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The Institution As A Citizen: How Colleges and Universities Enhance Their Civic Roles

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Abstract

This paper is premised on the assumption that civic responsibility is the contemporary version of higher education's historical outreach mission. With that as an understanding, it considers how best colleges and universities can fulfil this commitment of service to external communities, broadly defined to include local, national, and international concerns. The paper offers typologies of ways that institutions structure academic outreach, responsive curricula, land-grant and extension school programs, faculty professional service, coordinating student volunteerism and encouraging public access to campus for athletic or cultural events. Institutions interested in enhancing their civic role can take from this paper strategies for enhancing an institution's civic life. They can use this paper as a yardstick for their own practice.

Introduction

The 1980s was an era of public disenchantment and cynicism toward nearly all government activities. The ripple effect of these attitudes on colleges and universities was hard-hitting. The higher education community "took it on the chin" for many alleged failings: for maintaining an "Ivory Tower" aloofness and indifference by producing irrelevant or insignificant research; for abandoning the humanities, the classics, and "core" curriculum; for yielding to the political sensitivities of "60s radicals" who resist traditional Western beliefs and values; for allowing, if not commanding, faculty members to research to the detriment of their teaching and student needs; for catering to "victims' groups" at the expense of Constitutional rights of free speech and equal protection; and for producing poorly educated students who are not only unprepared for work life but who also have no "souls."

These views came from multiple arenas, including from within the academy. In 1987, Professor Allan Bloom at the University of Chicago described the modern students as "lost souls . . . in the basement." He lamented their immoral and shallow attitudes and activities such as abuse of alcohol and drugs, materialism, selfishness, and obsession with MTV (Bloom, 1987). Others expressed similar concerns. In 1982, Nevitt Sanford wrote:

> In my more despairing moments, it seems to me that the modern university has succeeded in separating almost everything that belongs together. Not only have fields of inquiry been subdivided until they have become almost meaningless, but research has been separated from teaching, teaching and research from action, and worst of all, thought from humane feeling. The effects of these changes on students, especially undergraduates, have been devastating. It is fair to say that . . . a majority of students suffer from a lack of a sense of community, confusion about values, a lack of intimate friends, a very tenuous sense of self . . . and the absence of a great cause, movement, service, religion, belief system, or anything else that they might see as larger than themselves and in which they could become deeply involved . . . If the university has any noble purpose, or any purpose beyond preparing students for vocations, there does not seem to be anyone around to say what these purposes are . . . Nobody is telling students that they ought to do better or be better persons, or suggesting what is better (Whiteley, 1982).

In the late 1980s and 1990s, colleges and universities responded to the barrage with a flurry of activity, much of it aimed at fostering values through curricular and co-curricular activities. Responses included introducing or expanding "values education" courses, interdisciplinary curricula, first-year

programs, capstone courses for graduating seniors, the return of required ethics and philosophy courses, an examination of "core curriculum," community service requirements for students, and the incorporation of service-learning in isolated courses. These efforts centered on student learning and training students to examine critically pressing societal problems with a view to problem solving.

Despite these changes, public disenchantment persisted and leaders in higher education continued to call for change. Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching worried:

> But what I find most disturbing . . . is a growing feeling in this country that higher education is, in fact, part of the problem rather than the solution. Going still further, that it's become a private benefit, not a public good. Increasingly, the campus is being viewed as a place here students get credentialed and faculty get tenured, while the overall work for the academy does not seem particularly relevant to the nation's most pressing civic, social, economic, and moral problems (Boyer, 1996, p. 14).

Proposing a new paradigm for the role of the academy, Boyer spoke of expanding higher education "more productively into the marketplace of ideas." He challenged the academy to broaden the scope of scholarship and to pursue what he called a "scholarship of engagement." He explained:

> At one level, the scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic and ethical problems . . . Increasingly, I'm convinced that ultimately, the scholarship of engagement also means creating a special climate in which the academic and civic culture communicate more continuously and more creatively with each other . . . Scholarship has to prove its worth not on its own terms, but by service to the nation and the world (Boyer, 1996, p. 20).

Reaching out to local, national, and global communities is not new to higher education. Colleges and universities have historically supported many kinds of activities that contribute to their outreach missions. These activities include:

- Offering cooperative extension programs, particularly at land-grant universities
- Providing courses with a service-learning, community-based learning, and/or experiential learning component
- Sponsoring student volunteerism/community service

- Maintaining professional school clinic and hospitals
- Inviting public access to and use of facilities
- Sponsoring cultural and athletic events that are open to the public
- Maintaining offices of community affairs that perform many functions, such as providing speakers for local groups and coordinating isolated events open to the local community.

Despite these diverse and longstanding outreach activities, colleges and universities are nonetheless criticized as "out of touch with" or "unresponsive to" society's pressing problems. Why, if institutions have historically engaged in outreach activities, has the outcry of public discontent continued nonetheless? Why did Ernest Boyer, a leader in higher education, call for the higher education community to reexamine its priorities, (Boyer, 1990)?

Colleges and universities are not ignoring their civic responsibilities, but perhaps they could be taking them more seriously. Common outreach activities -- cooperative extension, adult education and lifelong learning, clinics and hospitals, faculty professional service and academic outreach -- generally occupy a marginal status on campus. They tend to be isolated units or projects, disconnected from the academic functions of the campus. Commensurate with this peripheral status is modest support, recognition, planning, evaluation, and understanding.

This may be changing. Some colleges and universities, particularly in urban areas, are reexamining their public service and outreach activities and struggling with the question, "What works?" With academic outreach in mind, institutions are rewriting mission statements; implementing innovative strategic plans; reforming curriculum to incorporate themes of civic, social, economic, and moral issues; seeking grant money; working with community groups; forming and supporting centers, institutes, centralized coordinating offices, and partnerships; encouraging individual and collective entrepreneurial faculty activity; revising promotion and tenure standards; running pilot programs; and, increasing visibility and support for outreach activities. The projects vary in scope, leadership, mission, structure, and even reception on campus. Indeed, every outreach project seems to have resulted from a unique confluence of individual passions, community needs, political influences, and special circumstances.

This paper reviews historical and contemporary examples of public service and outreach activities at colleges and universities. Interviews were conducted with individuals involved in curriculum and pedagogy, cooperative extension programs, professional schools, top-down initiatives, centralized offices of community outreach, academically based centers and institutes, faculty professional outreach, and student efforts. Many interviewees sent written materials or references. The

paper examines elements essential to developing successful academic outreach.[1] A primary goal of this paper is to offer institutions guidance on how they can support, improve, and/or expand outreach and public service-related activities, not to the *detriment* of, but *in connection with* its academic mission.

Typologies for Institutional Public Service Activities

This paper concerns how colleges and universities use their resources, particularly human resources (the academic expertise of faculty, staff and students) to contribute to the community outreach mission of the institution. For definitional purposes, academic outreach means "knowledge made available and accessible to external audiences," (Fear and Sandmann, 1995, p. 116). Specifically, it examines ten ways that colleges and universities link their activities to external communities:

1) Curriculum reform and pedagogy
2) Cooperative extension and continuing education programs
3) Clinical programs and field-based learning opportunities for students in professional programs
4) Top-down administrative initiatives
5) Centralized administrative-academic units with outreach missions
6) Academically-based centers and institutes
7) Faculty professional service and academic outreach
8) Student initiatives
9) Institutional initiatives with an economic or political purpose
10) Access to facilities and cultural events

The term "service" in the context of academic and community outreach should also be clarified. "Service" at colleges and universities can mean several things, including:

1. *Service to the department or institution:* Faculty members and administrators are commonly asked to serve on countless committees, ranging from task forces on special issues to promotion and tenure review teams.

2. *Service to students*: Advising, mentoring, helping with special projects, and even handholding" through personal crises, are common roles faculty members and administrators play. In some cases, the relationships are connected to course work or study plans, but in some cases they are co-curricular or even beyond the call of duty.

[1]This paper does not, however, measure the *extent* of community-based problems in higher education, nor does it draw any conclusions regarding the *effectiveness* of the projects discussed.

3. *Service to a profession*: Faculty members and administrators often serve as officers or committee members for their national professional organizations or editors for professional journals. In many cases, the national recognition results in career enhancement and is appreciated, if not required, at the time of peer review.

4. *Service to a local community organization*: Many academics are good-hearted by nature and serve as state legislators, school board members, fund raisers, boy scout leaders, Big Sisters or Brothers, etc. In doing so, they are not, generally, drawing on their academic expertise. They are simply being good citizens.

While these are important and reflect the overall committed values of most faculty members, they are not the focus of this paper.

Responsive Curricula

College and university leaders know the tremendous impact their educational programs can play in transforming lives. From its original mission rooted in training religious and civic leaders, higher education sought to address societal needs and values through academic and co-curricular programs. Yet current societal demands, global problems, local needs, and demographic changes make curricular design simultaneously more complex, challenging, innovative, and energizing than ever before. Arguably, courses and programs provide *the* primary forums for enhancing students' understanding of and commitment to the principles of democracy and engaged citizenship.

Higher education has come a long way from the traditional elective on *Western Civilization*. Initiatives partly designed to educate students for citizenship include:

- Courses and programs on ethics, moral reasoning, and professional responsibility that stress practical application and problem solving. On some campuses, these are combined with other courses or incorporated into courses in other disciplines (e.g., bioethics, business and environmental studies courses, legal issues for women).

- Programs -- often for credit -- during spring breaks, winter recesses, summer vacation, and January interterms that send students abroad, to developing countries, or to poor American communities where students can simultaneously learn and serve.

- First-year programs that integrate academic and residential life and/or course work that involves the consideration of pressing civic, societal, moral, and economic issues.

- Capstone courses, often requiring team work, with civic involvement.

- Interdisciplinary majors or minors in environmental studies, urban studies, women's studies, cultural, or ethnic studies.

- Service-learning, community-based learning, and experiential learning that link traditional learning experiences with service to a nonprofit or community-based organization.

