Continuing Studies, Summer Studies, Special Programs, Off-Campus Graduate Art, Intersession, Summer Workshops Series, Especially for Nonprofit Organizations*.
- Service-learning
- work-study programs such as *America Reads*, which places college students in local elementary schools to provide reading support
- volunteer programs such as *AmeriCorps*, with the goal of improving literacy among school children and *Lobs & Lessons*, with the goal of mentoring at-risk youth
- community service through programs such as the *Community Service Associates Program* (faculty assist with projects of neighbourhood groups, associations, governmental and professional organizations, and nonprofit agencies)
- information clearinghouse through programs such as Connect Network (a website providing information and resource exchange) or *TheCollegePlace* (three college information centres in surrounding communities).

Under the leadership of the Vice Provost for Community Engagement, a *Council for Community Engagement* assembles representatives from all major academic and support units. The role of the Council is to:

- provide a coordinating infrastructure to support university wide interdisciplinary efforts to engage with and respond to the community
- promote and support VCU's core mission activities of research, teaching and service as they relate to enhancing their engagement with the community
- enhance awareness of opportunities and achievements, and promote involvement among university stakeholders interested in becoming engaged with the community.

The Council has four standing committees:

1. Grants and Gifts committee - identifies and administers funds to encourage university engagement with community-identified needs. The committee develops and oversees a mini-grant program, with a fund of up to \$100,000 to support university initiatives with community partners to address critical needs. In addition, the committee work closely with the VCU Office of Research and the VCU Office of Advancement to identify and promote external funding opportunities for community engagement.
2. Awards and Recognition committee - develops a nomination and selection process for the annual *Currents of Change* award to be given to an outstanding university-community partnership. The committee also identifies faculty, staff and students involved in community partnerships that can be highlighted through various venues such as the VCU Web site, other media venues and through existing university recognitions. In addition, the committee makes recommendations to the provost and vice president for academic affairs for inclusion of language that supports recognition of faculty involvement in community engagement through their research, teaching and service.
3. Community Connections committee - creates the bridge between the council and the community. The committee is responsible for the relationship and communications with a Community Advisory Group to ensure community voice in council and university activities. The committee creates mechanisms for community needs and opportunities. In addition, the committee explores and defines the role of community scholars to participate in university-community partnerships.
4. VCU Data committee - develops strategies for collecting information on VCU's activities in the community. The committee identifies or designs a simple inventory tool that council members can use to gather information on community engagement activities of their faculty, staff and student groups. In addition, the committee provides recommendations to the VCU Office of Research for inclusion of relevant community engagement variables on the faculty expert database (called Genius). The committee provides recommendations to the Office of the Provost and Vice President for Academic Affairs for definitions and formats that capture community engagement activities reported (VCU's DCE, 2007).

In the Department of Health Administration there is also a *Vice President of Community Outreach* position, currently occupied by Sheryl Garland (sgarland@mcvh-vcu.edu). She co-chairs, with Dr. Howard, the Council for Community Engagement.

3.1.3 *Portland State University*

Portland State University (PSU) describes itself on its main web page as being “Diverse, Engaged, International and Sustainable” (<http://www.pdx.edu>). And on the generous web space dedicated to engagement, President Daniel O. Bernstine’s vision of engagement is often cited: “My vision is of a university so thoroughly engaged with its community...that people throughout the region refer to it as ‘our university’ (<http://partner.pdx.edu/>).”

In keeping with this vision and with its motto – “Let Knowledge Serve the City” - PSU offers support for over 400 faculty, 7,800 students, and 1,000 community partners (Center for Academic Excellence, 2007). Together they contribute almost \$21 million a year through their work in classes, research and service (PSU, 2006, 2007).

Community-university partnerships at PSU may fall under one or more of the following categories:

- Academic course
- co-curricular service opportunity
- degree/certificate
- event
- federal Work-Study
- Field-Learning Project
- Internship
- Memorandum of Understanding
- Miscellaneous Outreach
- Practicum
- Research
- Senior Capstone
- Sister Program
- Student exchange/Study abroad
- Student Leaders for Service
- Visiting Scholar/Faculty Abroad

The effort to coordinate engagement at PSU is divided between two structures: the *Centre for Academic Excellence* and the *Office of International Affairs*.

The Center for Academic Excellence (CAE) has the role to support PSU’s commitment to community-university partnerships and to curricular innovation and it does so on three levels:

- 1) individual faculty consultation – the Director and the Assistant Director of Community-University Partnerships at CAE are available to meet one-on-one with faculty to offer support for designing and teaching community-based learning and interdisciplinary courses. In addition to the one-on-one support, CAE offers support for: designing new curriculum, crafting a syllabus, publishing scholarly works, access to the latest community-based learning and civic

- engagement research, instructional strategies, collaborating with community partners.
- 2) cohort learning and development opportunities for faculty and students
 - 3) institutional events (Kecskes, 2007).

PSU's CAE defines community-based learning as:

Community-based learning involves educating students in an academic discipline while also preparing them to be contributing citizens. By becoming involved in community activities, students benefit others while benefiting themselves, learning about teamwork, civic responsibility, and the application of intellectual skills to community issues. Community-based learning options in regular classes engage students in performing service as a way to gather, test, and apply content and skills from existing courses. Students perform a designated amount of service, and their learning from that experience is evaluated as part of the course.

A course designed around community-based learning would include in-depth theoretical and practical applications which allow for maximum integration of service and classroom work. Community-based learning courses provide information, skill building, reflection, general principles, and assessment methods to help students serve and learn more effectively (CAE at PSU, 2007) <http://www.pdx.edu/cae/faqs/5118/>.

