COMMUNITY AND CIVIC ENGAGEMENT FOR STUDENTS AT SIMON FRASER UNIVERSITY:

CONSIDERATIONS FOR THE UNIVERSITY ADMINISTRATION, FACULTY SUPPORT, AND CURRICULUM OFFERINGS

Prepared for Simon Fraser University
Office of the Vice-President Academic and Provost

31 July 2011

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# TABLE OF CONTENTS

INTRODUCTION .................................................................................................................................................. 2

THE "CIVIC TURN" IN HIGHER EDUCATION: CHANGES AND CONSIDERATIONS ................................. 3

  CHANGING EPISTEMOLOGIES, CHANGING PEDAGOGIES ............................................................................. 5

  CIVIC RESPONSIBILITY AS PART OF UNDERGRADUATE EDUCATION .................................................. 8

KEY CONSIDERATIONS FOR UNIVERSITY FACULTY AND ADMINISTRATION ............................. 11

  RESEARCH, TEACHING, AND CIVIC ENGAGEMENT - GAPS AND LINKS ..................................................... 11

  The service-learning research model ............................................................................................................. 13

  Benefits and obstacles with community and civic engagement pedagogies ............................................. 14

  ORGANIZATIONS AND INSTITUTIONS SUPPORTING ENGAGED PEDAGOGIES .................................... 17

  Organizations and resources for civic and community engaged pedagogies ............................................ 17

  University units and centres supporting civic and community engagement pedagogies ..................... 19

CHALLENGES AND POSSIBILITIES .............................................................................................................. 23

  INSTITUTIONAL CHANGE ............................................................................................................................ 23

  EVOLVING UNDERSTANDINGS OF FACULTY WORK ............................................................................... 26

  CURRICULUM CONSIDERATIONS - GRADUATE AND UNDERGRADUATE EDUCATION ............................ 28

CURRENT SFU INFRASTRUCTURE AND INITIATIVES, AND MOVEMENT FORWARD ....................... 30

BIBLIOGRAPHY ................................................................................................................................................. 34
INTRODUCTION

An important part of community engagement for universities involves student engagement with the community and students' civic engagement both on campus and beyond their campus activities. Opportunities for student involvement in community and civic engagement can encompass a broad spectrum of activities, from participation in service-learning courses and community-based learning, to curriculum that includes aspects of citizenship education and educating for civic responsibility, among others. In addition to the central role that students have in these kinds of activities, the roles of university administration and university faculty are also of fundamental importance to the kinds of opportunities available to students and the support given to civic and community engagement.

The purpose of this document is to provide an overview of key issues and questions on student involvement in community and civic engagement. The document contains four sections. First is an introduction to the basic premises underlying what has been described as the "civic turn" in higher education, drawing attention to questions of changing pedagogies and epistemologies in higher education, and civic responsibility as part of undergraduate education.

The second section of the document identifies key considerations for university faculty and university administration, such as: links and gaps between research, teaching and civic engagement; benefits and obstacles of community engagement pedagogies; and organizations and resources supporting civic and community engagement pedagogies.

The third section of the document provides a discussion of the challenges and possibilities of civic and community engagement for students, as described in both the research and professional literature. The section describes institutional change at the administrative level, evolving understandings of faculty work, and curriculum considerations for graduate and undergraduate education.

The fourth section of the document gives attention to current SFU initiatives to support student involvement in community and civic engagement and presents several possibilities for SFU movement forward in improving community and civic engagement opportunities for students.
THE "CIVIC TURN" IN HIGHER EDUCATION: CHANGES AND CONSIDERATIONS

In *Higher Education for the Public Good*, the author of one of the chapters refers to a "civic turn" in "the new academy" characterized by a central concern "not just with knowledge but also with educating students who are both prepared and inspired to address society's difficult questions ... [and] to solve significant problems in the larger world."\(^1\) Although much of the scholarly and professional literature on issues related to what could be considered a "civic turn" in higher education places focus on the history of higher education in the United States (with frequent reference to the Morrill Land-Grant Acts of 1862 and 1890, which helped to establish the 76 land grant institutions in the US), the historical context is useful for understanding how community and civic engagement has evolved as a field of research and practice beyond the US.

In *Civic Engagement and Higher Education*, Jacoby discusses some of this historical context, referring to the more recent links between the Peace Corps, volunteerism both in society and on campus, and the development of service-learning in the 1960s. In the 1980s, Jacoby describes a "growing concern over the apathy of citizens in general and college students in particular" and an interest in "education for civic engagement that combines knowledge and action."\(^2\) The 1980s also saw the formation of Campus Compact in the US, an organization committed to civic engagement in higher education (more than 1100 university presidents in the US are currently part of the coalition). In the 1990s, the Kellogg Commission on the Future of State and Land-Grant Institutions, in collaboration with the Association of Public and Land-Grant Universities in the US, published a series of reports under the title, *Returning to Our Roots*,\(^3\) with the aim of "defining and bringing to public attention the kinds of changes occurring at public universities today ... [and] analyzing necessary reforms and suggesting ways to accomplish them and monitor the results,"\(^4\) in order to ensure a strong civic role for universities.

Carrying this view forward, Spiezio argues that, "to address the problem of civic disengagement among students, attention must be drawn to the nature of the institutions in which they learn how to participate in society."\(^5\) Citing the work of Meade and Weaver, Spiezio describes how "the

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1 Schneider 2005, p. 127.
3 For an executive summary of the reports, see http://www.aplu.org/NetCommunity/Document.Doc?id=187
4 See http://www.aplu.org/page.aspx?id=1593#Kellogg
internal architecture of the Democratic Academy is predicated on an explicit linkage between the classroom and the community as distinct, yet mutually reinforcing, sites of civic engagement ... [with] 'three different types of engagement: classroom, community, and political.'

Although discussing sites and types of engagement are important for understanding what is meant by "civic engagement," Jacoby acknowledges that arriving at a shared definition does remain challenging, and she borrows from the Coalition for Civic Engagement and Leadership at the University of Maryland in identifying the following activities as involving what can be understood as civic engagement:

- Learning from others, self, and environment to develop informed perspectives on social issues;
- Valuing diversity and building bridges across difference;
- Behaving, and working through controversy, with civility;
- Taking an active role in the political process;
- Participating actively in public life, public problem solving, and community service;
- Assuming leadership and membership in roles in organizations;
- Developing empathy, ethics, values, and sense of social responsibility; and
- Promoting social justice locally and globally

The kinds of concerns and activities encompassed in what Schneider has termed a "civic turn" in higher education, for authors like Jacoby, is part of a "civic renewal." Whether seen as a turn or a renewal, concerns about civic engagement have gained momentum in recent years and with this, research and practice have taken up questions related to the implications of civic engagement for higher education, including issues such as changing pedagogies and epistemologies, and links between civic engagement, teaching, and research. While the literature in these areas is sizable, presented in the pages to follow is an overview of the discussion on key questions and concerns, which can prove useful for administrators and faculty at SFU as they consider how to work collaboratively in ways that benefit research, teaching and learning, and contribute to the established and emerging strengths of SFU as an institution.