- Learning communities, curricular clusters that link two or more disciplines, the exploration of a common -- often civic -- theme, and collaborative teaching and learning.

More and more, courses or programs along these lines are *required*, providing commonality to all students' learning experiences on campus. And while these programs and courses were once reserved for traditional liberal arts schools and colleges, many professional schools and institutions are revising their curriculum to produce competent professionals who also care about community problems and needs. This section looks at some of the most innovative of the curricular methods listed above.

Civic Themes in the Core Curriculum

Most colleges and universities incorporate democratic themes into their general education requirements through occasional courses or minors or concentrations. Some institutions, however, are making democratic ideals a *significant percentage* of the general education requirements.

In its mission statement, ***St. Edward's University*** in Austin, Texas, emphasizes the university's commitment to educating the engaged citizen. The statement provides that "The University promotes excellence in teaching and learning in an environment which encompasses the campus classroom, student life programs and the broader community." Marianne Hopper, Dean of the School of Behavioral and Social Sciences, reports that, "The mission statement is integral to everything in the students' experiences. We stress it repeatedly and particularly at student orientation."

The statement is not mere lip service. Eighteen of the 57 general education required credit hours are devoted to a program called ***Cultural Foundations.*** The

goal of the program is to help students develop a balanced understanding and appreciation for their own and other cultures. The program breaks down to six courses to be taken sequentially over the average student's four-year program. The six courses are multi-disciplinary and team-taught. The first two courses, *Literature and the Human Experience* and *Understand and Appreciating the Arts*, draw from literature, visual, performing, and cinematic arts, placed in an historical context, to examine American society from a multicultural point of view. A theme underlying all courses, but particularly emphasized in the first two, is the development of strong writing and participatory discussion skills. Students then investigate the development of Western Civilization in two courses called *The American Experience* and *American Dilemmas.* Continuing the theme of cultural pluralism, these courses stress the meaning of individual and public responsibility and explore notions of "the common good." The final courses in the series, *The Identity of the West* and *Contemporary World Issues*, explore non-Western societies, third-world cultures, and global issues. These courses draw from the fields of anthropology, history, political science, sociology, and economics. Each student produces an extensive analytic paper in the final course (Humphreys, 1997, p.17).

Another optional but popular component of the *American Dilemmas* course is called "The Austin Experience." A community-based learning program, the Austin Experience enables students to work with the local community to identify both problems and solutions. Students must write about the problem and present the solution to the town council and/or mayor orally. Students have many other community-based learning opportunities throughout their course of study.

All students must complete a capstone project their senior year. Students focus on a local, national, or global issue and write a significant ("potentially publishable") paper that reflects their best critical thinking and problem-solving efforts.

Assessment of the Cultural Foundations courses, the Capstone projects, and of student learning in general, is also important. Students are tested on entry and exit, to measure value-added success. Student papers in the Cultural Foundations Courses are externally reviewed for quality. Dean Hopper reports, "The program works well and is wonderful. We have good outcomes. Our goal of 50% improvement or more by all students is met."

Wagner College in New York integrates what Provost ***Richard Guarasci*** calls "relational learning" (Guarasci and Cornwall, 1997) with community-based learning to stress civic and democratic participation, writing, interpretive reading, and persuasive argument. As part of the core curriculum, all students, must take three units of the 16 team taught Learning Communities offered (see box below). First-year students select one as part of a first-year program. Students must take a

second Learning Community unit as sophomores or juniors and a third as seniors. The selection in the senior year must be with in the scope of the student's chosen major. The first-year students' faculty advisors are one of their instructors from the Learning Communities.

Wagner College's Learning Communities for the 1998-99 academic year were:

- City and Civilization: Art, Literature, and Society from the Classical Period through the Renaissance (focusing on Athens, Rome, Paris, and Florence)
- Politics and Business: An Analysis of 20th Century Scandals (examining scandals such as toxic-waste dumps, political corruption, the Challenger space-shuttle disaster, and sexual harassment)
- Changing the Rules of the Game: Power, Wealth, and Societal Response (an examination of economic policies and distribution of scarce resources in society)
- Literature from its Oral Tradition (an introduction to literature with an emphasis on oral storytelling techniques)
- Sense and Nonsense in Science (comparing psychology and biology)
- Health, Education and Equity in the New Millennium (health and education systems with a focus on disabilities)
- The Evolving Self (concepts of humanity examined through literature and film)
- The Intersecting Worlds of Literature and Science (studying the stars and planets and their impact on world myths and literature)
- Technology and the Bottom Line in the Environment (how technical knowledge and ethical considerations affect business decisions and society)
- Literature and Politics: Reading/Writing America (with a focus on cultural diversity, a comparison -- based on the views of novelists and political scientists -- between mainstream and minority visions of citizenship)
- Biology and Economy: Living on Spaceship Earth (the impact of economic processes on the environment)

- Close Encounters: Creativity, Conquest, Exploration (how revolutionary upheaval, colonialism, industrialization, war, and the Holocaust are portrayed in art, film, literature, and history)

- Technology, the Individual and Society (examining the impact of technology on society through science fiction, film, and the Internet)

- Social and Moral Perspectives on Contemporary Issues (applying concepts of moral reasoning to societal issues such as affirmative action, welfare, date rape, and bilingual education)

- Natural and Artificial Life: Integration of Internet Technology and Resources in the Sciences of the Genes (researching on the Internet and developing Web pages on topics such as evolutions, genes, DNA structure, and genetic engineering)

- Probability as a View of "Truth" (for students in the Physician's Assistant program only) (using statistical research methods to test hypotheses in the biological and social sciences)

Students in these courses do field work at community sites such as hospitals, schools, government agencies, and neighborhood organizations. They are required to write on their experiences, by keeping a journal or writing in-depth analytic papers.

Most institutions that incorporate civic themes into their curriculum do so primarily in the first year. "So many student experiences fall apart in the sophomore year, after they complete their first-year program," warns Dr. Guarasci. Wagner's approach emphasizes sustaining student commitment to engaged citizenry beyond the first year by carrying over civic themes in required upper-level learning communities and community-based learning.

First-Year Programs

Many institutions offer first-year programs or courses designed to increase student attention to issues of diversity of race or gender, environmental issues, and interdisciplinary approaches to solving pressing social problems. At ***St. Lawrence University*** in Canton, N.Y., faculty members tackled head on a number of perceived *internal* problems on campus as well: an "anti-intellectual" attitude among students, a powerful Greek system and the associated overuse of alcohol and student misconduct, and a curriculum that failed to address society's pressing needs, particularly in the areas of race, class and gender. One faculty member commented, "If a student showed promise, faculty would leap at the chance to

influence that person before the student culture did." They began to explore ways to engage students, enhance the intellectual climate, and support students in balancing their academic and social lives.

The result was a two-semester, team-taught, interdisciplinary course required of all freshmen called the First Year Program ("FYP"). Students live in groups of 45 in "residential colleges" where they work closely with three faculty members who stress "the interconnection of community and personal development" as well as research, writing, and oral skills. The students meet with all three faculty members as a large group three times per week and in smaller groups of 15 twice a week with one faculty member, also assigned as the students' advisor. Each team of faculty members has some discretion in the curriculum, however, program-wide requirements include reading, writing, and speaking skills; a significant research paper; extensive faculty and mentor advisement; a science experiment; and common themes of responsibility to society and community, distribution of resources, the environment, gender, and race.

The University made a serious commitment to the FYP in terms of resources, faculty support, and institutional structure. Dormitories were renovated to accommodate classrooms and faculty offices. Faculty members take a leave from their departments for a three-year commitment to program. The college hired new faculty members to teach in the program and to replace members of departments who teach in the FYP. The student judiciary code was altered to give the residential colleges the autonomy and opportunity to address student grievances and transgressions through their own "social contracts." Graduate student Resident Assistants are specially trained to participate in the program. A Mentoring Program provides first-year students with upper class role models in residence.

The FYP has not been without controversy, although faculty overwhelmingly vote to continue it annually. Some faculty members have expressed concern over significantly increased workloads, student complaints of boredom by the end of the first year, and a "politically correct" bias in the program. As a result, the program has been adjusted and shortened overall. Nonetheless, the key component -- linking residential and academic life -- remains.

At ***Occidental College*** in Los Angeles, California, the faculty's commitment to preparing students for lives of public service began in 1983 when they endorsed the recommendations of an internal committee on affirmative action and minority affairs. Like many institutions, Occidental saw the link between a campus climate that welcomed students of all ethnicities and civic education and participation. It's programs are comprehensive, including the first year program, scholarship programs, summer institutes emphasizing cultural pluralism, increased partnerships with urban Los Angeles and local schools, lecture series and continuing campus

events on issues of culture and pressing social problems, and faculty and student research on local problems (e.g., a toxic waste site in Los Angeles). Faculty are also exploring ways to incorporate service-learning into existing courses.

Occidental's first-year program changes somewhat from year-to-year, depending on the participating faculty members. It generally involves core courses, called colloquia, that are required of all first-year students. The colloquia are multi-tiered, with some being team taught by faculty from several departments and some faculty members conducting small seminars, using colloquium materials, which focus on intensive writing instruction, (Humphreys, 1997, at p. 15). The subjects of the colloquia vary from year to year, depending on the participating faculty members' expertise. Courses offered in the colloquium series include: "Women of Color in the United States," "Los Angeles" (on the city's ecology and cultures), "Democracies" (on the history of democracy beginning 2500 years ago), and "Hierarchies" (on East Asian concepts of imperial systems), "Technology and Culture," and "The Great Migrations: The History of Human Patterns of Migration, Emigration, and Immigration."

Like the St. Lawrence program, Occidental's program has required a significant commitment of institutional resources. It takes between 10 and 15% of Occidental's annual teaching budget and more than half of the faculty teach in the program at one time or another.