The CAE at PSU is responsible for coordinating:

- Community-based learning academic courses – PSU offers more than 400 community-based learning courses across all academic disciplines, engaging over 400 community organizations in a wide variety of partnerships designed to apply scholarly learning to salient community issues. Faculty and students work with community partners to expand and apply teaching and research methods that emphasize the relevance of course content. PSU community-based learning courses are noted in the course calendar with a “CBL” icon.
- Senior Capstone – is a six-credit, community-based learning course, designed to provide students with the opportunity to apply in a team context what they have learned in their major.
- Federal work-study – students with federal work-study grants may work off-campus with local community service agencies. This is done in collaboration with PSU's Career Center.
- Online teaching mainly for distance and alternative education, but also as an enhancement of face-to-face courses.

CAE houses the *Community-University Partnerships for Learning (CUP)* – a three staff office composed of one Director, one Assistant Director and one office support position, shared with the rest of CAE. Currently, the CUP Director at PSU is Kevin Kecskes

(kecskesk@pdx.edu) and the Assistant Director is Amy Spring (springa@pdx.edu). CAE also houses (and partly sponsors) the Student Leaders for Service Program (SLS), whose mission is to “cultivate a body of engaged student leaders who foster meaningful connections between the University community and the Portland metropolitan region”(CAE, 2007). Students in the SLS program enrol in a three-term course, commit to nine-months of direct service (5-10 h/week) and receive a small stipend.

The Office of International Affairs (OIA) coordinates:

- Visiting Scholar/Faculty Abroad – through the International Faculty Services branch of the OIA
- Student Exchange/Study Abroad
- Sister Programs – fostered through the City of Portland with its sister-cities throughout the world.

To help individuals and groups connect to large-scale efforts, PSU’s CAE and OIA developed a dynamic web site (an interactive map leads to information about existing partnerships in the selected region) (<http://partner.pdx.edu/>) and a database of partnerships (<https://webauth.pdx.edu/>) where partnerships can be submitted or updated.

3.1.4 Michigan State University

Michigan State University (MSU) is a major U.S. public university with a long tradition of outreach (over 150 years) (About MSU, 2007). Today, MSU implements extensive organizational support for outreach and engagement, which are deemed as scholarly, community-based, collaborative, responsive, capacity-building and for the public good. At MSU, outreach and engagement is treated as one composite notion and is defined as:

As a land-grant institution, Michigan State University has a mandate to develop, apply, and share knowledge to serve the public good. MSU advocates a scholarly model of outreach and engagement that fosters a reciprocal and mutually beneficial relationship between the University and the public. The MSU model involves the co-creation and application of knowledge, a relationship that increases both partners' capacity to address issues. Outreach and engagement also provides university scholars with new information for publications and other communications that reflect the realities outside the laboratory. Such new knowledge can sometimes be incorporated into future research and teaching and applied in new settings.

Outreach and engagement occurs when scholarship is applied directly for the public good and when the relationship between partners is reciprocal and mutually beneficial (MSU’s Board of Trustees, 2007).

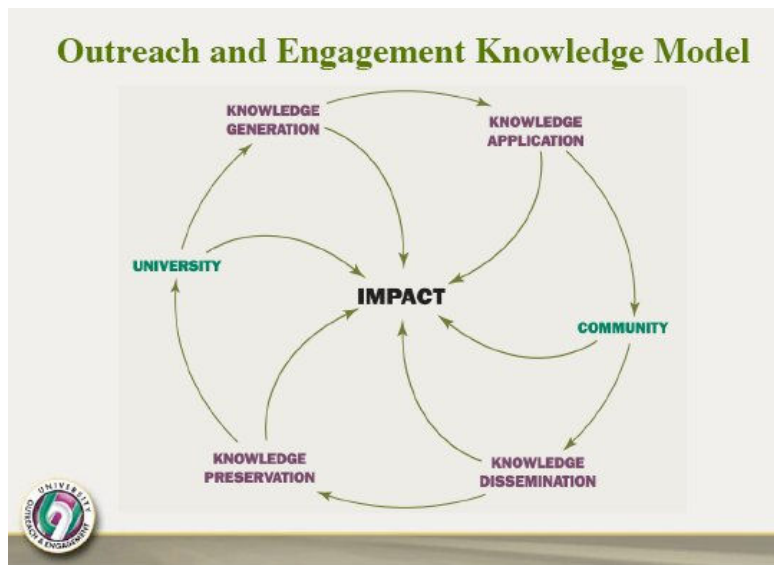
<http://outreach.msu.edu/approachDefined.asp>

As scholarship, outreach and engagement are defined as involving teaching, research and service. When they are implemented beyond the university’s environment and are for the immediate and direct benefit of the public, they are considered outreach.

The following is the Provost's Committee on University Outreach (1993) definition of outreach:

Outreach is a form of scholarship that cuts across teaching, research and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions **(in Fitzgerald & Bargerstock, July 2007, slide 2)**.
http://www.outreach.msu.edu/powerpoints/UOE_HEFBB_FAU_072607.pdf

Bellow is the Outreach and Engagement Knowledge Model at MSU (Fitzgerald & Bargerstock, July 2007, slide 8):



At MSU outreach and engagement is coordinated by the *Office of University Outreach and Engagement* (UOE). This is an administrative structure created as a central resource to help faculty and departments construct scholarship-based engagement with communities, organizations, and agencies, both nationally and internationally. The UOE leadership is ensured by the *Associate Provost for University Outreach and Engagement*, seconded by a *Director of Administration University Outreach and Engagement*. Currently, the Associate Provost for University Outreach and Engagement at MSU is Dr. Hiram E. Fitzgerald (fitzger9@msu.edu) and Senior Director, University Outreach and Engagement is Dr. Patricia A. Farrell (farrellp@msu.edu). The list of UOE office staff can be found at: <http://outreach.msu.edu/pp/APUOE.asp>.

