Advancing Community Engagement

Primary Investigator:

Mark Aakhus, PhD
Rutgers University
4 Huntington St.
New Brunswick, NJ 08901
Phone 732.932.7500x8110
aakhus@scils.rutgers.edu
Fax 732.932.6957

Acknowledgements

Advancing Community Engagement

Advancing Community Engagement

The richness of the services that land-grant universities provided to the public in the past formed the heart of the relationship between the land-grant university and its communities. In that context, the expertise of higher education was translated directly and effectively into leadership beyond the walls of the academy. With the passage of time and shifts in emphasis of college and university missions, the public's perception — and in some cases the reality — is that higher education leadership in community engagement has weakened.

Growing attention within the higher education community has been focused on the topic of engaged institutions. The Kellogg Commission, representing 24 land-grant universities, including Rutgers University, has identified "engagement" as of one four major themes outlining its mission.

At Rutgers, as at other institutions, collaborations between the university/college and the community have been launched by individual units, faculty, and staff. However, there is no unifying framework or infrastructure supporting this activity. Thus, initiatives in which faculty and staff share their leadership talent and expertise with their communities may go unrecognized while experiences and effective practices are not shared across the institution. In addition, duplicate and complementary activities are not identified or addressed, and faculty and staff who might wish to contribute their expertise are unaware of opportunities to do so. Of equal importance, leadership for advancing engagement is not fostered. Clearly, there needs to be a systematic way in which to further enhance university/college and community engagement. There is a need to document, encourage, communicate, coordinate, and promote such initiatives.

The Advancing Community Engagement project was conceived to address this situation. The overall project objective is twofold:

- To develop an effective organizational design that will permit the higher education community to more responsibly foster leadership, and to articulate and advance the institutions' contributions to community engagement. Specifically, to examine how faculty expertise is made available and consumed by the community.

- To identify and codify appropriate leadership roles relative to faculty and staff expertise and/or experience.

This twofold objective is to be achieved in three phases. This report describes the findings and methods from Phase 1 and makes recommendations for Phases 2 and 3 of the Advancing Community Engagement project (see Section 5 for Original Proposal).

Advancing Community Engagement

Table of Contents

Advancing Community Engagement

Executive Summary

The Kellogg Commission, representing 24 land-grant universities, including Rutgers University, has identified "engagement" as one of four major themes outlining its mission. Engagement is "redesigned teaching, research, and extension and service functions that are sympathetically and productively involved with the communities universities serve" (Kellogg Commission, 1999, p. 9). Service in an engaged institution is referred to as "community engagement." This name change is meant to capture both the vision and institutional changes needed to transform traditional service into engaged service.

Amid increasing attention to the ideal of an engaged institution are ambiguities and contradictions about the meaning and practice of service in an engaged institution. For example, does community engagement include serving on a local board, such as an environmental commission, school board, or condominium association? Does community engagement involve only those acts of service grounded in a faculty member's expertise, such as advising a government agency or management group? Does community engagement include only non-fee based relationships with external communities or does it include paid consulting relationships?

The answers to these questions are important in terms of how service as community engagement is recognized and rewarded by members of the university and made available to external communities. Ambiguities and contradictions about service and community engagement may lead to definitional and reporting problems that hinder opportunities for engagement and hamper the relationship between the land-grant and its communities.

The *Advancing Community Engagement* project was conceived to address this situation. The project has a twofold objective:

- To develop an effective organizational design that will permit the higher education community to more responsibly foster leadership, and to articulate and advance the institutions' contributions to community engagement. Specifically, to examine how faculty expertise is made available and consumed by the community.

- To identify and codify appropriate leadership roles relative to faculty and staff expertise and/or experience.

The overall project involves three phases. Phase 1 includes identifying, documenting, and benchmarking current practices and understandings of community engagement to develop recommendations for more focused research and development of community engagement practices. Phase 2 includes organizational research that will lead to the development of procedures and infrastructure for supporting community engagement. Phase 3 includes implementation and evaluation of procedures and infrastructure to support community engagement. The report that follows presents the methods and

findings from Phase 1.

Phase 1 focused on identifying underlying tensions in the idea of engagement, describing current practices for documenting and representing engagement, benchmarking current practices for recognizing engagement activity, and describing how faculty members understand service and community engagement.

Phase 1 Findings

- There are three tensions underlying the idea of engagement in the literature on engagement: the dilemma of neutrality, the irony of accountability, and the tension between service, research, and teaching. These three tensions point to the source of ambiguities and contradictions in the meaning and practice of service and engagement that hamper engagement initiatives and policy discussions about the role of land-grant universities.

- Practices for documenting and representing the service aspect of faculty work can unexpectedly and unintentionally render community engagement invisible. Analyses of websites for departments, centers, programs, and bureaus reveal minimal reference to service or community engagement and how current practices for collecting and representing ongoing community engagement activity contribute to this impression.

- There appear to be both an *individual* and an *institutional* model for recognizing, rewarding, and fostering community engagement. Benchmark comparisons with other institutions show how some universities tend to use either an individual model, focusing on individual accountability, or an institutional model, focusing on matching communities and faculty expertise, for cultivating community engagement.

- The concepts of *service* and *community engagement* appear to hold distinct meanings and refer to distinct activities. Faculty focus groups asked about their service and community engagement (e.g., engaged service) report a wide variety of activities for each concept. Service tends to refer to routine, managerial activity on behalf of the university or profession. Community engagement tends to refer to unique activities tailored toward special, often one-time events.

The information gathered in Phase 1 can serve to advance the next steps of the project, including further dialogue, broader data gathering, sharing of "best practices," and general exploration of strategies for advancing community engagement. To address these next steps, the following recommendations are offered:

Recommendations

Manage tensions that emerge from the idea of engagement

- Promote a better understanding of faculty work.

- Explain how increased adaptation to external constituencies will retain the impartiality and independence of the institution.

- Manage the doubts that individual faculty members may have about the initiatives' consequences for balance and impartiality.

- Circumvent the possibility that accounting for engagement does not become an end in and of it self.

- Build engagement reputations from the ground up through one to one relationships between faculty and community members.

- Increase understanding of what external constituencies consider to be community engagement.

- Clarify the definition of community.

Improve documentation and representation of community engagement

- Identify community engagement activity in the collection and dissemination of information about faculty work and expertise.

- Identify internal "best practices" for collecting and disseminating information about community engagement.

- Design websites for departments and other units so that people outside academia can recognize the community engagement of that unit.

- Survey faculty member websites to see what they choose to include on these pages and why.

- Survey departmental policies about web page design and content to identify practices for representing faculty work.

- Develop guidelines and templates for representing and documenting community engagement as an aspect of faculty work. A consistent format should be encouraged among all units of the university.

Blend individual and institutional approaches

- Find a blend between individual accountability and institutional relationship-building strategies, since engagement is both an individual and an institutional action.

- Explore opportunities within institutional relationship-building strategies to improve individual accountability approaches.

- Explore opportunities within individual accountability approaches to improve institutional accountability approaches.

- Develop institutional levels of evaluation to assess whether engagement goals are being achieved.

- Develop institutional procedures for articulating, representing, and linking engagement activity, particularly how the information about engagement flows among the different parts of a university.

Appreciate the culture of community engagement

■ Create and promote a language for service that reconciles the traditional concept of service with engaged service.

■ Incorporate new standard concepts for describing engaged service. To the degree possible, this terminology should reflect the ordinary language of institutional members.

■ Develop standard categories of engaged service that will penetrate the consciousness of the faculty to the extent of the committee concept.

■ Describe all service, whether conventional or engaged, in action-oriented language rather than noun- or object-oriented language to promote the sense of accomplishment and action people ordinarily use to describe their engagement activity.

■ Provide templates to prompt descriptions of the community engagement aspect of faculty work.

■ Identify and develop opportunities to make traditional service productively interact with engaged service.

■ Conduct research on how faculty understands service and community engagement, which will benefit the development of ideas for leadership and organizational design.

   ▪ Help researchers and research teams build relationships with the formal and informal leadership among faculty members. These ties help identify key people to talk to who can then refer the research team to other faculty members.

   ▪ Identify naturally occurring meetings among the faculty and seek permission to hold modified focus groups during those meetings. This includes departmental and schoolwide meetings, and meetings of advisors and faculty representatives.

   ▪ Emphasize in interview and focus group protocols the collection of native vocabularies, common knowledge about work, and stories about problem cases to identify the culture of community engagement.

   ▪ Focus the analysis on describing the practices of engagement that faculty find necessary and useful, the practices they have abandoned, and what their engagement activity has made possible for them in both anticipated and unanticipated ways.

   ▪ Closer examination of the informal advice network among faculty is required to understand what attitudes and beliefs about service and engagement senior faculty convey to junior faculty and how junior faculty convey these attitudes and beliefs among themselves.

Advancing Community Engagement

Introduction

Background

The higher education community has focused recently on land-grant institutions becoming "engaged institutions." The Kellogg Commission, representing 24 land-grant universities, including Rutgers University, has identified "engagement" as an important strategy for land-grant universities to renew their missions within the context of significant social, economic, and political transformations that have occurred since the universities' origination.

The commission has defined engagement as "redesigned teaching, research, and extension and service functions that are sympathetically and productively involved with the communities universities serve" (Kellogg Commission, 1999, p. 9). The engagement strategy goes beyond traditional service by reconceptualizing the relationship between the institution and its community. "The engagement ideal is profoundly different; embedded in it is a commitment to sharing and reciprocity" (Kellogg Commission, 1999, p. 27). An engaged institution is characterized as:

> problems defined together, goals and agendas that are shared in common, definitions of success that are meaningful to both university and community and developed together, and some pooling or leveraging of university and public and private funds. The collaboration arising out of this process is likely to be mutually beneficial and to build the capacity and competence of all parties (Kellogg Commission, 1999, p. 27).

Central to the Kellogg Commission's idea of an engaged institution is a rationale about how an institution and its constituencies effectively and appropriately interact. This rationale can be summarized as follows: The traditional, inherited service strategy is a one-way model of communication emphasizing the transfer of knowledge from university to constituencies. Engagement, however, emphasizes the development, maintenance, and renegotiation of institution-community interaction as the relationship evolves and matures.

Toward this end, the Kellogg Commission set forth seven guiding characteristics of an engaged institution (p. 45):

1) Responsiveness (listening to communities, offering the right services at the right time)

2) Respectfulness (collaboration, as much to learn as to offer)

3) Academic Neutrality (the university as neutral facilitator and source of information)

4) Accessibility (awareness and means, equal accessibility)

5) Integration (institutional scholarship and service)

6) Coordination (internal, does left hand know what the right hand is doing)

7) Resource Partnerships (with government, business, non-profits; adequate funding)

Service in an Engaged Institution

A key aspect in realizing the ideal of an engaged institution involves transforming the meaning and practice of service so that service becomes a form of engagement with the community:

> What we have in mind is literally the substitution of the term "engagement" for the word "service." But the change we seek is much more than simply rhetorical. We hope to change institutional realities as well. Engagement must become part of the core mission of the university (Kellogg Commission, 1999, p. 46).

Engagement entails a different approach to conventional notions of service: research-teaching-extension/service. But this approach raises a basic question of how engaged service is understood by an institution and its members, and with what consequences for how it is recognized and rewarded.

Amid the increasing attention to the ideal of an engaged institution in organizational and professional academic practice, ambiguities and contradictions about engagement and service emerge (Checkoway, 2001; Cartwright, 1996; Cooper, 1999; Danko, Dandrige, & Traister, 1987; Gronski & Pigg, 2000; Spanier, 2000; Taylor, 1997). Such ambiguities and contradictions are an inevitable, indeed productive, aspect of change, but there is a need to map out and make sense of them.

Ambiguities and contradictions about service in an engaged institution may lead to definitional and reporting problems for individual faculty members and institutions pursuing the engagement strategy, such as:

- Failure to recognize and pursue opportunities within engagement that may fall outside of conventional concepts about service

- Underpromoting activities relevant to engagement within the institution and among various constituencies

- Missed collaboration within the institution and with external constituencies

- Failure to leverage expertise to address community issues

At Rutgers, for instance, there is a great deal of commitment to public service. The Staff Community Service Survey (1999) indicates significant voluntary involvement by Rutgers staff with the community. Faculty Survey data indicate that 80 percent of faculty took part in serving the public. Yet how those involved understand these activities remains relatively unexplored. For example, does community engagement include serving on a local board, such as an environmental commission, school board, or condominium association? Does community engagement involve only those acts of service grounded in a faculty member's expertise, such as advising a government agency or management group? Does

community engagement include only non-fee based relationships with external communities or does it include paid consulting relationships? How are faculty efforts to involve community members in research activity recognized? Are contributions to scholarly journals considered to be a form of engagement? Answers to these questions are consequential for how the work faculty members perform is understood, recognized, rewarded, and connected to communities.

Service is, of course, an action taken by an individual faculty member doing her or his work. It is an action, however, mediated by the structure and culture of an institution. Ideas about work, its conduct and its meaning are cultivated within an institution through its leadership as reflected in individuals, policies, procedures, and informal practices and beliefs. Important aspects of work remain invisible depending on the beliefs and practices about how work should be represented within the organization and between the organization and its communities (Engeström & Middleton, 1996; Schön, 1983; Star, 1999; Star & Straus, 1999; and Wrzesniewski & Dutton, 2001). To understand the possibilities for transforming an institution into an engaged institution, it is useful to examine the material and symbolic artifacts of the workplace through which individuals come to understand and represent the meaning and purpose of their work.

Toward this end, this report explores the idea and practice of service in an engaged institution—that is, community engagement.

Section 1 explores underlying tensions in the idea of engagement as evident in the literature about engagement, in an effort to discover potential sources of ambiguity and contradiction that may hamper engagement initiatives.

Section 2 explores the ways engagement is documented and represented at Rutgers University in an effort to identify how engagement activity may be unexpectedly and unintentionally rendered invisible and underreported.

Section 3 explores ongoing engagement activities at other universities to provide a benchmark for Rutgers.

Section 4 explores the culture of community engagement by describing some ways faculty at Rutgers understand engagement and service.

References

Checkoway, B. (2001). Renewing the civic mission of the American Research University. The Journal of Higher Education, 72(2), 125-147.

Cartwright, C. A. (1996). Toward a new century of service. Vital Speeches of the Day, 62, 442-444.

Cooper, D. D. (1999). Academic professionalism and the betrayal of the land-grant tradition. The American Behavioral Scientist, 42, 776-785.

Danko, W. D., Dandridge, T. C., & Traister, D. (1987). The university and the community: How faculty feel about their connection. Journal of Professional Services Marketing, 2, 127-13.

Engeström, J. & Middleton, D. (1996). Cognition and communication at work. Cambridge: Cambridge University Press.

Gelmon, S. (1997, August). Health professions schools in service to the nation: 1996-1997 evaluation report. Portland State University.

Gronski, R., & Pigg, K. (2000). University and community collaboration. The American Behavioral Scientist, 43, 781-792.

Holland, B. (1997). Analyzing institutional commitment to service. Michigan Journal of Community Service Learning, 4, 30-41.

Kellogg Commission. (1999). Returning to our roots: The engaged institution. Washington, D.C.: National Association of State Universities and Land Grant Colleges.

Schön, D. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Star, S. (1999). The ethnography of infrastructure. American Behavioral Scientist, 43, 377-391.

Star, S. & Strauss, A. (1999). Layers of silence, arenas of voice: The ecology of visible and invisible work. Computer Supported Cooperative Work, 8, 9-30.

Spanier, G. B. (2000). Five challenges facing American higher education. Executive Speeches, 14, 19-24.

Taylor, H. L., Jr. (1997). No more ivory towers: Connecting the research university to the community. Journal of Planning Literature, 11, 327-332.

The Staff Community Service Survey (1999). Unpublished report. Rutgers University.

Wrzesniewski, A. & Dutton, J. (2001). Crafting a job: Revisioning employees as active crafters of their work. The Academy of Management Review, 26, 179-201.

Advancing Community Engagement

Revisiting the Concept of Engagement

Objective

To identify some principal concepts about the philosophy and practice of engagement in the ongoing policy discourse about the role of land-grant institutions. The purpose was twofold: to map out the different ways *engagement* is used to frame problems and solutions related to the role of land-grant institutions, and to describe underlying dilemmas and tensions within *engagement* as a rationale for guiding institutional change. The motive for this analysis is to discover potential sources of ambiguity and contradiction that may hamper engagement initiatives and the discourse about the role of land-grant universities.