Experiential Learning, Service-learning, and Community-Based Learning

Colleges and universities want students to connect ideas and theories with practice. Historically, institutions provided students with internship opportunities, clinical programs, field experiences, and student teaching opportunities at local businesses, law firms, schools, and hospitals to enable them to apply what they learn. Simultaneously (but unconnected to the curriculum), the office of student life, the campus volunteer coordinator or the office of community relations arrange for students to volunteer -- perhaps as tutors in local schools or as Big Brother and Big Sisters. What is becoming increasingly clear is that universities have valuable resources -- students, faculty, staff, physical space, libraries, technology, and research -- that can help address external community needs. Commensurately, communities offer students instant laboratories for study, opportunities to connect theories with practice, *and* important lessons in civic responsibility. Service-learning, in short, is a powerful pedagogy.

The number of organizations supporting higher education's efforts that link service with learning is growing, as is institutional involvement and membership. Organizations with missions or projects dedicated to service-learning include the Corporation for National Service (specifically its Learn and Serve America: Higher

Education program), Campus Compact, the National Society for Experiential Education (NSEE), the American Association for Higher Education (AAHE), the Council for Independent Colleges (CIC), and the Council for Adult Experiential Learning (CAEL). Campus Compact reports a 1998-99 membership of 595 campuses. NSEE works with over 1300 institutions nationally.

Many institutions profiled elsewhere in this paper have established and thriving programs in service-learning: ***Indiana University-Purdue University at Indianapolis (IUPUI), Portland State University, University of Pennsylvania,*** and ***Wagner College.*** Others not mentioned, such as ***Brown University, Stanford University,*** and ***the University of Michigan,*** have established to centers that foster service-learning opportunities, work with faculty to enhance understanding of service-learning benefits, seek community partnerships, and assess student service-learning courses.

Some examples of service incorporated into course work include:

- Students in two courses -- a psychology course and a creative writing course -- work in pairs to visit weekly during the semester homebound elderly persons and write a short biography on their lives.

- As part of a course on South Asia, a faculty member takes students to Sri Lanka to live with an indigenous, Buddhist, Gandhian village. There, the people believe they should be self-supporting. So students do weekend-long village work projects such as building a school or clearing roadsides or cleaning weeds out of an irrigation pond, (Sigmon, et. al., 1996, p.79).

- Students in literature classes run book club sessions for high school teachers, residents of long-term care facilities, or student athletes at local schools.

- Students in two separate courses -- one on environmental studies and the other in political science -- serve as a team of researchers (collecting historical data and interviewing community members likely to be affected) for a town struggling with the decision to place a desperately needed new middle school on a town park.

- Students in a communications course serve as assistants to union and management negotiators for local school districts renewing teachers' contracts.

- Students work closely with faculty members to design a leadership program for residents of a nearby housing authority.

- Students in a business course on franchises research, select, and replicate a unique community service project that worked well in another city or town.

How effective is service-learning? At ***Indiana University Purdue University Indianapolis*** and at ***Portland State University***, evaluation has been an important part of their efforts to incorporate service-learning into the curriculum. Robert Bringle, director of the Office of Service-learning at IUPUI stated:

> Evaluation was a part of the project from the start. We had a comparison group, a pre-test and post-test design, and measure on [student attitudes toward the subject matter and their own attitudes.] Statistically, the results showed effects on the students' attitudes, but we were also struck that so many students told us they came out of the course with a different, deeper sense of themselves . . .some changed careers because of the experience, (Marchese, 1997).

Edward Zlotkowski, professor of English at ***Bentley College*** and founding director of the ***Bentley Service-learning Project*** shares a similar experience:

> [When I started at Bentley,] I found that students had very strong preconceived notions about poverty and wealth, about who is poor and who is wealthy. My questions were a teacher's: How could I open minds here? How could I impact their learning in this unit of the course? It was a purely pedagogical undertaking from the start . . . In Fall 1989, I prepared and sent student out to work in a homeless shelter. The educational returns were a revelation to me. The quantity of written work produced and the quality of classroom comments jumped up, and carried over into the rest of the course even when we'd left the topic of poverty. This one step, I saw, had set something powerful in motion, (Marchese, 1997).

Service-learning does not belong in every course, nor should faculty try to incorporate it into courses with a "one size fits all" approach. Robert Bringle cautions, "I don't have the idea, by the way, that service-learning solves all problems and everybody should do it. Just as not every course will involve a laboratory, for example, or has to require a term paper." Nonetheless, he believes that service-learning can bring about a certain kind of learning, reflected in IUPUI's flyer to students: "Tell me and I forget. Teach me and I remember. Involve me and I learn." (Marchese, 1997)

Senior Capstone Experiences

Around the turn of the century, it was not unusual for seniors to take a culminating course on leadership skills, often taught by the president of the university. Many institutions continue to require students to take an intense senior seminar, usually within their major and often requiring a significant research paper.

Portland State University requires all students to complete a Senior Capstone before graduating. Students must select from pre-designed learning communities (similar to those offered at Wagner College, above). Students work collaboratively. The program has three objectives: to allow students to apply their area of expertise to real issues and problems; to give students experience working with an interdisciplinary team context, and; to empower students to become actively engaged in their community. The capstones vary in length and intensity. For example, the capstone *Outdoor Education/Recreation for the Handicapped* is an intensive, two-week, live-in capstone course for seniors interested in careers in human services. Students teach and care for children and adults with severe handicaps. For *Social Capital in Portland Neighborhoods*, students work in area neighborhoods to develop a plan for citizen participation in local affairs.

To summarize, the curricular trends include:

- Colleges are *linking* and *reorienting* curricular, co-curricular, and residential life to address issues of community and citizenship.

- Courses on current issues, cultural pluralism, global problems and solutions, and democratic concepts are *required.*

- Team taught, multidisciplinary approaches -- particularly in the form of learning communities -- are an effective pedagogy.

- Experiential learning, service-learning, community-based learning, and internships linked to community service are incorporated into courses and into traditional curriculum.

- Efforts to engage students begin in the first year, but extend to upper classes, sometimes culminating in multifaceted -- involving community-based learning or community projects, team work, and real-world problem solving -- capstone courses or senior seminars.

These efforts stem from common goals: to enhance the quality of student learning experiences, to link academic and residential life, to increase sensitivity to and understanding of pressing societal issues, particularly diversity and cultural

pluralism, and to increase student engagement in their studies and in their communities.

The curricular initiatives outlined in this section can have a significant impact on students' educational experience and personal development. Students in comprehensive first-year programs that link residential and academic life gain a sense of belonging and connection to a stable cohort of peers and faculty, (Heller, 1998). A number of studies have documented that collegial involvement in campus life is closely related to academic achievement, overall college satisfaction, and a higher rate of retention, (Heller, 1998; Tinto, 1996). Learning communities that provide students with small classes, year-long themes, and attention to real-life problems result in students achieving higher grades, becoming more active on campus, and having fewer disciplinary problems, (Heller, 1998; Matthews, 1997). Faculty incorporating in these interdisciplinary, intimate, and interactive techniques into their courses produce students who are more engaged in their studies and their communities.

Service Stemming from an Early Mission: the Land Grant/Cooperative Model

For nearly all institutions, service is part of the original mission. This is particularly true of land-grant universities. The Morrill Act of 1862 (with its focus on westward expansion and agricultural productivity) bolstered outreach initiatives of higher education institutions and increased public access to higher education. Through the Act, the federal government awarded start-up funds to states interested in forming state-supported higher education that broadened public access to the institutional resources and provided service. With the continued support of federal funds under the Smith-Lever Act, what started with the occasional lecture or demonstration in agriculture quickly grew to sophisticated efforts by state universities to resolve pressing social and economic problems. Examples of land-grant initiatives include the "Wisconsin Idea," led by the University of Wisconsin, which was based on the "conviction that informed intelligence when applied to the problems of modern society could make democracy work more effectively," (Rudolph, 1962, p. 363; Lynton, 1995, p. 8). As the nation shifted from a rural, agricultural society to more industrial and urban one, so did the focus of public service activities in higher education. In most recent years, continuing education and cooperative extension programs are directed to access, adult learning, and professional development.

Most land-grant universities are organized so that extension programs and continuing education are separate units often at the fringe of university life. They are separately funded and administered. They draw from a pool of instructors -- the "service" professionals, sometimes called "instructors" or "staff" -- who are not

on a tenure track, not part of an academic unit, and are often adjunct or one-time teachers.

Challenged to be more responsive to demands from the public to address pressing societal problems in the face of declining resources, however, some institutions are attempting to integrate cooperative extension and continuing education programs with traditional academic units. One such institution is ***Oregon State University*** (OSU). Concerned by competing interests relevant to state forests (in particular, the spotty owl verses the logging industry), institutional leaders developed a new initiative for "dependent communities." Both extension and academic faculty were invited to attend a luncheon on the initiative. The interest level was high and represented a broad cross-section of disciplines. After enthusiastic discussion on what each discipline could contribute to the initiative, one faculty member observed, "Yes, but I cannot afford to pursue this. It will not be recognized as valid scholarship." "*That,*" observed OSU's Vice President for Academic Affairs Roy Arnold, "got everyone's attention." A task force was formed and charged with examining whether OSU's reward structure aligned with its mission. After a year-long series of discussions, the conclusion was that it did not. In response, the institution amended its promotion and tenure standards based on Boyer's *Scholarship Reconsidered.* OSU's most ambitious adjustments include: (1) integrating the cooperative extension and continuing education programs into the mainstream campus and (2) realigning extension field staff with academic colleges and departments. All extension faculty members are part of academic departments where they hold full faculty status, undergo annual evaluation as faculty, and can achieve tenure. Promotion and tenure guidelines were revised. The traditional approach of rewarding teaching, research, and service was replaced by a system that recognized four forms of scholarly activity: discovery, integration, the application or development of knowledge, and creative artistry. Peers validate scholarly achievements by assessing their "trueness or accuracy and the extent to which achievements are original, significant and potentially useful to others" (Weiser, 1997).

Arnold reports that the new guidelines "are working," but he cautions that changes of this kind must be accompanied by training, orientation, discussion, and a particular focus on departments (where scholarship is assessed). He stresses, "The challenge is to bring external needs to the attention of the faculty, and then let them loose on a problem. This is best accomplished at the academic unit level."