The Office of University Outreach and Engagement provides leadership and coordination for the following departments:

1. [National Center for the Study of University Engagement \(NCSUE\)](#) promotes the study of university engagement through measurement of outreach activity, developing benchmarks for outreach performance, creating opportunities to learn about the practice of engaged scholarship, and participating in national organizations.

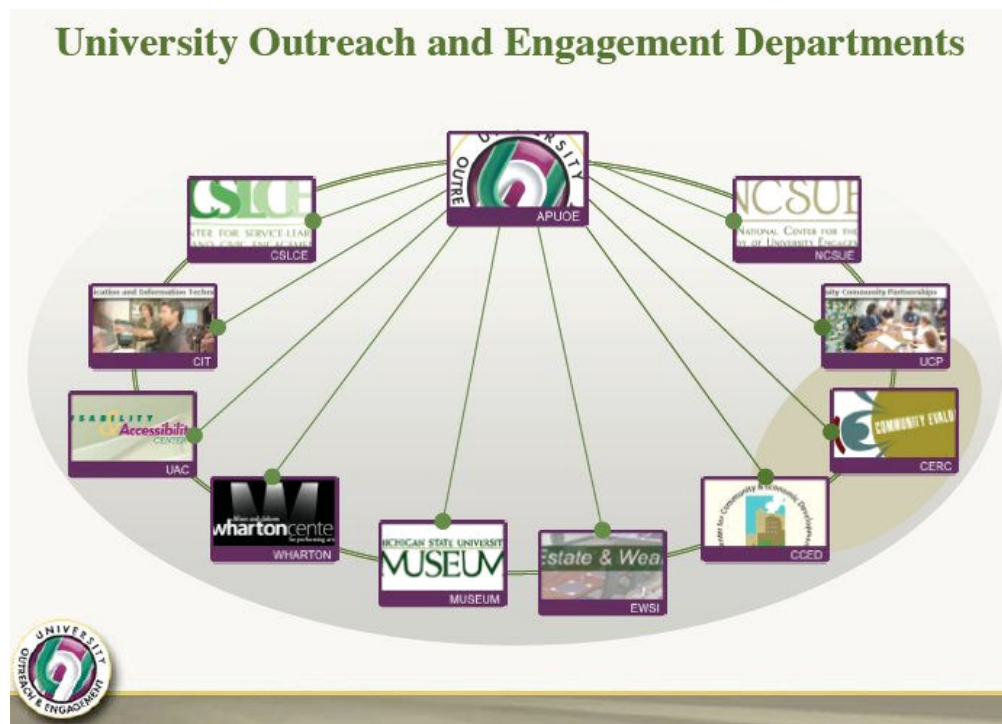
2. [University-Community Partnerships \(UCP\)](#) increases the capacity of MSU faculty and communities to address a variety of important societal issues. UCP offers services such as brokering and facilitating university community partnerships, connecting faculty with faculty to encourage multidisciplinary research, facilitating organizational development and change processes, offering asset/outcome evaluation training, and conducting community-based research and evaluation.
3. [Community Evaluation and Research Center \(CERC\)](#) acts as a hub for evaluation activity across Michigan State University, providing training in program evaluation and community-based participatory research, and conducting formative and summative evaluations. Across local, state, and national arenas, CERC partners with non-profit organizations, educational institutions, state government, health organizations, foundations, and other universities.
4. [Center for Community and Economic Development \(CCED\)](#) mission is to create, disseminate, and apply knowledge to improve the quality of life for people in distressed urban and regional Michigan communities. CCED implements, evaluates, and disseminates innovative approaches through responsive engagement, strategic partnerships, and collaborative learning.
5. [Center for Service-Learning and Civic Engagement \(CSLCE\)](#) administers a number of civic engagement programs for students. These university initiatives provide curricular and co-curricular service-based learning and engagement opportunities for MSU students. Opportunities are offered that meet students' goals while also addressing the expressed needs of the community. CSLCE also helps faculty integrate service-learning into their courses.
6. [Communication and Information Technologies \(CIT\)](#) offers outreach project consulting and development services in Web design, information systems, graphic design, publications, event management, and integrated communication to MSU faculty and their community partners. CIT also provides public access to information about university-wide outreach initiatives through Web sites like the [MSU Statewide Resource Network](#) and [Spartan Youth Programs](#).
7. [MSU Usability & Accessibility Center \(UAC\)](#) provides leadership in evaluating new interface technologies to ensure that they are useful, usable, accessible, and appealing to a broad audience. The UAC team conducts research and provides accessibility and usability consulting services; offers training on accessibility evaluation, usability evaluation methodologies, and user-centered design techniques; and participates in local, regional, national, and international usability and accessibility communities of practice.
8. [Wharton Center for Performing Arts](#) is committed to presenting all disciplines of the performing arts from around the world. Wharton Center's Educational Programs provide arts education opportunities to more than 30,000 school-age children annually.
9. [Michigan State University Museum](#) is Michigan's largest public museum of natural history and culture. It reaches a broad and diverse audience through strong, varied, and accessible collections, field- and collections-based research, public service and education programs, traveling exhibits, and innovative partnerships

with Michigan Council for Arts and Cultural Affairs (MCACA), the Great Lakes Fisheries Trust, and Michigan State University Extension (MSUE).

10. [Estate and Wealth Strategies Institute at Michigan State University](#) (EWSI) is a non-profit organization dedicated to developing strategies for wealth, estate, business, and charitable planning. The Institute is a recognized authority in the estate and financial planning industry.

Leadership and coordination for the above ten departments are implemented by means of the *Office of the Associate Provost for University Outreach and Engagement* (APUOE). APUOE supports the administrative work of the Associate Provost. APUOE provides budget, personnel, and facilities management to the UOE departments and advocates for the outreach mission campus-wide. In addition to overseeing the departments, APUOE provides national and local leadership on outreach and management issues, consults with the MSU community to develop models of outreach research, teaching and service, administers seed grants for community-based research, provides opportunities for faculty and academic staff to develop and measure their engaged scholarship activities, supports the outreach and engagement visiting scholar series, develops and disseminates evidence-based models of effective community partnerships, develops and maintains Web portals to inform about the outreach activities.