Method

Our approach was to identify themes in the broader policy discussion about engagement as a philosophy and practice for land-grant institutions. We examined articles and speeches about engagement and engaged institutions. We identified and articulated concepts, terms, and rationales associated with the idea of engagement. We examined the use of keywords in naming problems with land-grant institutions and in defining solutions. Those keywords included "outreach," "civic engagement," "higher education," and "community." We then addressed the underlying and invisible tensions organizing the policy discourse. Our analysis was not an exhaustive attempt to summarize the relevant literature but is illustrative of a more thorough analysis that could be performed using social and semantic network analysis techniques in the next stages of the project.

Findings

Two topics dominate the broader discussion about engagement: (1) criticism about the role land-grant universities currently play in society and (2) descriptions of remedies to this perceived problem. Within these two topics there are a variety of ideas about the nature of the problem and the appropriate solutions that can be summed up with the following key terms: "civic engagement," "outreach," and "community engagement." Each term represents an approach with a different rationale about engagement as a solution to perceived problems with the role of land-grant universities. Each approach has its own set of technical terms and practices for achieving engagement. Although there are variations on the idea of engagement, there is also considerable similarity among these different approaches concerning what the problem is and how it should be solved.

The three approaches can be summarized in terms of the problem each identifies and the solution each proposes:

- ■ ***Civic Engagement*** The problem is understood to be that the land-grant university needs to be more involved in building a civic life in the community. The

solution is to integrate societal issues into research, teaching, and service, and then provide adequate means to measure this engagement. This approach emphasizes that the members of a university — the faculty, students, staff, and administration — share a commitment to cultivating civic responsibility among themselves and their constituents (Gamson, 1997; Holland, 2001; Ramaley, 2000).

- ***Outreach*** The problem is understood to be that faculty members have become too focused on the pursuit of their careers and that universities foster this. The consequence is that there is no connection between faculty work and societal needs. The solution is to proactively use faculty expertise to solve societal problems. Thus, an individual faculty member's service to his or her community as a citizen by serving on a local board, for example, may not qualify as outreach because it may not involve the explicit application of faculty expertise. Instead, it is an individual act of good citizenship that is a form of civic engagement. The outreach approach emphasizes that members of the university share a commitment to playing a role in the problem-solving efforts of society (Bonnen, 1998).

- ***Community Engagement*** The problem is understood to be the lack of relevance between academic productivity and community needs. The solution is to form direct interaction between the university and its community so that the community has input into the direction and purpose of academic productivity. This approach is similar to outreach but emphasizes to a greater degree the role that communities play in shaping the direction of teaching, research, and service. This approach emphasizes that teaching, research, and service are forms of scholarship that generate, transmit, apply, and preserve knowledge that is of direct benefit to external audiences, consistent with the university mission (Sandmann, 2000).

There are several notable features of the broader policy discourse about engagement as an institutional practice for organizing the work that takes place in land-grant institutions.

- The problem is generally framed as land-grant universities focusing on internal matters of managing work, creating career ladders, and attending to narrow discipline-oriented prerogatives.

- The solution is generally framed as fostering an institutional focus on constituencies external to professional/disciplinary areas by promoting engagement as an institutional philosophy and practice.

- The discussion of solutions tends toward the procedures of accountability that foster the engagement ideal. The focus is on internal administrative issues, such as developing programs and evaluation mechanisms. There is considerable technical argot for assuring accountability within each approach. This appears mostly to be a product of efforts to refine these ideas so that institutional and individual actions can be documented and evaluated.

- A distinction between "service" and "engagement" is asserted. The distinction highlights the benefits of engagement. The managerial work in maintaining viable departments (e.g., the chair, committees, mentoring) is a largely nonexistent topic in the discussion of how to promote the engagement ideal.

- The concepts of constituencies, audiences, and communities are not well-defined by these proponents of engagement and may even be a point of important disagreement.

Discussion

The idea of engagement did not grow in a vacuum but evolved in an active policy debate as a response to what many perceive to be problematic with the state of land-grant universities fulfilling their missions in contemporary society. One of the notable features of the public discourse on engagement is the multiplicity of terms and approaches defining it. It is important to make sense of the burgeoning jargon associated with engagement. Certainly the jargon generates fertile ground for confusion, disagreement, and opportunism. At the same time, the jargon suggests likely controversy over values or the ordering of values.

We suggest that the emergence of various approaches to engagement and the associated terminology signals a broader struggle to alter the status quo and that no one alternative approach has yet emerged as the dominant one. The policy discourse is shaped by various actors' assertions defining the relationship between the land-grant university and its constituencies and assertions about what constitutes the rights and obligations in that relationship. This struggle is probably summarized best by the terms *relationship* and *accountability*.

We have identified an underlying dilemma for understanding the relationship between a land-grant institution and its constituencies and an underlying irony of accountability in attempts to direct and stabilize these relationships. By articulating the dilemma of neutrality and the irony of accountability, we hope to help make sense of the variety of approaches to engagement and the jargon about engagement practice. We believe that these underlying tensions in the policy discourse about engagement exist in part because more attention needs to be paid to the nature of the work faculty members perform. This leads to a final tension in the literature on engagement: is there such a thing as engaged service? If so, how should this aspect of work be recognized and organized? Too often, literature on engagement is based on the presumption that there is something wrong with the way faculty work is conducted and the way land-grant institutions are organized.

The dilemma of neutrality

The policy discussion about engagement and land-grant universities appears to be organized in part by a dilemma of neutrality implicit in the land-grant mission. The dilemma results from two competing ideas about the nature of the relationship between the institution and other individuals, communities, and organizations in society. The institution is obligated to be impartial (e.g., to not take sides) but also to balance inequities (e.g., to help those who lack knowledge).[1]

For example, Bonnen (1998), in defining the outreach approach, captures some key aspects of the neutrality dilemma. He argues that outreach must be seen in light of the likely consequences of the university's involvement in the community. He points out that even though individual faculty members are free to take different political stances, the university has to maintain corporate neutrality in society's political conflicts because the university's function is understood as that which pertains to knowledge. Bonnen's point highlights the neutrality dilemma: how to be impartial and yet balance inequities. His point also highlights one kind of solution to the dilemma: let faculty pursue their interests, which

---

[1] This distinction about impartiality and balance is made by Silbey & Merry (1986) in discussing the role of third-party mediators in dispute mediation processes.

contributes to balance, while the university remains impartial. Bonnen's solution may be a good one but any proposed solution to a social dilemma exposes itself to ready opposition, especially within an ongoing policy debate. One potential point of opposition to Bonnen, for example, could be developed around the faculty member's professional obligation to be interested only in discovering the best empirical explanation for some phenomenon and disinterested in its political ramifications. Regardless of whether that opposition has merit, the opposition represents another way to solve the neutrality dilemma. The contradictions in the neutrality dilemma between impartiality and balance animate the ongoing public policy discourse and the advocacy and doubt by individuals in it. The neutrality dilemma contributes to both the policy discourse and to the inventiveness of the actors in that discourse.

We suggest that there is a status quo philosophy about how to solve the neutrality dilemma. The status quo presents a set of strategies for resolving the dilemma while the new approaches, captured by the concepts of civic engagement, outreach, and community engagement, propose an alternative strategy for resolving the dilemma. The status quo is an *information model,* in which the university is defined as a repository of information for anyone to access. The status quo provides balance by focusing on access for those who seek it and remains impartial by letting disciplinary questions drive the production of knowledge. A whole set of institutional and individual actor practices have emerged around the information model for solving the neutrality dilemma. These practices emphasize knowledge production for its own sake and focus on the efficient transfer of knowledge from the university to those who find a use for it.

The alternative approaches address the neutrality dilemma by promoting a *relationship model*. These approaches attempt to shift the focus from the provider of knowledge to the recipient or consumer of knowledge. If we think of the land-grant university as providing a service to society, then by extension we can see that the relationship model focuses more heavily on the client in the server-client relationship. By contrast, the information model focuses more heavily on the server than the client. The relationship model is advocated by the Kellogg Commission. The relationship model emphasizes practices that develop, maintain, and renegotiate the relationship between the institution and its potential partners. In this model, balance is achieved by active negotiation of the terms of the relationship that define how each partner will be involved in the production and tailoring of knowledge. Impartiality is achieved by making the boundaries of the land-grant institution permeable so that any potential partner can initiate a relationship. It is also achieved by providing match-making services that bring together partners within the institution and partners in the broader society.

The information model can be criticized, from the perspective of the neutrality dilemma, for overemphasizing the goals and needs of the server in the client-server relationship, while the relationship model can be criticized for overemphasizing the goals and needs of the client. Where the information model exposes itself to criticism that it is insular and irrelevant to society, the relationship model could be faulted for abandoning its independence and internal integrity.

The neutrality dilemma affects both institutional and individual action. The worst potential outcome of exposing one side's weakness to advocate another side's strength is that the external constituencies will primarily learn about perceived failures rather than successes of the land-grant institution. At the level of individual members of land-grant institutions, the resistance that individuals will have to engagement initiatives will be shaped in part by the underlying neutrality dilemma. In the realm of institutional change, the contradictory poles of the neutrality dilemma provide ways for organizational members to formulate contradictions and resistance to initiatives meant to change the organization. Whatever approach is taken, the burden of proof on those advocating change is to show how the proposed solution meets the competing demands of the neutrality dilemma.

The irony of accountability

Another underlying tension in the literature about making land-grant institutions more engaged institutions is the *irony of accountability*. This is a way of saying that accounting methods can become ends in and of themselves rather than becoming the facilitator of institutional change they were intended to be. This is particularly the case for methods developed to keep track of behaviors that promote preferred relationships between an organization and its customers. Despite the emphasis on external constituencies, audiences, and communities advocated by engagement approaches, the discussion of strategies to implement engagement focuses on procedures of accountability that foster, reward, and enforce the engagement ideal in the choices faculty members make about their work. Clearly, redefining the criteria that define what counts as work and procedures for documenting that work can bring to light aspects of work that have remained invisible. Moreover, these criteria and procedures can be used to direct work, and the choices people make in the conduct of their work, toward a preferred outcome. Yet one lesson that can be drawn from the private sector where firms have tried repeatedly to instill a customer orientation into the culture of a firm is the irony of accountability.

The history of firms in the 20th century reveals numerous attempts to transform organizations that excel in producing goods into organizations that also excel in providing customer service. From the emergence of marketing as a management practice in the 1920s to the total quality management movement of the 1980s to the re-engineering and mass-customization movements of the 1990s, private enterprise has experimented with initiatives that put more emphasis on their clients and the service they receive. Each of these movements began as an attempt to bring the customer within the sphere of production so that their interests and needs were deeply ingrained into the production of goods and services. The justification of customer orientation is that it generates new value and new opportunity for the firm and the customer. A production orientation, by contrast, seeks value primarily by reducing the cost of producing goods and services. According to Zuboff and Maxmin (2002), the criteria and procedures used to take seriously the needs and interests of consumers almost always transform into internal indicators of productivity for members of the organization rather than into markers of service quality. Even worse, the procedures and criteria often become ways of transferring internal labor costs onto the customer (Zuboff and Maxmin, 2002).They also point out that this probably is not a problem so much with the procedures but with the unwillingness of organizational leaders — the CEOs — to put the customer first even if they have said they will. Thus, customer orientation criteria and practices quickly become understood as a cost of doing business rather than as a new way of doing business that taps into customers' desire for deep support.

For example, relationship marketing, one-to-one marketing, and mass customization initiatives are attempts to bring the customer into the sphere of production so that the customer's voice can influence the production process. Firms began creating databases on customers' personal needs and interests (e.g., supermarket loyalty cards) so that service could be tailored to individual needs. The eventual outcome of these data-gathering efforts was services such as personalized marketing letters, call centers, personalized billing, and personal invitations to product-oriented parties. This is hardly the stuff of building and sustaining relationships, rather, they are techniques that primarily benefit the seller with only the appearance of customer orientation (Zuboff & Maxmin, 2002, p. 245-286).

There seems to be considerable potential for the irony of accountability to fully realize itself in engagement initiatives. The criteria and procedures that promote engagement are susceptible to becoming ends in themselves. This would be clear if the institution were preoccupied with gathering evidence of engagement as a means to promote its reputation as an engaged institution. It would also be evident if individual members became caught up in documentation activity within the institution to portray their work as engaged. Since it is clear from the literature that alternative procedures are needed in land-grant institutions to account for engagement activity, measures are also needed that counteract the potential for procedures to become an end rather than a means. Here is where leaders, through their own example and moral force, can make an important difference in the attitude taken toward the purpose and role of documenting engagement practices.

The tension among service, teaching, and research

Faculty member work is traditionally understood to involve research, teaching, and service. In an engaged institution, each of these traditional aspects is supposed to take on the ethos of engagement. There is now considerable advice about performing engaged research and teaching, but the idea of engaged service is not as well-formulated. Implicit in the literature on engagement is a tension between the idea of service and the idea of engagement. The question is whether service is a distinct engagement activity or an extension of engaged research and engaged teaching. That is, is there such a thing as engaged service?

The literature on engagement suggests that, indeed, there is an aspect of faculty members' work that is engaged service. That is, there is an aspect of engagement that goes beyond engaged research and teaching. The idea of engaged service is contrasted with what service has supposedly become. Service is characterized as a narrow focus on professional interests and careers. Engaged service is a prescription to foster faculty members' involvement with external communities and contribution to the land-grant mission to be an engaged institution. One important concern that arises in the literature is how to organize that aspect of faculty member work. There appear to be two competing models about transforming service into engaged service. The first is the *individual model*; the second is the *institutional model*. Each model defines the responsibility for service differently.

The individual model portrays engaged service as an individual faculty member practice. Each faculty member's service is one of three equal parts: research, teaching, and service. The role of the university is to highlight, through recognition and reward, the engaged service accomplishments of individual faculty members. So tenure and promotion decisions must incorporate criteria acknowledging a certain level of success in engaged service, and information must be made available to write promotion packets to make engaged service visible. There are potential consequences of this model. First, the relationship between community members and individual faculty is left to those individuals and leaves the accomplishment of engaged service to the discretion of the individual. This in turn demands significant accounting for engagement by individual faculty members and could create a need for them to engage in considerable self-promotion and publicity of their activity and accomplishments.

The institutional model portrays engaged service as a collective practice. Engaged service is understood to reside in the overall activity of the institution. Each faculty member's work is composed of equal parts engaged research and engaged teaching, while engaged service is a function of the university. The university helps direct engagement of research and teaching so that it contributes to serving the needs of its communities. Engaged service is seen to be an accomplishment of the university. Strategies include the university providing an "engagement service" that actively builds relationships between faculty members and community members. Research and teaching are the primary activities

through which faculty members are tenured and promoted. The university documents, displays, and promotes this expertise in teaching and research. The university helps negotiate and support relationships between faculty members and community needs for research and teaching. The university functions as a matchmaker that helps build relationships between its community and its faculty members.

There are potential consequences for this approach. The primary concern is that considerable responsibility for developing service relationships is left with the institution and not with the individual. This could detract from the individual faculty members' ability to freely choose associations or take responsibility for engagement.

Recommendations

There is a considerable literature on engagement. Much of it has made important contributions to articulating and advancing the possibility of engagement as a way to reorganize and reinvigorate land-grant institutions. The motive of this literature review was to discover potential sources of ambiguity and contradiction that may hamper engagement initiatives and the ongoing policy discourse about the role of land-grant universities. Three underlying tensions in the discourse on engagement and the role of land-grant universities were described: *the neutrality dilemma*, *the irony of accountability*, and the *tension among service, teaching, and research.* Six general recommendations follow from the preceding findings and discussion.

- <u>Engagement initiatives should promote a better understanding of faculty work</u>. The discourse about engagement can be readily interpreted as a polemic geared toward redefining the nature of faculty member work. Whether or not this is the best interpretation, it is an important feature of the debate on the role of the engaged institution. One solution is to focus research and engagement initiatives on the nature of faculty members' work. This includes holding in check the impulse for prescription before description. In the next phase of the Advancing Community Engagement project, two things can be done: first, surveys of the empirical research describing the work faculty members do, and second, original research documenting and surveying the work practices of faculty at a particular institution.

- <u>Advocacy must attend to both dimensions of the neutrality dilemma</u>. Advocacy for engagement initiatives must explain how increased adaptation to external constituencies will retain the impartiality and independence of the institution. Institutional change initiatives advocating engagement must manage the doubts that individual faculty members may have about the initiatives' consequences for balance and impartiality. In the next phase of the project, focus groups and interviews can examine how the neutrality dilemma influences perceptions of engagement initiatives.