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6 Meade and Weaver 2004, p. 11-12, cited in Spiezio 2009, p. 94.
7 Jacoby notes also that although "civic engagement" has an "exclusionary connotation" (linked to legal and government controlled citizenship), the term does allow "individuals and initiatives representing a range of perspectives to gather beneath it for the purpose of creating a cohesive whole that advances responsibility for the common good" (2009, p. 10).
8 Jacoby 2009, p. 9, citing the Coalition for Civic Engagement and Leadership, University of Maryland.
9 Jacoby 2009, p. 25.
CHANGING EPISTEMOLOGIES, CHANGING PEDAGOGIES\textsuperscript{10}

In the widely cited, The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies, an epistemological shift linked to the "massification of research and education" is described as follows:

The new mode of knowledge production involves different mechanisms of generating knowledge and communicating them, more actors who come from different disciplines and backgrounds, but above all different sites in which knowledge is being produced.\textsuperscript{11}

This shift in the production of knowledge is relevant to research and practice in the field of civic and community engagement because it invites new perspectives on the role(s) of the university in contributing to society in the context of an evolving understanding of how and where knowledge is produced, and by whom. It is worth noting also that although discussion of the "production of knowledge" is part of recent discourse on the economic and technological aspects of knowledge as it is "produced," discourse on the sociology of knowledge investigates issues of knowledge as "socially constructed."\textsuperscript{12} Across these discourses there are important considerations for civic and community engagement in their discussion of changing epistemologies.

In Higher Education at a Time of Transformation,\textsuperscript{13} the authors of the introductory chapter identify three key issues for better understanding changes in conceptions of knowledge for higher education institutions:

"Complexity, uncertainty and transdisciplinarity" – Complex issues, and uncertainty about how to address those issues, require links and abilities across disciplines of inquiry.

"Integration of knowledge from different sources" – Instrumentalist-rationalist thinking in higher education institutions at the "exclusion of other forms of knowing and understanding" are not sufficient for addressing issues of human and social development, which is needed in the transformation of higher education in the context of globalization.

\textsuperscript{10} Note that "Changing Pedagogies" is borrowed from the chapter title by John Saltmarsh, who describes its "double meaning, because community-engaged pedagogies are also associated with efforts to transform higher education institutions. Changes in teaching and learning are not confined to alterations in classroom dynamics; they have wider institutional implications. The involve reconsideration of fundamental epistemological assumptions" (2010, p. 331).

\textsuperscript{11} Gibbons et al 2004 [1994], p.17.

\textsuperscript{12} See, for example, Vygotsky (1978 and 1986) on social constructivism, as well as Berger and Luckmann (1966) and Latour and Woolgar (1986) on social constructionism.

\textsuperscript{13} To provide some context for the book, one of the opening paragraphs in the introductory chapter reads as follows: "Science and technology have seen spectacular advances and educational attainment rates worldwide have reached historic heights. At this point in history, education and knowledge resources are much more available than ever before. However, humanity's two major conflicts remain unresolved: one resulting from human co-existence, and the other associated with the relationships between humans and the natural environment" (Escrigas et al 2009, p. 3).
"Analysis of the ethical, social, and environmental implications of the advance of knowledge" – There is a need for further reflection and systematic study and teaching on questions "about what is desirable or possible to achieve" in the interest of societies co-existing with each other and with the natural environment.  

Recognizing these three issues, the authors argue, is important if higher education institutions are to enact civic awareness and maintain a public commitment in the production or construction of knowledge.

Similarly, in Civic Responsibility and Higher Education, the following pedagogies are presented as having civic potential in the way that they are able to bridge "the realms of scholarship and action ... [and] routinely foster forms of learning that are engaged:"

1. **Collaborative Inquiry.** Students undertake their learning and problem-solving in group settings, both direct and online. They may work as a team, both in the classroom and outside it, with the instructor acting as coach as the group takes collective responsibility for defining and addressing a challenging question, problem, or task.

2. **Experiential Learning.** Students learn through direct experience in field settings, with open-ended problems, projects, and challenges. The instructor helps the students, either individually or as a group, learn to process their experience, put it in a context of general principle—practical, intellectual and ethical—and rethink their content learning in light of the field experience. The boundaries between theory and practice are blurred, with practice accepted as a legitimate source both of knowledge and challenge to reigning theories.

3. **Service-Learning.** Students become directly involved with societal issues and with groups seeking to solve problems and improve the quality of life for themselves and others. Again, the instructor's role is to provide social, moral, and technical context to help students generalize from the particular, connect scholarship with practice, and articulate grounds for commitment and action. Students establish new and reciprocal relationships with community leaders, and they come to recognize the legitimacy of experiences and perspectives very different from their own.

4. **Project-Based Learning.** Students organize and deal with unstructured problems, sometimes in concert with other students, and frequently in contact with off-campus groups, organizations, and issues. Often making use of educational technologies, students experience the excitement and the usefulness of creating new approaches and solutions, of bridging theory and practice, and of putting knowledge to work in applied situations.

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14 Quoted and summarized from Escrigas et al 2009, p. 10.
15 With pedagogies such as experiential learning and service-learning, where students are involved with community organizations, there is an important consideration that must not be overlooked. This concerns students and research ethics standards, given the Tri-Council policy on research involving human subjects, as student involvement in the community in most cases will involve human subjects. The Tri-Council has an online tutorial (upon completion a certificate is issued): http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/. Completion of the tutorial can be a prerequisite for taking courses that involve community-based learning, or part of such courses can include training based on the Tri-Council tutorial. Similarly, it is important for the university to take steps to ensure that students understand their responsibility to the community as they engage in this kind of work.
5. **Integrative Learning.** Students are expected to generate links among previously unconnected issues, approaches, sources of knowledge, and/or contexts for practice. Such learning is frequently issue-oriented and multidisciplinary. Frequently it challenges the student to both critique and connect the disparate assumptions and mental models of multiple constituencies and communities, inside and outside the academy.\textsuperscript{16}

