

Compact Current



CAMPUS COMPACT

Educating Citizens
Building Communities

SUMMER 2010

Compact Current is the newsletter of Campus Compact, which provides leadership, resources, and advocacy to support civic education, community building, and campus engagement for more than 1,100 member campuses.



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Registration Open...

Presidents Leadership
Summit 2010

October 12 & 13, 2010
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Maximizing 'd'emocratic
Partnerships for Student
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attend this invitational forum at
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Preregistration required.
Member registration fee: \$150.
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Schedule:
10/12 5 pm - 9 pm
10/13 9 am - 2:30 pm

Penn President Amy Gutmann's Passion for Engagement

Dr. Amy Gutmann, president of the University of Pennsylvania, is widely regarded as a world-class scholar whose research addresses many key issues facing our society today—from religious freedom, to race and affirmative action, to ethics and public affairs. She also views herself as an active citizen of Penn's vibrant West Philadelphia community. As a member of **TRUCEN (The Research University Civic Engagement Network)**, we asked her about the role of research universities in promoting civic engagement.

CC: You've said that you, "want to make Penn a more powerful transformational force locally, nationally, and internationally." Why is this important?

AG: Penn's focus is to bring the most creative ideas and innovative knowledge to bear on problem-solving that the world needs. We begin locally with issues in our own neighborhood and extend as far as our partnerships in China, India, and Africa. Far from an ivory tower, Penn is driven by the vision of our founder Benjamin Franklin, who held that the noblest aim of a university is to teach all things "useful and ornamental" so that young people from all walks of life are inclined to live well by contributing as much as they can to their friends, family, communities, country, and humankind.

No university has an innate right to exist; instead we prove ourselves deserving of private and public support by showing how much of a positive difference a Penn education can make in the world, where higher

education has never been more essential for both the quality of individual lives and the progress of local, national, and world economies.

CC: In 2009, Penn was named #1 as a 'good neighbor' for its model. How did your presidency contribute to that accomplishment?

AG: Being a good neighbor is so central to my priorities as Penn's President that I announced as the first event of my inauguration in 2004 a community service day for all Penn faculty, staff, and students. Since then, the spirit, quality, and quantity of the Penn community's service and our partnerships have increased every year. I encourage students to learn while they develop leadership skills, whether by taking academically based service-learning courses, by volunteering in university-assisted schools, by helping to rebuild communities devastated by Hurricane Katrina, or by engaging in the hundreds of leadership and partnership projects that we run.

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University President, Dr. Amy Gutmann

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Campus Compact

Campus Compact is a national coalition of more than 1,100 college and university presidents—who are committed to fulfilling the civic purposes of higher education. As the only national association dedicated solely to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through our national office and network of 35 state offices, members receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Campus Compact comprises a national office based in Boston, MA, and state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NH, NY, OH, OK, OR, PA, RI, SC, TN, TX, UT, VT, WA, WI, and WV. For contact and other information, see www.compact.org.

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In 2008, I announced that Penn would fund an additional 400 community service opportunities for students through Penn's Fox Leadership Program, Civic House, and through our Barbara and Edward Netter Center for Community Partnerships. These three programs embed Penn's community service in the most path-breaking and innovative leadership education for Penn students. We give students opportunities to work on real problems that affect real communities, resulting in future leaders who understand the interconnectedness between themselves, our community, and the larger society and world.

CC: What was the genesis of the Penn Compact and how have you translated it into action?

AG: I believe in the importance of the pursuit of knowledge for its own sake, but I also passionately believe that universities have a responsibility to use the knowledge and understanding they generate to serve humanity. Enlisting our intellectual creativity and guided by our sense of social responsibility, Penn can demonstrate the capacity of great teaching and research universities to contribute substantially to the betterment of the world.

I introduced the Penn Compact in 2004 to capture the vision of the Penn community as far larger than that of any one person. Fittingly, the entire Penn community now owns it: faculty, students, alumni and parents, staff, and all those who contribute to our mission. We all pursue three major goals that give meaning and inspire purpose to our mission: to increase access; to integrate knowledge across disciplines (breaking down silos between departments and schools); and to put our knowledge to work in our engagement locally and globally.