- <u>Procedures must circumvent the irony of accountability</u>. Plans for implementing engagement initiatives must circumvent the irony of accountability. In the next phase of the project, further examination and documentation of how prior engagement initiatives have failed to meet their expectations would help shape future policies and procedures. Findings for this should be pursued on both a general level across institutions but also in the local contexts of particular universities.

- <u>Build engagement reputations from the ground up</u>. Each of the prior recommendations can be enhanced by better understanding how external

constituencies understand the role and purpose of the land-grant university. In the next phase of the project, the people, communities, and organizations in the state where the land-grant is located should be surveyed and interviewed to discover their beliefs, attitudes, and relationship to the university.

- <u>Clarifying community.</u> The definition of community in the engagement discourse is often vague. Without a definition, members of the institution can describe almost any activity they do as engaging some community. In the next phase of the project, the way faculty, institutions, and constituencies of the institution characterize and define community and engagement should be documented. These descriptions can then be used to clarify the idea of community.

- <u>Shaping the terms of the debate</u>. Increased attention to the way faculty members, administrators, and the public understand faculty work and increased attention to the conduct and support of faculty work will lead to a better understanding of the underlying tensions in fulfilling the mission of a land-grant institution. Improving the policy discourse about the role of land-grant institutions will foster better practice. The findings and discussion presented here are one contribution to the future direction and shape of the policy discourse about engagement as a philosophy and practice for organizing the work performed by land-grant universities.

Appendix 1.1: Summaries from the Engagement Literature

Civic Engagement/Civic Life

Ramaley (2000): There are three things that a university must consider in accepting its civic responsibility: 1) faculty and staff's own expectations of themselves 2) what the university aspires for its students and 3) the nature of the relationship between the university and the community in which it is located.

These three things should be reflected upon because: 1) there is a need to foster an environment where students are aware of the consequences of civic-minded actions 2) both excellence in academic professions and civic responsibility require a level of skill and maturity and 3) it is necessary to make classroom learning relevant to the students by making them aware of the issues in the community and giving them opportunities to study these problems and extend their learning to the community outside the classroom.

Ramaley defines engagement as a collaborative effort between the university and the community to achieve mutually beneficial goals.

Gamson (1997): Higher education needs to become more involved in building civic life in the community. The solutions are to (1) form more collaborative relationships with people in the community; (2) foster collaboration between faculty, staff and students, even if there are conflicts that arise from such efforts; (3) actively seek the presence of underserved populations on campus to enhance diversity; (4) integrate contemporary societal issues into the curriculum; (5) how the knowledge necessary for civic life is taught and learned needs to be carefully constructed; (6) move away from the primary focus on research; and (7) change the fact that research and publications dominate tenure decisions. The rationale for this approach is that greater involvement in the community enhances the university's social capital and resources.

Holland (2001): There are several reasons why civic engagement needs to be measured in a coherent and clear way:
1) Academic legitimacy – measuring is a tangible way of presenting answers for expectations from different sources.
2) Image and reputation – to provide collective evidence of engagement activities that the university is involved in.
3) Accountability - for presenting information to policy makers, funding agencies, etc.
4) Different civic missions – to articulate the particular mission or focus of a university.
5) Quality – to evaluate the quality of engagement.
6) Matching measures to purposes and audiences – to establish causal relationships, to ensure the proper use of outcomes.

Engagement

Sandmann, et al. (2000): The Michigan State University definition of engagement: "A form of scholarship that cuts across teaching, research, and service – one that involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions."

This article documents scholarship in outreach projects. Authors discuss the tensions that arise when trying to balance community outreach and academic research. Some tensions:
1) How to engage in scholarly outreach that satisfies both the community and the academy.
2) "How can one state and maintain clear, significant goals while meeting the community's need for flexible project development?" (Implemented solution: get all the stakeholders to agree on the goals of the project before starting it.)
3) "How does one balance the extensive time requirements of collaboration with the requirements of the academy?" (Solution: use the efforts to produce scholarly products, such as publications.)
4) "How, without spending a lifetime on the matter, does one sufficiently tell the story of impact to both the community and the academy?" (Solution: continuous evaluation of a project, so that you don't wait until the end to see what the outcome is.)
5) "Given traditional, discipline-based criteria for the evaluation of scholarship, how can we demonstrate that our outreach work has been scholarly?" (Solution; have the project founded on intellectual questions, use scholarly methods, and demonstrate that the outcomes impact multiple stakeholders.)

Overton & Burkhardt (1999): Higher education has adapted well to changes over time. This is because of two conditions:
1) "The capacity to remain seriously and directly engaged in the society to be served, particularly during periods of change."
2) "The capacity to lead, that is, to adapt, interpret, interface, and influence the societal-institutional interaction."

It appears that the more closely a university is involved in direct community engagement, the lower its status among other universities. This is because community involvement is not valued as it should be.

The authors identify three types of initiatives that are current in college-community partnerships: 1) community colleges, 2) institutions that serve minority groups, and 3) initiatives focused on transforming mainstream universities.

Service

Taylor (1997): "Most research universities can list myriad activities in which they are involved with their host communities. The problem is that much of this effort focuses on activities with corporate leaders and members of the private sector, while efforts dealing with central city neighborhoods are poorly funded and often dealt with in a halfhearted and lackadaisical fashion."

"Public service must move beyond liberal do-goodism and alleviating individual misery to activities that concentrate on solving complex domestic problems and transforming society."

Three elements to be included in developing service-based research:
1) Interdisciplinary teams that engage in applied and basic research.
2) Research founded on problem-centered approaches.
3) Community being actively involved in every stage of the strategy (production of knowledge, intervention, development).

Outreach

Bonnen (1998): As society is changing, so should the structure and vision of the university in order to adapt to this change and to address current issues in society.

"The land-grant idea at its best is determinedly democratic in a social sense, while intellectually elitist. It requires a commitment to first-class science and excellent scholarship – to an intellectual elitism. But the land-grant university is also committed to apply that science and scholarship to the practical problems of society. This combines intellectual excellence with equality of access to scientific and scholarly knowledge which is socially democratic or egalitarian both in research and education. Involved is an inherent tension that must be understood, accepted and managed."

The land-grant university's first obligation is to society. It should not compare itself to private institutions or aspire to become like them because this aspiration does not serve society. The land-grant university as an institution has survived over the years because it is inherently a social institution and society has chosen to keep it as part of its structure.

"Outreach" appears to encompass a variety of activities, such as government-funded research, consulting in government units, and training and leadership in education. Faculty appear to distinguish between individual service to their communities as citizens (this is not seen as outreach) and using their professional expertise to serve their communities.

A key problem is that the definition of outreach is too general and ambiguous. A definition must be grounded in the activities faculty members identify as outreach. The rationale for this is that the criteria will be relevant to the work faculty do and to the need for outreach.

The article proposes a definition of outreach: Outreach is "the *corporate* activities of a university beyond its immediate civic responsibilities that involve *conscious commitment* by academic units of the university to some role in the problem-solving efforts of society and which are focused on the *developing* of human, national, and community resources. It involves a *purposive extension or linkage of the university's special competence* and resources to organizations and individuals outside the university."

Even though individual faculty members are free to take different political stances, the university must maintain corporate neutrality in society's political conflicts because the university's function is understood as pertaining to knowledge.

Outreach strategies are specific to each university, department, and community. Therefore there is no point in searching for a standard organizational solution for outreach that is universitywide.

Criticism

Cooper (1999): Even though land-grant universities were formed with idealistic goals, there has been a change in institutional values such that power and status have become driving factors of curricula and research agenda.

"I do not mean to sound the alarmist claim that if you were to bore into the center of academic culture today you would find nothing but moral rot. I do believe, however, that higher education is in crisis and that the professoriate's growing alienation from the undergraduate classroom, along with the easy surrender of ethical traditions like land-grant egalitarianism in favor of the tenuous rewards of careerism among today's fast-track academics, have contributed to that crisis. Those failings must be redressed in order to recover what a university can be from what it has become."

"My own criticisms of academic professionalization, then, have less to do with the legitimacy of academic expertise or specialization. My criticisms concern the strained relationship between the academic expert and the public life mediated by institutions and their collective values, commitments, and the sense of shared destiny felt, and felt deeply, among their worker-citizens."

Recommendations/Program Solutions

Knox (2001): Recommendations for enhancing the process of assessing faculty outreach performance: 1) include information about how the candidate's outreach to the university has been "creative and responsive." 2) Show a balance between teaching, research, and service, and show evidence of collaboration in community outreach.

Gronski & Pigg (2000): Students who are graduating and going into the professional world have technical skills but not human service skills. This problem needs to be addressed by the university. The solution is to change the curriculum to incorporate a new model of experiential learning that is specifically designed to help students develop knowledge and skills in human service. The rationale is that students need to see the connection between knowledge/skills acquired in the classroom and the problems and issues in the community.

Gamson (1995): An institution that is committed to professional service and outreach must take steps to change its structure such that academic departments are central providers of service to the community, instead of having special units provide such service. Service learning gets students involved in the community but the same cannot be said about faculty service. The solution is to make faculty members the primary providers of service to the community instead of separate service-oriented university units that have professional staff to do this. The rationale is that the expertise of the faculty needs to be used to make a difference in the society and that clarifying what is meant by service provides more insight into what is involved.

Spanier (1999): Teaching, service, and research should be integrated. Good examples of integration are the Penn State Cooperative Extension, continuing and distance education, Penn State Hershey Medical Center and the Geisinger Health System (merger between community and university health resources), and Penn State World Campus (online programs).

Hodge, Lewis, Kramer, & Hughes (2001): Community colleges are in an advantageous position to foster engaged scholarship. Programs such as the learning communities program (an interdisciplinary program to promote a new level of learning) and service learning at Collin County Community College are examples of such programs that promote engagement.

"An engaged campus uses its strengths for the betterment of its students, its faculty members, and the community. Collaboration between nationally recognized learning communities and service learning initiatives establishes a model that integrates civic engagement into the learning experience of students."

Distinctions between service and engagement

Taylor (1997) identifies three elements that need to be included in service-based research: interdisciplinary teams engaging in applied research, problem-centered approaches, and getting the community involved in every stage of the strategy. The third element that Taylor proposes bears the essence of what the Kellogg commission identifies as an essential aspect of an engaged institution. Taylor, however, speaks of community involvement in the context of service-based research (as opposed to engaged research). This is one example where there is some semantic ambiguity in the literature regarding how service and engagement are conceptualized.

A slight variation in the definition of engagement is seen in how engagement is defined at Michigan State University (see Sandmann 2000). This definition of engagement does not necessarily address the element of active community involvement (in the stages of planning and execution of projects) that is inherent in the way engagement is defined by the Kellogg commission. Holland's (2001) definition also stresses active involvement: "An engaged institution is committed to direct interaction with external constituencies and communities through knowledge, expertise and information." The question that remains to be answered is, if scholarship that is consistent with a university's mission and geared toward benefiting "external audiences" is engagement, then how is it, if at all, different from service? As mentioned earlier, the Kellogg commission's definition of engagement emphasizes community involvement in the teaching, research, and service functions of a university. In light of this, community involvement seems to be the one distinguishing factor between service and engagement.

References

Bonnen, J. T. (1998). The land grant idea and the evolving outreach university. In R. M. Lerner & L. A. K. Simon (Eds.) *University-community collaborations for the twenty-first century: Outreach to scholarship for youth and families.* New York: Garland.

Cooper, D. D. (1999). Academic professionalism and the betrayal of the land-grant tradition. *The American Behavioral Scientist, 42*, 776-785.

Gamson, Z. F. (1995). Faculty and service. *Change, 27*, 4.

Gamson, Z. F. (1997). Higher education and rebuilding civic life. *Change, 29*, 10-15.

Gronksi, R., & Pigg, K. (2000). University and community collaboration. *American Behavioral Scientist, 43*, 781-793.

Hodge, G., Lewis, T., Kramer, K., & Hughes, R. (2001). Collaboration for excellence: Engaged scholarship at Collin (County? That was title used earlier) Community College. *Community College Journal of Research and Practice, 25*, 675-690.

Holland, B. A. (2001). Exploring the challenge of documenting and measuring civic engagement endeavors of colleges and universities: Purposes, issues, ideas. *Campus Compact*.

Knox, A. B. (2001). Assessing university faculty outreach performance. *College Teaching, 49*, 71-74.

Overton, B. J., & Burkhardt, J. C. (1999). Drucker could be right, but…: New leadership models for institutional-community partnerships. *Applied Developmental Science, 3*, 217-230.

Ramaley, J. (2000). Embracing civic responsibility. *AAHE Bulletin*, March.

Sandmann, L. R., Foster-Fishman, P. G., Lloyd, J., Rauhe, W., & Rosaen, C. (2000). Managing critical tensions. *Change, 32*, 44-54.

Silbey, S. & Merry, S. (1986). Mediator settlement strategies. <u>Law and Policy, 8</u>.

Spanier, G. B. (1999). Enhancing the quality of life: A model for the 21st-century land-grant university. *Applied Developmental Science, 3*, 199-105.

Taylor, H. L. Jr. (1997). No more ivory towers: Connecting the research university to the community. *Journal of Planning Literature, 11*, 327-332.

Advancing Community Engagement

Documenting and Representing Service and Engagement

Objective

To identify practices for documenting and representing service and engagement at Rutgers University.

Method

Two analyses of the representation of service and engagement were conducted in the Spring 2002 and Fall 2002 semesters. The first looked at the descriptions of internal programs and units as they appear on program or unit websites. This analysis identified themes in the way departments represent the work performed by their members. One hundred departmental websites at Rutgers University's New Brunswick campus were surveyed for references to specific words such as "service," "community," and "engagement" and references to meeting community needs. Particular attention was paid to the descriptions of the traditional concept of service to see whether (and how) any departments described service in terms of engagement.

The second analysis was conducted on websites of 10 different internal organizations affiliated with Rutgers University, such as programs, centers, and bureaus. These internal organizations do work that, while involving research, also likely involves engaged service. The purpose was to identify the way these internal organizations represent their work. The analysis began by identifying overall similarities in the design and content of the internal organizations' websites. The analysis then compared these using four questions:

1. What does the description of service emphasize?
2. Who are the constituents targeted?
3. How is service made available?
4. How is contact made from outside?

Particular attention was paid to the way the website description highlighted the use of expertise and the relationship between the program and its constituents. It is important to note that this analysis focused on how the units and programs represent themselves. It is quite possible that the conduct of the work might be considered engaged service even though it is represented within the more traditional framework of service and outreach.

Two further brief analyses were conducted to describe two approaches to discovering and identifying service and engaged service. The first reviewed a Community Service survey conducted by Rutgers' Office of Institutional Research and Academic Planning that provided information for a report titled: "Engaging the Community — Rutgers'

Contributions to the Economic and Civic Vitality of New Jersey and Beyond." The second reviewed an annual survey completed by Rutgers faculty members.

Findings

The first analysis reveals a notable lack of reference to service or engagement on websites representing departments in humanities, arts, and most social sciences (see Table 2.1).

- Of the 100 departmental websites examined in this analysis, 12 used the terms "service" or "community." (148 total/48 eliminated from analysis).

- If "service" or "community" appeared, these words appeared in the mission statements and not in other parts of the same website.

- There were no uses of related terms such as "outreach" or "engagement."

- Departments that mention "service" or "community" tend to be departments oriented toward science or agricultural.

The second analysis reveals how internal organizations such as programs, centers, and bureaus differ in representing the internal organization's work as either service or engaged service (see Appendix 2.1 for detailed description of the 10 websites).

- Five of the 10 sites analyzed represented work in terms of *engagement* (see Table 2.2; Appendix 2.1).

  - Sites emphasized involving, sharing, building, facilitating, and dialogue focused on community needs
  - The work of the organizations was framed as two-way communication that involves communities in shaping the content and direction of the work

- Five of the 10 sites analyzed represented work in terms of *service* (see Table 2.3; Appendix 2.1).

  - Sites emphasized providing data, advancing research program, increasing public understanding.
  - The work of the organization was framed as one-way communication that disseminates knowledge.

- The most common feature among these sites was the inclusion of "about us" and "contact" information.

  - The information was available in two different ways – either directly on the homepage, or via a link on the homepage.
  - The "about us" sections were very similar to each other. These sections, usually appear on a separate page and generally contain the organization's history, mission, and goals.