These kinds of pedagogies are also conducive to fostering "relational learning" in the classroom, which: "bring[s] to higher education a new kind of dialogue between faculty and student ... involv[ing] both learners and teachers in the collaborative creation of insights, understandings, and capacities for action" that they would not have achieved otherwise.\textsuperscript{17} These kinds of approaches to teaching and learning also invite student participation in "co-creating an engaged academy."\textsuperscript{18} For students to see themselves as co-creators with "civic agency" they must not, however, be viewed as "an afterthought or receptors of courses and research projects, rather than colleagues and co-investigators."\textsuperscript{19} Further, using engaged pedagogies may help to address problems of student disengagement, as students take on an active role in the production of knowledge, and in understandings about the construction of knowledge, rather than taking on the role of consumer of educational products.\textsuperscript{20}

In their discussion of "students as change agents in the engagement movement,"\textsuperscript{21} Vogel et al identify the following five considerations for student contributions to engagement:

1. Student leaders make valuable contributions to the engagement movement that are distinct from the contributions of faculty and administrators because of the unique methods students can use for organizational change, and the perspectives students bring to their engagement work. In these ways, student contributions complement those of faculty and administrators.

2. Student leaders can make the strongest contribution to promoting engagement at their institutions by capitalizing on their strengths, and recognizing their limitations, as institutional change agents. Students have unique leverage to make institutional change where it concerns traditional student issues, and where they can have an influence through their unique role in the public life of the school community.

\textsuperscript{16} Schneider 2000, p. 112.
\textsuperscript{17} Schneider 2000, p. 113.
\textsuperscript{18} This borrows from the chapter title, "Students Co-creating an Engaged Academy" by Fretz & Longo 2010, p.313-329.
\textsuperscript{19} Fretz & Longo, 2010, p. 314.
\textsuperscript{20} Fretz & Longo, 2010, p. 314.
\textsuperscript{21} Fretz and Longo quote Marchese (cited in Gould 2003, p. 46): "By far the most disturbing stories I've picked up on campus...[are] about a 1990s generation described to me as consumerist, uncivil, demanding, preoccupied with work, and caring more for GPAs and degrees than the life of the mind." The authors "wonder if a perceived pattern of student disengagement is partly a manifestation of students being cut off from the production of knowledge and, consequently, treated as consumers of higher education" (2010, p. 314).
\textsuperscript{22} This is the title of the chapter by Vogel et al 2010 (pp. 369-389).
3. All student-led initiatives to promote engagement face challenges to their effectiveness and sustainability due to student turnover. Student groups can address this challenge by working through existing avenues for organizational change, creating durable impacts, and collaborating with faculty and administrative allies.

4. Academic institutions can ensure that they benefit from the unique contributions that student leaders have to make to the engagement movement by involving students in decision-making processes around institutional engagement, and by engaging in open dialogue and collaboration with student leaders. In both these ways, institutions can ensure that student leaders' activities are directed in ways where they are most effective, and most needed.

5. Some disciplines may be especially fertile ground for student leadership in the engagement movement. Fostering student leadership for engagement in these fields may have benefits for the future of engagement in these fields, and for the engagement movement more broadly.23

The above considerations invite students to actively shape their higher education experiences and learning. The relational learning and engaged pedagogies described earlier also encourage "learning across human difference" and present students in their experience of higher education with opportunities to understand the value of pluralism, which is important for their development as global citizens and in their approach to knowledge and professional practice.24 As participants in the shaping of their educational experience, students can appreciate the agency they share with their instructors and institution. As learners provided with an opportunity to witness and practice a pluralistic approach to negotiating contested understandings, students can become well versed in the complexities of their discipline, while also preparing to participate in their future roles (both personal and professional) in civil society.

CIVIC RESPONSIBILITY AS PART OF UNDERGRADUATE EDUCATION

Through relational learning and the pedagogies described above, students can have opportunities to participate as academic citizens, bringing a sense of civic responsibility into their experience of higher education, which is particularly important at the undergraduate level, given that relatively few students continue on to graduate studies. The kinds of pedagogical practices described above also shape field-based projects as civic preparation rather than simply career preparation.25 Yet, it is also worth noting, with the inclusion of civic preparation as part of undergraduate education over the course of the past 20 or 30 years,26 that questions have arisen on the effectiveness of universities and colleges in their efforts to graduate civically aware and civically engaged students.

24 Schneider 2000, p. 115.
25 Schneider 2005, p. 139.
26 Consider the decrease in "freshman interest in keeping up to date with political affairs" from 57.8 percent in 1966 to 25.9 percent in 1998, for example (Sax 2000, p. 6).
While a comprehensive examination of the measures and results of assessment for civic engagement efforts of universities and colleges is beyond the scope of this report, looking to the findings in the literature provides context for considering what SFU can hope to accomplish by investing in civic and community engagement opportunities for students.

A first point of interest can be taken from a study using data from the Cooperative Institutional Research Program (CIRP) in the Higher Education Research Institute\textsuperscript{27} at the University of California, Los Angeles, for the years 1985-1998. The study, which aimed to measure aspects of "citizenship development" for undergraduate students in the US, found that "gains made during college years are retained in the years after...[in] the commitment [of students] to influencing social values...with an increase from 27.6 per cent to 45.9 per cent" during the college years, and with only a 1.3 per cent decline following the college years.\textsuperscript{28} This does not directly address the question of whether civic and community engagement pedagogies translate to engaged students, but it does suggest that the formation of civic-minded attitudes as part of the undergraduate experience are carried forward by students after they graduate.

Service-learning courses, in particular, have for some time drawn the attention of researchers interested in assessing efforts to improve the level of civic engagement among students. A few recent examples are perhaps worthy of mention. In one study involving 1,243 undergraduate students from 39 courses across 16 programs:

findings provide empirical support for the claim that faculty can produce measurable and statistically significant changes in student attitudes toward the importance of engaged citizenship when they employ pedagogical strategies and instructional techniques dedicated to the promotion of student engagement.\textsuperscript{29}

In another study, to "assess the impact on the students' understanding, civic attitudes and skills, and attitudes to future civic understanding," a case study for a service-learning course at the University College Cork found that 80 per cent of the respondents reported that they "wanted to continue to participate in their community as a result of their service experience" in the course.\textsuperscript{30} A study at Loyola College Maryland, identifying alumni that had and had not taken a service-learning course, using surveys conducted by phone calls, found that alumni that had taken at

\textsuperscript{27} CIRP collects data from hundreds of institutions in the US. The sample used for the study cited included 12,376 students from 209 colleges and universities. See Sax 2000, p. 4.
\textsuperscript{28} Sax 2000, p. 11.
\textsuperscript{29} Spiezio et al 2006, p. 273
\textsuperscript{30} Harris 2010, p. 237.
least one service-learning course scored higher in each of three attitudinal categories: (1) attitude toward personal responsibility, (2) attitude toward community responsibility; and (3) attitude toward political involvement. In a study comparing the pre-test and post-test responses on a "Civic Attitudes and Skills Questionnaire" by 217 students in service-learning courses and 324 students not taking such courses, results showed that students taking the service-learning courses had improved and higher scores post-test in all areas: (1) civic action; (2) interpersonal problem-solving skills; (3) political awareness; (4) leadership skills; (5) social justice attitudes; and (6) diversity attitudes.

