

Appendix B

Definitions of University Activities with and in Communities

Defining this work is a difficult task, one that has consumed the energies and interests of many committees at other institutions. This glossary draws from their efforts, deliberations, and conclusions. And, it readily acknowledges the relentless challenges that settling on definitions can present to uncovering, discussing, measuring, and recognizing these partnerships.

Academically-Based Community Service:

- Is service rooted in and intrinsically linked to teaching and research.
- Encompasses problem-oriented research and teaching and service learning emphasizing student and faculty reflection on the service experience.
- Aims to bring about structural community improvement including effective public schools, neighborhood development, and community organizations.¹

Academic Service Learning:

- Teaching method whereby students learn and develop through active participation in thoughtfully organized service that is integrated into discipline-based academic curricula.²
- There is a growing body of research showing how carefully designed engaged learning experiences enhance students' cognitive and civic skills and increase retention rates. There is also evidence that engaged teaching may provide a path to engaged research.³

Community Based Research or Participatory Action Research:

- Starts with a community-defined problem, students and faculty provide research findings aimed at addressing a problem, requires skilled collaborators, knowledgeable partners, usefulness for community and university partners. Faculty, students, and community members collaborate as co-researchers (the community is not an object to be studied) to define the problem, create a research plan, determine an appropriate research methodology, discuss potential outcomes, agree on a timeframe and research products, and pursue solving together.
- A partnership whose members collaboratively engage in research with the purpose of addressing a community need, solving a community problem or effecting social change. The focus may be local, regional, national, or global. The partnership involves community members with faculty and/or students, and the research is conducted with and for, not on, members of the community.⁴

¹ University of Pennsylvania's Center for Community Partnerships,
<http://www.upenn.edu/ccp/abscourses/academically-based-community-service.html>

² <http://gse.berkeley.edu/research/slc/faq.html>

³ From University of South Florida's report Faculty Senate Ad Hoc Committee on University-Community Engagement Curriculum and Service-Learning Subcommittee, 2006. For a summary of the research on service-learning see Janet Eyler, et. al., *At a Glance: What we Know About the Effects of Service-Learning on College Students, Faculty, Institutions and Community*, 1993- 2001. 3rd Edition. August 2001.

⁴ Adapted from: Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. *Community-Based Research and Higher Education*. San Francisco: Jossey-Bass, 2003, pp. xx, 3.

Engagement:

- By engagement, we refer to a redesign of basic university functions so the institution becomes even more productively involved with communities, however community is defined. Going well beyond most conceptions of public service, which emphasize a one-way transfer of university expertise to the public, the engagement ideal envisions new public/university partnerships defined by mutual respect for what each partner brings to the table.⁵

Engaged Institution:

- Emphasizes public engagement through its activities and its definition of scholarship. The engaged campus is involved in all aspects of public life: volunteerism, philanthropy, community service, community based research, engaged teaching and research, engaged scholarship, academic service learning, community partnerships.
- See *New Times Demand New Scholarship: Research Universities and Civic Engagement*, for full listing of qualities of an engaged higher education institution, page 6.

Engaged Scholarship:

- [...]To qualify as scholarship, the work must: require a high level of discipline-related expertise; be conducted in a scholarly manner with clear goals, adequate preparation, and appropriate methodology; create new knowledge or be innovative; be replicable or elaborated upon; be appropriately documented, and if not published or presented at a professional conference, there should be a reflective critique that addresses the significance of the work, the process that was used, and what was learned; be peer reviewed in some manner; and have an impact on the discipline or some community of people.⁶

Engaged Teaching and Learning:

- Refers to course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways. This includes, but is not limited to, internships and co-op experiences; service learning and other community-based learning experiences; and involvement in community-based research or other community-based projects. Since engaged teaching focuses on the student's engagement with the community, it might be more aptly termed engaged learning.⁷

Field Education, Field Experience:

- Students have community service opportunities that are related but not fully integrated into their formal academic studies. May or may not be credit bearing activities. Sometimes known as service learning.⁸

⁵ Kellogg Commission: Sixth Report, p. 22

⁶ <http://www.nku.edu/~nkuope/definitions.html>

⁷ <http://www.nku.edu/~nkuope/definitions.html>

⁸ Adapted from *Service Internship Language*, a hand-out distributed at AAC&U's conference on the Civic Engagement Imperative: Student Learning and the Public Good, Rhode Island, November, 2005.