The University of Georgia ("UGA") offers an interesting comparison. There, public service is noteworthy because the program is extremely large and comprehensive. In its Public Service and Extension Annual Report for 1995-96, UGA reported that "Citizens from all walks of life in every community and nook and cranny of the state were the recipients of outreach educational activities." (Report,

p. 4) In 1995-96, faculty members secured $31,356,959 in contracts and grants to support public service initiatives.

At UGA, a centralized office for public service is responsible for planning and promoting a university-wide agenda for public service, overseeing cooperative extension, continuing education, and institutes and centers (e.g., the Institute for Higher Education or the Carl Vinson Institute of Government), maintaining statistics on service efforts, and publishing reports and data. In recent years, each college and school on campus has added a position of "outreach director" or "associate dean for outreach." These offices are charged with linking the university's public service mission with academic units. Outreach coordinators report to the deans who then file reports with the vice president for service on outreach projects.

Like most land-grant institutions, UGA offers separate tracks for university professors and extension instructors. Some faculty members carry joint status. The public service rank is designed for public service professionals who have "only an indirect relation to research in the pure sense and [whose work] may or may not lend itself to publication in traditional academic journals," (Guidelines, 1997, p. 2). Although not tenured, public service faculty members have an expectation of continued employment. Their contracts are twelve-month (rather than nine).

Service remains a criterion for promotion at the professorial rank. As part of their written requirements, faculty members in academic units are expected to engage in service, defined in the promotion and tenure guidelines as "the integrated application of knowledge through research, teaching and technical assistance to solve problems confronting an ever-changing and increasingly complex society." The guidelines also stress that "the University distinguishes between routine performance [of service] and service that draws upon the breadth and depth of scholarship." Tenure-track faculty members with responsibilities in service must deliver it at a quality level reflecting scholarship.

Like OSU, ***Michigan State University's*** (MSU) approach to its cooperative extension and continuing education functions is evolving. Structurally, it looks like most land-grant institutions. Centralized leadership comes from an office of the Vice Provost for University Outreach. Outreach activities come from: the Lifelong Education Programs, the Cooperative Extension Service, and many academic units. What appears to be unique is the institution's deliberate effort to shift mindsets -- both on campus and nationally -- regarding outreach.

According to MSU publications and spokespeople, their first step was to change attitudes toward outreach. "The essence of our thinking about outreach," according to institution documents, is in the following definition:

> Outreach is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions. (Michigan State University Report, 1993, p. 1)

This view of outreach as a *cross cutting enterprise* seems to be taking hold. Respected outreach efforts by faculty members include redesigning courses to include service-learning for students, applied and action research; consulting (undertaken with an academic unit's program or mission in mind); and redesigning the public's accessibility to knowledge through distance, time, place, format and approach changes in how knowledge is transmitted (e.g., offering a course at a convenient time and place given the subject matter and constituency).

Beyond treating outreach as a *crosscutting enterprise*, MSU refined *how* it responds to external constituencies. Like most land-grants, MSU aimed cooperative extension and lifelong learning programs at interest groups (e.g., farmers or aspiring politicians or teachers), offering pre-designed courses with established curricula. MSU calls this *instructional* outreach (emphasis on transmitting knowledge). MSU's new approach adds *problem-focused* outreach (emphasis on generating and applying knowledge) efforts. For *problem-focused* outreach, MSU asks, first, what problems does the external community face, and second, drawing from *all* of the institution's resources and expertise, what partnerships and collaborative efforts can be formed to address those pressing problems, (Fear and Sandmann, 1995, p.119)?[2]

The results? In a 1995 survey of the 2,000 MSU faculty members, more than 65% reported that they were involved in outreach activities to a moderate degree; more than 40% said that their involvement was considerable; and 90% stated an intention to become involved within three years. Those numbers are growing, reports Lorilee Sandmann, Michigan's Director of Community Outreach. Perhaps more significant, she says, attitudes are changing. Although, cooperative extension and field faculty members continue to follow a separate promotion track and are still referred to as "staff," "outreach scholarship" is becoming more respected among tenured and tenure-track faculty members. Some, Sandmann reports, are "really excited" about the notion of outreach scholarship.

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[2]Another unique aspect to MSU's approach is its commitment to evaluating faculty and unit outreach efforts. In 1996, MSU published *Points of Distinction, A Guidebook for Planning and Evaluating Quality Outreach.* It provides tools for evaluating outreach projects and planning guidance for institutions interested in reexamining their outreach mission and activities.

To summarize, contemporary models of extension programs and continuing education at land-grant institutions share these features:

- The lines between cooperative extension services/adult education and the traditional academic units are being blurred, but for the most part, not dissolved.

- Attitudes are changing. At some institutions, tenure is available to qualified "service staff" and "academic outreach" or "outreach scholarship" are recognized as valid forms of scholarship for traditional faculty members.

- Centralized offices for public service and outreach are being complemented by academic outreach offices in schools and colleges.

- *Instructional outreach* remains the primary form of outreach activities, however, more and more outreach is "*problem-focused.*" Such interdisciplinary, *crosscutting* efforts are tailored to address pressing, identified problems.

- Courses are designed to be more responsive to community needs in terms of time, place, format, and approach.

- Outreach activities are being evaluated and reviewed for their quality, impact on a community, and scholarly contribution.

Outreach at Professional Schools

All medical schools run clinical programs through their own or affiliated hospitals so that students can obtain the requisite hands-on training after their course work. Law schools offer optional clinical programs for students, generally with themes such as environmental law clinics, landlord-tenant clinics, and elder law clinics. Engineering schools link students in specific courses with government agencies or private businesses to provide field-based learning opportunities. Schools of education collaborate with school districts to design and implement reforms. Business schools involve students, either through courses or voluntary co-curricular opportunities, in economic development programs designed to promote urban renewal. These programs traditionally focus on student learning and, like cooperative extension and continuing education, serve a peripheral status on most campuses. Faculty members are usually involved only as advisors/teachers.

Institutions nationally are reexamining their professional schools' clinical programs in recognition of the significant impact they can have on a community. ***The Center for Healthy Communities at Wright State University*** offers an interesting example. It is a partnership that includes the Schools of Medicine,

Nursing, Professional Psychology, and Social Work at Wright State University, the Kettering Medical Center, the Allied Health Division at nearby Sinclair Community College, Dayton Public Schools, public housing, health, and hospitals in the area, and local volunteer and action groups. What is unusual about the Center is that clinical opportunities for students and research opportunities for faculty members take place not only in the hospital but also in area ambulatory units, schools, community walk-in clinics, housing projects, churches, the area YMCA, homeless shelters, and through visiting nurse associations and volunteer care providers.

The Center not only coordinates student learning opportunities but also seeks funding and grants, fosters faculty development and support, publishes a newsletter, compiles statistics and publishes quarterly reports, and serves as a liaison to the community. The faculty reward system is restructured so that professional service and applied research are valued forms of scholarship, (Seifer and Connors, 1997, p. 129).

In New Haven, a city plagued by a shocking rise in violent crimes and deaths in the late 1980s, local police officers, state workers for the Department of Children and Families (DCF), and neighborhood activists work with ***Yale School of Medicine*** clinicians who tackle day-to-day problems. ***Yale's Child Study Center***, part of the School of Medicine, runs a 24-hour hotline for children. If, for example, a child witnesses a violent crime, a psychologist and social worker from Yale are contacted immediately and they come to the crime scene to offer comfort and support. The clinicians follow up with the child, working to keep families together. They provide in-home services and offer assessments and optional, ongoing psychotherapy. This program grew into the ***Child Development and Community Policing Program (CDCP)***. It includes a 24-hour crisis hotline, with follow-up support services, seminars for police officers on basic concepts of child development, and training of faculty members (through in-services and "ride-alongs") on police practices and perspectives, and consulting by Yale faculty on demanding cases and effective interventions. Police referred more than 500 cases to Yale between 1991 and 1995. That number grew to 250 in 1996 and 311 in 1997.[3]

Outreach efforts through professional schools are not limited to urban institutions. In West Virginia, the state's most pressing problems exist in rural areas. In the 1980s, ***West Virginia University's School of Medicine*** organized a two-way audio system, called the **Medical Access and Referral System (MARS)**, that enabled rural physicians access to the University's medical team of experts.

[3]CDCP is now reaching beyond Connecticut. With the help of financial support from the U.S. Department of Justice, CDCP offers a replication program to train officers and clinicians nationally. CDCP is establishing programs in ten cities nationally and one international site.

These experts are located throughout the state at any of the system's ten regional locations. MARS worked well for verbal consultations, but lacked the visual presentation of the patient crucial for many medical problems. In 1991, the University expanded MARS to form "MDTV," a two-way audio and video communication network that enables specialists at major medical centers to see and talk with patients and their local physicians at distant locations throughout the state. MDTV offers a range of continuing education programs in medicine, nursing, pharmacy, microbiology, radiology, dentistry, social work, psychiatry, and other subjects. Clinical conferences, such as grand rounds in pediatrics and emergency medicine, are also offered. MDTV has also become an integral part of the training of medical students participating in rotations in rural settings.

To summarize, contemporary trends regarding outreach at professional schools include:

- Activities are both problem-centered *and* instruction-centered. Problem-centered outreach is responsive to an identified community need rather than a broadly defined group.

- The time, place, and manner of the outreach activity are tailored to address identified community needs.

- Projects consist of partnerships between members of the community, outside government agencies, private interest groups, neighborhood organizations, and multiple academic units of the institution.

Top-Down Administrative Initiatives

Institutional leaders, including trustees, academic affairs officers, deans, and particularly presidents, know that outreach is important. They serve on local boards, speak at public and private events, host parties or provide a forum for addressing particular issues, and comment for the media about current events. Sometimes, however, institutional leaders assume an entrepreneurial, if not an activist, leadership role. And when institutional leaders at the very top are involved, the result can transform a community *and* impact the culture of the institution.