Service-learning courses can also have other benefits in regard to outcomes. For example, a study at the University of Illinois at Chicago examined "the influence of a partnership-centered, community-based learning program on students' academic writing." The study found that the writing assignments of students that had taken the community-based learning version of a first-year English course were given higher scores than those of students that had taken the traditional version of the course, in the following areas of evaluation: developing arguments in context, engaging intellectual strategies, using sources effectively, taking a position, and using language appropriately.

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33 Feldman et al 2006, p. 16.  
KEY CONSIDERATIONS FOR UNIVERSITY FACULTY AND ADMINISTRATION

Although links between research, teaching, and civic engagement are evident in the pedagogical approaches described thus far, for scholars and researchers whose focus is civic and community engagement, there is a "civic disconnect within the academy"35 and this presents challenges for university administration and faculty, as well as for students and community partners. Presented in this section is an overview of some of the gaps and links between research, teaching, and civic engagement, as well as a description of resources, organizations, and university initiatives or units that support civic and community engagement pedagogies.

RESEARCH, TEACHING, AND CIVIC ENGAGEMENT - GAPS AND LINKS

There has been considerable discussion in the literature about the disconnect between research, teaching, and civic engagement. The following characteristics of academic culture and practice are seen as contributing to this disconnect:

1. Low level of interest;
2. Specialization;
3. Lack of incentives;
4. An invalid assumption;
5. A different time frame;
6. Language;
7. Nonrelevance of the fact/value distinction;
8. Difference in subculture values;
9. Ill at ease with power; and
10. Will/skill dilemma.

Although these characteristics contribute to a "gap between academic and civic knowledge," some of the ways that the gap can be bridged are by: building/changing academic culture; integrating into the university professionals skilled in bridging these gaps; and developing mechanisms within the institution that are conducive to linking academic work and civic knowledge.37 Particulars for bridging this gap include, for example, making a commitment to engagement that is supported by: university leadership, budgets, and infrastructure; hiring and faculty evaluation policy; training and support for civic and community engagement work;

35 Walshok 2000, p. 115.
37 Walshok, 2000, p. 301.
increased involvement by members of the community in the university; annual events and university-wide initiatives; and fundraising and scholarships.\textsuperscript{38}

Another gap that presents obstacles for civic and community engagement, for both students and faculty, is the gap between teaching and research, based on a model of the university that conceptualizes research as "knowledge generation" by faculty and teaching as "knowledge transmission" to students,\textsuperscript{39} which does not recognize how the university can create more inclusive "knowledge-building communities."\textsuperscript{40} Considering how to approach teaching as research also presents numerous possibilities to bridge the gap not only between teaching and research, but also, between teaching, research, and civic or community engagement.

It is useful in thinking about links and gaps between research, teaching, and civic or community engagement, to consider the ways in which the scholarship of teaching has developed as a field of inquiry and the ways in which it has come to be understood:

1. The scholarship of teaching is about \textit{knowing the literature on teaching} by collecting and reading that literature.

2. Scholarship of teaching is about \textit{improving teaching} by collecting and reading the literature on teaching.

3. Scholarship of teaching is about improving student learning by \textit{investigating the learning of one's own students and one's own teaching}.

4. Scholarship of teaching is about \textit{improving one's own students' learning} by knowing and relating the literature on teaching and learning to \textit{discipline-specific} literature and knowledge.

5. The scholarship of teaching is about \textit{improving student learning within the discipline} generally, by \textit{collecting and communicating results of one's own work on teaching and learning} within the discipline. [Italics added] \textsuperscript{41}

The italics in the above list are meant to denote the ways in which understandings of and approaches to the scholarship of teaching involve what Hutchings and Shulman refer to as "going meta" in "framing and systematically investigat[ing] questions related to student

\textsuperscript{38} Actions to be taken to improve community engagement more broadly across the university are discussed in some detail in the first two documents in this series of reports.

\textsuperscript{39} Brew 2006, p. 18.

\textsuperscript{40} See Brew (2006) for diagram representing these dimensions of what she describes as a "new model of the relationship between teaching and research," which conceptualizes the relationships among research, teaching and learning, knowledge building, scholarship, inclusivity of faculty and students, and scholarly communities (p. 32).

learning." Although each description in the list above may seem to differ from the others only very slightly, the italics also are meant to illustrate how each successive description in the list involves further ways of "going meta" and how this can result in an integrated approach to teaching and research. The above list, set alongside relational learning and the earlier list of civic and community engaged pedagogies (see pages six and seven), also opens up many possibilities for strengthening teaching, research, and civic or community engagement.

The service-learning research model

One example of how teaching, research, and civic or community engagement can strengthen each other is to employ a "service-learning research model" as outlined in the following steps:

**STEP 1:**
Define preliminary research and student learning outcomes.
Learning outcomes can involve pre- and post-testing students, not only on disciplinary content, but also, on competencies related to critical thinking, problem-solving, social and civic skills, and communication, for example.
Research outcomes can include, for example, documented student interaction providing skills or support to community members, data collection and analysis provided to the community partner organization, or investigating community partner needs for tools for the work of the organization and providing support for acquiring those tools.

**STEP 2:**
Plan community collaboration and select the research sample. This involves:
- Faculty contacting potential partners to discuss possible collaboration;
- Faculty visiting the site and meeting key personnel;
- Ensuring mutual understanding of the aims of service learning as different from volunteerism (students learn from while also contributing to the organization);
- Ensuring that faculty understand the limitations of what the community partner can contribute (organizations have their own operations to undertake, with limited time and resources);
- Meeting on site at the community organization to collaboratively determine the activities to be undertaken, to ensure the community organization (and possibly its clients) would be able to participate as planned, and that timelines and deliverables are realistic;
- Finalizing the details of the service-learning arrangement in a contract; and
- Recruiting community organization personnel (and/or clients) as participants for the research sample.