Penn's growth under the Compact is clear. We've increased undergraduate financial aid by 78% since the Compact was launched, creating an ever more diverse student body. Thanks to generous support from donors, we have over \$100 million to invest in integrating knowledge across disciplines through our Penn Integrates Knowledge (PIK) initiative, which recruits eminent, interdisciplinary faculty leaders to Penn. We've already recruited ten path-breaking PIK professors each of whom holds a joint appointment in two of our great schools.

CC: How does Penn's participation in TRUCEN benefit higher education more broadly?

AG: TRUCEN's focus on advancing civic engagement in research universities is a principle that Penn subscribes to both inside and outside the classroom and we are proud to be among TRUCEN's founding members. Research universities educate many future leaders of society, so it is of great significance to the future of the world that students who attend research universities are educated to become democratic, caring, and creative citizens.

TRUCEN also emphasizes democratic research—learning from and with the community—working to solve global problems that are manifested locally—for example, poverty, inadequate health care, and struggling schools.

Finally, TRUCEN is particularly focused on advancing engaged scholarship—scholarship with the explicit goal of having a positive impact on the world. This approach resonates strongly at Penn, because our focus is to integrate theory and practice to solve real-world problems and advance knowledge. **CC**

Compact Current, the national newsletter of Campus Compact, is distributed three times a year to all Campus Compact member institutions.

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A UMN graduate student in chemistry ignites a passion for science during an outreach program for a Twin Cities Cub Scout group.



A UMN astronomy graduate student shows students in a K-12 program how massive objects like black holes can distort images of more distant objects.



Explorers from the UMN-sponsored program "Go North" work with area schools to promote the Arctic Adventure Learning program in K-12.

University of Minnesota: A Systems Approach to Institutionalizing Civic Engagement

When TRUCEN members discuss excellent, academy-wide systems that support and encourage civic engagement, the University of Minnesota (UNN) is often mentioned. We asked Andrew Furco, Associate Vice President for Public Engagement at UMN to explain how this has been accomplished.

“As the only Land Grant and Research I university in the state, our Land Grant mission built upon an agricultural model is a centerpiece of the institution. President Robert Bruininks’ leadership is also at the heart of everything we do. He has dedicated himself to producing knowledge that benefits society and that ensures quality teaching in ways that connect students to our global society,” says Furco.

“Finally,” he concludes, “Minnesota itself is a state that has a vibrant sense of community that influences nearly every aspect of public life. It’s not necessarily around an activist approach, it’s just that this is a ripe place for civic engagement to thrive and it’s how Minnesotans choose to live their lives.”

Looking at Promotions and Tenure

While President Bruininks was still provost, he began the Council on Public Engagement to assess how many civic engagement projects were underway, who was involved, and what issues they were addressing. In 2006, the Council recommended that the university establish an Office for Public Engagement (OPE) with a senior-level administrator at its helm. An Associate Vice President for Public Engagement would give visibility, importance, legitimacy, and connectivity to administration policies.

By 2008, work began on an agenda to advance and institutionalize public engagement. Andy Furco’s predecessor had partnered with the provost’s office to revise the Promotions and Tenure Guidelines. The scope of teaching was broadened to incorporate “innovative teaching and learning practices that include learning outside of the classroom.” In terms of research, the definitions embraced “scholarship that advances the discipline and that produces knowledge that benefits society.” This opened the door for faculty doing civic engagement work to affirm that their activities were well within the guidelines for promotion and tenure.

Until then, civic engagement had been highly reliant on individual professors. Now, each college prepared a statement on how it would operationalize the new guidelines. The goal was to think holistically. An Engaged Department Program was initiated and each college had to build a team comprised of the departmental chair, one tenure-track faculty member, and two others who could be students, faculty, or community partners. “We were looking at so many projects and proposals that we needed to integrate and prioritize the work, so we created a ‘10 Point Plan.’” Furco explains. “We needed an accounting and assessment system and we had to answer the question: So what? This isn’t unique to research institutions. All colleges and universities, no matter what their involvement in civic engagement, must collect data and evaluate their success.”

Initially, 30–40 seed grants of up to \$5,000 were available for faculty to establish community-partnered initiatives. But when many grantees subsequently requested more funds to maintain their programs, the money wasn’t there. With over 200 public engagement units and centers at UMN, all doing some form of community engaged work, expectations were great but capacity was limited. The OPE’s response was to develop an Engaged Department Program that set out specific parameters for receiving grants of up to \$10,000. Here’s how it worked:

- The OPE issued an RFP.
- Departments could apply for grants up to \$10,000.
- Each department had to develop a team with the same guidelines as had been in place earlier.