Bellow is the organizational model of outreach and engagement at MSU (Fitzgerald & Bargerstock, July 2007, slide 34):



The Associate Provost created two advisory groups:

- [The Outreach and Engagement Senior Fellows](#) are faculty from across the campus. They advise the Associate Provost on cutting edge issues within their

disciplines and how university engagement can respond on these issues. Fellows are selected based on their commitment to the idea of engagement and all of them engage in research that directly benefits populations outside the university.

- [The Outreach and Engagement Community Fellows](#) are stakeholders from various institutions outside the university.

Individual outreach and engagement programs (including continuous education) in which MSU academics, staff and students are involved or that are offered by MSU are gathered in a database called [StateWIDE Resource Network](#).

3.1.5 University of Minnesota

University of Minnesota is one of the most comprehensive public (state land-grant) research universities in US. It has five campuses, the main being located in a metropolitan area comprised of Minneapolis and St. Paul, known together as the Twin Cities.

At the University of Minnesota (UM), the leadership in coordinating public engagement is provided by the Office for Public Engagement (OPE), which is comprised of: Associate Vice President for Public Engagement and one Program Associate (the office may also employ one or more interns). The Associate Vice President for Public Engagement reports to the Senior Vice President for System Academic Administration and works with the Provost, Vice Presidents, Chancellors, Deans, faculty, staff and students on all campuses to promote and support publicly engaged teaching, research, and service across all colleges, units and campuses.

At the University of Minnesota, engagement is defined as:

the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (**Regents of the University of Minnesota, 2006**) <http://www.engagement.umn.edu/about.html>.

The Office for Public Engagement role is to enhance the University of Minnesota's activities and stature as a publicly engaged university. The office provides university-wide leadership to "catalyze, facilitate, advocate, coordinate, connect, communicate, and align engaged initiatives across units and with external constituencies" (Regents of the University of Minnesota, 2006).

In addition to the Office for Public Engagement, the *Council on Public Engagement* (COPE) brings together people working on public engagement activities, along with representatives of faculty and student governance, colleges, and central administration

offices. The Associate Vice President for Public Engagement provides oversight (chairs) for COPE too.

According to OPE and COPE (Regents of the UM, 2006), the COPE should include:

- Leaders or representatives of all pertinent UM organizations, on all UM campuses involved in Public Engagement
- Leaders or representatives of community organizations with which the UM is engaged
- Leaders or representatives of faculty governance committees (Research, Faculty Affairs) and student governance
- College and campus liaisons
- Vice Provosts for Undergraduate Education, Graduate School, Student Affairs, Faculty & Academic Affairs, and Distance Education and Instructional Technology
- Faculty, staff, students, and others with special personal involvement or interest in engaged work

Standing committees of COPE should include:

- Steering Committee: selected by Associate Vice President for Public Engagement as a general advisory committee
- Program Committee: propose annual forums, speakers, and other events on relevant themes
- Seed Grant review committee
- Outstanding Community Service Awards review committee
- Campus Community Coordinators Alliance
- Student Relations committee: maintain connections with student organizations and with other relevant university offices

In addition, at the request of the Associate Vice President for Public Engagement, ad-hoc committees or groups may form and dissolve as needed for specific purposes, such as program initiation and development, communication, alumni relations, etc. (Regents of the UM, 2006).

On the Civic Engagement Task Force Report *An Engaged University: Renewing the Land-Grant Mission* (2002), the task force recommended for the COPE to be composed of no more than twenty members, appointed by the Provost, including a mix from all campuses of senior administrators, deans, faculty leaders, staff representatives, student leaders and representatives of the alumni association, and community partners from all campuses. According to their recommendations, COPE would meet at least once per semester and members would ordinarily serve for a three-year term (p.9).

Currently, COPE includes the following committees:

- Steering
- Campus Community Coordinators Alliance
- Student Relations
- Program committee

- Seed grant committee
- Outstanding Community Service Awards

and the following action and innovation groups:

- Program initiation and development
- Communication
- Database
- Faculty and staff reward system
- Development
- Alumni relations
- Assessment

In April 2003 the UM released a study commissioned by the state legislature in 2001 and co-sponsored by the Minnesota Higher Education Services Office and Minnesota Campus Compact. This study had to provide a comprehensive picture of campus civic engagement in Minnesota. *Minnesota Campus Civic Engagement Study. Defining Engagement in a New Century* (2003) lists as major findings and observations:

Coordination of civic engagement is important. Institutions that perform strongly on the indicator related to having adequate professional coordination for civic engagement perform strongly in civic engagement indicators overall (p. 12).

The effect of the words and actions of top institutional leaders cannot be underestimated. Support for civic engagement efforts from key leaders such as institutional presidents, vice-presidents, faculty leaders, and community leaders is essential to the success of these efforts (p.23).

Minnesota Campus Engagement Study, 2003

The above study suggests that civic engagement cannot be thoroughly embedded throughout the institution without centralized coordination (p.23).

Victor Bloomfield (2006), who has served as Associate Vice President for Public Engagement at UM, in a paper entitled *Civic Engagement and Graduate Education: Ten Principles and Five Conclusions*, arrives at the conclusion that “graduate deans and other central administrators should support, facilitate, and reward engaged scholarship” and gives the following four advices for top university administrators:

1. Encourage multidisciplinary and interdisciplinary research and teaching.
2. Provide the ‘top-down’ to complement the ‘bottom-up’.
3. Use the access that their positions provide to open doors for faculty to talk with community and business leaders, politicians, policy makers, and foundation executives.
4. Work with university public relations offices to get engagement stories out.