**STEP 3:**
Design the course and its service-learning research component. This involves:

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43 The steps presented in this table summarize the development of a gerontology course and research activities based on a service-learning research model (by Laganà and Rubin 2001. p. 166-179).
• Collaborating with the community partner organization on timelines and deliverables for the course, with sufficient time for in-class learning and training by students for the community activities they are to undertake;
• Modifying and finalizing the research design based on the constraints of the research participants;
• Establishing indicators and measurements for assessment of the learning and research outcomes (including baseline assessment); and
• Assembling a team of student research collaborators and project assistants as needed to help manage the activities and address problems as they arise.

**STEP 4:**

Guide students to conduct the community activities, reflect, and create a deliverable. This involves:

• Finalizing logistics such as details of scheduling, transportation, and equipment needed;
• Integrating regular reflection into the course in order for students to meet learning objectives and link their community experience with the course content; and
• Ensuring progress toward providing a deliverable for the community partner organization.

**STEP 5:**

Perform assessment and evaluation from the perspective of all involved in the activities. This involves:

• Using learning and research objectives for students and the community partner to conduct surveys and/or interviews to assess outcomes; and
• Drawing on the results of the assessment to make modifications to improve the research and learning outcomes for future courses and research activities.

The steps described above provide a very brief summary of the activities involved in employing a service-learning research model. It should be noted that the preparation required for such an undertaking is considerable, however, and university support for this kind of work is important, not only for individual faculty members, but also for fostering, maintaining, and managing the relationships with community partners that is necessary for the success of this kind of work.

**Benefits and obstacles with community and civic engagement pedagogies**

The benefits of undertaking this kind of work can be considerable. For faculty, this work can contribute to their program of research while "creating curriculum from inquiry" and improving student engagement in their courses. For faculty and the university administration, community or civic engagement pedagogies can also serve as built-in assessment tools both for course offerings and relationships with community partners. For students, the benefits include the following:

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44 For example, see Shumer (2002) for a description of "service-learning as qualitative research" (p. 183). Quantitative research could also, of course, be integrated into the research objectives of this kind of work.

45 The list is taken from Schensul et al 2002, p. 131-132.
SOCIAL COMPETENCIES

• Negotiating ideas
• Bridging across differences
• Identifying and resolving conflicts
• Working in teams (defining and carrying out roles and responsibilities)

CRITICAL THINKING / PROBLEM-SOLVING SKILLS

• Problem identification
• Steps in problem analysis
• Critical analysis of alternative solutions
• Recognition of information adequacy

CIVIL COMPETENCIES

• Recognizing and analyzing community problems
• Identifying community resources
• Taking ownership for finding solutions
• Gaining political visibility
• Learning and acting on models of social change

EDUCATIONAL COMPETENCIES

• Literacy skills (recording and writing interviews)
• Reading comprehension (reviewing literature, seeking references)
• Math skills (computation, quantitative data entry and analysis, graphs, charts, and other forms of mathematical representation)
• Social studies skills (identifying and documenting intra-group cultural variations, discovering power structures, learning physical and social geography)
• Science skills (learning scientific thinking)

COGNITIVE, SOCIAL, INTRA-GROUP COMPETENCIES

• Idea presentation
• Idea negotiation
• Reciprocal "sense-making"
• Idea consensus

PUBLIC COMMUNICATION SKILLS

• Developing a logical argument
• Producing a visual/oral presentation
• Speaking to an audience of adults and peers
• Responding to unanticipated questions

As promising as the possible benefits of civic and community engagement pedagogies are, not only for the community, but also for the university administration, faculty, and students, there are clearly challenges in developing these kinds of initiatives in individual departments.
O'Byrne, focusing on service-learning, identifies five common barriers in promoting and integrating such offerings into the curriculum, and proposes solutions. The first barrier is the response from faculty that, "We already do that." In this view, internships, fieldwork, practica, or co-op courses are seen as service-learning. One way to overcome this barrier is to establish how service-learning is distinct, through the development of university policy documents. A second barrier is confronting the view that, "Service is volunteerism. We're lowering our standards to give academic credit for service." This view is held with an interest in maintaining the academic reputation of the university and in guarding against lost classroom time. One way to overcome this barrier is to provide faculty with research on civic and community engagement pedagogies, and establish academic standards for courses that involve these pedagogies. A third barrier is addressing the concern that, "Service-learning takes too much time and efforts. We can't add it to the faculty workload!" To overcome this barrier, civic and community engagement pedagogies need to be supported as a way of meeting already existing goals in research, teaching and learning, or broader institutional commitments to the community. A fourth barrier is the response that, "Service-learning will not help with retention, promotion, and tenure." This is a particular (and legitimate) concern for junior faculty, if their involvement with community is not viewed and valued as important scholarly work. One way to overcome this barrier is providing faculty with support in drawing on their community involvement to have peer-reviewed work published in journals and books on engaged pedagogies and engaged scholarship. It is also important to recognize community-based work in promotion and tenure policies and procedures, as well as in university publications and events. A fifth barrier is the response that, "We're not here to teach morality or social justice." One way to overcome this barrier (and concerns about class time being diverted away from the discipline, or challenges in classroom management), is to encourage faculty with these concerns to consider ways, as a start, to integrate questions and issues of civic engagement in upper-division courses.

Another approach to overcoming barriers and challenges in integrating civic and community engagement pedagogies and epistemologies into the curriculum and classroom is to invite and support interested faculty in developing "academic learning communities: topically linked courses which students take with the explicit intention of addressing major themes across the entire course cluster, from different disciplinary perspectives." Whether developing academic learning communities, engaging in relational pedagogy, integrating civic and community engagement pedagogies into course work, or employing a service-learning research model, there

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46 The summary of challenges and solutions presented here is taken from O'Byrne 2001, p. 80-84 (with italicized "barriers" cited directly from the text).
47 Schneider 2000, p. 111.
are many possibilities for drawing on civic and community engagement to strengthen research, teaching and learning, and university-community relationships. What follows here is a summary of some examples of how this work has been taken up at institutions that are cited in the research or policy literature as leaders.

**Organizations and institutions supporting engaged pedagogies**

Several organizations and scholarly societies provide resources, organize events, and publish material related to civic and community engagement pedagogies. Similarly, an increasing number of post-secondary institutions have centres, units, or formalized institutional initiatives that focus on civic and community engagement pedagogies. Although a comprehensive list or description of these institutional units and organizations/societies is beyond the scope of this report, some attention is given here to leaders or leading sources of information on civic and community engagement pedagogies, and some examples in Canada are presented as national context for Simon Fraser University.\(^48\)

**Organizations and resources for civic and community engaged pedagogies**

As noted earlier, civic and community engagement has gained particular momentum in the US, so quite understandably, several organizations in the US are established as leading sources of information on civic and community engagement pedagogies. Presented below are some of the most widely cited of these organizations, with online links to resources that should prove useful to SFU faculty and administrators interested in civic and community engagement pedagogies.