The Community Service Survey of faculty and staff conducted by the Office of Institutional Research and Academic Planning focuses on civic engagement.

- The survey focused on two behaviors: donations to and time spent in service to various groups and activities by faculty and staff.

- This service includes: youth groups, education, health-related issues, community development, neighborhood safety and charity, culture/arts, environmental issues, political activity, religious activity, charitable organizations, and business- related activity.

- The questions profile civic engagement and, in particular, performing civic duties.

  - The questions do not distinguish service based on one's professional-academic expertise.

- Time conflicts or lack of time are the primary barriers reported for not contributing more community service.

- The results of the survey suggest that there is considerable service, outreach, and engagement activity performed by the faculty and staff that remains underreported.

The annual faculty survey gathers information about faculty members' accomplishments and expertise. It focuses on a traditional concept of service.

- Of the 29 categories of information gathered from faculty, four are explicitly aimed at gathering service- and engagement-relevant information (see Appendix 2.2.).

- The recipients of service are state government, public/governmental bodies, the university, and industry, which is the in-practice definition of community.

  - Question #12—Service to New Jersey State Government: "Services (e.g. peer review panels of study sections of NJ governmental departments, technical assistance, evaluation of documents, in-service training of personnel, staffing or membership on committees or commissions) performed in which the beneficiary was a NJ state government agency."

  - Question #13—Service to other Public Bodies: "Services (e.g. peer review panels of study sections of governmental bodies or philanthropic foundations, technical assistance, evaluation of documents, in-service training of personnel, staffing or membership on committees or commissions) performed in which the beneficiary was a public or governmental body."

  - Question #14—Service to Rutgers University: "Services performed for Rutgers University."

  - Question #29—Commercial or Industrial Relevance: "Commercial or industrial applications where you feel that your expertise may be of particular value."

Discussion

Engagement as a concept related to academic work has not deeply penetrated the practices for documenting and representing academic work at Rutgers examined here. This study suggests two contributors to the invisibility of engaged service at the university. First, engaged service is not explicitly represented in web-based material where others read about the specific departments of the university. The engaged service often must be inferred as an aspect and outcome of the work performed at Rutgers. Second, institutional means of gathering data about engagement, such as the annual faculty survey, are based

on a narrow definition of service. This may preclude or at least make difficult the reporting of such activity. The lack of transparency in the directions for completing the survey and the uses and availability of the information from the survey contribute to the invisibility of engaged service.

The Community Service Survey of faculty and staff is an important means to gather, describe, and make understandable the conduct and outcome of faculty work. This approach is an attempt to identify the service aspects of work that remain invisible to the public and to members of the institution. It is also important because the data is gathered through the Office of Institutional Research and Academic Planning, thus relieving faculty from some of the bureaucratic burden of documenting service and engagement.

Recommendations

The primary recommendation is to improve the representations and methods for documenting engaged service on campus.

- Templates with suggested ways to describe faculty work should be made available to departments and other internal organizations to improve the way work and engagement is represented.

- Website design should appeal to people outside academia to exemplify accessibility and to foster connections to external communities.

- Further research on the routine, native practices for representing work needs to continue.

- Interviews should be conducted with website creators and managers to see how they view engagement. It may be that the designer does not understand the differences between representing academic work in terms of service and engagement.

- A survey of faculty member websites should be conducted to see what faculty members choose to include on them. Furthermore, those choices should be described in the context of departmental policies about web pages and the actual work performed by the faculty member.

- The procedures used to collect and disseminate faculty survey information should be further articulated and linked to potential users of that information.

Table 2.1: Quotes about Service and Engagement from Departmental Websites

Department	Quote (Data Gathered Fall Semester 2002)
Agricultural Economics	▪ "The department's mission is to: Support society's agricultural agribusiness, food, environmental and natural resource needs for the economic analysis through an integrated program of teaching, research and outreach activities designed to improve the quality of public and private decisions."
Animal Sciences	▪ "As the only entity in the state that addresses the needs of New Jersey animal agriculturalists, we are recognized as regional leaders in animal sciences. The Department of Animal Sciences serves not only New Jersey animal producers and processors but also…"
Biomedical Engineering	▪ "The mission of the Department of Biomedical Engineering is… 3) to contribute significantly to the international scholarship community and to society."
Ceramic and Material Engineering	▪ "The Department focuses on providing an education that is both learning and practice oriented."
Chemical and Biochemical Engineering	▪ "As a collegial community of faculty, staff, and students, we strive for innovation, leadership, and excellence in chemical engineering scholarship, education, and service."
Education	▪ "Research, Teaching, Service . . . educational excellence today, and will continue to inform the learning environments of tomorrow."
Genetics	▪ "The department encourages and fosters research, dissemination of knowledge and public service aimed at understanding and contributing to advances in the genetics of humans and model organisms."
Human Ecology	▪ "… to study the effects of human activities on the environment and impact of environmental changes on individuals and communities."
Landscape Architecture	▪ "… the Department is committed to serving the citizens of the state.
Plant Pathology	▪ "To serve the State in the scientific discipline of Plant Pathology, addressing the problems and disseminating the knowledge about diseases of plants."
Social Work	▪ "Rutgers' School of Social Work is committed to the public good. Through education, research, and outreach, the school is making a difference in the quality of life for countless individuals."
Urban Planning and Policy Development	▪ "It seeks to link knowledge and action in ways that improve the quality of public and private development decisions affecting people and places."

Table 2.2: Representations of Engagement on Rutgers Websites

Site	Representation of Service (Data Gathered Spring Semester 2002)
The National Marriage Project	▪ Focus on "gaining a better understanding" of the public's needs, rather than providing an understanding. ▪ Major emphasis on community focus – assessing attitudes, addressing the public, informing the media, interacting with constituents.
Center for Global Security and Democracy	▪ Key words – collaboration, cross fertilization (between disciplines). ▪ "…enhance understanding of how secure, democratic societies and international systems are created." ▪ "The Center's activities unite theory building with fieldwork, bringing scholars, students, policy makers, civic leaders, and ordinary citizens together in practical efforts to analyze, design, and build functioning political institutions." ▪ Facilitates "positive, social-scientific inquiry necessary to create effective new political institutions."
Center for Social and Community Development	▪ The Center helps community organizations reach their goals. ▪ Build capacity of government, community organizations, etc. to respond to complex social problems. ▪ Training programs designed to work with each organization individually to assess needs.
Asian American Cultural Center	▪ Seeks to expand multicultural and intercultural understanding. ▪ Activities of the Center evolve with community's needs – the Center's programs change with the needs and desires of its constituents.
Center for Children and Childhood Studies	▪ Dialogue with members of the community and other agencies on the needs of children and how they might best be addressed.

Table 2.3: Representations of Service on Rutgers Websites

Site	Representation of Service (Data Gathered Spring Semester 2002)
Center of Alcohol Studies	▪ Services offered: educational programs, training, access to "knowledge base." ▪ Assist agencies responsible for formulating policy with the analysis of issues. ▪ "Faculty practice plan" – viewed as an "important venue for advancing the research program of the center;" delivering those services to as broad a range of clients as possible." ▪ Programs are "theory-driven."
Center for American Women and Politics	▪ Research "addresses emerging issues and questions about the status and impact of political women." ▪ Informational services – provides up-to-the-minute information and analysis on the developing women's political movement. ▪ Considers itself in the roles of: catalyst and resource, provider of data and analysis, interpreter and guide.
Joseph C. Cornwall Center for Metropolitan Studies	▪ Conducts research and convenes scholarly meetings. ▪ Informs the public – "advancing public understanding." ▪ Sponsors research projects, publications, electronic communications, and various gatherings such as conferences, symposia, seminars, workshops, and public forums.
Center for African Studies	▪ Promoting scholarly research … while "increasing public understanding." ▪ Teaching, workshops, consultants are main sources of outreach.
Center for Public Interest Polling	▪ Provides services of polling to the community, does not ask community what it would like to be polled on, or what polls would be most helpful to the community.

The National Marriage Project

http://marriage.rutgers.edu/about.htm

Description of service emphasizes service to:

- University:
  - "Filling the knowledge gap. There is relatively little serious research being conducted today on the importance of marriage. To help fill the marriage knowledge gap, we will encourage, commission, monitor and conduct research on marriage and marital relationships. We will issue regular reports on the status of marriage, and publish an annual compendium of statistics and other information on marriage: The State of Our Unions."

- Community:
  - "Focusing on youth. We will periodically assess attitudes toward marriage in today's youth culture, and investigate the best ways to help young people prepare for marriage. We will conduct survey and fieldwork focusing on younger non-college men and women, and will review and critique marriage and family-life education programs in the schools."
  - "Addressing the public. Through commissioned investigations and papers, public speaking and popular writing, we will seek to inform and influence the public debate on marriage. We will examine the popular media's portrait of marriage, including an examination of the image of marriage in top-rated sitcoms, children's television, soap operas and talk shows."
  - "Informing the media. We detect a growing interest in marriage among the media. The project will provide expertise to journalists, radio and TV talk-show hosts and producers. We plan to become a national clearinghouse for research and information on marriage."

- Professional Associations:
  - "Convening the experts. We will bring together marriage and family experts, to engage in scholarly deliberation and develop strategies for researching and revitalizing marriage. Conference proceedings will be published and disseminated to the media and the general public."

Constituents targeted:

- Media: journalists, radio and TV talk show hosts and producers
- Young adults

How is service made available?

- regular reports, annual statistics
- public speaking
- popular writing
- conference proceedings published and made available to media and general public

How is contact made from outside?

- location, telephone number, e-mail, links to professors available on homepage

This site seems to reflect engagement logic because it emphasizes two-way communication between the project and its intended constituents. For example, in the section defining the Next Generation Program: "If we want to stop the cycle of intergenerational failure in relationships and marriage, it is important to gain a better understanding of how young adults think and act in their love and marital relationships. We believe that the empirical findings of the social sciences can play a critical role in educating the public and opinion leaders about young adults' expectations and attitudes toward marriage. We further believe that these findings may inspire a new commitment and activism within the civil society to teach and prepare young people for marriage."

Center for American Women and Politics

http://www.cawp.rutgers.edu/About/aboutCAWP.html

Description of service emphasizes service to:

- University:
  - Research -- "CAWP's research — focusing most often on women in public office — addresses emerging issues and questions about the status and impact of political women. Through careful scholarly investigation, CAWP's studies have shown that women bring new issues to the public agenda and open up government to fresh ideas and different voices."
  - Educational programs -- "CAWP's NEW Leadership program offers education programs designed to prepare young women for public leadership. Component projects include unique national, regional, and state-based leadership programs, curriculum development, programs to connect community service with public policy education, and consulting services to colleges and universities across the country."

- Professional Associations:
  - Program for Women Public Officials: (should this be in quotes?)CAWP convenes the quadrennial national Forum for Women State Legislators and other national conferences and programs for women officeholders that provide vital information, motivation, and contacts for women leaders. CAWP works to increase the impact of women in politics and to make political women's leadership more effective.

- Community:
  - Educational programs -- "CAWP's NEW Leadership program offers education programs designed to prepare young women for public leadership. Component projects include unique national, regional, and state-based leadership programs, curriculum development, programs to connect community service with public policy education, and consulting services to colleges and universities across the country."
  - Information Services – "CAWP provides up-to-the-minute information and analysis on the developing women's political movement. The Center's National Information Bank on Women in Public Office, with its

growing database on current and past women officeholders and candidates, offers timely and accurate summary information, specific demographic and political data on individual officeholders, and a picture of the trends and context in which women's political history is being made."

- ■ Constituents targeted:
  - ▪ women leaders, journalists, scholars, students, women's groups, governmental agencies, civic organizations, and political parties

How is service made available?

- ▪ National Information Bank on Women in Public Office
- ▪ Forum for Women State Legislators
- ▪ Educational programs - NEW Leadership Program

How is contact made from outside?

- ▪ homepage: link for e-mail for information requests; location, telephone number, fax number

This site seems to reflect service logic - the dissemination of information through outreach programs, curriculum development, and educational programs. There does not appear to be any feedback from the constituents.

Center of Alcohol Studies

http://www.rci.rutgers.edu/~cas2/mission.shtml

Description of service emphasizes service to:

- ■ University
  - ▪ "conduct research (basic, clinical, and applied) on the nature, development, etiology, and treatment of psychoactive substance use, misuse, abuse, and dependence by employing relevant biological, psychological, and socio-cultural paradigms."
  - ▪ "To facilitate the transfer and utilization of the Center's expertise by providing educational and training experiences for undergraduate, graduate, and post-graduate students and professionals in basic knowledge, the conduct of research, and the delivery of clinical and prevention services..."
  - ▪ "To provide broad access to the knowledge base essential to students, researchers, clinicians, prevention and education specialists, and concerned others by identifying, organizing, and disseminating the fundamental empirical, theoretical, and practical literature of the field through a multi-formatted collection."

- ■ Community
  - ▪ "To develop, implement, and evaluate theory-driven prototypical clinical, prevention, and educational programs and services for appropriate target populations and constituent communities."

- "To facilitate the transfer and utilization of the Center's expertise by providing educational and training experiences for undergraduate, graduate, and post-graduate students and professionals in basic knowledge, the conduct of research, and the delivery of clinical and prevention services; and, to adapt and extend this expertise and knowledge to other individuals, groups, organizations, and agencies in the community."

  - Professional Associations:
    - "To assist agencies and organizations, public and private, charged with the responsibility to formulate policy in the analysis of issues related to psychoactive substance use, misuse, abuse, and dependence."

Constituents targeted:

- not clear -- "...target populations and constituent communities"

How is service made available?

- educational programs and services for target populations and constituent communities
- educational and training experiences for undergraduate, graduate, post-graduate, and professionals
- "multi-formatted" collection of empirical, theoretical, and practical literature

How is contact made from outside?

- Homepage: location, telephone number (center and library), fax number (center and library)

This site is also service-oriented -- the Center provides "educational and training experiences" and access to essential knowledge, and develops educational programs for communities. There is never any mention of feedback from constituents.

Center for Global Security and Democracy

http://cgsd.rutgers.edu/centru.html

Description of services emphasizes service to:

- University
  - "...create new possibilities for collaboration between disciplines and existing programs, fostering cross-fertilization and maximizing the impact of existing initiatives."
  - "...create new opportunities for scholars and students at Rutgers and develop programs that will maximize Rutgers' impact on the academic, global, and local communities."

How is service made available?

- monograph and paper series, journals, conferences

- consulting arrangements with relevant national and international organizations
- curricular development
- public education

How is contact made from outside?

- homepage: links to location
- link to contact information: location; telephone number, fax number, e-mail address

Rutgers' School of Social Work - Center for Social and Community Development (CSCD)

http://www.socialwork.rutgers.edu/cscd.htm

Description of service emphasizes service to:

- Community:
    - "...build the capacity of government, community organizations, human service organizations, and other institutions to respond to complex social problems."
    - Services: Capacity-building training services; research and evaluation services; technical assistance to field staffs of community-based organizations; development of information/technical assistance networks; consultation

Constituents targeted:

- New Jersey residents, community-based organizations
- Public school faculty
- Health and human services professionals

How is service made available?

- Outreach programs
- Public speaking
- Training services
- Research and evaluation
- Technical assistance

How is contact made from outside?

- Website -- information and links
- Mailing address
- Phone number
- Fax number

CSCD seems to have an emphasis on engagement logic. The overall theme of the website is how the center helps community organizations reach their goals. The center does have training programs, but they work with each organization individually to determine the best way to solve a problem. From the Center's homepage: "When a community group in Camden, New Jersey, wanted to reduce drug-related crime in its city,

it turned to Rutgers' Center for Social and Community Development. The Camden group believes vacant houses serve as catalysts for crime, especially drug-related crime. Using a high-tech geographical information system, Rutgers researchers charted the locations of vacant houses and drug arrests.

'We were able to prove the group's thesis by demonstrating a strong association between crime and vacant housing'..."

Asian American Cultural Center

http://www.rci.rutgers.edu/~aacc/

Description of service emphasizes service to:

- University:
    - "...a focus on expanding the multicultural and intercultural understanding of Rutgers University undergraduate students, and providing a supportive environment for Asian American students."
    - development of curriculum enrichment

- Community:
    - The center's goal is that "one day soon" AACC will become a "flagship cultural center in the region"

- Constituents targeted:
    - Rutgers undergraduate students
    - Rutgers faculty

How is service made available?

- cultural programs
- curriculum enrichment
- activities throughout Rutgers community

How is contact made from outside?