When ***Paul Elsner*** started as Chancellor of the ***Maricopa Community College District*** (MCCD) in 1977, he envisioned a set of community-focused learning centers. Within one year, he opened the Rio Salado campus, a "college without walls" that focuses on partnerships with businesses, government agencies, nonprofit organizations, and other educational organizations. Most courses are offered *on site.* Elsner then established a foundation to fund interdisciplinary

alliances, corporate partnerships, and to enhance student access to technology. He developed "Fast Forward," a nationally recognized training program in labor relations, and, set up "Visions," an internship program for all staff interested in exploring other fields. He opened fitness and wellness centers to neighboring communities, not simply faculty, staff, and students.

In 1997, to continue the emphasis on outreach as central to MCCD's mission, Elsner created the Office for the Community Agenda and placed it next to his office. The office supports innovative community, corporate, and nonprofit partnerships. In 1997, the Office for the Community Agenda took an inventory of community outreach programs and partnerships system-wide. The inventory revealed *hundreds* of examples of community outreach efforts stemming from its ten colleges.[4]

One unique example of MCCD's commitment to outreach is reflected in its employee development program. Through a program called ***Creative Pathways***, all employees, from grounds keepers to vice chancellors, may take a paid "sabbatical" to pursue an interest or enhance skills. All placements must be "intellectually stimulating, academically rigorous, community relevant, and/or philanthropic." Most placements are with nonprofit organizations, community service groups, or government agencies.[5]

Another leader who is gaining notice in this arena ***Evan Dobelle*** at ***Trinity College.*** Selected by Trinity's board of trustees to implement an "urban strategy," Dobelle (a former politician and community college president) seemed like an unusual choice for this traditional liberal arts college. His well-publicized "neighborhood revitalization plan" involves transforming 15 blocks of poor neighborhoods into an educational, business, and residential community with a science, medicine, and technology theme. The plan runs the gamut from the

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[4]Too numerous to list, some examples include academic partnerships with four-year institutions, public elementary and secondary schools, manufacturing and technology organizations and groups, government agencies, medical centers, and civic groups (e.g., youth training programs, summer youth programs, women's organizations, school-to-work initiatives); innovative learning formats such as distance learning initiatives; literacy and adult learning programs, many with multicultural themes; one-day service events (e.g., Clean Up Day, "cyclefests," rodeos); training and fitness programs designed specifically for business and industry partners; the "Chair Academy," a nationally attended training program for department chairs; and, service-learning opportunities and apprenticeship programs for students.

[5] To illustrate, a bookkeeper on campus (and a horse owner off campus) was granted a one-day-a-week leave so that she could volunteer at South Mountain Park, the largest urban park in the United States. Among the park's attractions are many ancient American Indian sites. The employee's role is to ride to obscure areas of the park weekly checking ancient Indian American ruins for the park managers.

significant (raising nearly $200 million to spend on schools, job training, mortgage assistance, family services, and physical improvements), to the practical (turning a nine-acre abandoned bus station/yard into three new schools, a K-6 Montessori school, a middle school, and a high school science and a technology center that regional students will share), to the symbolic (removing previously locked gates accessing the outside community). It includes a Learning Corridor Campus, Boys and Girls Clubs on campus, a family resource center, child care facilities, a job training center, "Streetscape Improvements" such as improved street lighting, new landscaping, and wrought-iron fencing, a Health and Technology Center, a community-based arts program, and a new police station. Efforts are underway to keep local businesses and attract new ones. The college, working with area hospitals and the local public radio station, is buying dilapidated buildings, renovating them, and then selling them back to local residents with reduced-rate mortgages. Trinity provides housing subsidies to those who also take advantage of educational or vocational opportunities presented as part of the plan.

Not surprisingly, change on campus has not kept pace with the frenetic pace set by Dobelle, but faculty members and administrators report a shift in attitude and institutional culture. The urban theme envisioned by the board of trustees and the link between the neighborhood revitalization and Trinity's academic program is gaining strength. Raymond Baker, the Dean of the Faculty, is "rethinking" liberal arts. Calling it "the second part of the plan," Baker speaks of his vision of "liberal arts . . . with a difference." About fifteen (of 150 campus-wide) faculty members already produce what he calls "seamless" work that integrates research, teaching, and service. He believes that about half of the remaining faculty are involved in a variety of service-related activities spanning from service to their professions to service on a local school board. His goal is to increase the number of faculty members linking research, teaching, and service and increasing community-based learning opportunities for students.

Trinity's efforts are unique in many respects. First, they are trustee-generated, although the obvious catalyst is its unusual president. Second, while many other institutions are reaching out to their poor neighbors, few have been as comprehensive or imaginative. According to former Secretary of Housing and Urban Development (the federal agency that provides extensive funds to support university-community partnerships) Henry Cisneros, Trinity's plan for urban renewal "is simply the best example." Dobelle, he asserts, "is doing it better than anyone," (Gross, 1997, p. B5).

Leaders such as Dobelle and Elsner raise several questions. Will, for example, their efforts be sustained after they leave? What do they need to do to ensure that their efforts are institutionalized? Another concern with a strong

external president is, are they "keeping their internal house in order?" It is not uncommon for faculty members and administrators to complain of an external president, "We simply do not *see* the president enough."

To summarize, college and university presidents can provide entrepreneurial leadership for outreach initiatives through hands-on community involvement. In the cases of Paul Elsner and Evan Dobelle, they lead efforts to develop a comprehensive plan for community involvement *and* serve as the catalyst to insure the plan's implementation.

Centralized Administrative-Academic Units with Outreach Missions

Most urban institutions have offices of community affairs. Traditionally, these offices have focused on public relations, the media and town-gown relationships. They provide press releases to the media on the hopefully infrequent crisis. They handle sometimes delicate negotiations between campus security and local police. They line up the president to speak for local organizations. They arrange for the occasional faculty member to comment on the local news about a current event. Historically, they have played a small role in the academic direction of the institution.

Similarly, many institutions have offices or centers designed to develop or enhance service-learning opportunities for students. Generally, these offices are led by a director or coordinator, often a member of the faculty who believes in community-based learning as an effective pedagogy. They run training programs for faculty members and look for appropriate community partners for student learning opportunities. Some evaluate programs or student learning experiences. Some coordinate student (and sometimes faculty) volunteer programs as well.

A third model combines these two functions (community liaison and student learning coordinator) and adds a few more. Institutions are realizing that a centralized academic outreach model can be a catalyst for integrating quality learning experiences for students with innovative research and teaching opportunities for faculty, while at the same time boosting institutional morale and creating positive public relations opportunities — while providing real service to local communities and addressing pressing societal problems. These offices or centers are imaginative, comprehensive, and, most important, responsive to community needs. They are also becoming more visible and respected internally.

New titles symbolize their new-found status. At some institutions, they are no longer called offices of "community affairs" or "service-learning" but rather offices of "academic excellence," or "academic outreach," or "professional service," or a combination of themes. Staff members perform a variety of tasks: they serve

as the liaison to the external community, field requests, contact the right people, coordinate efforts, propose innovative solutions, form partnerships, draft grant proposals, do development and fund raising, and oversee assessment and evaluation of outreach activities. Staff members for these offices or centers describe themselves as "catalysts," "facilitators," "innovators," "coordinators," "liaisons," "partners," and "advocates."[6]

Founded in 1992, the ***Center for Community Partnerships at the University of Pennsylvania*** (UPenn) began when institutional leaders "removed their blinders" and realized that UPenn's surrounding neighborhood needed to be transformed from an area suffering from poverty, crime, violence, physical deterioration, population decline, and poor schools into a reasonably safe, attractive and cosmopolitan urban community, (Harkavy, 1996). Founded on the premise that UPenn could play a leadership role in revitalizing West Philadelphia, UPenn draws on its wide range of resources and expertise to serve as a catalyst for change. Some projects include:

- A city wide higher education coalition and a West Philadelphia coalition of institutions, governmental agencies, community groups and businesses that are developing a business corridor bordering the University.

- Seminars, studies, symposiums, etc. on urban renewal and planning.

- Academically-based community service. Students and faculty engage in service to local schools, families, and community. The Center coordinates internships for students.

- A multi-year replication project.

- A national network of colleagues interested in this work through a journal (*Universities and Community Schools),* a newsletter, an on-line database, and a series of national conferences.

- A volunteer coordination services that staff various service projects, including a mentoring program for middle school students, a postsecondary scholarship program for high school students from West Philadelphia who have actively served their communities and achieved academically, and annual drives to fill community needs.

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[6]At smaller institutions, such as ***Clark University*** in Worcester, this role might be served by an assistant to the president. At ***Tulane University*** in New Orleans, recently hailed by *Time* for assuming management responsibilities for ten public housing projects city-wide, the university attorney serves in this capacity, (Gwynne, 1998, p. 74).

- Working with Penn's purchasing department to create opportunities for minority and female employment and business ownership in West Philadelphia through purchasing contracts. As a direct result of the Buy West Philadelphia Program, Penn's purchasing from West Philadelphia suppliers increased from $2.1 million in 1987 to $15 million in 1994.

There is no question that UPenn's Center is having a dramatic impact on the local community, but is it institutionalized? According to the Center's director, Ira Harkavy, the programs "are not mainstream, but they are not marginalized either. It is a significant component of UPenn's intellectual life."