At the campus located in Duluth, the UMD has an additional *Office of Civic Engagement* (OCE) that employs a Director and an Administrative Assistant. There is also a six members steering committee. The main services provided by OCE at UMD are:

- Knowledge of the community and of the field of civic engagement
- Partnerships with more than 150 organizations and agencies
- Ability to form new community partnerships based on needs and interests
- Identify appropriate community placements for students based on the course goals
- Connect with faculty with experience in civic engagement
- Maintain OCE's Civic Engagement Library, available to faculty and staff
- Conduct site visits to discuss course goals and objectives
- Provide ideas and methods for helping students to reflect on their community experience
- Provide students with site descriptions and site supervisor contacts
- Provide students with public transportation information
- Assign students to their service sites and provide sites with student contact information
- Offer trainings to help students prepare for community work
- Maintain a database with student information and their community site placements
- Maintain correspondence with site supervisors to handle concerns and mediate resolutions
- Conduct mid-semester site visits to evaluate the partnership
- Disseminate and collect end-of-the-year community partner evaluations
- Disseminate and collect survey to students
- Highlight faculty work and community partnerships in various OCE reports (Office of Civic Engagement at UMD, 2006).

The College of Liberal Arts at UM has a *Career and Community Learning Center* (CCLC) whose primary role is to connect College of Liberal Arts students to community involvement and service-learning opportunities and exchanges to other US campuses. It also provides resources, works with, or invites participation from faculty and staff, employers, community partners, alumni, parents/family members (CCLC website <http://www.cclc.umn.edu/>, 2007).

The major “educational outreach arm of the University of Minnesota” (Regents of the UM, 2007) is the University of Minnesota Extension program, which has the following mission: to enhance Minnesota’s economic, social, civic and technological capacity through research and education outreach, to use the research, education and outreach to promote sustainable use of agriculture and natural resources, and youth development and family living. The UM Extension leadership is provided by a Dean and Director, five Extension Deans, the Dean’s Administrative Council, the Dean’s Leadership Council, and the Citizen’s Advisory Committee. In addition, there are six Field Operations positions. Extension employs a large number of people as there are numerous regional and county offices throughout the state.

Two notable partnerships related to engagement are the *Regional Sustainable Development Partnership* (<http://www.regionalpartnerships.umn.edu/>) in collaboration with UM Extension and the *Community Engagement Scholars Program* offered by CCLC (<http://www.servicelearning.umn.edu/cesp/>).

3.1.6 University of Leeds

University of Leeds is a large university in UK. During the academic year 2006-2007 over 32,241 students were attached to 700 different first-degree programmes and 474 postgraduate degree programmes and a further 26,544 people were enrolled on short courses with the U. of Leeds. It is the third largest employer in the city of Leeds, with some 7,500 staff (University of Leeds, 2007).

University of Leeds has the vision to become one of the top 50 Universities in the world by 2015. To reach this aim, U. of Leeds devised a strategy map, which includes research, teaching, social enrichment and knowledge transfer.

University-community engagement at U. of Leeds embraces many diverse forms that are synthesized in their strategy map into the following four broad areas:

- Access
- Community
- Working Culturally
- Working Strategically

To each area there are corresponding sub-strategies and action plans.

The above four areas of activity are coordinated at university-wide level by the *Office of Access and Community Engagement*. The office is led by the *Head of Access and Community Engagement* (currently Ceri Nursaw C.Nursaw@adm.leeds.ac.uk) and by the *Deputy Head of Access and Community Engagement* (currently Greg Miller G.D.Miller@adm.leeds.ac.uk). The office also employs another thirty-five people that work either in teams or are assigned to special tasks and projects (<http://www.leeds.ac.uk/ace/contact.html>).

Sub-strategies and action plans designed for supporting their city and region are:

1. The Community Strategy – First developed in 2000 and then refined in 2005, through a series of public consultations, the strategy is based on three key themes:

- Communication – to develop a clear and transparent communication flow between the University and the community
- Community Cohesion – to foster positive relations and dialogue between the U. and longer term local residents through collaborative projects that address local needs
- Matching Resources – the U. is seeking to maximize the use of resources in terms of facilities, equipment as well as human resources (staff and students) to support the social economic and cultural development of the city

Although there are themes, partnerships between U. of Leeds and community cut across the three key themes and across the three sectors (private, public, voluntary). U. of Leeds works in partnership with key stakeholders from across the region, from strategic decision making groups such as *Leeds Initiative* to local grassroots community groups, to affect positive change in Leeds, Yorkshire and Humberside. It employs a dedicated *Community and Regeneration team* to coordinate the University's Community Engagement and develop programmes to address local priorities. The team provides services such as the *Neighbourhood Helpline* and are involved in developing projects to integrate students into their community. They also represent the University at many community and statutory meetings, discussing potential collaborations and responding to concerns raised by the local community.

2. The Housing Strategy – is designed to address local concerns about the growth in student numbers and the concentration of students in some areas. Whilst students bring economic prosperity to these areas, there is also a negative consequence principally due to the transient nature of students and in some areas a loss of a sense of community. There are also concerns that arise due to the lifestyle differences of young people. The Access and Community Engagement Office and Residential and Commercial Services jointly represent the University in the dialogue with the community and the City.

3. The Sports Strategy

4. The Culture Strategy – the main idea is to make the cultural output of the U. more accessible to all users and integrated with the community. Ways of achieving this goals employed by U. of Leeds are musical performances and recitals, sharing a gallery, cultural outreach work in schools, sharing of special collections at the U. libraries, collaboration with local Opera, a new City museum, involvement in local festivals.

5. The Widening Participation Strategy – aims to ensure that the opportunity to study at U. of Leeds is available to all those with the necessary ability regardless of background, or of age, while maintaining their standards. The strategy is based on the principles of diversity, opportunity for all, fairness, equality of access and social justice. Strategy documents can be downloaded from <http://www.leeds.ac.uk/ace/access/widening.htm> (University of Leeds, 2007).