Each team committed to spending 18-months on the project, completing self-assessments (a pre-survey) and identifying areas where they wanted to advance their own knowledge. Then, they created an action plan. In year two, the team had to attend three meetings and present their action plans to other team members for feedback. Then they implemented each plan. At 18 months, each team member completed a post-survey,

TRUCEN Mission and Goals

Most universities were founded with a civic purpose. They have a fundamental obligation to apply their skills, resources, and energy to address the most challenging issues in society.

Research universities have a special role to play. Through scholarship that combines rigorous academic standards with community collaboration, broadly defined, research universities can deepen our understanding of issues and develop practical solutions that will make a difference. Through teaching that combines deep understanding of issues with engagement in community and global problem solving, they can give students the knowledge, analytical skills, and civic disposition required to address our greatest challenges.

Research universities have been criticized for not taking advantage of these opportunities — community-focused and collaborative research and teaching — to make a big enough difference in the world. They often respond defensively with a list of their many important, traditional outreach activities, and in most cases the list is long. That misses the point. Research universities have a responsibility to help us understand our world and that understanding is enhanced through engagement with communities in solving the world's greatest problems. Those of us privileged to work in these institutions should dedicate ourselves to putting in place the structures, processes, and incentives to make it happen. It is our moral responsibility as scholars, it is our democratic responsibility as citizens, and it is our route to excellence in our scholarship and instruction. We must embrace this responsibility as an expression of our core academic, social, and civic values. TRUCEN is committed to helping research universities understand and meet this responsibility in ways that will make them better institutions of higher learning making a greater difference in the world.

Goals

TRUCEN has adopted the following goals for advancing civic engagement and engaged scholarship as part of the core mission of all research universities.

Encourage community-engaged scholarship by identifying its dimensions and demonstrating how it satisfies criteria for rigorous scholarship established by and expected from research universities.

There are many overlapping definitions of engaged scholarship and reasonable people can disagree about exactly how it should be conceptualized in practice. TRUCEN has identified three core dimensions, however, and each represents a continuum of possibilities that a campus should address in determining whether scholarship is more or less engaged. The *purpose* of the research must be to benefit society, broadly defined, as opposed

to developing new knowledge solely for its own sake. The *process* must be collaborative, but the overall level of engagement among faculty, students and community members will vary depending on the degree of collaboration at each stage of the research. The *impact* of engaged research must benefit society and extend beyond making a difference only within an academic field.

Engaged researchers must meet the same rigorous standards applied to traditional scholarly inquiry, and in addition meet standards related to how they involve community members and/or organizations as respected partners in research design, implementation, reporting, and evaluation. This kind of collaborative work can be deeply challenging and time-consuming. The reward for meeting these additional challenges, however, is the satisfaction that comes from researching issues with urgency and potential to improve peoples' lives, creating new knowledge that has value and impact in both the community and the academy, and in engaging citizens as partners in the research process.

Encourage research on different forms of civic engagement and give greater visibility to this growing field of scholarship.

Democratic societies cannot realize their highest ideals without a diverse and vibrant civic life. There is wide agreement about that proposition. There is less agreement about how to create the kind of civic life that leads to constructive and effective engagement by our citizens. TRUCEN believes that research universities have

a responsibility to help answer that question by conducting research on civic learning and citizen participation in community and public affairs. Civic engagement takes many forms, including a focus on democratic citizenship, community development, public governance, philanthropy, and on many other diverse forms of civic life. Research on civic engagement is a growing area of scholarship with its own specific content focus, and it is often carried out through interdisciplinary centers and institutes. TRUCEN is committed to strengthening democratic practice by promoting and supporting research universities' participation in the expansion of scholarship on civic engagement.

Encourage greater commitment to curricular and co-curricular activities that promote students' civic understanding and engagement, and scholarly efforts to understand and articulate the outcomes, challenges, and best practices for doing so.

In recent years many colleges and universities have created programs designed to give students greater opportunities for service-learning, volunteer service, public leadership development, and engaged research. These programs have multiple goals, including service to community partners, enhanced learning for students through a combination of teaching and practice, and increased civic participation by students. TRUCEN believes that

Thinking Aloud...