Two organizations that are clear leaders in providing resources in civic and community engagement pedagogies are Campus Compact and the National Service-Learning Clearing House. The Campus Compact website contains resources for university presidents (such as policy documents and keynotes), for faculty (such as service-learning models and syllabi), for staff (such as job descriptions and grant opportunities) and for students (such as student leadership models).\(^49\) The National Service-Learning Clearing House has almost 8,000 items in its library, and a resource list that including lesson plans, syllabi, fact sheets, templates, toolkits, bibliographies, and funding opportunities.\(^50\) Scholarly societies or scholar-led organizations that have been established to advance research and practice in civic and community engagement.

\(^{48}\) Note that the focus here is on civic and community engagement pedagogies, rather than community engagement or community-based research more broadly (which were discussed in the two earlier reports in this series).

\(^{49}\) See http://www.compact.org/category/resources/

\(^{50}\) See http://www.servicelearning.org/
pedagogies include the following:

*The Canadian Alliance for Community Service-Learning*
- Established in 2001, their website contains research, resources, and tools.\(^{51}\)

*The Center for Information and Research on Civic Engagement and Research*
- Established in 2001, and "conducts research on civic and political engagement of young Americans."\(^{52}\)

*International Association for Research on Service-Learning and Community Engagement:*
- Established in 2007, and holds conferences, provides awards, and has several publications.\(^{53}\)

*International Consortium for Higher Education, Civic Responsibility, and Democracy*
- Established in 1996, and engages in research and other activities in collaboration with the Council of Europe's Committee on Higher Education and Research, has established a declaration, and holds conferences.\(^{54}\)

In addition, the following scholarly journals can serve as valuable resources:

*Active Learning in Higher Education*
http://alh.sagepub.com/

*College Teaching*
http://www.tandf.co.uk/journals/titles/87567555.asp

*Innovative Higher Education*
http://www.springer.com/education+%26+language/higher+education/journal/10755

*International Journal of Teaching and Learning in Higher Education*
http://www.isetl.org/ijtllhe/

*Journal of Experiential Education*
http://www.aee.org/publications/jee

*Journal of Higher Education Outreach and Engagement*
http://openjournals.libs.uga.edu/index.php/jheoe/

*Michigan Journal of Community Service Learning*
http://ginsberg.umich.edu/mjcsl/

*New Directions for Higher Education*

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\(^{51}\) See http://www.communityservicelearning.ca/
\(^{52}\) See http://www.civicyouth.org/
\(^{53}\) See http://www.researchslce.org/
\(^{54}\) See http://www.internationalconsortium.org/about.html
Radical Pedagogy
http://radicalpedagogy.icaap.org/

Teaching in Higher Education
http://www.tandf.co.uk/journals/titles/13562517.asp

Other journals in the field of higher education or teaching and learning also publish research involving civic and community engagement pedagogies, of course, but the list above includes titles with an editorial focus in this area.

University units and centres supporting civic and community engagement pedagogies

As noted earlier, civic and community engagement has been established in the US for decades, and has been gaining momentum in recent years in Canada. What follows here are examples from some US universities that are identifiable as leaders, followed by and an overview of centres at Canadian universities, as national context for SFU.

Indiana University-Purdue University Indianapolis
The university's Center for Service and Learning has a mission to "engage students, faculty, staff and community members in educationally meaningful service to promote learning and development, advance best practice and research, achieve community goals through partnerships, and further the civic engagement mission of IUPUI."55 The university is described in the literature as "at the forefront of assessing service-learning in the context of overall institutional change strategies."56

Indiana University, Bloomington
The website for the university's Center for Innovative Teaching and Learning has a "frequently asked questions" section for students and faculty, information about grants and awards, sample courses and syllabi, a list of community partner organizations, and documents for faculty, community partners, and students.57

Loyola University Maryland
The website for the university's Center for Community Service and Justice has information for students (such as courses, research opportunities, forms), for faculty, staff and administrators (such as course designation process, steps for integrating service-learning into courses, and assessment of service-learning courses), and for community partners (such as the definition of service learning, courses, and student-faculty-agency contract).58

Portland State University
The university's Center for Academic Excellence is "a source of leadership and innovation for Portland State University communities. The Center is dedicated to excellence in teaching, learning,

55 See http://csl.iupui.edu/About/5a1.asp
56 Wellman 2000, p. 342.
57 See http://citl.indiana.edu/
58 See http://www.loyola.edu/ccsj/service_learning/partners/
assessment, research, and community-university partnerships.\textsuperscript{59} The university's community and civic engagement activities have been described as follows: "The second main component of civic engagement,\textsuperscript{60} curriculum transformation, is exemplified by PSU, which has fundamentally altered the core curriculum to incorporate community-based learning."\textsuperscript{61}

**SAN FRANCISCO STATE UNIVERSITY**

The website for the university's Institute for Civic and Community Engagement has information for faculty on community partnerships, research mini-grants, curriculum development grants, recognition awards, resource materials and assessment, and student placement. Information for students includes a description of service learning and the process for enrolling, a list of courses (including course description), and awards and internships. For community partners, there is information on the benefits of partnering with the university,\textsuperscript{62} steps to becoming an approved partner, and tips on working with students.\textsuperscript{63}

Universities across Canada also have units or centres that support civic and community engagement pedagogies. In 2004, 10 Canadian universities were awarded a total of $9,500,000 from the J.W. McConnell Family Foundation for developing community service-learning. What follows here is a brief overview of initiatives at some of these universities, as they provide good examples of ways that SFU can consider moving forward.

**ST. FRANCIS XAVIER UNIVERSITY**

The website for the university's office for Service Learning\textsuperscript{64} contains information for students, faculty, and community partners. Information for students includes a list of course offerings (including a course on service learning theory and practice), details about benefits, opportunities, immersion destinations, bursary applications, and the Student Service Learning Society. Information for faculty includes a list of courses offered, sample syllabi, a list resources available, principles of good practice, a newsletter, and a list of journals identified as "opportunities to publish." Information for community partners includes a list of existing partners and courses, sample opportunities, and details on student orientation. The website also contains a news feed, events listing, information on an endowment fund to support serve learning, and quotes from students, faculty, and community partners that have participated in service learning.