3.2 Lessons Learned and Policy Recommendations

There is a wealth of accounts in the literature that community-university partnerships are difficult to establish, time consuming and costly and that a sense of security is built through long-term commitment, hence planning is required from the part of a university if it is to establish a trusting relationship between communities and researchers.

Commitment to long-term support provides researchers and communities with a framework in which their attention could be directed towards research issues rather than looking for furthering support and would insure continuity of projects (O'Fallon, Tyson & Dearry, 2000, p.80).

In Canada and the US, a large body of literature is dedicated to community engagement for health care, due to the work of strong civic networks dedicated to the health issue, such as the Local Health Integrated Networks (LHINs) in Ontario, Community Health

Centres (CHCsP, Aboriginal Health Access Centres (AHACs), to name only few community organizations networks. A recent Canadian report about community engagement in health care suggests that:

- linking citizen's values and preferences to outputs is a form of achieving efficiency
- governance structures offer more opportunities for citizens to become better informed and involved
- issues are better defined and managed by community (Kpatzer Consulting, 2006, p.5-6).

The report *Returning to our roots: The engaged institution* of the Kellogg Commission on the Future of State and Land Grant Universities (1999) made up primarily of presidents and chancellors from twenty-five public U.S. universities, recommends five strategies to advance engagement:

- 1) transforming thinking about service so that engagement becomes a priority and central part of institutional mission;
- 2) developing an engagement plan;
- 3) encouraging interdisciplinary scholarship, research, and teaching;
- 4) developing incentives to encourage faculty involvement in engagement efforts;
- 5) and securing stable funding to support engagement.

It also recommends seven characteristics which define an engaged university: 1) responsiveness; 2) respect for partners; 2) academic neutrality; 4) accessibility; 5) integration; 6) coordination; and 7) resource partnerships.

Dr. Barbara Israel, a Professor at U. of Michigan and scholar of CBPR research identifies three areas where policy change may advance the use of CBPR: 1) funding (e.g. grants, long-range funding, initial and ongoing funding for infrastructure, grant applications and review processes), 2) capacity building and training for CBPR partners (e.g. pre/post-doctoral training, training for community members) and 3) benefits and reward structures for partners (e.g. tenure and promotion processes, roles, responsibilities and recognition) (p.20-21). She gives the following advice:

In order for community-based participatory research to continue to expand and improve there is a need for greater:

- Awareness and recognition of the meaning and value of community-based participatory research;
- Funding support from public and private funding institutions;
- Emphasis on capacity-building and training to enhance knowledge and skills needed to conduct CBPR;
- Benefits and reward structures for CBPR partners; and
- Use of multiple case study evaluations to assess the context, process and outcomes of community-based participatory research endeavors (**Barbara Israel, Community-Based Participatory Research: Principles, Rationale and Policy Recommendations, p.21**).

The University of Minnesota Civic Engagement Task Force Report *An Engaged University: Renewing the Land-Grant mission* (2002) makes four recommendations for the future:

1. Establish a Council on Public Engagement
2. Expand Community Partnerships
3. Enhance Institutional Incentives

Develop Necessary Assessment and Evaluation.

The report of the 2005 Conference on Research Universities and Civic Engagement, hosted by the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University (US) and co-convened with Campus Compact, suggests research universities what they can do to advance civic engagement in their institution:

- appoint dedicated senior academic leadership (e.g. Associate Provost, School Dean) to promote engaged scholarship and provide that leadership with the platform and infrastructure to have a meaningful impact in the entire university
- ensure that engaged scholarship is valued in tenure and promotion decisions, grant awards, and public recognition, regardless of discipline
- create opportunities to meld engaged scholarship teaching and curricula, including service-learning courses, CBR, and other forms of engagement that offer students the chance to learn through direct interaction with communities
- educate graduate students in engaged scholarship approaches, so it will become standard practice in the future
- provide sustainable funding streams for engaged scholarship efforts through centrally-funded small grant programs, endowed centres for engaged scholarship and teaching and/or interdisciplinary centres focused in addressing public problems
- offer graduate degree or certificate programs in civic engagement that can be open to community scholars
- develop research projects based on engaged scholarship approaches and publish the results in peer-reviewed journals
- develop a set of standards for what constitutes high-quality engaged scholarship and ensure they are used as basis for tenure and promotion decisions and grant awards
- create journals devoted to CBR, establish institutes for faculty interested in civic engagement
- encourage broad-based higher education associations to promote, advance and integrate engaged scholarship into their standards, with emphasis on education research associations
- convene scholars-practitioners who are recognized as leaders in this work to engage in continued discussions
- design panels, workshops, and other forums for a multidisciplinary audience
- create clearinghouses or databases that includes information relevant to civic engagement (Gibson & Campus Compact, 2006, p.22-23).

The report of the Executive Vice Chancellor's task force on community partnerships at the University of California at San Francisco (2005) found insufficient institutional competence, the lack of greater and more formalized resources and infrastructure and a 'culture not conducive to civic engagement' (p.44) as the main barriers and liabilities impeding successful community partnership. They recommended that the U.

- create a formal University-community partnership program as a campus infrastructure, "without disrupting the healthy ecosystem of existing grass-roots partnerships at UCSF" (p.46)
- designate a leader within the Chancellor's Office for engagement
- appoint a council empowered to work with the Chancellor's Office to guide the operations of the University-Community Partnership programme. They suggest the council should consist of two types of members in equal balance: 1) members of U. campus community (faculty, staff, students and other learners that demonstrated leadership in community service) and 2) residents of local communities and leaders of community-based organizations and that the leadership of the council should be shared equally
- formally adopt explicit principles of civic engagement and community partnerships for the UCSF institution
- prioritise the implementation of: a) information clearinghouse and coordinating centre; b) faculty development and support; c) service-learning curricular development; d) community economic and employment development; e) internal grants program; f) dissemination, communications and recognition; g) navigation, technical support and endorsement; h) champions and leadership; i) evaluation and assessment (p.46-52).