- "contact us" link on homepage leads to information:
    - location
    - telephone number
    - fax number
    - e-mail

The site seems to emphasize engagement logic. According to the homepage: "The Center's Activities evolve with needs. Student participation in program planning is always welcome." Also: "The Center has an Advisory Board whose members are faculty, staff, student leaders, and community members. The Board advises the director in determining the Center's goals, directions and policies." It appears to be two-way communication, with the Center's programs and activities changing with the needs of its constituents.

The Joseph C. Cornwall Center for Metropolitan Studies

http://www.cornwall.rutgers.edu

Description of service emphasizes service to:

- University:
  - "conduct scholarly research and convene scholarly meetings on a wide variety of urban and metropolitan problems and issues."

- Community:
  - inform the public through various publications, meetings, applied policy analysis and program evaluation on local and regional issues in northern New Jersey
  - support neighborhood revitalization initiatives through an active program for community outreach.
  - "The Center seeks to further formal inquiry and foster local, national and international interaction among scholars concerned with cities and their urbanized regions."

Constituents targeted:

  - not explicit -community leaders, students, faculty, government officials...

How is service made available?

  - research projects
  - publications
  - electronic communications
  - various gatherings such as conferences, symposia, seminars, workshops and public forums.

How is contact made from outside?

  - Contact info, including address, telephone number and fax number, e-mail and web address available on homepage

This site reflects service logic because its programs seem to be almost completely one-way communication. It is the traditional pattern of outreach and service to the community through information dissemination and teaching and training.

The Center for Public Interest Polling

http://www.rci.rutgers.edu/~eaglepol/

Description of service emphasizes service to:

- University:

  - "As part of New Jersey's public research university, education is a core value..."

- "Training opportunities at CPIP (take out of boldface) include research assistantships and internships for students in the social sciences and public policy fields."

- Community

  - "Eagleton's Center for Public Interest Polling (CPIP), also known as the Eagleton Poll, was established in 1971 with the primary mission of serving the state of New Jersey."

Constituents targeted:

- government agencies
- public policy related non-profit organizations
- students
- faculty

How is service made available?

- results of polls made available in the Star-Ledger
- surveys, research
- online (omit hyphen) archive
- training opportunities

How is contact made from outside?

- all contact information readily available on homepage: address, telephone number, fax number, e-mail.

At first sight, this web page seems to reflect service logic because it is simply providing a service to the community and the university. However, there is a large section in the "research section" page that identifies its commitment to engagement: "In order to engage CPIP's services, the research agenda should focus on a matter of public policy that has an impact on the lives of residents."

Center for Children and Childhood Studies

http://children.camden.rutgers.edu/

Description of service emphasizes service to:

- University:
  - Support interdisciplinary inquiry into the lives of children in the city of Camden, the United States, and abroad.
  - Development of innovative and interdisciplinary courses, research and service internships that equip university students and the public to make informed decisions concerning children and youth.

- Community
  - Development and evaluation of service and outreach programs for children

- Dissemination of knowledge to those directly responsible for ministering to children's needs and to those formulating policies affecting their lives and futures.

Constituents targeted:

- individuals
- private foundations
- federal agencies
- students
- faculty
- community leaders
- government officials

How is service made available?

- Research projects
- Service and outreach projects
- Educational programs

How is contact made from outside?

- Homepage: information for the director and associate director; location; mailing address; telephone number, fax number

This website reflects service logic. The traditional views of service and outreach as one-way communication are clearly seen on the homepage and in the mission statement. The Center is concerned primarily with teaching and disseminating information, rather than developing a relationship with its communities and constituencies.

The Center for African Studies

http://ruafrica.rutgers.edu/

Description of service emphasizes service to:

- University:
  - "CAS promotes the teaching of Africa through curricular and faculty development."
  - "...coordinates a large offering of Africa-related courses throughout the university system."
  - works with the department of Africana studies and the African Studies Secretariat.

- Community:
  - "...vigorous outreach program of community projects and educators' workshops for K-12 teachers."

- Professional Associations:
  - "...builds linkages with Africa-based scholars, institutions of higher-learning and non-governmental organizations."

Constituents targeted:

- not explicit - students, faculty, community leaders

How is service made available?

- curricular and faculty development
- outreach programs
- communication with scholars, universities, and non-governmental organizations

How is contact made from outside?

- homepage: location, telephone number, fax number, website
- links to faculty and staff

Site is service-oriented with an emphasis on one-way communication. This can be seen through the mission statement, which promotes curricular programs, outreach programs, and "building linkages."
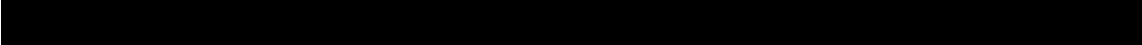
Appendix 2.2: Category Descriptions for Annual Faculty Survey

Table 2.3: Category Descriptions for Annual Faculty Survey (pp. 47-49)

(http://www.acs/facsurvmanual/manual.html#started)

Item	Description	Add Only or Change and Add	Categories	Include Start and End Dates (if the activity is ongoing, leave the end date blank)
Graduate Program Affiliations	Graduate Program names for faculty who, in addition to their regular appointment, are <u>F</u>ull or <u>A</u>ssociate members of the graduate faculty in: Graduate School-Camden; Graduate School-Newark; or Graduate School-New Brunswick	Add and Change	Campus: CD-Camden NK-Newark NB-New Brunswick Member: F-Full A-Associate Program Name: applicable graduate program name	Not Applicable
Scholarly Publications*	Publications which appeared in print. You should include manuscripts which are <u>in press, with a firm publication date</u>. Any manuscripts which have been accepted subject to minor revisions that delay formal acceptance beyond July 1, of the current year would be included in the faculty survey for the next academic year	Add and Change	Books, other than textbooks including scholarly monographs Textbooks Edited books, anthologies, collections and bibliographies Articles in refereed journals Articles in non-refereed or general journals Chapters in books or monographs Reviews Other publications, including translations, research notes, limited circulation reports, etc. Musical Compositions	Not Applicable
Papers, Abstracts and Lectures*	Papers, abstracts and/or lectures that were presented at professional conferences or other universities	Add Only	Not Applicable	Not Applicable
Patents Received*	Patents issued in your name	Add Only	Not Applicable	Not Applicable
Artistic Performances*	Artistic performance (e.g. concert, recital, poetry reading, dramatic role, etc.)	Add Only	Not Applicable	Not Applicable
Artistic Exhibits*	Artistic exhibit (e.g. sculpture, painting, graphic design, collage, etc.)	Add Only	Not Applicable	Not Applicable

Externally-Funded Research and/or Training Grants*	Externally-funded research and/or training grants for which you were director or principal investigator. Include the amount of the award.	Add and Change	Not Applicable	Yes
Educational Activities*	Educational development activities such as: the development of new academic programs, major changes to existing programs, application of new technology, planning for new facilities or the extensive renovation of existing facilities.	Add and Change	Not Applicable	Yes
Professional Awards and Honors*	Academic honor and prizes such as: appointments to academies, boards, councils or panels; honorary degrees; prestigious fellowships. Exclude your participation in grants and contracts awarded to the University.	Add Only	Fellowship Appointment to Academy, Board, Council or Panel Honorary Degree Awarded Academic Honors and Prizes Other Award or Honor	Not Applicable
Editorships of Scholarly Journals*	Service in an editorial capacity (e.g. editor, associate, or assistant editor) of a scholarly or professional journal.	Add and Change	Not Applicable	Yes
Memberships on Editorial Boards of Scholarly/ Professional Journals*	Memberships on Editorial Boards of scholarly or professional journals.	Add and Change	Not Applicable	Yes
Memberships/ Offices Held in Scholarly Professional Societies*	Memberships/offices held in scholarly or professional societies	Add and Change	Not Applicable	Yes
Service to New Jersey State Government*	Services (e.g. peer review panels of study sections of NJ governmental departments, technical assistance, evaluation of documents, in-service training of personnel, staffing or membership on committees or commissions) performed in which the beneficiary was a NJ state government agency.	Add and Change	Agriculture Banking Civil Service Community Affairs Corrections Defense Education Energy Environmental Protection Health Higher Education Human Services Insurance Labor and Industry Law and Public Safety State Transportation Treasury Independent	Yes

			Commission	
			Office of the Governor	
			The Judiciary	
			The Legislature	
Service to Other Public Bodies*	Services (e.g. peer review panels of study sections of governmental bodies or philanthropic foundations, technical assistance, evaluation of documents, in-service training of personnel, staffing or membership on committees or commissions) performed in which the beneficiary was a public or governmental body.	Add and Change	NJ local government US Federal government Other government Academic community, excluding Rutgers University Non-profit voluntary statewide organization General public Public schools	Yes
Service to Rutgers University*	Services performed for Rutgers University	Add and Change	University-wide Campus College Department	Yes
Highest Earned Degree	Highest earned academic degree.	Add or Change	Not Applicable	Not Applicable
Other Earned Degrees, Graduate and Undergrad.	Graduate and undergraduate degrees other than your highest degree. List degrees in reverse order.	Add and Change	Not Applicable	Not Applicable
Honorary Degrees	Honorary degrees that you have received.	Add and Change	Not Applicable	Not Applicable
Certificates and Licenses Held	Professional licenses or certificates that you currently hold.	Add and Change	Not Applicable	Not Applicable
Professional Identification	Identify yourself using as many descriptive terms and phrases as you believe necessary (e.g. Structural Geologist, Art Historian).	Add and Change	Not Applicable	Not Applicable
Description of Research and Scholarly or Creative Objectives	Describe your primary research and scholarly or creative objectives. Do not hesitate to use technical terminology or language typical of your field. Use no more than 150 words.	Add and Change	Not Applicable	Not Applicable
Indexing Your Interests	Key words or phrases that might be used in indexing and cross-referencing the above description of your research and scholarly or creative objectives (e.g. Bilingual Education, History of Social Thought).	Add and Change	Not Applicable	Not Applicable
Most Significant Scholarly and Creative Accomplishments within the Past Five Years	Most scholarly and creative works that have appeared or occurred within the past five years. Preface each entry with an indication of the type of work (e.g. books, textbooks, performance).	Add and Change	Not Applicable	Not Applicable
Most Significant Publications and/or Creative Works from Entire Career	Most scholarly and creative works that have appeared or occurred within your entire career. Preface each entry with an indication of the type of work (e.g. books, textbooks, performance).	Add and Change	Not Applicable	Not Applicable
Linguistic Ability	Your native language, as well as any other languages in which you have fluency.	Add and Change	Not Applicable	Not Applicable
Positions Held	Positions you have held during your entire career other than your current academic position.	Add and Change	Not Applicable	Yes
Commercial or Industrial Relevance	Commercial or industrial applications where you feel that your expertise may be of particular value.	Add and Change	Not Applicable	Not Applicable

Advancing Community Engagement

Benchmarking with Other Institutions

Objective

To identify procedures and practices used at other universities to recognize, reward, and foster engagement.

Method

Two searches were conducted. The first reviewed policies and procedures about engagement at four large universities. This information was categorized into problem, solution, rationale for procedure, and specific procedures (see Table 3.1). The second search reviewed programs and outreach activities at other large universities as described in their websites (see Table 3.2).

Findings

There are two general approaches to recognizing, rewarding, and fostering engagement.

- Individual accountability approach (see Table 3.1)
    - These policies and procedures focused on the individual faculty member and the means to account for individual engagement activity.
    - The emphasis here is on changing and managing the way individual faculty members think about the nature of their work.
    - These approaches focus on cultivating procedures for self-control and self-regulation.
- Institutional relationship building (see Table 3.2)
    - These policies and procedures primarily focused on strategies for building engaged relationships between faculty and external communities.
    - The emphasis here is on providing a matchmaking service that brings expertise and needs together.
    - These approaches focus on more programmatic needs and services to achieve engagement.

Recommendations

- Institutions need to find a blend between both individual accountability and institutional relationship-building strategies, since engagement is both an individual and an institutional action.
    - The individual accountability approach can be enhanced by institutional relationship building by relieving faculty members of the burden of finding

engagement opportunities and by providing a pool of people and groups with needs. Thus, engagement is more programmatic and less susceptible to the ebb and flow of individual availability.

- The institutional relationship-building approach can be enhanced by the individual accountability approach because the former provides a model by which to evaluate success. This seems most useful as approaches are created to perform an institutional level of auditing engagement practice. Hollander's (2000) model for assessing service learning at an institutional level may be useful toward this end.

- Since faculty work is not uniform, it is hard to create a single point or scale of evaluation.
    - It makes sense to develop institutional levels of evaluation to assess whether engagement goals are being achieved.
    - The evaluation should also consider institutional procedures for articulating, representing, and linking engagement activity. In particular, how does information about engagement flow among the parts of the university responsible for institutional research, public/media relations, web presences, and constituents?

Table 3.1 Solutions for recognizing and rewarding engaged service (pp. 53-55)

University	Problem	Solution	Rationale	Procedure	Who Implements?
Michigan State University	The need to describe what outreach is in order to reward faculty for outreach efforts.	Measures to evaluate outreach in the form of questionnaires that contain certain dimensions.	If clear criteria for what is supposed to be measured are laid out, then the departments can evaluate the work of their faculty members based on these criteria.	4 dimensions of quality outreach to be evaluated: 1) Significance – project goals, target audience, issue/opportunity to be addressed, consistency with university and unit missions, resources. 2) Contextualization – appropriateness of expertise, degree of collaboration, sensitivity to diversity, methodological approach. 3) Scholarship – knowledge generation, application, dissemination, preservation 4) Impact – impact on issue, sustainability and capacity built mutual connections/benefits between university and community, impact on the university. (No particular procedure was specified)	Administration in each unit
University of Wisconsin, Madison	The need to assess departmental recommendations for tenure.	Clearly defined criteria that help the department chairs in the assessment process.	Chairs use the criteria to evaluate faculty. One of the criteria is outreach. Outreach is seen in the context of research, teaching, and service. Ex: publications, classes/seminars, service in boards.	(not specified)	Departmental chairs
University of Alabama	Need to document faculty service activities.	A survey measure	1/3 of faculty responsibilities consist of service. At the beginning of each year faculty can negotiate the weighting of the 3 areas of performance – this process is facilitated by documentation of faculty activities through the survey.	(Example of the survey is in the UAB document)	Departmental chair

University of California, San Diego	1) What is the relevance of scholarly activity and service to teaching? 2) What is the contribution of these activities to the development of faculty, students, and the university? 3) What are the university's expectations concerning the performance of faculty?	Suggestions to address the questions: The goals of the university should be to place priority on faculty activities that strengthen student learning, and to ensure productivity of the faculty.	Broad categories to focus on: 1) The concept of scholarship should be broadened to include discovery, application, implementation, and teaching. 2) Faculty should be empowered through recognition of accomplishments. 3) Realistic expectations should be placed on faculty. 4) Each faculty member should develop a career plan each year that includes elements of scholarship and application.	(not specified)	(not specified)
Kansas State University	Need to evaluate faculty for the purpose of annual salary adjustments.	Faculty are evaluated based on the following criteria: 1) Teaching 2) Research 3) Directed service – service that is explicitly incorporated into the faculty member's job description. 4) Non-directed service (to the institution, to the profession, and to the public) – service that's not detailed in the job position. 5) Extension – using elements of teaching and research to provide service to clients in the public. 6) Academic citizenship – documenting behavior of collegiality.	Because professional performance is a complex phenomenon, it has to be evaluated using multiple criteria.	Each criterion is evaluated using the following documentation: 1) Teaching – teaching evaluations 2) Research – scholarly reviews of faculty member's publications, citations, grants, prizes, invitations to testify before governmental groups regarding research matters. 3) Directed service – quality ratings by clients, peer/supervisor assessments, assessment by other practicing professionals involved, evaluations by peers who receive professional services. 4) Non-directed service – participation in committees, holding office in professional associations, written/oral dissemination of professional knowledge to non-academic audiences. 5) Extension – extension program development, implementation, and evaluation.	Administrative unit

University of Utah	Criteria for evaluating the service learning component of teaching for purpose of tenure.	7 criteria are suggested: 1) Service learning components relate to faculty's area of expertise. 2) Service learning components are responsive to needs of community. 3) The interactions are carried out in partnership with the community. 4) Demonstrate that needs of the members of the community at large (rather than an exclusive group) have been met by the service project. 5) Methodology helps students understand the value and relevance of service learning to the subject material. 6) Demonstrate that the students' understanding of civic involvement has been broadened through the project. 7) Faculty acts as role model to students and other faculty in promoting understanding of civic engagement through service learning.	Service learning links classroom learning to community service to emphasize civic responsibility.	(not specified)	Individual departments