The Indiana University-Purdue University at Indianapolis (IUPUI) Center for Public Service and Leadership offers a somewhat different model of the academic center for outreach. Having evolved from a center for service learning, its six goals are to:

1. Increase the number of service-learning courses
2. Increase faculty leadership in service-learning
3. Increase the scholarship of professional service
4. Increase campus participation in public service
5. Increase the number of programs in student leadership
6. Increase the number of broad-based university-community partnerships

The Center's director, Robert Bringle, stresses that the purpose of centralizing public service activities was not to "take them over," but to provide "coherence and coordination." For example, the Center provides one-on one consultation with faculty members, runs ten faculty development workshops, and offers sixteen course development stipends for service-learning courses. In 1995, the Center ran a three-part workshop on documenting professional service. It garnered funds for an annual Professional Service award to recognize a faculty member for exemplary scholarship of professional service. IUPUI was recently awarded a Community Outreach Partnership Centers (COPC) grant.[7]

Portland State University (PSU) offers another example of how institutions provide centralized support for outreach initiatives. Faced with steep budget cuts, public demands for accountability, and nagging concerns about student attitudes and values, then-President **Judith Ramaley** and Provost **Michael Reardon** developed a response. That plan centered on a commitment to PSU's role as an urban research university with a defining interest in the community. Many faculty and administrators were already committed to partnerships with community groups and organizations, but projects were ad hoc. With the support of those faculty

[7] For more on COPC, see web site: hud.gov/nofa/supernofa/supernofa1/4340sec3.html.

members already in engaged in community-based partnerships, President Ramaley urged her faculty to look for ways to reexamine teaching and research with a view to the institution's mission to "enhance the intellectual, social, cultural, and economic qualities of urban life." In two whirlwind years, PSU (1) reformed its general education requirements and developed a curriculum that emphasized student service-learning and community involvement (eventually adding approximately 90 new graduate and undergraduate courses with a community-based learning component); (2) added a Freshman Inquiry, a program based on interdisciplinary themes; (3) added a capstone experience requirement (a small team of senior from several disciplines who jointly address a significant community need or issue) for seniors; (4) opened the **Center for Academic Excellence**, a centralized hub charged with enhancing and supporting teaching and learning, community partnerships, and assessment; (5) developed a community-based internship project; and, (6) revised promotion and tenure standards for faculty members.

A key component to PSU's commitment concerns assessment of community outreach activities. The institution's policies and procedures for evaluating faculty reflect Boyer's work and define scholarship to include "discovery," "integration," "interpretation," and "application" of knowledge. The promotion and tenure guidelines state: "Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community." Faculty members are expected to document their outreach scholarship, identify their most significant accomplishments, and write a self-appraisal.

To summarize, some important distinctions exist between the former "office of community affairs down-the-hall from the office for community-based learning" model and the current "offices for academic excellence and outreach." The goals of the newer models are to:

- Identify and facilitate projects, partnerships, and activities that are *problem-focused* (responsive to the pressing needs of the external community) and provide good learning opportunities for students.

- Support faculty and students by helping organize, fund, publicize, gain recognition and visibility for outreach efforts.

- Take academic outreach *seriously* by offering guidance on assessment of outreach scholarship and student learning opportunities.

Academically-Based Centers or Institutes

Throughout the country, centers and institutes provide an organizational structure and support for outreach activities relevant to a specific field or problem. Generally, they coexist with an academic unit (e.g., a resource center for higher education within a university's school of education or institute for economic development within schools of public administration or business). Broadly speaking, institutes and centers result from the entrepreneurial thinking of an individual or group of people working for one or more academic units. Institutes and centers tend to be problem-centered (e.g., dedicated to addressing the needs of at risk children), interdisciplinary (e.g., drawing from faculty members with expertise in education, law, social work, and the health professions), collaborative (e.g., working with members of the community to identify the problem and then compiling a team of experts to generate solutions), and varied in the services they offer to the external community (e.g., funding applied research projects, offering workshops and think tanks, running seminars and programs, consulting for a fee, initiating community-based learning opportunities for students, matching needs relating to a specific problem with experts on campus who can provide a solution).

In 1991, faculty members from ***Lesley College's School of Education*** noted teacher and parent concerns generated from television broadcasts of the Gulf War. Sensing the teachers' feelings of inadequacy about how to discuss war and conflict with young children, these faculty members invited teachers and activists to join them in developing projects where the skills of nonviolent conflict resolution could be practiced in the context of systematic change. This vision evolved into ***The Center for Peaceable Schools***, a coalition of national and Boston-based educators and youth workers united by a vision of schools as communities of learning in which conflict resolution and diversity flourish. The Center's activities include:

- a cable television series
- teacher training workshops
- consulting
- a five-day summer institute
- internships and a community service learning program for students
- a network for teachers and youth workers to continue the Center's work
- a volunteer program in the schools
- research on effective classroom practices
- a master's program for teachers

Because of its degree-granting program, the Center is integral to the institution.

At some institutions, centers are not linked to one academic unit, but to many. ***Tulane University*** with nearby ***Xavier University*** is home to the ***National Center for the Urban Community***, a multidisciplinary initiative that grew from Tulane's well-publicized "experiment" in public housing. (Working with the federal government, the city, the public housing authority, and housing authority residents, Tulane is working to revitalize New Orleans' public housing and the local institutions that affect lower income areas -- schools, physical plant, safety, and employment.) Described as "interdisciplinary and intra disciplinary," the Center stresses faculty outreach scholarship and student service-based learning from many departments and academic units. Key leadership of the Center includes an Academic Council, consisting of Tulane and Xavier provosts, deans, and key faculty. Giving faculty members research opportunities is a priority for the Center. Relevant courses in departments, particularly in liberal arts, were identified, and faculty members are trained to add service learning opportunities to their curriculum. Training of residents of public housing complexes -- both for jobs and for leadership within the complex -- and of government agency employees is central to the mission of the Center. Both academic and nonacademic professionals are involved in training. This Center is new and described as a "work-in-progress," but enthusiasm for it at both campuses seems high.

Sometimes, centers face resentment or jealousy by faculty who teach a full load, advise students, serve on committees, etc. They view centers as elite entities where faculty carry reduced or nonexistent teaching loads, earn higher salaries (often funded through grants), skim scarce resources, and have little or no responsibility for student advising or service to the institution. Often, center directors report to the chief academic affairs officer rather than the dean of a college. This autonomy makes them more efficient and effective, unencumbered by administrative duties and restraints.

Another concern centers face is uncertainty as to their future. In some cases, the issue is financial. In others, the center's work is so closely linked to one individual that if that individual relocates, the center folds. Problems relating to resentment, financial support, leadership, and symbolic support for centers and institutes can cause tension and threaten their future.

To summarize, centers and institutes are:

- Both instructional and problem-focused units.
- Sometimes isolated from academic units and peripheral to the work of the institution as a whole.

- Supported by external grants, and their continued existence can be precarious and dependent on future sources of funds.

- A result of the creative and responsive thinking of one or more individuals about an identifiable external need.

Individual Faculty Members' Professional Service and Outreach

Most faculty members are "good citizens." They serve on institutional committees, in their local communities, and for their national professional associations. Many also use their expertise to benefit external communities. But it is only in recent years that researchers and educators have looked closely at how faculty members perform service and whether their involvement impacts their students, teaching, research, publications, chances for promotion and tenure, compensation and work benefits. This has been the focus of a multi-phase research project at the **New England Resource Center for Higher Education (NERCHE)** at the **University of Massachusetts Boston.** NERCHE researchers compiled surveys and conducted interviews to learn more about how faculty members use their professional expertise beyond the walls of the campus, how others on campus view it, and how it impacts their professional lives. NERCHE discovered, among other things, an enormous amount of collective activity -- groups of faculty members and staff doing service (defined as: work based on the faculty member's knowledge and expertise that contributes to the outreach mission of the institutions) in the community. NERCHE also concluded that faculty professional service and outreach is not generally recognized as part of the legitimate work of the academy. It is, rather, an "add-on," often the result of individual interest and initiative, (Singleton, Hirsch, and Burack, 1997, p. 13). Many faculty members interviewed opined that service projects should be reserved for after the award of tenure in view of the strong pressures to publish or perish.

NERCHE researchers chose to call collective faculty service activity *"service-enclaves."* The NERCHE report says:

> Service-enclaves are groups of faculty and staff working on service initiatives in the community . . . [They] support the outreach activities of the faculty within them but are, for the most part, perceived as parenthetical to the academic enterprise . . . When we refer to academic units as enclaves, we are referring to the status of their service work -- work which remains marginalized on most campuses. (Singleton, Hirsch, and Burack, 1997, p. 4-5).

How faculty members get started and then sustain their projects vary. Most follow their instincts and interests, start small, run pilot projects, and then hope their

projects grow. Seed money is easier to find than sustained institutional support. Faculty members often worry that once the grant money is spent, the project will need to fight for survival.

Many faculty members use their professional expertise beyond the walls of the campus without any thought to how it will affect their work lives. One chemistry professor at an elite liberal arts college commented that he regularly authenticates paintings under consideration for purchase for a local museum. He does not expect, nor does he seek, credit or recognition (formal or informal) from the institution. He just does it.

Others follow their passions and apply for grant after grant. Science professor **Doug Dix** at the ***University of Hartford*** incorporates science into other learning experiences such as in arts and crafts, music, and *food*. "Food," he says, "offers a great way to teach science." In 1989, he received a National Science Foundation grant to fund a Saturday Science Program to bring black and Hispanic Hartford school children and their mothers to campus on Saturdays to work with University faculty members and "do science." More grants from the state and the federal government followed. He was recently awarded a sizeable grant to create a national model for incorporating science into preschool curricula as a way to teach young children what he calls "refusal skills." His goal is to teach children to "say no" to dangerous or destructive choices in the same way that they challenge scientific hypotheses.

At ***IUPUI***, **Patricia Keener**, a professor and associate dean of the Department of Pediatrics, is widely respected for her creative and significant outreach efforts. "It all began," she says, when she was working in an emergency room, and the daughter of a friend was brought in unconscious due to a choking accident. The child, who was in the care of a sitter when the incident occurred, died. Later that day, still extremely distraught, Keener confided in a friend who happened to be the principal of a local middle school. Rather than sympathize, the friend responded, "Well, what are you going to do about it?" In response, Keener founded and now directs "Safe Sitter," a course for adolescents ages eleven to thirteen on medically responsible and attentive babysitting. Since its start in 1980, the program has trained more than 150,000 adolescents. She serves as the director while holding her academic positions at the university.