**TRENT UNIVERSITY**

The university's Centre for Community-Based Education\textsuperscript{65} offers several programs. The Community-Based Education Program provides students with opportunities to work on projects (50-220 hours) with community organizations, "conducting research and helping organize and

\textsuperscript{59} See http://www.pdx.edu/cae/
\textsuperscript{60} Ostrander identifies the main components of university civic engagement as: "student learning, curriculum transformation, community-defined priorities, and knowledge production" (2004, p. 79).
\textsuperscript{61} Ostrander 2004, p. 80.
\textsuperscript{62} At the time of writing (July 2011), included in a description of the benefits of community service-learning (CSL) was a listing of participating university departments (47), number of faculty involved, (270) number of course sections (431), number of students enrolled in CSL courses (6,263), number of CSL student hours (383,810), and value of these hours ($3.76 million). See http://www.sfsu.edu/~icce/comm_partners/partnering_w_icce.html
\textsuperscript{63} See http://www.sfsu.edu/~icce/
\textsuperscript{64} See http://sites.stfx.ca/service_learning/
\textsuperscript{65} See http://www.trentcentre.ca/about/
carry out planning and development projects for course credit. The Community Service-Learning Program provides students with an opportunity to earn course credit by participating in shorter-term projects (10-20 hours). The Strategic Research Initiative Program involves "strategic, long-term community research needs ... usually invol[ing] many stakeholders, including faculty researchers at universities and colleges. Research projects may occur over a number of years." The website also includes information on the Centre's library, local and regional networking, a "Knowledge in Action" forum, workshops and seminars, blog posts, archives, and a project list. A link to an online form is provided for community organizations interested in submitting proposals.

UNIVERSITY OF ALBERTA

The University of Alberta launched community service learning in the Faculty of Arts in 2003 in partnership with the Edmonton Chamber of Voluntary Organizations. The university now has a "Network for Community-Engaged Learning" and the Faculty of Arts Community Service-Learning website contains information for instructors (such as courses and syllabi), CSL partnership grant application, and ethics process and guidelines for CSL courses, for students (such as details on the certificate program, courses and syllabi, and scholarships), and for community partners (such as details on partnership opportunities, developing a placement, ethics and safety, and the CSL partnership grant). In addition, the university's Faculty of Extension has been involved in advancing the scholarship of engagement at the university.

UNIVERSITY OF BRITISH COLUMBIA

UBC "offers a range of support to course instructors who wish to integrate community service-learning (CSL) or Community-Based Research (CBR) projects into their existing courses or who wish to develop new courses that have a CSL or CBR component." In addition to information on the Community Learning Initiative, the UBC Learning Exchange website also has information on their Trek program (placing students in schools and non-profit organizations), their storefront programs (free educational programs for inner city residents), and resources on community service learning (for instructors, students, alumni, and community partners).

UNIVERSITY OF OTTAWA

The university's Centre for Global and Community Service provides opportunities for international internships, support for grassroots initiatives, community-based research projects, community service learning, and volunteer opportunities. The Centre's website contains information for students (volunteer opportunities as part of a course or outside a course), for faculty (to learn more about community service learning, to register as a CSL professor, financial support, and CSL achievement awards), and for community partners (information about registering as a community partner, timetable, and the process of becoming involved).

66 See http://www.trentcentre.ca/programs-and-services/cbe-program/
67 See http://www.trentcentre.ca/programs-and-services/sri/
68 See http://www.haliburtoncooperative.on.ca/ulinks/index.php
69 See http://www.arts.ualberta.ca/ncel/blog/?page_id=2
70 See http://www.csl.ualberta.ca/
71 See http://www.learningexchange.ubc.ca/ubc-community-learning-initiative/
72 See http://csl.ubc.ca/
73 See http://www.servingothers.uottawa.ca/home.html
74 See http://web5.uottawa.ca/els/students/
75 See http://web5.uottawa.ca/els/professors/index.php
Wilfrid Laurier University

The website for the university's Centre for Community Service-Learning has information for students, faculty, and community organizations. Information for students includes details on why to take a CSL course, a list of courses with CSL components, tips to search for a placement, and tips on what to do and not to do when taking a CSL course. Information for faculty includes an overview, description of the benefits of CSL, details of available course support, a list of courses, course placement listings, and student evaluations of CSL courses. Information for community partners includes a list of CSL courses, tips to manage postings and student listings, and a description of "how it works." The website also contains document and forms, such as a work/education agreement form, a letter for pre- and post-CSL survey, student reflection activity, and learning outcomes.

Other universities in Canada provide opportunities for community-based learning and support community-based research, and certainly, faculty across the country and across the disciplines employ community engagement pedagogies. As these kinds of initiatives continue to gain momentum and as research funding policy is increasingly supportive of collaborative efforts with community (whether for research or teaching), it would be worthwhile for SFU to consider successful models for university units supporting this kind of work.

76 See http://www.wlu.ca/page.php?grp_id=1934&p=6409
77 See http://www.wlu.ca/page.php?grp_id=1934&p=7047
CHALLENGES AND POSSIBILITIES

As can be expected, civic and community engagement initiatives present both challenges and possibilities, involving various stakeholder groups: administration, faculty, students, and community partners. Administrative challenges and possibilities include issues of infrastructure, budget, space and staffing. Faculty challenges and possibilities include issues of support, faculty learning, and discipline-specific concerns. Student challenges and possibilities include issues of coursework and training. Challenges and possibilities for community partners include the relationship with faculty and students, and the capacity of the community partner to participate. There is a growing literature that examines each of these areas. Presented here is a brief discussion of three key issues that are of central concern in the literature on community and civic engagement pedagogies: (1) institutional change; (2) evolving understandings of faculty work; and (3) graduate and undergraduate curriculum.

INSTITUTIONAL CHANGE

In describing the momentum of civic engagement at universities as derived primarily from the efforts of student affairs and individual faculty members, Schneider calls for a "fundamental, campuswide consideration of the overarching goals for student's education ... to recognize civic or democratic engagement as a core goal for all students' learning."\(^7^9\) In the same vein, others call for "radical institutional change" and suggest that such change can be encouraged by: (1) identifying barriers (in governance or individual departments); (2) supporting interdisciplinarity; (3) recognizing and rewarding engagement both formally and informally; (4) providing financial incentives as an investment in organizing efforts and as a signal of serious commitment by the institution; (5) establishing governance structures that support partnerships; (6) connecting the institution to public issues; (7) using scholarly and research-based assessment to improve civic and community engagement for students, staff, faculty, and the community; (8) ensuring that the university mission, structure, and policies support community and civic engagement; and (9) involving various stakeholder groups (students, staff, faculty, and community) in decision-making about planning, policies, processes for civic and community engagement.\(^8^0\)

Beyond encouraging institutional change, another question that is often discussed in the literature on civic and community engagement is about the locus for implementing the changes required