Internships, Practica:

- Are a form of community-based learning that focus primarily on developing students' professional skills, experience, learning and understanding while still contributing to the community. Internships may or may not be taken for credit. May or may not be integrated into learning an academic discipline.⁹

Outreach:

- The offering of programs, services, activities, and/or expertise to those outside the traditional university community of faculty, staff, and on-campus students. Outreach is one-way, with the university being the provider either pro bono or for a fee.¹⁰

Problem Based Learning

- Challenges students to learn through engagement in a real problem. develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers
- Is student-centered. shifts focus from teaching to a focus on learning. The process is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation.
- Takes place within the contexts of authentic tasks, issues, and problems--that are aligned with real-world concerns.
- Students and the instructor become colearners, coplanners, coproducers, and coevaluators as they design, implement, and continually refine their curricula.
- This approach stimulates students to take responsibility for their own learning, since there are few lectures, no structured sequence of assigned readings, and so on.
- Fosters collaboration among students, stresses the development of problem solving skills within the context of professional practice, promotes effective reasoning and self-directed learning, and is aimed at increasing motivation for life-long learning.
- Developed at Case Western medical school in the 1950's. Used in medical schools and MBA programs. Is like Darden's case method approach.¹¹

Public Engagement:

- A partnership in which there is mutually beneficial, two-way interaction between the university and some entity in the local area, region, state, nation, or world. Contributes to stewardship of place either by taking resources and expertise to off-campus locations or by bringing the public or subsets of the public onto the campus.¹² Also called community engagement with the understanding that the scope of community can be international.
- Engagement is public service that occurs in reciprocal and mutually beneficial partnerships between the university and the community. (Public service is the application of knowledge, skills and resources for the common good.)¹³
- Qualities of Engagement

⁹ Adapted from Service Internship Language, a hand-out distributed at AAC&U's conference on the Civic Engagement Imperative: Student Learning and the Public Good, Rhode Island, November, 2005.

¹⁰ <http://www.nku.edu/~nkuope/definitions.html>

¹¹ <http://online.sfsu.edu/~rpurser/revise/pages/problem.htm>

¹² modified from <http://www.nku.edu/~nkuope/definitions.html>

¹³ http://www.unc.edu/cps/faculty_scholars/index.html

1. Engagement brings the university's intellectual resources to bear on societal needs.
2. Engagement is a form of scholarship that cuts across teaching, research, and service.
3. Engagement implies reciprocity, whereby both the institutions and partners in the community both benefit and contribute.
4. Engagement blends scientific knowledge from the university with experiential knowledge within the community to establish an environment of co-learning.
5. Engagement involves shared decision making.
6. Engagement is a practice that enables faculty to be better scholars; enhances the learning experience for students; and multiplies the institution's impact on external constituencies.
7. Engagement is actively listening to all stakeholders that reflect the diversity of our communities—especially including those stakeholders who have not been engaged before.
8. A university is engaged when stakeholders see the institution as the resource of choice when dealing with an issue or problem.
9. Engagement documents and evaluates its effectiveness through traditional measures of academic excellence.
10. The quality of engagement is tied to public accountability and is measured by impact and outcomes on the communities and individuals it serves.¹⁴

Partnerships:

- Are designed and based on values of sharing and reciprocity; build collaborative work relationships among partners; establish processes for shared decision-making and problem-solving; install mechanisms for continuous evaluation; are sustained through the linking of partnerships to the missions of the partnering institutions¹⁵

Public Service:

- Non-instructional services primarily beneficial to groups outside the University. This includes conferences, advising, publications, consulting, entertainment, and workshop and seminar for non-credit.¹⁶
- Institutional service: to a faculty member's discipline and the institution through committee membership and involvement with professional organizations
community service: volunteer work that may or may not draw upon academic expertise
academic service: translates intellectual resources of the institution into the public realm.¹⁷

¹⁴ Council on Extension, Continuing Education, and Public Service's (a council within the National Association of State Universities and Land-Grant Colleges) Benchmarking Task Force November 2003; Revised May 2004, <http://www.nasulgc.org/NetCommunity/Page.aspx?pid=255&srcid=547>

¹⁵ Benchmarks for Campus/Community Partnerships. Torres, Jan and Julia Shaffer. Campus Compact, 2000.

¹⁶ University of Oregon, <http://baowww.uoregon.edu/FinMgt/finstmnts/finstmntdefinitions.htm>

¹⁷ from U.Va. Public Service and Outreach Commission, p. 1

Reflection:

- A primary component of service-learning, describes the process of deriving meaning and knowledge from experience. Effective reflection engages both teachers and students in a thoughtful and thought-provoking process that consciously connects learning with experience.¹⁸

Service-Learning:

- An effective service-learning project provides a meaningful experience for students, volunteers or national service participants; includes opportunities for reflection on service; fosters positive attitudes about citizenship and lifelong service; and improves the participant's ability to plan service projects that meet real community needs. Service-learning projects require careful planning and collaboration to ensure that all partners work together successfully to meet their goals.¹⁹

Volunteering:

- Participation in direct service for an individual or organization where the emphasis is on the service provided and the intended beneficiary is primarily the service recipient. Is done by choice, without monetary reward, and for the primary benefit of the community. May or may not be related to volunteer's academic expertise or skills.

¹⁸ <http://www.nku.edu/~nkuope/definitions.html>

¹⁹ http://nationalservicerresources.org/building_blocks/service-learning.php