Table 3.2: Engagement Programs at Other Universities (pp. 56-57)

University	Program
Arizona State University	Academic Community Engagement Services includes six different programs: service learning, America Reads (to help children read well by third grade), Jump Start (pairing college students with pre-school children who have trouble in school), Americorps VISTA (people serving in non-profit organizations and service-based organizations to help fight poverty and illiteracy), Arizona Reads Roundtable, and Active Learning project (service learning partnership with non-profit organizations in the community to equip parents with skills to help in their children's education).
Bowling Green State University	The Office for Academic Outreach helps faculty and students use their expertise to contribute to organizations and schools in the community though service learning opportunities and other initiatives.
Brown University	Office of Academic Outreach holds regular meetings between university representatives and educators in the community to explore opportunities to collaborate. Several programs have resulted from these collaborations.
Clemson University	Academic Outreach Programs – The focus of these programs is recruitment and retention. The programs are for pre-college students and include SAT workshops, higher education awareness program, and career workshops.
Morehead State University	Academic Outreach and Support provides programs such as continuing education, distance learning, and extended campus programs.
Murray State University	Center for Continuing Education and Academic Outreach – provides consulting, extended campus courses, and correspondence courses to the community.
Ohio State University	Faculty can apply for grants to initiate engagement projects. The OSU CARES program also funds outreach projects initiated by faculty and staff. Penn State, Ohio State, and University of Wisconsin have formed a partnership to encourage engagement and facilitate collaboration between universities and communities.
Penn State University	The Center for Academic and Community Engagement provides service-learning, internships, and seminar programs. The mission of the center is not only to provide students with practical experiences outside the university but also to help them take part in programs and partnerships that contribute to the community. The center provides opportunities for students to relate their classroom education to experiences in the community and better prepare themselves for employment once they graduate. The projects and partnerships are centered on serving the needs of the community.
Southwest Missouri State University	Department of Academic Outreach works with faculty to provide services via programs that are available to people off campus. Examples of programs: Internet-based courses, telecourses, professional development, and off-campus high school dual credit program (a program in which qualified high school students receive both high school and college credit for some approved courses).
University of Arkansas (Pine Bluff)	Academic Outreach – The university holds an annual conference with parents, community leaders/administrators, and teachers and implements educational programs that benefit the community.
UC Santa Barbara	Academic Outreach in the College of Letters and Science helps faculty members become involved in academic projects in schools that are related to the faculty member's area of expertise.

University of California System	Early Outreach Program provides academic help and training to students from under-represented populations to help them prepare for the demands of the college admissions process and a college education.
University of Illinois Chicago	Academic Outreach – Six different programs are offered: professional development and access to programs off campus, course offerings, distance education, community access to some graduate courses, and guided individual study for those who wish to learn at their own pace.
University of Maine - Fort Kent	Academic Outreach provides programs for students and people in the community, such as professional training, skills courses, day campus for children, and service learning.
University of Michigan	Practical Engagement Program sponsors workshops that students can take for credit. The workshops focus on outreach, cultural heritage and preservation, and needs/issues relating to information technology.

Faculty Understanding of Service and Engagement

Objective

To identify how faculty members understand service and engaged service as aspects of their work.

Method

Two focus groups were conducted at which faculty members completed a brief survey (see Appendix 4.1) and participated in a discussion. Focus Group 1 (*n* = 16) consisted of faculty members from the liberal arts and sciences. Focus Group 2 (*n* = 17) consisted of faculty members in agricultural extension. The focus group sessions took place during regular meetings of these faculty. Each session lasted about 30 minutes.

The participants were first asked to list the kinds of activities they consider service activities (the protocol is described in Appendix 4.1). They were asked to list these activities in the order in which they came to their minds. This "thought-listing" procedure captures the most readily available thoughts participants have about the service aspect of their work. The listed items are also taken to represent the most readily available terms for expressing thoughts available to group members.

The participants were then asked about how they spend their time. They were asked to divide each of two circles into three parts representing the relative percentages of time spent on research, teaching, and service. The first circle represented their ideal preference for dividing their time while the second circle represented how much time they actually spend on each of these aspects of their work.

The third task asked the participants to list the activities that could be considered "engaged service." Before completing this second thought-listing task, they were presented with the Kellogg Commission's definition of engagement. They were told that engaged research and engaged teaching are rather well-understood but that engaged service is less well-understood. Then they were asked to name activities that they or their colleagues perform that they would consider examples of engaged service.

The fourth task asked the participants to indicate the percentage of their time spent in engaged service and whether it is adequately recognized and rewarded.

The final task was open discussion about the recognition and rewarding of service.

Data Analysis

The following analyses of the data from the two thought-listing tasks were conducted. The data from the surveys were summarized by creating lists of service and engaged service activities for each focus group (see Table 4.1, 4.2, 4.3, and 4.4). These lists were compared to identify which activities are understood by both groups to represent service and engaged service activities (see Tables 4.5 and 4.6). The service and engagement activities were compared within each focus group to identify differences between the concepts of service and engaged service (see Tables 4.7 and 4.8).

Each table contains three columns. The first column indicates the "rank" for the activity, which refers to the order in which the item appeared on an individual's list from the thought-listing task. The activities listed first are more readily available concepts and terms in a respondent's memory for thinking about the topic than those listed last (or not listed at all). The second column indicates the activity listed using the terms used by the participants in the thought-listing task. The third column indicates the frequency at which the activity was mentioned at that particular rank.

An exploratory analysis was conducted using the data from the division of time task. A score representing frustration with distribution of work (FDW) was created. The FDW is the sum of the absolute values for the differences between Ideal and Real on each aspect of faculty members' work (see Tables 4.9 and 4.10). A correlation analysis was run to investigate the relationship between FDW scores for teaching, research, and service and the number of years in the profession (see Table 4.11).

The data from the task indicating time spent on engaged activities was incomplete and not analyzable. The data from the open discussion was used to inform focus group design for future research.

Any conclusions drawn from these analyses must be limited to the data analyzed. These analyses are suggestive of directions for further research.

Findings

The analysis of the thought-listing tasks reveals the following about the way faculty members in these two focus groups think about service and engagement as aspects of their work.

- The "service" concept refers to routine activities undertaken to manage and maintain departments and professional organizations while the "engaged service" concept refers to unique activities tailored toward special, often one-time events (see Tables 4.1, 4.2, 4.3, & 4.4).

- The concept of "service" is more established in the faculty members' lexicon for describing their work than the concept of "engaged service."
    - The list of service activities is more extensive than the list of engagement activities in both groups (see Tables 4.1, 4.2, 4.3, & 4.4).
        - Focus Group 1 listed 61 types of service activities and 29 types of engaged service activities.
        - Focus Group 2 listed 94 types of service activities and 84 types of engaged service activities.
    - The lists of service activities have fewer unique categories as a proportion of activities listed than the lists of engaged service (see Tables 4.1, 4.2, 4.3, & 4.4).

- Focus Group 1: Of the 61 types of service activities mentioned, 41 were unique activities — that is, activities mentioned only once. Of the 29 types of engaged service activities mentioned, 29 were unique activities.
- Focus Group 2: Of the 94 types of service activities mentioned, 44 were unique. Of the 84 types of engaged service activities mentioned, 77 were unique.

- More words are required to describe engaged service activities than service activities. The terms for engaged service tend to be more concrete than terms used for service (see Tables 4.1, 4.2, 4.3, & 4.4).
  - Examples of terms for engaged service descriptions:
    - "Address other educators as to how to integrate HIV/AIDS education into arts and humanities"
    - "Summer program for minority students"
    - "Collaborating with secondary schools/students—library instruction and service"
  - Examples of terms for service:
    - "Committees and subcommittees"
    - "Review Boards"
    - "Fellows meetings/activities"

- There appears to be a shared implicit norm about what constitutes service and engaged service.
  - The service activities lists are dominated by the concept of committee meetings for both groups at each level of ranking (see Table 4.5).
  - The engaged service activities lists are not dominated by one explicit concept, like "committee," but do appear to share an orientation toward working with external groups as a member of a board, coalition, or committee (see Table 4.6).
  - The concept of service tends to be represented by nouns naming standing committees and routine organizational activities rather than verbs signaling individual and collective action (see Tables 4.7 & 4.8).
    - Examples of representing service:
      - "Committees and subcommittees"
      - "Review Boards"
      - "Departmental Office Holding"
      - "Fellows meetings"
      - "Grievance hearings"
    - Examples of representing engaged service:
      - "Address other educators . . ."
      - "Working with high schools . . ."
      - "Organizing a conference . . ."
      - "Collaborating with . . ."
      - "Creation of shared . . ."

- The second focus group, made up of faculty in agricultural extension, appears to have a more expansive concept of service and engaged service than the first focus group, which was made up of faculty from the arts and sciences.
  - Focus Group 2 listed more types of activities and unique activities than Focus Group 1.
    - Focus Group 1 listed 61 types of service activities and 29 types of engaged service activities (See Table 4.1 & 4.2).

- Focus Group 2 listed 94 types of service activities and 84 types of engaged service activities (See Table 4.3 & 4.4).
  - Focus Group 2 tended to include more engaged service activities as service activities (see Tables 4.7 & 4.8).
    - Focus Group 2 listed six (there are only five listed below) of 10 activities under service at rank one that could also count as engaged service.
      - "Community coalition membership," "4H," "Local Committees," "Events," and "Family Service Board Member"
    - Focus Group 1 listed one of seven activities under service at rank one that could also count as engaged service.
      - "Community outreach"

The analysis of the FDW scores reveals the following about potential faculty frustration with the choices they face about dividing their time and attention in conducting their work. These results should provide a heuristic for further research and no generalizations should be drawn from these results.

- Frustration with one's expectations for amount of time for research correlates to a frustration with the other aspects of work.
  - There were two significant and moderately strong correlations between FDW scores for Research and Teaching and for Research and Service (see Table 4.11).
  - There is no significant correlation between the FDW scores for Teaching and Service (see Table 4.11).
  - The number of years in the profession is not significantly related to any of the difference scores (see Table 4.11).

- Frustration with division of time for Focus Group 1 appears to be with the amount of time available for research while for Focus Group 2 it appears to be with the amount of time available for teaching and service.
  - Focus Group 1: The mean FDW score for Research is higher than the mean FDW scores for either Teaching or Service (see Table 4.9).
  - Focus Group 2: The mean FDW scores for Teaching and Service are higher than the mean FDW score for Research.

Recommendations and Discussion of Findings

The analysis of faculty members' understanding of service and engaged service based on a small data set of two focus groups drawn from two different parts of the university suggests the following future actions.

Leadership and Organizational Design Issues

- A language for service that reconciles the traditional concept of service with engaged service must be created and promoted (see Appendix 4.2 for further details).
  - The more common terminology for describing service within the institution must begin to incorporate new standard concepts for describing engaged service.
    - The findings of this study reveal an emergent terminology about engaged service that can be used in developing accountability procedures, instructional material, and promotional material.

- o Standard categories of engaged service must be developed that will penetrate the consciousness of the faculty to the degree of the committee concept.
        - o The specificity and action orientation faculty use to describe engaged service should be retained to the greatest extent possible for describing both service and engaged service activity.
    - • All service, whether conventional or engaged, should be described in action-oriented language rather than noun- or object-oriented language.
        - o Such word choices promote the sense of accomplishment and achievement that should flow from any service activity.
        - o Such word choices capture the amount of invisible but important work that takes place to manage and sustain the institution.
        - o Templates should be given to prompt such descriptions by category and by activity.
            - ▪ Category: Engagement with local community
            - ▪ Specific activity: "Organizing ..."; Establishing ..."

- ■ Opportunities to make traditional service productively interact with engaged service must be actively identified and developed (see Appendix 4.2 for more complete explanation).

Further Research

Further research on how faculty understand service and engaged service will benefit the development of ideas for leadership and organizational design. The proactive findings of the present study resulted from a rather small database. Based on the experiences of this project, the following recommendations for focus group and individual interview research into faculty members' understanding of service and engaged service are put forward.

Closer examination of the informal advice network among faculty is required to understand what attitudes and beliefs about service and engagement senior faculty convey to junior faculty and how junior faculty convey these attitudes and beliefs among themselves.

Finding Faculty

By far the biggest challenge for this type of research is meeting with and convening meetings of faculty members. That problem in itself provides important confirmation of the findings produced by this study. Two strategies used in this study enabled the use of focus groups.

- ■ The researcher and research team must build relationships with the formal and informal leadership among faculty members. These ties help identify key people who can refer the research team to other faculty members.

- ■ The research team must identify naturally occurring meetings among the faculty and seek permission to hold modified focus groups during those meetings. This

includes departmental and schoolwide meetings, and meetings of advisors and faculty representatives.

Participants and Participant Selection

The selection of participants must be guided by a faculty member's location within different areas of the university. The research team must maximize the variety in the pool of interviewees and focus group participants by drawing from departments, cooperative extension, bureaus, institutes, clinics, laboratories, and informal groups, and interdisciplinary teams. Each area within the university involves potentially different orientations toward service and engagement. Any university-sponsored survey of faculty can be used to estimate the level of service reported for particular areas, thus aiding selection and sampling. For example, such surveys could be used to select faculty from areas that report lower and higher levels of public service. Such selection will help maximize the variation in the pool of interviewees so that the different ways service and engagement are understood can be identified.

Interviews and Focus Groups Protocols and Data Analysis

- Individual Interviews (see Appendix 4.3 for suggested Interview Protocol).
  - Collect the vocabulary of engagement (key "native" terms, "proverbs," and stories that index perspectives about engagement).
  - Ask basic questions about service activities in which they are engaged and in which they would like to engage.
  - Use the results to identify whether interviewees understand their service in terms of service-outreach or engagement.

- Focus Groups (see Appendix 4.4 for suggested Focus Group Protocol).
  - Test and expand the vocabulary of engagement.
  - Discuss faculty interpretation and evaluation of faculty activity in regard to service and engagement.
  - Capture the faculty members' sense of facilitators and inhibitors of taking an engagement orientation toward research, teaching, and service.

- Focus the analysis on the ways in which members of Rutgers and their constituents talk and reason about engagement.
  - Identify key terms, "proverbs," and stories faculty use to make sense of engagement.
  - Identify themes in the way interviewees and focus group participants talk about engagement and service.
  - Implement approaches for understanding and assessing engagement outlined by Holland (1997) and Gelmon (1997).

- Focus the analysis on describing the practices of engagement that faculty find necessary and useful, which practices they have abandoned, and what their engagement activity has made possible for them in both anticipated and unanticipated ways.
  - Identify the hitches, glitches, and frustrations they experience in their engagement activity, the information and communication technologies they have appropriated, abandoned, and rejected out-of-hand to conduct their engagement activities, and the way organizational procedures influence which aspects of their work go reported and unreported.
  - Discover how faculty bridge the gap between ideals of engagement and concrete practice of engagement, the relationship between the Kellogg

Commission model and local practices, and how engagement practice may vary within an institution (especially between programs that have traditionally embraced outreach).

- Discover what leadership in engagement is like, what must be done to help individuals and the institution assume such leadership roles, and how unanticipated dilemmas and constraints in current practice may impact leadership initiatives.