From CC President Maureen F. Curley



Campus Compact President, Maureen Curley

The Research Universities and Civic Engagement Network (TRUCEN)

Arizona State University
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University of Michigan
University of Minnesota
University of North Carolina at Chapel Hill
University of Oklahoma
University of Pennsylvania
University of Southern California
University of Washington
University of Wisconsin, Madison
Vanderbilt University
Washington University in St. Louis

TRUCEN: Network within a Network

We are proud to devote this issue of *Current* to The Research University Civic Engagement Network, better known as TRUCEN. TRUCEN representatives are passionate, dedicated, and above all strategic in our commitment to change the way the academy thinks about engaged scholarship.

In 2005, together with Tufts University (under the leadership of President Lawrence S. Bacow and Robert Hollister, now dean of the Jonathan M. Tisch College of Citizenship and Public Service at Tufts), we gathered individuals from very high research activity institutions to support each other in their goal of promoting engaged scholarship. Striving to be geographically diverse and achieve a balance between public and private universities, we've grown from a small group to about 28 institutions with four to five new participants joining each year.

We believe that by convening representatives who have institution-wide influence within their institutions, we can increase, promote, and emphasize the value of engaged scholarship. Among the questions we ask of ourselves and each other are: How can we assure academic rigor in all matters relating to service-learning and community-based research? How do we teach others to develop engaged

scholarship that is rigorous? Have community members been involved at all stages of our work? What best practices can we share with the field as a whole? What can we learn from colleges and universities that have been doing this work with excellence for a long while, many—if not most—of whom are not research institutions? What creative strategies will build commitment in each of our university systems and more deeply advance this work throughout higher education?

TRUCEN is self-sustaining with Campus Compact serving as the Secretariat; we also have a mission statement and goals which you will find elsewhere in *Current*. In addition to issuing two national reports, we have also created (and recently updated) *The Research University Engaged Scholarship Toolkit*. You will find these and many more resources on engaged scholarship at <http://www.compact.org/initiatives/civic-engagement-at-research-universities/>.

Why are we devoting a whole issue to TRUCEN? We're doing so in order to share the work that's being done at a particular kind of institution, and demonstrate, in part, how our members are influencing the growth of engaged scholarship in the academy. Learning is multidirectional. We have much to learn and are eager to share information without boundaries. This is our attempt to tell you what we've been doing. **CC**

The breadth and depth of civic engagement projects and programs sponsored by TRUCEN members are too numerous to list. To provide just a flavor of that work, we've created examples of service-learning and civic engagement on TRUCEN campuses at our website. You will find them by visiting www.compact.org and then clicking on TRUCEN in the Search feature.

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revisited their self-assessment, and presented their findings to fellow team members.

Thirty departments applied and 13 grants were awarded in disciplines as diverse as psychology, English, pharmacy, gerontology, social work and music, to name just a few. For example:

- The social work department used the grant to build capacity for faculty to do community-based participatory research.
- The psychology department used its grant to develop a psychology minor.
- Using a large piece of land that the university owned, a full-fledged community—a small town—is being created “from scratch” Furco reports. The Department of Housing, Planning and Design is using this opportunity to help create a “community of the future.”

Andy Furco often says, “Public engagement is not a program. Public engagement is a strategy to help us accomplish other important goals at the university.” It has helped to build learning communities and today, eight associate deans, all with engagement responsibilities, belong to a Council of Associate Directors that meets informally. They share their stresses and challenges, and have built a strong sense of collegiality. Man-

agers and directors involved in civic engagement programs also meet regularly. This work calls for passion, dedication, and strategic commitment to changing the way the academy thinks about engaged scholarship. Clearly, Andy Furco and the University of Minnesota have these in full measure. CC

Note:
Campus Compact offers a valuable resource through the more than 300 exemplary service-learning syllabi available on its website: www.compact.org. Our collection is growing exponentially and we welcome your submissions.

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research universities must be more rigorous and systematic in clarifying and articulating the intended outcomes of these different programs, and that they are particularly well positioned to do so. We should encourage investigations focused on: what knowledge, skills, values, and behavior do we seek to promote in students through this work? What practices and conditions maximize student learning and community impact? What factors motivate students and best prepare them for effective participation in democratic society over their adult lives? What are the best practices in working with community organizations that partner with universities to support the civic and community engagement of our students? TRUCEN is committed to encouraging research that will answer these and related questions about the effectiveness of engagement programs and activities for students. CC

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