Keener did not stop with this program. From 1989 to 1992, the university "lent" her to the city of Indianapolis to reduce infant mortality rates. With her involvement, they reduced infant mortality rates from a record high to the lowest in recent history. Other innovative projects she designed include: "Supershot Saturday," an urban immunization program; "Spring House Calls," where students from the medical school and philanthropy departments join to clean up and beautify

a local community; computer literacy programs linking senior citizens, parents, and preschoolers, and; developing a 24-hour child care center for hospitals to accommodate the needs of parents who work the night shifts. Recently, IUPUI gave her a joint appointment with the department of Philanthropy where she teaches a graduate course.

The institution, she says, has been "incredibly supportive" of her activities. It provides money and allows her flexibility in her duties so that she has time for outreach activities. She feels no pressure to publish, either. She said candidly, "I do not publish. The way I see it is 'you can do it, or you can write about it.' I *do* it."

The goal, it seems, is to encourage faculty members to integrate research, teaching, and service to the benefit of the institution, the discipline, and the external community. Sociology professor **Mark Chesler** at the ***University of Michigan*** is dedicated to a number of projects. He studies the psychosocial impact of cancer, particularly childhood cancer and serves as president of an international cancer organization and a board member for a childhood cancer foundation. He runs the university's program on conflict management alternative (conducting both research and service projects). He also directs the sociology department's service-learning course. In recognition of his teaching, research, and service, he was awarded the 1997 Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach.

Faculty members struggle to reconcile the pressure they feel to publish based on theoretical research, to teach well and often, and to become involved in academic outreach initiatives. At some institutions, they are isolated to the point where they do not even tell others about their activities. At most institutions, reward structures focus on research first, teaching second, and service to the institution a distant third, and academic outreach may not even be part of the equation. A growing number of faculty members are engaged in "action research," "applied research," or "participatory research," and those forms of research are gaining respect. They remain, however, the exception rather than the rule.

Student Initiatives

Students offer institutions significant strength in numbers that can effectuate change. Most institutions coordinate student volunteers in the community. Generally, volunteering stems from co-curricular activities. Some institutions recognize and provide support for "service clubs." Some student volunteerism comes directly from student groups (e.g., Greek houses) and is not administered by the administration. Student volunteerism ranges from long-term commitments (e.g., tutoring in local schools for the year) to one-time events (e.g., "cleanup the neighborhood day").

Students can, however, serve as powerful catalysts for outreach activities that the institution then embraces. One program, known as **HIPHOP (Homeless and Indigent Population Health Outreach Project)** offers an example. In 1992, a group of medical students at the ***University of Medicine and Dentistry of New Jersey/Robert Wood Johnson Medical School*** organized to address the health needs of New Brunswick community. Organizing other students, faculty members, and university staff into teams, HIPHOP expanded health coverage in the community to overcome barriers such as language, culture, financial concerns, and time limits that may be preventing local citizens from finding primary and preventive care options. Its projects include clinic/home visits, monthly seminars on subjects such as immunizations, lead poisoning, and home safety, HIV prevention, sexual health and responsibility. Community partners include three primary health care clinics, social service system directors, school administrators, local city officials, and a local soup kitchen. Organizationally, the program is unique in that it is administered by a steering committee of nine second-year medical students. The students hire their own support staff. A governing board made up of faculty members and students links HIPHOP to the university and ensures is continued existence (Seifer and Connors, 1997).

At ***Michigan State University,*** students in the physics department started "***Science Theater.***" Supported by a small grant from the institution, students write and perform about twenty skits at local schools and shopping malls.

Institutional Initiatives Designed to Have an Economic or Political Impact

Colleges and universities have significant buying power. They sometimes use that power to advance political goals (e.g., to protest companies with ties to the tobacco industry or, in the 1980s, to protest apartheid in South Africa), to support local businesses (by contracting with local vendors), or to support minority-owned companies. The ***University of Maryland Medical System*** in Baltimore, tries to invest more of the system's economic and human resources in the surrounding low-income, predominantly African American community. Thirty percent of its purchasing contracts go to minority-owned businesses. The hospital focuses on hiring from the local community, and forming business relationships with minority-owned construction and medical supply companies.

Many institutions offer low-interest mortgages to faculty members and staff, primarily as an incentive to lure them to the institution. ***Yale University***, however, offers a different model. Yale's Employee Homebuyer Program is part of Yale's New Haven initiative, a plan to entice university employees to live in the surrounding neighborhoods. Through the program, Yale pays $25,000 over ten years to each employee who buys and lives in a home in one of specifically identified neighborhoods around the university. Currently, 280 faculty and staff

have purchased homes locally under the plan. Forty-one percent are from clerical and technical staff, 26% from faculty, 19% from management and professional staff, and 14% from service and maintenance employees. Fifty-nine percent of the Yale buyers are women. There is no cap on the number of participants, their income, or the purchase price of the homes.

Access to Facilities and Cultural Events

Providing public access to events on campus and use of facilities is an almost-taken-for-granted outreach service most colleges and universities provide. It includes access to and use of facilities (e.g., athletic fields and equipment, the library, banquet halls and food services, on-campus chapels, classrooms, bus service, and computer and telecommunications systems), invitations to events (e.g., film festivals, theater productions, and musical events), and public invitations to longstanding traditions on campus (e.g., museums, symphony halls). Usually institutions charge for public access, but sometimes, colleges and universities make facilities and activities available free of charge to underserved populations, local communities, public schools, or even to support specific causes (e.g., a United Way campaign). Similarly, colleges and universities bring cultural events to the community by performing theater productions or musical events in local schools or theaters. They support collaborative outreach efforts designed to educate *and* entertain and then support efforts to take those activities to external constituencies. For example, law school students join with drama students to write and produce an enlightening skit on sexual harassment that they then perform in area businesses, nonprofit organizations, and government agencies.

Strategies for Enhancing Civic Involvement

Section II of this paper reviewed typologies of public service activities at colleges and universities. Based on the examples stemming from the institutions profiled above (and information from the many more that could not be included due to space constraints), it is clear that many faculty members and institutional leaders are committed -- at some level -- to enhancing the institution's civic role. Nearly all of the institutional representatives interviewed for this paper describe their efforts as "works in progress." They warn that they are still struggling to find the most effective ways link their institution and external communities.

Many barriers exist to enhancing civic life on campus. Faculty complain that they do not have enough *time* to pursue outreach activities due to demands that they publish based on theoretical research, a heavy teaching load, their advisory role with students, and their service on institutional committees. Institutional leaders and faculty complain of the scarcity of *funding* to support a project's start or continuation once seed money is exhausted. Staff and physical

space inadequately *support* outreach efforts. And perhaps most significantly, those involved in institutional outreach complain that their work is not adequately *valued* either in formal (e.g., peer review) or informal settings (e.g., department functions).

This section focuses on strategies for overcoming these barriers, and specifically these elements:

- ***Leadership*** at many levels
- Ideas and projects need to ***"fit,"*** to be both responsive to an identified community need *and* consistent with the institution's mission and culture
- Institutional ***support*** for projects and individuals associated with them
- Extensive ***collaboration***
- Political ***savvy***

Leadership: In Walshok's (1995) study of successful outreach projects, she found that intellectual and political support from institutional leaders was a common feature. Effective leaders can assume three roles: **entrepreneurial, advocacy, and symbolic,** (Singleton, Hirsch, and Burack, 1997, p. 10-11). For outreach initiatives to flourish, more than one form of leadership is necessary, although in some cases, one individual or the same individuals serve multiple leadership roles.

Entrepreneurial leadership exists at the most basic level of a program, project or partnership. Generally, a project results from the creative thinking, perception, vision, and expertise of one or several faculty members or institutional leaders. The **Center for Peaceable Schools**, discussed above, is an example of how several faculty members, sensing that parents and teachers were concerned about the impact of the Gulf War on elementary school students, created a responsive solution. Sometimes, the need is identified by the board of trustees, as with the deteriorating neighborhood surrounding ***Trinity College***, and the entrepreneur leading change efforts is the president. Students, too, can serve as the entrepreneurs, as illustrated by the ***HIPHOP*** program profiled above.

The entrepreneurs need the support of ***advocacy leaders***. Advocacy leaders are often department chairs, deans, or chief academic affairs officers.[8] Newer models, however, such as the ***Portland State University's Center for Academic Excellence*** or the ***Office of the Community Agenda at Maricopa***

[8]**Michigan State University** (MSU) recognizes the pivotal role of department chairs as advocates for academic outreach. MSU's **Model Unit Leadership Training Initiative (MULTI)** offers management training and support for department chairs. Specific to academic outreach, MULTI provides small grants to support collaborative outreach scholarship. Resulting outreach projects include an urban planning group for Detroit and other communities, a summer institute for high school language teachers, providing work space for artists, a "Science Theater" from the Physics Department, and introducing graduate students to new research methods.

Community College District in Arizona, suggest that centralized offices or individuals can play a crucial role as catalysts, liaisons, facilitators, and proponents of innovative projects. In the most effective structures reviewed, advocacy leaders existed in *both* central administration and in academic units.

Finally, ***symbolic leadership***, usually the president or chief academic affairs officer, shapes institutional culture into one that is supportive and committed to outreach, (Singleton, Hirsch, and Burack, 1997, p. 11). At the ***University of Hartford***, President ***Humphrey Tonkin*** worked to reestablish the institution as "*the* university" serving Hartford. To underscore his commitment, he offered Hartford high school graduates half-price tuition. He personally serves on many community boards and initiatives. Symbolic leaders are crucial because they take action *and* challenge others to do the same.

Ideas that "fit": consistency with institutional culture: Many argue that, even if an institution wants to apply its resources to the solution of community problems, projects nonetheless need to be consistent with institutional, and particularly, faculty culture. Representatives of committed institutions profiled in this paper opined that a primary reason for the widespread acceptance and success of outreach initiatives on their campuses was that, "Frankly, we have been doing these kinds of things for a long, long time." At ***IUPUI, Robert Bringle,*** the Director of the Center said, "This institution consists of 17 academic units, most of which are professional schools. We had an advantage. The faculty had already established community connections." Similarly, ***Thomas Dyer*** at the ***University of Georgia in Athens*** explained, "Service is an ethos here. We have a long history of a commitment to it. It is in our roots."