4. Evaluation of engagement

In a project to build indicators of campus engagement, Campus Compact identifies five thematic groupings of the indicators of engagement:

1. Institutional culture, including *mission and purpose*, and *administrative and academic leadership*
2. Curriculum and pedagogy, including dimensions such as *disciplines, departments, and interdisciplinary work* and *teaching and learning*
3. Faculty Culture – issues of *faculty development*, and *faculty roles and rewards*
4. Mechanisms and Resources – indicators here include *internal budget and resource allocations, support structures and resources, coordination of community-based activities, and student voice*
5. Community-campus exchange – includes indicators that measure the community role in engagement: *external resource allocations, community voice* and *forms for fostering public dialogue* (Jones & Franco, 2005).

Although the literature recommends universities to develop their own evaluation and assessment set of tools, there are several well-established frameworks for guiding the effort:

- The Carnegie Foundation for the Advancement of Teaching Community Engagement Elective Classification
- The Campus Compact Indicators of Engagement Project (IEP)
- The Minnesota Campus Civic Engagement indicators and sub-indicators (developed in partnership with Minnesota Campus Compact)
- The benchmarking system developed in 2005 by the Committee on Institutional Cooperation (CIC) and the NASULGC Kellogg Commission
- The Michigan State University Outreach and Engagement Measurement Instrument
- The Indiana University-Purdue University Indianapolis (IUPUI) Civic Engagement Performance, Objectives, Indicators and Measures
- The Iowa state University CECEPS Committee on Benchmarking engagement model (2005)
- The Manchester University approach – Quality and Metrics table for reach out/Knowledge Enterprise Activity (2005)
- The Higher Education Funding Council for England (HEFCE) Benchmarking Project (2001)
- The Metrics for Third Stream activity in the Scottish higher education sector (2005).
- North Carolina State University evaluation of faculty outreach and extension
- The AUCEA Benchmarking Project
- The Russel Group of Universities Benchmarking Model.

In addition, the work of several scholars is considered seminal in building models for evaluating engagement:

- Hollander, Saltmarsh & Zlotkowski (2001) *Indicators of Engagement*
- Holland (2001, 2004)'s *Levels of Community Engagement* and *Exploring the challenge of documenting and measuring civic engagement endeavours of colleges and universities*
- Gelmon et al. (2005) *Building Capacity for Community Engagement: Institutional Self-Assessment*
- Furco (2002) *Self-Assessment Rubric for the Institutionalization of Service-learning in Higher Education*
- Bringle, Hatcher & Hamilton (2001) *Planning and Assessing to Improve Campus/Community Engagement*
- The SELEB scale of assessing service-learning developed by Toncal et al. (2006) *Uniform Assessment of the benefits of service-learning: the development, evaluation, and implementation of the SELEB scale.*

5. Conclusions

From the point of view of coordinating university-community engagement (understood as the all-encompassing umbrella term including continuing studies, service-learning,

community-based research, volunteering and service activities, etc.), there are basically two models:

- the centralized model, in which the university dedicates a structure (called either centre, office, institute, etc.) to the purpose of coordinating engagement and
- the decentralized model, in which there is no central structure dedicated for the purpose, rather each department/institute oversees its own engagement activities.

Within the centralized model it should be noted that large universities that have more than one large campus may have more than one centre dedicated to coordinating engagement, as is the case of University of Minnesota. The attempt to classify models of coordination is further complicated by the fact that in some cases universities dedicate a coordinating centre to every activity deemed to constitute part of university-community engagement (as we have seen in the case of U. of Michigan) and others dedicate a central administrative structure to only one aspect of engagement, such as service-learning (St. Francis Xavier U.).

Examples of the decentralized model are the University of KwaZulu-Natal in South Africa, University of Alberta, University of Maryland. Usually but not always large research universities fall under this category, not because they lack commitment to the idea of engagement, but because they have more than one campus and many departments and units and the centralized approach is very difficult to implement. For example, the U. of KwaZulu-Natal recently united two major educational institutions: the University of Natal and the University of Durban-Westville. In an article dedicated to the institutional assessment of service learning at the U. of Natal published in 2005, the authors deplore the fact that there is no campus-wide coordinating entity devoted to assisting the implementation, advancement and institutionalization of service learning (Mitchell, Trotter & Gelmon, p.167) and attribute the lack of such structure to the future merge with the U. of Durban-Westville. Today, the institution resulting from the merge, although still lacks a central coordinating entity for service learning, it has a very active *Centre for Civil Society* with a staff of nineteen.

Community partnerships are often built around individual relationships that academic staff invest in, therefore the decentralized model it would appear to be more appropriate. However, as Barbara Holland (1997) contends, a central office is able “to provide leadership and assistance and is seen as a powerful force necessary for a sustained or expanded effort” (p.36).

A look at the literature reveals that universities considered as committed to the idea of engagement are also exhibiting a rather centralized approach to coordinating efforts that fall under this term. One obvious reason is that an institutional structure means commitment of resources in terms of financing, staff positions, and other central academic resources. The existence of such commitment has an important influence on the long-term sustainability of engagement efforts. Committed universities also dedicate a

high administrative position to the task, usually in the form of Vice-President, Director or Vice-Provost.

In the *2006 Service Statistics – Highlights and Trends of Campus Compact’s Annual Membership Survey* it is stated that among all members, 85% have at least one staff person and 80% have an office or center dedicated to coordinating service, service-learning, and/or civic engagement activities on campus. Research universities were the most likely to have an office (88%), while minority-serving institutions were most likely to have a dedicated staff person (95%). One-third of member institutions reported having more than one office coordinating service, service-learning, and/or civic engagement activities and programs; of those, 40% have more than two offices (p.4).