Rank (The order in which this activity appeared in each person's list)	Activity	Frequency (Number of people who chose this activity at this rank)
1	Committees and subcommittees	5
	Departmental office holding/committees	4
	Review boards (Ex: peer review, manuscript review)	1
	Services to the profession/professional service	1
	Community outreach	1
	Participating in state, national, professional organizations	1
	Fellows meetings/activities	1
	Web mastering	1
2	Committees and subcommittees	5
	Committees/boards – state, university	2
	Observing students	1
	Advising/mentoring students	1
	Participating in state, national, professional organizations	1
	Graduate advising	1
	Fellows meetings/activities	1
	Responding to others' proposals	1
	Grievance counseling/hearings	1
	Internal consulting	1
3	Advising/mentoring students	2
	Participating in state, national, professional organizations	2
	Fellows meetings/activities	2
	Committees and subcommittees	1
	Departmental office holding/committees	1
	Journal editorship, editorial boards	1
	Initiating new directions/ideas for the department	1
4	Committees/boards – state, university	3
	Advising/mentoring students	3
	Departmental office holding/committees	2
	Recruiting in the department/university	1
	Journal editorship, editorial boards	1
	Teaching in classroom	1
	Initiating/organizing community/student activities/events	1
	University groups, committees, task forces	1
	Graduate advising	1
	Grievance counseling/hearings	1

5	Engaging students in material outside the classroom	2
	Review boards (Ex: peer review, manuscript review)	1
	Services to the profession/professional service	1
	University groups, committees, task forces	1
	Public lectures/speeches	1
	Working with city groups	1
6	Fellows meetings/activities	2
	AAUP NJ	1
	Refereeing committee work	1
	Initiating/organizing community/student activities/events	1
	Tenure and promotion letters for faculty at other universities	1
	Public lectures/speeches	1
	Working with student groups	1
7	Review boards (Ex: peer review, manuscript review)	2
	Initiating/organizing community/student activities/events	2
	Participating in state, national, professional organizations	1
	Letters of recommendation for students	1
	Invitation of speakers	1
8	Advising/mentoring students	2
	Departmental research	1
	Letters of recommendation for students	1
	Meetings with colleagues	1
	Faculty council	1
9	Refereeing committee work	1
	Representing RU ("ambassador")	1
10	Interviewing job candidates	1
11	Curriculum reformation	1

Table 4.2: List of Engagement Activities from Focus Group 1

Rank (The order in which this activity appeared in each person's list)	Activity	Frequency (Number of people who chose this activity at this rank)
1	Address other educators as to how to integrate HIV/AIDS education in arts and humanities courses	1
	Working with high schools	1
	Summer program for minority students	1
	University-based speaker programs that are open to public	1
	Organizing a conference that brings together members of the university and NJ residents	1
	Collaborating with secondary schools/students – library instruction and service	1
	Creation of shared professional development initiatives	1
	Journal editorship	1
	Recruitment	1
	Consulting for government agencies	1
2	Address other educators integrating research and teaching	1
	Working with NJ farmers	1
	Lectures at high schools	1
	Talks at public libraries	1
	Recruiting students from this area	1
	Sharing of teaching resources	1
	Outreach	1
	Training/workshops	1
3	Working with DEP on environmental issues	1
	Governor's character education committee	1
	Involve academics in boards of institutions depending on expertise – town planning commission, museum, school boards, etc.	1
	Redefining curricula to reflect community's interests and needs	1
	Services to the profession (for others, many field offices, community-based initiatives, etc.)	1
4	Discussion with foreign visitors to the university	1
	High school enrichment programs	1
	Consult for museum exhibits	1
	Helping local institutions with the resources of the university	1
5	Collect materials for review libraries	1
	Continuing education for school teachers	1

Table 4.3: List of Service Activities from Focus Group 2 (pp. 70-72)

Rank (The order in which this activity appeared in each person's list)	Activity	Frequency (Number of people who chose this activity at this rank)
1	University committees	2
	Department committees	2
	Member of professional organizations	2
	4H	2
	Community coalition membership	2
	Local committees	1
	Advisory committees	1
	Events	1
	National committees	1
	Family service board member	1
	Teaching in the community	1
	Youth/adult partnership	1
2	Department committees	3
	Youth investment council	2
	Training volunteers/public/leaders	2
	Develop/conduct educational programs	1
	University committees	1
	Community groups	1
	College committees	1
	Member of professional organizations	1
	Committees in professional organizations	1
	Liaison advisory committees	1
	Camp weekends	1
	Community meetings	1
	Publishing in general public media	1
3	Mentoring untenured faculty	2
	Local committees	2
	4H	2
	University committees	1
	Departmental committees	1
	Community groups	1
	Extend university knowledge to the public	1
	College committees	1
	Liaison advisory committees	1
	Answering questions from general public	1
	County youth services advisory	1
	Training volunteers/public/leaders	1
	Develop/conduct educational programs	1
	Peer review for tenure/promotion	1
	After-school programs	1
4	Member of professional organizations	2
	University committees	1

	Department committees	1
	Ad hoc committees	1
	Local committees	1
	Community groups	1
	Committees in professional organizations	1
	Liaison to advisory committees	1
	Reports	1
	Newsletters	1
	National committees	1
	Legislative groups	1
	Develop/conduct educational programs	1
	After-school programs	1
5	Department committees	2
	Committees in professional organizations	2
	Local committees	1
	Community groups	1
	Answering questions from general public	1
	Networking	1
	Community meetings	1
	Training volunteers/public/leaders	1
	Youth/adult partnership	1
6	Local committees	2
	Chairing a committee	1
	Committees in professional organizations	1
	4H	1
	Advisory committees	1
	Liaison to advisory committees	1
	Soliciting donations	1
	Training volunteers/public/leaders	1
	Develop/conduct educational programs	1
7	Ad hoc committees	2
	Local committees	1
	Speaking	1
	4H	1
	Events	1
	County youth services advisory	1
	Teaching in the community	1
	Youth/adult partnership	1
8	National committees	2
	AAUP grievance committee	1
	Community groups	1
	Youth at Risk dinner	1

	Community meetings	1
9	Grants Community groups	2 1
10	Mentoring untenured faculty Advisory committees	1 1
11	Chairing a committee 4H	1 1
12	Review curriculum	1
13	County youth services advisory	1
14	Teaching in the community	1

Table 4.4: List of Engagement Activities from Focus Group 2 (pp. 73-74)

Rank (The order in which this activity appeared in each person's list)	Activity	Frequency (Number of people who chose this activity at this rank)
1	Rutgers cooperative extension	2
	Serving on community boards	2
	Chamber of commerce education committee	1
	Interdepartmental activity	1
	Community coalition membership	1
	Liaison to advisory committee	1
	Summer science program for children	1
	4H	1
	Chairing planning committee on family service	1
	Leading meetings	1
	Partnerships with other organizations	1
	Requests from youth agencies	1
	Teaching in community settings	1
	Assist with youth development resources	1
	Charter education training	1
2	Working with community groups	2
	Workplace training for high school students	1
	County youth service committee	1
	University committees	1
	Function as resource for questions from general public	1
	Shade tree advisory committee	1
	Building collaborations	1
	Advising for non-profits	1
	Youth job fair for youth investment council	1
	Committees	1
	Program development and implementation	1
	Community youth development activities	1
	Publishing in public media	1
	Leadership in community advisory council	1
	Extension practice plus teaching	1
	Teen leadership training	1
3	4H	3
	Polytech workforce preparation	1
	Interaction with youth	1
	Departmental committees/meetings	1
	Community partners	1
	Speaking to organizations	1
	Grant for juvenile justice with youth services advisory	1
	Networking	1
	Volunteer development	1
	Collaborating with other community organizations	1
	Teaching in the community	1

4	Fair committee	2
	Training adults in other organizations	2
	Project specific committees	1
	Master steward program	1
	Teaching clients	1
	Serving on state advisory boards	1
	Teaching as facilitator	1
	Program development committee	1
	Assist community with governing	1
	4H	1
5	Program development	3
	Professional association memberships/committees	2
	Coordinating fair	1
	Meeting with organizations in county to mutually address issues	1
	Youth at Risk dinner	1
	Evaluating research	1
	Focus groups to learn needs of the community	1
	Extension practice	1
	Provide expertise to county committees	1
6	Working with volunteers	2
	Assessing needs	2
	Recruit volunteers for 4H programs	1
	County committees	1
	Networking	1
	Collaborating with partners to work on projects	1
	National committees	1
7	4H	1
	Professional association committees	1
	Public relations	1
	Program development	1
	Review project and grant proposals	1
8	Department head meetings	1
	4H meetings	1
	Camp weekends	1
	Curriculum development	1
9	County board of agriculture meetings	1
	Promotion/marketing	1
10	County fair meetings	1

Table 4.5: Common Items in the List of Service Activities from Focus Groups 1 and 2.

Rank (The order in which this activity appeared in each person's list)	Focus Group 1		Focus Group 2	
	Activity	**Frequency**	**Activity**	**Frequency**
1	Committees and subcommittees	5	University committees	2
	Departmental office holding/committees	4	Department committees	2
			Local committees	1
			Advisory committees	1
2	Committees and subcommittees	5	Department committees	3
	Committees/boards – state, university	2	University committees	1
	Participating in state, national, professional organizations	1	College committees	1
			Member of professional organizations	1
			Committees in professional organizations	1
			Liaison advisory committees	1
3	Committees and subcommittees	1	Local committees	2
	Departmental office holding/committees	1	University committees	1
			Departmental committees	1
			College committees	1
			Liaison advisory committees	1
4	Departmental office holding/committees	2	Department committees	1
	Initiating/organizing community/student activities/events	1	Community groups	1
5	Services to the profession/professional service	1	Committees in professional organizations	1
6	Refereeing committee work	1	Chairing a committee	1

Table 4.6: Common Items in the List of Engagement Activities from Focus Groups 1 and 2.

Rank (The order in which this activity appeared in each person's list)	Focus Group 1		Focus Group 2	
	Activity	**Frequency**	**Activity**	**Frequency**
1	Creation of shared professional development initiatives	1	Interdepartmental activity	1
	Working with high schools	1	Assist with youth development resources	1
2	Outreach	1	Function as resource for questions from general public	1
	Working with NJ farmers	1	Building collaborations	1
	Lectures at high schools	1	Community youth development activities	1
3	Working with DEP on environmental issues	1	Community partners	1
	Involve academics in boards of institutions depending on expertise – town planning commission, museum, school boards, etc.	1	Collaborating with other community organizations	1

Table 4.7: Comparison of Service and Engagement Activities in Focus Group 1 (pp. 77-78)

Rank (The order in which this activity appeared in each person's list)	Service	Engagement
1	Committees and subcommittees Review boards (Ex: peer review, manuscript review) Departmental office holding/committees Services to the profession/professional service Community outreach Participating in state, national, professional organizations Fellows meetings/activities Web mastering	Address other educators as to how to integrate HIV/AIDS education in arts and humanities Working with high schools Summer program for minority students University-based speaker programs that are open to public Organizing a conference that brings together members of the university and NJ residents Collaborating with secondary schools/students – library instruction and service Creation of shared professional development initiatives Journal editorship Recruitment Consulting for government agencies
2	Committees/boards – state, university Observing students Advising/mentoring students Committees and subcommittees Participating in state, national, professional organizations Graduate advising Fellows meetings/activities Responding to others' proposals Grievance counseling/hearings Internal consulting	Address other educators and integrating research and teaching Working with NJ farmers Lectures at high schools Talks at public libraries Recruiting students from this area Sharing of teaching resources Outreach Training/workshops
3	Advising/mentoring students Committees and subcommittees Departmental office holding/committees Journal editorship, editorial boards Participating in state, national, professional organizations Fellows meetings/activities Initiating new directions/ideas for the department	Working with DEP on environmental issues Governor's character education committee Involve academics in boards of institutions depending on expertise – town planning commission, museum, school boards, etc. Redefining curricula to reflect community's interests and needs Services to the profession (for others, many field offices, community-based initiatives, etc.)
4	Committees/boards – state, university Advising/mentoring students Advising/mentoring students Recruiting in the department/university Departmental office holding/committees	Discussion with foreign visitors to the university High school enrichment programs Consult for museum exhibits Helping local institutions with the resources of the university

	Journal editorship, editorial boards Teaching in classroom Initiating/organizing community/student activities/events University groups, committees, task forces Graduate advising Grievance counseling/hearings	
5	Review boards (Ex: peer review, manuscript review) Services to the profession/professional service Engaging students in material outside the classroom University groups, committees, task forces Public lectures/speeches Working with city groups	Collect materials for review libraries Continuing education for schoolteachers
6	AAUP NJ Refereeing committee work Initiating/organizing community/student activities/events Tenure and promotion letters for faculty at other universities. Fellows meetings/activities Public lectures/speeches Working with student groups	
7	Review boards (Ex: peer review, manuscript review) Initiating/organizing community/student activities/events Participating in state, national, professional organizations Letters of recommendation for students Invitation of speakers	
8	Advising/mentoring students Departmental research Letters of recommendation for students Meetings with colleagues Faculty council	
9	Refereeing committee work Representing RU ("ambassador")	
10	Interviewing job candidates	
11	Curriculum reformation	

Table 4.8: Comparison of Service and Engagement Activities in Focus Group 2 (pp. 79-81)

Rank (The order in which this activity appeared in each person's list)	Service	Engagement
1	University committees Department committees Member of professional organizations 4H Community coalition membership Local committees Advisory committees Events National committees Family service board member Teaching in the community Youth/adult partnership	Rutgers cooperative extension Serving on community boards Chamber of commerce education committee Interdepartmental activity Community coalition membership Liaison to advisory committee Summer science program for children 4H Chairing planning committee on family service Leading meetings Partnerships with other organizations Requests from youth agencies Teaching in community settings Assist with youth development resources Charter education training
2	Department committees Youth investment council Training volunteers/public/leaders Develop/conduct educational programs University committees Community groups College committees Member of professional organizations Committees in professional organizations Liaison advisory committees Camp weekends Community meetings Publishing in general public media	Workplace training for high school students Working with community groups County youth service committee University committees Function as resource for questions from general public Shade tree advisory committee Building collaborations Advising for non-profits Youth job fair for youth investment council Committees Program development and implementation Community youth development activities Publishing in public media Leadership in community advisory council Extension practice plus teaching Teen leadership training
3	Mentoring untenured faculty Local committees 4H University committees Departmental committees Community groups Extend university knowledge to the public College committees	4H Polytech workforce preparation Interaction with youth Departmental committees/meetings Community partners Speaking to organizations Grant for juvenile justice with youth services advisory Networking

	Liaison advisory committees Answering questions from general public County youth services advisory Training volunteers/public/leaders Develop/conduct educational programs Peer review for tenure/promotion After-school programs	Volunteer development Collaborating with other community organizations Teaching in the community
4	Member of professional organizations University committees Department committees Ad hoc committees Local committees Community groups Committees in professional organizations Liaison to advisory committees Reports Newsletters National committees Legislative groups Develop/conduct educational programs After-school programs	Fair committee Training adults in other organizations Project specific committees Master steward program Teaching clients Serving on state advisory boards Teaching as facilitator Program development committee Assist community with governing 4H
5	Department committees Committees in professional organizations Local committees Community groups Answering questions from general public Networking Community meetings Training volunteers/public/leaders Youth/adult partnership	Program development Professional association memberships/ committees Coordinating fair Meeting with organizations in county to mutually address issues Youth at Risk dinner Evaluating research Focus groups to learn needs of the community Extension practice Provide expertise to county committees
6	Local committees Chairing a committee Committees in professional organizations 4H Advisory committees Liaison to advisory committees Soliciting donations Training volunteers/public/leaders Develop/conduct educational programs	Working with volunteers Recruit volunteers for 4H programs County committees Networking Assessing needs Collaborating with partners to work on projects National committees
7	Ad hoc committees Local committees Speaking 4H Events County youth services advisory	4H Professional association committees Public relations Program development Review project and grant proposals

8	National committees AAUP grievance committee Community groups Youth at Risk dinner Community meetings	Department head meetings 4H meetings Camp weekends Curriculum development
9	Grants Community groups	County board of agriculture meetings Promotion/marketing
10	Mentoring untenured faculty Advisory committees	County fair meetings
11	Chairing a committee 4H	
12	Review curriculum	
13	County youth services advisory	
14	Teaching in the community	

Table 4.9: FDW Scores for Focus Group 1

	Years as a Professor	FDW – Research	FDW – Teaching	FDW - Service
N	14	16	16	16
Mean	19.39	19.45	12.34	12.19
Median	17.00	17.50	13.75	8.75
Std. Deviation	13.44	14.79	9.10	15.80

Note. The FDW values are in percentages.

Table 4.10: FDW Scores for Focus Group 2

	Years as a Professor	FDW – Research	FDW – Teaching	FDW - Service
N	18	18	18	18
Mean	9.76	9.37	12.43	13.68
Median	8.50	10.00	10.00	12.50
Std. Deviation	7.78	8.75	9.56	9.30

Note. The FDW values are in percentages.

Table 4.11 Correlation of FDW Scores for both groups

Correlations

		Years in the Profession	Research Difference	Teaching Difference	Service Difference	
Years in the Profession	Pearson Correlation	1	.199	-.002	-.096	
	Sig. (2-tailed)	.	.275	.992	.599	
	N	32	32	32	32	
Research Difference	Pearson Correlation	.199	1	.424*	.415*	
	Sig. (2-tailed)	.275	.	.013	.015	
	N	32	34	34	34	
Teaching Difference	Pearson Correlation	-.002	.424*	1	.331	
	Sig. (2-tailed)	.992	.013	.	.056	
	N	32	34	34	34	
Service Difference	Pearson Correlation	-.096	.415*	.331	1	
	Sig. (2-tailed)	.599	.015	.056	.	
	N	32	34	34	34	

* Correlation is significant at the 0.05 level (2-tailed).