Conversely, institutional representatives who complained of their struggle to validate and sustain their academic outreach and professional service initiatives (particularly outreach scholarship), note that their work is often viewed as inconsistent with the culture of the organization. Faculty members and institutional leaders question the appropriateness of service and outreach at *their* institution. "After all," said one faculty member at an elite, liberal arts college, "*this* is not a community college." Another recalls a faculty member at a meeting mocking, "So does this mean that if I serve as a boy scout leader, I will be awarded tenure?"

Others point out that, while academic outreach belongs in professional schools and clinical programs, cooperative extension and adult learning, and student volunteer efforts, it has no place in liberal arts or the humanities. A representative of one prestigious research university stated that, despite the institution's multi-million dollar commitment to reach out to local neighborhoods, there is simply *no* discussion among faculty on revising promotion and tenure standards to reflect Boyer's scholarship of engagement. This seems to be the norm at most liberal arts colleges and research universities.

Zelda Gamson (1997) challenges all colleges and universities to rethink their approach to valuing scholarship. She writes:

> We need to get over the traditional research culture that has sapped the vitality of most of our colleges and universities by drawing faculty away from commitment to their institutions and communities. The denigration of applied research and problem-solving has further eroded higher education's connection to the world . . . [T]he domination of research and publications in tenure and promotion decisions has had a chilling effect even on those faculty members who wish to engage as citizens outside of their institutions.

Institutions interested in reframing faculty reward structures (see, for example, ***Oregon State University*** and ***Portland State University***, profiled above) need to pursue strategies that will increase understanding of the institution's outreach mission and its potential impact on teaching and research. Faculty members should be encouraged to think creatively about how they teach, the audiences for their research, whether applied, participatory, community-based, or action research would be consistent with their research interests, and other ways to integrate teaching, research, and outreach. Attitudes *are* changing, albeit slowly and perhaps only in places that attract the "already converted." For those who embrace new models of research and new forms of university-community relationships, the results are exciting and rewarding. In 1997, Ansley and Gaventa wrote:

> [W]e have been heartened by our experiences in working to bring more democratic research principles to our own practice and to our institution. Time and again, we have seen how excited faculty, administrators, and community members become when they are provided with the space and time t work together on real problems.

Ideas need to "fit": responsive to community needs: Mutuality is a feature of effective outreach projects; they need to be responsive to an identified problem or need. The previously profiled ***Center for Healthy Communities at Wright State University*** illustrates how important this is. The Center resulted when leaders realized that offering health services through existing clinics and hospitals was not enough. To be effective, health care providers had to *go to the community* rather than force the community to come to them.

Responsive projects are also *flexible*. Consider the professor who teaches a political science course on the state legislature. Several state representatives hear about the course and ask to audit it. The professor, sensing a broader need, agrees to run an abbreviated version of the course, open to students, state legislators and their staff, on site at the state capitol, which is 60 miles away. The

course will be offered on seven consecutive Friday afternoons for longer class periods. Students from the institution will receive half-credit for the course. The professor agrees to offer a second half-course on campus to students so that they can receive full credit. This example illustrates how faculty across the country are redesigning their courses to meet identified community needs.

Effective projects also provide *quick responses* to problems. ***St. Lawrence University***, in upstate New York, reacted quickly in January 1998 when six local counties were declared federal disaster areas due to a massive ice storm. Although the institution lost power for eight days, it purchased generators and established emergency shelters for local residents in the dorms, provided housing and meals for some 300 emergency workers called into the region to restore power, housed 80 soldiers relocated to provide general assistance, broadcast vital information on available assistance over the campus radio, coordinated university employee and student volunteers in areas needing help, and even provided child care for local parents. The institution absorbed the costs of these prompt efforts.

Finally, projects that best fit the identified needs of the community welcome and encourage citizen input and empower communities rather than take them over. One successful model for this is ***CIRCLE (Center for Immigrant & Refugee Community Leadership and Empowerment***) at the ***University of Massachusetts Lowell***. CIRCLE's philosophy includes a belief that communities can be empowered if they develop collective advocacy skills. As part of its larger mission (to enhance families, economic development, environmental concerns, and education among immigrants in Asian American, Latino and African American communities in the region), education and training on the history, structure, and functioning of relevant political systems, with a view to increasing political strength, is part of the goal.

Institutional Support: Support can take many forms. Institutions might provide the following:

- office space
- telephone and computer access
- support staff
- research and graduate assistants
- seed money
- grant-writing support
- development office support
- marketing and public relations support
- internal publicity such as awards, recognition ceremonies, newsletters, and forums to present service activities
- access to institutional publishing mechanisms

- release time for faculty and staff
- endowed chairs
- promotion and tenure standards that specify outreach scholarship as a rewarded activity

The support can also be in the form of brainstorming or facilitating. Some faculty members are interested in incorporating public service into their academic lives, but are not certain how to do so.

Support is not easy to come by. Money and time are scarce resources. Even at the most established projects, directors and faculty complain that they have to "scramble" or "fight" to get more than seed money. Underlying many outreach activities is the nagging feeling of impermanence, (Singleton, Hirsch, and Burack, 1997, p.19). "Giving lip service to community-university partnerships while failing to devote significant resources to support them may hurt more than help the effort in the eyes of the crucial community allies," (Ansley and Gaventa, 1997, p. 53).

Collaboration: Common to the other elements necessary to establish and maintain community-based relationships is the need for *collaboration* at many levels:

- Interdisciplinary collaboration enhances creativity and responsiveness. It decreases feelings of resentment from those not involved, and increases feelings of permanence for those involved.

- Collaboration with administrative offices or units that will support a project and provide advocacy leadership is also important. Centralized support offices can provide seed money, provide grant-writing support, disseminate information or publicity about projects, develop fund-raising strategies, write newsletters, coordinate activities, identify community partners, and provide general encouragement and support. This form of collaboration is crucial for eliminating duplication, sharing scarce resources, generating publicity and support, assessing effectiveness, and sustaining projects beyond the pilot stage.

- Collaboration with external communities to assure that projects are responsive and effective. This collaboration should be at all phases of a project, including start-up, implementation, and assessment.

Emphasizing collaboration will generate respect and enthusiasm for outreach activities that will then go a long way toward institutionalizing them. The rewards are clear in institutions that have succeeded: improved morale and enthusiasm among faculty, positive publicity for the institution and institutional leaders, increased admissions applications, engaged students, and grateful neighbors.

Collaborative efforts can be powerful tools for making change both internally and externally.

Political savvy: Also cutting across the above elements is the need for a high level of skill and political acumen among those involved: the entrepreneurial, advocacy, and symbolic leaders. The NERCHE report (1997) on faculty professional service notes that, "Time after time we noted instances of faculty knowing when to initiate a project, with whom to collaborate, and what offices and individuals to avoid . . . successful enclaves were attuned to their institutional cultures and know how to take advantage of their elements," (p. 22).

Conclusion

Consider this hypothetical situation. A fourth grade teacher is troubled by the nature and extent of personality conflicts among her students. She is interested in learning more about conflict resolution so that she can work with her students to resolve personal problems and generate a spirit of collaboration and cooperation in the classroom. Under the traditional model (*instructional outreach)*, she might look to schools of education (their summer programs or teacher development programs) for a course or program on the subject. Under a more contemporary model (*problem-focused outreach)*, however, she contacts a local university's Office of Community Involvement. She explains her problem. The coordinator for that office recruits two people, a faculty member in the department of communications in the School of Arts & Sciences who teaches an undergraduate course on mediation and a graduate student researching early childhood education and development. The communications professor works with the student to develop and implement an age-appropriate program for elementary school students on mediation and conflict resolution. The graduate student receives a small stipend from the university. The teacher's classroom is used for the pilot program. After the pilot ends, the program is refined and then duplicated the next year school-wide, with the support of a grant jointly awarded to the school and the university. The faculty member and graduate student generate an article or two on the project and co-present findings at national conferences.

This example illustrates how *problem-focused outreach* differs from the more common *instructional outreach* where cooperative extension and continuing education programs taught courses on predetermined subjects. Problem-focused outreach is not practiced in lieu of instructional outreach but in addition to it. It draws from all institutional resources rather than ancillary instructors and staff. It is flexible and responsive to identified issues and problems. Problem-focused responses to external constituencies are put together in different ways, through the collaboration of entrepreneurial and advocacy leaders.

Of course, this is a "best-of-all-worlds" scenario. It can only work if all of the elements are in place: entrepreneurial leaders who can respond with a plan; advocacy leaders who can field the call and link the collaborators; financial resources to support the graduate student; free time on the part of the faculty member to respond, and; recognition on the part of the university community that this is a valuable activity consistent with the mission of the institution. Underlying each element is the need for political savvy -- people who know how to employ leaders, create links, generate financial support, and respond efficiently and effectively.

In 1997, Zelda Gamson wrote: "[M]ost of the commitment to community service on the part of colleges and universities is lip service. The conditions that would encourage more than just the very committed people -- who can be counted on even in the most discouraging circumstances -- do not exist on most campuses," (Gamson, 1997, p. 13). This paper was not designed to document the extent of public service activities at colleges and universities. Nonetheless, Gamson's statements ring true. Despite their stated commitment to community service, most higher education institutions are not structured in a way that the scenario described above would occur.

This paper describes types of institutional public service and academic outreach activities with an emphasis on projects and structures that are innovative, responsive to community needs, generally accepted and respected on their respective campuses. It is hoped that institutions interested in developing and expanding their relationships with external communities can compare their own practices and use these models and their common features as resources. From experience, we know that community-based projects generate external good will and respect, internal excitement and high morale, positive role models and learning opportunities for students, *and* meaningful societal changes.

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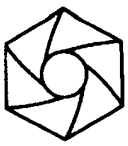

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