A commonality to all the case studies is the strong commitment to reward engagement-related activities. For example, Portland U. has a Civic Engagement Award and the recipients of the year’s award are presented on the Center for Academic Excellence’s web portal (<http://www.pdx.edu/cae/community.html>). The Access and Community Engagement office at University of Leeds have won an impressive number of awards for their work, including a large number of best practice guide entries in the HEFCE document (<http://www.leeds.ac.uk/ace/awards/awards.html>).

We think that similar institutional measures may help support the work towards Objective 17 of UVic’s current Strategic Plan: *To increase opportunities for experiential learning and community engagement at UVic* and are in line with the proposed key strategies (University of Victoria Strategic Plan *A Vision for the Future*, 2007, p.28) (<http://web.uvic.ca/strategicplan/pdf/strategicplan.pdf>).

As university-community engagement is a complex interaction between multiple parties, finally the success of the individual endeavours comprising engagement depends not only on the university, but also on its community partner(s) and on the general context provided by the city and by the province.

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Appendix A: Supplemental Resources

People

- Victor Bloomfield, Associate Vice-President, Office for Public Engagement, U. of Minnesota
- Harry Boyte, Senior Fellow Hubert H. Humphrey Institute of Public Affairs, U. of Minnesota
- Andrew Furco, Director, Service-Learning Research and Development Center, U. of Calif. at Berkeley
- Ira Harkavy, Associate Vice-President and Director, Centre for Community Partnerships, U. of Pennsylvania
- Barbara Holland, Associate Provost, Northern Kentucky U.
- Elizabeth Hollander, Executive Director, Campus Compact
- Timothy Stanton, Health Research and Policy, School of Medicine, Stanford U.

Task Force Reports

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2. University of Minnesota Civic Engagement Task Force Report: An Engaged University: Renewing the Land-Grant Mission (2002)
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6. University of Leeds Inner North-West Community Strategy 2007-2012
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Organizations, Associations, Research Centres

Dedicated:

[Canadian Association for Community Service Learning \(CACSL\)](http://www.communityservicelearning.ca/)
<http://www.communityservicelearning.ca/>

Campus Compact
<http://www.compact.org/>

NSSE National Survey of Student Engagement
<http://nsse.iub.edu/index.cfm>

Australian Universities Community Engagement Alliance (AUCEA)
<http://www.aucea.net.au/>

National Service-Learning Clearinghouse
<http://www.servicelearning.org/>

Community-Campus Partnerships for Health
<http://depts.washington.edu/ccph/index.html>

Centre for Information and Research on Civic Learning and Engagement (CIRCLE)
<http://www.civicyouth.org/>

which advance the agenda of CE:

The Carnegie Foundation for the Advancement of Teaching
<http://www.carnegiefoundation.org/>

The Kellogg Foundation
<http://www.wkkf.org/>

U.S. Department of Housing and Urban Development (HUD)
<http://www.hud.gov/>

Higher Education Research Institute at UCLA
<http://www.gseis.ucla.edu/heri/index.php>

Journals

Journal of Higher Education Outreach and Engagement
<http://www.uga.edu/ihe/jheoe.html>

Education, Citizenship and Social Justice
<http://esj.sagepub.com/>

Journal of Public Service and Outreach
http://www.uga.edu/~jpsa/index_2.html

Action Research
<http://arj.sagepub.com/>

[Michigan Journal of Community Service-Learning](http://www.umich.edu/~mjcs/)
<http://www.umich.edu/~mjcs/>

[National Society of Experiential Education Quarterly](http://www.nsee.org/pubs.htm)
<http://www.nsee.org/pubs.htm>

[Nonprofit and Voluntary Sector Quarterly](http://nvs.sagepub.com/)
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[Journal for Civic Commitment](http://www.mc.maricopa.edu/other/engagement/Journal/index.jsp)
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Models of coordination

Name of institution	Model of coordination	Leadership
University of Minnesota	the Office for Public Engagement http://www.engagement.umn.edu/ Helped by the Council on Public Engagement (membership from across campus)	Associate Vice President for Public Engagement
Portland State University	Coordination divided between two non-dedicated administrative bodies: the Centre for Academic Excellence http://www.pdx.edu/cae/ and the Office of International Affairs http://oia.pdx.edu/	
Virginia Commonwealth University	the Division of Community Engagement http://www.community.vcu.edu/ Helped by the Council for Community Engagement (membership from across campus)	Vice Provost for the Division of Community Engagement
Michigan State University	the Office of University Outreach and Engagement (UOE). http://outreach.msu.edu/default.asp Ten sub-departments of UOE One from within campus advisory group	Associate Provost for University Outreach and Engagement and

	One from outside campus advisory group	the Office of the Associate Provost for University Outreach and Engagement (APUOE)
University of Leeds	the Office of Access and Community Engagement http://www.leeds.ac.uk/ace/index.html	Head of Access and Community Engagement Deputy Head of Access and Community Engagement
University of Bristol	Centre for Public Engagement – oversees part of engagement activities, but not all https://www.bris.ac.uk/cms/cpe/	
University of Cambridge	Office of Community Affairs http://www.admin.cam.ac.uk/offices/community/	
University of Washington	Office of UW-Community Partnerships http://depts.washington.edu/uwcp/ Center ofr Communication and Civic Engagement http://depts.washington.edu/ccce/Home.htm	Campus Advisory Committee and several regional Advisory Committees Director, Advisory Board
Emory University	Office of University-Community Partnerships http://oucp.emory.edu/	Emory's Provost
Indiana State University	Center for Public Service and Community Engagement http://www.indstate.edu/publicservice/	