Note. "Difference" refers to Real – Ideal values in teaching, research, and service.

The following appendix contains the questions used to guide the focus group sessions.

Universities usually recognize research, teaching, and service as the three main types of work that faculty members perform. As a faculty member, what are the work activities that you do that you consider to be service?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____
9. _____
10._____
11._____
12._____
13._____
14._____

_____

Let's say that circle X represents the total amount of time that a faculty member spends working. <u>In your opinion</u>, how much time should be allocated to each of these three categories? (Indicate your response by dividing the circle into pieces of the pie that represent Research, Teaching, and Service).
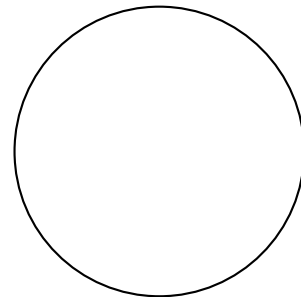
In reality, how much time do you spend on each of the 3 categories? You may use circle Y to indicate your response.

The ideal division of time   The reality
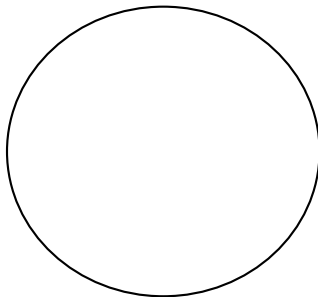
X   Y

How many years have you been at Rutgers? _____

How many years have you been a professor? _____

The Kellogg Commission on Higher Education has defined <u>an engaged institution</u> as one with "redesigned teaching, research, and extension and service functions that are sympathetically and productively involved with the communities universities serve."

Engagement emphasizes: Responsiveness, Respectfulness, Academic Neutrality, Accessibility, Integration, Coordination, and Resource Partnerships.

This means that:
Problems are defined together, goals and agendas are shared in common, definitions of success are meaningful to both university and community and developed together, and there is some pooling or leveraging of university and public and private funds.

The collaboration arising out of this process is likely to be mutually beneficial and to build the capacity and competence of all parties

Given this definition of engagement: what kinds of service activity that you or others do would you consider to be engaged service activity?

1_____ 8 _____
2_____ 9 _____
3_____ 10 _____
4_____ 11 _____
5_____ 12 _____
6_____ 13 _____
7_____ 14 _____

How much of your service activities are engagement activities (0-100%)? _____

How much of your service activity would you prefer to be engagement activity (0-100%)?_____

To what degree do you think your engaged service activity receives appropriate recognition and reward? (0-100%) _____

Thank you for your participation!

How might given forms of service productively interact with the idea of engagement?

Part I: Conceptually Connecting Service and Engaged Service.

There are three well-recognized aspects of service that make up the concept of engaged service.

- First, service to the department, school, and university is work primarily concerned with managing the multiple dimensions of the faculty workplace. Attention must be given to undergraduate and graduate education in terms of curriculum and mentoring, faculty members must guide, mentor, and evaluate each other, and faculty must continuously make decisions about allocating and shepherding their scarce time and economic resources. There is a considerable amount of invisible labor carried out in managing the social, intellectual, and economic dimensions of a particular unit so that it not only survives but thrives in its multidimensional role. It is all too easy to overlook this crucial relational and intellectual maintenance work that binds a unit together through time. Unless a unit sustains itself it will not be able to engage with other communities.

- Second, service to the profession is primarily concerned with the disciplinary integrity of the knowledge produced. This work involves especially one's engagement with others in pursuing and advancing a particular domain of knowledge. While this type of work is often framed as one's visibility within a field, that framing glosses over what is crucial: the cooperative-competitive collaboration among professionals committed to advancing knowledge. This is the hallmark of universities that many would consider the ultimate engagement with society.

- Third, service to society is the traditional category most aligned with the concept of engagement. This work is primarily concerned with outreach that makes the expertise of the faculty available in some form to external communities. This work is often characterized as good citizenship, which is a bit different from outreach.

Part II: Pragmatically Connecting Service and Engaged Service.

In an earlier section of this report, we examined the potency and direction of the concepts "service" and "engaged service." In this section, we focus on the way in which activities associated with "service" and "engaged service" overlap. The point is to explore how activities traditionally associated with service to the university and to the profession are actually forms of engagement or how such service activity is a precursor to or supportive of engagement activity.

The following tables contain two columns. The first column lists service activities reported by participants in our focus groups in terms of service to the university, profession, and society. The second column lists engagement activities that participants in our focus groups reported that they or their colleagues perform. The arrangement of the second column mirrors the first column to identify how ongoing engagement activity correlates with the traditional understanding of service.

The idea behind this table is to find and suggest ways in which ongoing service may actually be engaged or how engaged activities derive from necessary service to the university or the profession. The goal here is to overcome the tendency in the literature on engagement to expand the scope of work rather than find opportunities to streamline, consolidate, and recognize the significant service and engaged service already taking place. This provides a basis from which engagement can evolve.

The key distinction between the two tables is that the service focus emphasizes faculty doing something "to" internal or external constituencies, while the engagement focus emphasizes an evolving relationship between faculty and other internal and external constituencies. One goal is to find a better balance among the activities listed for each category. Note how the "to department, school, university" dominates service while "between faculty and community" dominates the engagement list. (The highlighted terms are those that appear in both the original service and engaged service lists).

Lists of service and engagement activities: Focus Group 1

Service	Engagement
<u>To the department, school, university</u>	<u>Between department, school, university and community</u>
Committees and subcommittees	Recruitment of faculty
Departmental office holding/committees	Recruiting students from this area
Fellows meetings/activities	Sharing of teaching resources
Web mastering	Redefining curricula to reflect community's interests and needs
Observing students	
Advising/mentoring students	<u>Between Profession and Community</u>
Committees and subcommittees	Address other educators as to how to integrate HIV/AIDS education in arts and humanities
Graduate advising	
Grievance counseling/hearings	Development of shared professional development initiatives
Internal consulting	Journal editorship
Initiating new directions/ideas for the department	Services to the profession (for others, many field offices, community-based initiatives, etc.)
Recruiting in the department/university	
Teaching in classroom	Continuing education for schoolteachers
Engaging students in material outside the classroom	Training/workshops
Letters of recommendation for students	
Departmental research	<u>Between Faculty and Community</u>
Meetings with colleagues	University-based speaker programs that are open to public
Faculty council	Lectures at high schools
Interviewing job candidates	Talks at public libraries
Curriculum reformation	High school enrichment programs
<u>To the Profession</u>	
Review boards (Ex: peer review, manuscript review)	Discussion with foreign visitors to the university
Services to the profession/professional service	Organizing a conference that brings together members of the university and NJ residents
Participating in state, national, professional organizations	Working with NJ farmers
Responding to others' proposals	Outreach
Journal editorship, editorial boards	Working with high schools
AAUP NJ	Summer program for minority students
Refereeing committee work	Collaborating with secondary schools/students – library instruction and service
Tenure and promotion letters for faculty at other universities	Consult for museum exhibits
<u>To Society</u>	Consulting for government agencies
Community outreach	Working with DEP on environmental issues
Public lectures/speeches	Governor's character education committee
Working with city groups	Involve academics in boards of institutions depending on expertise – town planning commission, museum, school boards, etc.
Invitation of speakers	
Representing RU ("ambassador")	Helping local institutions with the resources of the university
	Collect materials for review libraries

We are interested in how *you* currently view these activities, and how you understand this aspect of your work. Please indicate to which category(s) you would assign each activity noted and how you think the institution would assign each activity. Check all that apply.

		You view this activity as:			You believe the institution views this activity as:		
Potential Faculty Activities	A good example would be?	Scholarship	Teaching	Service	Scholarship	Teaching	Service
Volunteering Inside RU							
Volunteering Outside RU							
Unpaid Consulting							
Paid Consulting							
Guest Lectures							
Corporate Boards							
Participation in local government							
Publishing							
Involving non-academics in research projects							
Forming an interdisciplinary research team							

Focus Group Steps:

1. Have each participant complete the matrix.
2. Identify through discussion where there is agreement and disagreement among the participants.
3. Identify through discussion reasons for agreement and disagreement.
4. Capture the discussion through audio-recording for transcription and subsequent analysis of discussion themes and accounts.

Questions for Focus Group Discussion:

1. Do you find that service activities are important to a faculty member's advancement within the university? Explain. Give examples.
2. Are some service activities more important than others — that is, what service activities do you find to be the most (least) recognized types of service?
3. In what ways are these recognized?
4. Why do some forms of service activity go unrecognized?

The Kellogg Commission on Higher Education has distinguished service from engagement.

Engagement is defined as "redesigned teaching, research, and extension and service functions that are sympathetically and productively involved with the communities universities serve."

This means that problems are defined together, goals and agendas are shared in common, definitions of success are meaningful to both university and community and developed together, and there is some pooling or leveraging of university and public and private funds. The collaboration arising out of this process is likely to be mutually beneficial and to build the capacity and competence of all parties

Engagement emphasizes: Responsiveness, Respectfulness, Academic Neutrality, Accessibility, Integration, Coordination, and Resource Partnerships.

1. How does this definition of engagement differ from what you consider to be the purpose and practice of service?
2. What do you do that would fit well within the definition of engagement? Whom do you engage?
3. How would you make it known that you do these activities? How could someone interested in your activity find out about it?
4. Given the criteria for engagement, which, if any, do you find to be difficult to implement? Why?
5. Given this definition, what do you see as institutional barriers and facilitators to Rutgers maximizing its engagement?
6. Who on campus do you believe plays an important leadership role in engagement (which may differ from service leadership)?
7. Is there anything not on this list that should be on this list? (Is there anything that you would not include)?
8. Can you offer any examples of leadership in engagement?

Appendix 4.4: Suggested Interview Protocol

1. What is a typical example of a service activity you provide?
    a. What takes place in this activity?
    b. What is the purpose of the activity?
    c. Who is involved and how are they involved in this activity?
    d. What do you find to be facilitators or inhibitors for effectively doing this service activity? Please explain.
        i.   Procedures of the organization
        ii. Leadership
        iii. Communication Technology
        iv. (Anything they might add to the list?)
    e. How did you decide to do this service activity?
    f. What does this service activity make possible for you?
    g. Is this activity recognized and rewarded? If so, how?

2. Is there a service activity you would really like to do but have yet to do, or that you are already doing but that goes unrecognized?
    a. What takes place in this activity?
    b. What is the purpose of the activity?
    c. Who is involved and how are they involved in this activity?
    d. What do you find to be facilitators or inhibitors for effectively doing this service activity? Please explain.
        i.   Procedures of the organization
        ii. Leadership
        iii. Communication Technology
        iv. (Anything they might add to the list?)
    e. How did you decide to do this service activity?
    f. What does this service activity make possible for you?
    g. Is this activity recognized and rewarded? If so, how?

3. The Kellogg Commission on Higher Education has distinguished service from engagement.

    Engagement is defined as "redesigned teaching, research, and extension and service functions that are sympathetically and productively involved with the communities universities serve."

    This means that problems are defined together, goals and agendas are shared in common, definitions of success are meaningful to both university and community and developed together, and there is some pooling or leveraging of university and public and private funds. The collaboration arising out of this process is likely to be mutually beneficial and to build the capacity and competence of all parties

    Engagement emphasizes: Responsiveness, Respectfulness, Academic Neutrality, Accessibility, Integration, Coordination, and Resource Partnerships.

    a. How does this definition of engagement differ from what you consider to be the purpose and practice of service?
    b. What do you do that would fit well within the definition of engagement? Whom do you engage?
    c. How would you make it known that you do these activities? How could someone interested in your activity find out about it?
    d. Given the criteria for engagement, which if any, do you find to be difficult to implement? Why?

e.   Given this definition, what do you see as institutional barriers and facilitators to Rutgers maximizing its engagement?

f.   Who on campus do you believe plays an important leadership role in engagement (which may differ from service leadership)?

g.   Is there anything not on this list that should be on this list? (Is there anything that you would not include)?

h.   Can you offer any examples of leadership in engagement?

Proposal

Proposal

ADVANCING COMMUNITY ENGAGEMENT:

Designing, Testing and Evaluating a New Model

The richness of services land grant universities provided to the public in the past formed a collective mosaic that became the heart of its institutions and its communities. In that context, the expertise of higher education was translated directly and effectively into leadership beyond the walls of the academy. With the passage of time and shifts in emphasis of college and university missions, the public's perception–and in some cases the reality–is that higher education leadership in community engagement has weakened.

This proposal aims to design and test an organizational model/infrastructure to address higher education's perceived lack of leadership and commitment to community engagement. The goal is to develop an infrastructure that will clarify, enhance, and advance the public service external leadership mission. Current initiatives and leadership characteristics will be identified, mechanisms for strengthening and sustaining programs will be examined, and a climate for shared thinking, collective purpose, innovation, and leadership development will be fostered. An effective organizational design will permit the university/college to more responsibly articulate and advance, internally and externally, the leadership, contributions and community engagement of the faculty, staff, and students.

It is proposed that Rutgers University and Sussex County College will partner to provide the sites for developing, testing and evaluating this approach. At Rutgers and Sussex, as at other institutions, collaborations between the university/college and the community have been launched by individual units, faculty and staff. However, there is no unifying framework or infrastructure. Thus, initiatives where faculty and staff share their leadership talent and expertise with their communities may go unrecognized by the community; and experiences and effective practices are not shared across the institution. In addition, duplicate and complementary activities are not identified nor addressed and faculty and staff who might wish to contribute their expertise are unaware of opportunities to do so. Of equal importance, leadership for advancing engagement is not fostered. Clearly, there needs to be a systematic way in which to further enhance university/college and community engagement. There is a need to document, encourage, communicate, coordinate and promote such initiatives.

At Rutgers, the Office of Institutional Research recently surveyed the faculty, staff and some units to find the kind of volunteer services they were involved in and the number of hours they contributed. These data are accessible and provide a beginning.

Our intent is to build on these data and create a model of delivery and accountability that will provide an integrated institution-wide record of leadership and engagement, further develop leadership of those committed to community engagement, engender confidence and articulate the university's commitment and responsiveness to the collective need. Further, once the effectiveness of the model has been demonstrated, we intend to regionally disseminate the model and share the methods and findings with other higher education institutions concerned with improving their engagement.

ADVANCING COMMUNITY ENGAGEMENT

Project Objective:

- To develop an effective organizational design that will permit the higher education community to more responsibly foster leadership, articulate and advance the institutions' contributions to community engagement. Specifically, to examine how faculty expertise is made available and consumed by the community.
- To identify and codify appropriate leadership roles relative to faculty and staff expertise and/or experience.

Proposal Outcomes:

PHASE I

- Identification of the philosophy, nature, and recognition given to leadership of institutional civic engagement.
- Secure endorsement and support of the President, his cabinet and administrative officers, as well as the academic deans.
- Assess existing leadership, and administrative management of institutional public service activities.
- Inventory existing internal programs and units with program connections.
- Benchmark with other public service universities.
- Conduct literature review of the relationship between knowledge producers and consumers.
- Identify the frameworks from which leadership in civic engagement is judged by university and community members.
- Explore how information and communication technologies facilitate or hinder leadership in civic engagement
- Constitute a core group from within each institution, including academic deans, to review data, and solicit input and group thinking as to how to move forward.
- Share findings and approach with other institutions to leverage their endeavors on similar initiatives

The desired sequence of steps for the project are outlined in Phases II & III below. Completion of these phases is contingent on findings from Phase I and additional funding.

PHASE II

- Development of internal and external surveys to assess need and effectiveness.
- Create new channels through which expertise can be shared, thus generating new ideas and improving existing programs.
- Visibility and recognition is provided for what is currently being done.
- Conduct internal and external interest surveys.
- Create organizational infrastructure.
- Conduct community/university focus groups to determine leadership development activities and needed support.

PHASE III

- Implement model infrastructure.
- Evaluate effectiveness of model.
- Examine means of fostering cultures within each institution that recognizes the civic purpose of higher education and develops socially conscious leadership and the need for responsiveness.
- Conduct regional seminars to share model, methods and findings.
- Add to appropriate existing websites at each institution to educate the university community and the public as to the university's commitment and services.

Principle Investigator:
Dr. Mark Aakhus,
School of Communication, Information and Library Studies
Rutgers University