\(^7^9\) Schneider 2006, p. 141.
\(^8^0\) See Brukardt et al 2005, p. 255-256.
for supporting civic and community engagement within the institution, and in particular, whether
to adopt a centralized or decentralized approach. A recent study of the institutional location of
service-learning offices reports the following:

The benefit of a centralized structure for community engagement is that service-learning centers and
offices, along with their campus neighbors, can serve as an epicenter for campus-community
partnerships. Community partners, faculty, staff, and students can clearly identify the office as the
key point of entry for engagement. A centralized infrastructure can provide a convening space on
campus, one that is situated at the crossroads of academic programming and other dimensions of
campus life. With this type of structural arrangement, duplication of campus efforts and silos can
more readily be identified and redirected. There [are] ... greater possibilities for effective
partnerships and sustainability across curricular and co-curricular pathways. ... The benefit of a
decentralized structure is that each department and center has responsibility for a specific program.
Many times, departments and centers are natural collaborators because of the nature of their work
and civic outcomes. [italics added]81

The same authors note that community engagement efforts, whether centralized or decentralized,
require staffing that includes a full-time administrator, full-time faculty, a program coordinator,
administrative support staff, and volunteer student leaders or work-study positions for students.82

Another consideration for institutional implementation of civic and community engagement
structures, policies, and practices, is the view that, as a "staring point ... schools themselves must
be civil societies ... [and] a level of civil society in schools (in the form of social trust) must exist"
if changes to support civic and community engagement are to be implemented.83 In his study of
the institutional implementation of service-learning, Toole identifies the following "frames as
different windows through which to view and analyze how social trust operates within the
implementation process."84 These are presented in summary, below, in order to offer insight
and suggest possible ways forward for SFU in the challenges that can be expected in efforts
to implement change in support of civic and community engagement:

FRAME 1: PURPOSE
In order to have commitment to the change there must be a shared understanding that the change
will bring improvements that matter to all stakeholders.

FRAME 2: STRUCTURAL
In order to address concerns about the disruptive effects of structural changes, careful attention is
needed to ensure that any such changes support the practices of students, faculty, and the
administration.

83 Toole 2002, p. 54.
FRAME 3: LEARNING
Faculty learning about civic and community engagement that involves collective learning is important for implementing change (as compared to prescriptive training sessions).

FRAME 4: LEADERSHIP
Leadership that facilitates (rather than commands) and that is distributed across the institution is important for successfully implementing change.

FRAME 5: POLITICAL
To address the conflict that arises (related to issues of "status, influence, power, and resources") with the implementation of change in the institution, build a coalition among those in support of the change (faculty and administration), in order to manage conflicts as they arise.

FRAME 6: CULTURAL
Institutional culture that supports improvements to the institution tends to be more adept at implementing institutional change. A culture of collaboration is also important in efforts to implement change.  

This last frame of considering the culture of the institution – which could be extended to the culture of the academy more broadly – draws attention to some of the unspoken tensions or sometimes hidden obstacles that can confront universities in their efforts to implement civic and community engagement initiatives. Some of these tensions and obstacles, but also breakthroughs and boundary-crossings, are described in a published collection of essays entitled, Finding Meaning in Civically Engaged Scholarship: Personal Journeys, Professional Experiences. The authors provide descriptions of community-based research and service-learning in a number of disciplines, as well as narrative accounts of their experiences and discussion of issues such as the search for meaning and for citizenship in the academy, the politics of "us and them," the identity of the engaged scholar, and expanding horizons. The volume offers faculty perspectives that complement more formal studies on planning, implementing, and assessing civic and community engagement in teaching and in research.

It is worthwhile to keep in mind, when considering the culture of SFU as an institution and the culture of the academy more broadly, that different stakeholders (whether across administrative departments or across the disciplines) can be expected to be responsive to quite different forms of "evidence" of the benefits of civic and community engagement initiatives. Although civic and community engagement as a field of research and practice has only begun to establish itself for the past 20 or 30 years, there is sufficient literature for a diversity of administrative concerns, research and curriculum questions, methodological inclinations, and philosophical dispositions.

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85 Adapted from Toole 2002, p. 60.
86 See Diener and Liese 2009.
Evolving Understandings of Faculty Work

In her discussion of how faculty activities are defined and valued, Amey, referring also to the work of Boyer (1990), Edgerton (1993), Ramaley (2000), and Votruba (1997), argues the following:

Those committed to a different organizational orientation for postsecondary institutions suggest that it is time to seriously consider using new labels and creating acceptable procedures to evaluate professionally grounded faculty work that may fall outside of—or weave through—the traditional tripartite of teaching, research, and service...[as] appropriate [to the] positioning of colleges and universities in the twenty-first century. 87

Similarly, Fiddler et al note that, “there is an increasing recognition that current definitions and measures of scholarly activity may be too narrow and that such definitions preclude institutions of higher education from fully and adequately responding to the needs of the larger society.” 88 According to Huber, however, “many faculty still perceive a disconnect between policy and practice and consider the real measure of success to lie in how well the various forms of scholarship fare in appointment, promotion, tenure, and annual reviews.” 89 Part of the challenge in addressing this disconnect has been explained by Austin (among others), in terms such as the following:

Faculty members are socialized from the start of their careers in graduate school to a set of values and assumptions that gained strength in post-World War II academe (Rice, 1986, 1996). These assumptions include the valuing of research productivity expressed through publication in scholarly journals, the dominance of disciplinary culture and identity in shaping an academic's life, the importance of the autonomy of the individual faculty member, and the recognition that career advancement and quality assurance are related to peer review. These assumptions have been instrumental in propelling forward and ensuring excellence in research activity and have had an impact on teaching-oriented as well as research-oriented higher education institutions. They have shaped the preparation process for graduate education and the reward structure for academic careers. Although for more than half a century these assumptions have formed the core of the higher education system ... they also can be barriers to efforts to increase the attention of faculty members to scholarly work that involves explicit engagement with their communities and the broader world. Efforts to integrate engagement ... more fully into the work of faculty members must recognize and build on this assumptive world while also opening the way for expanding understandings of strategies to create responsible, effective, respected faculty careers. 90

The above passage draws attention to several challenges but also possibilities for evolving understandings of faculty work.

89 Huber 2002, p. 78.
90 Austin 2010, p. 236.
First is the importance of research productivity for universities and for faculty as evidenced through publication in scholarly journals. Given the trend toward the use of journal citation measurements and impact factors, albeit amidst criticism of the flaws of such measures, research productivity measured through journal publications is not diminishing in importance for scholars, journals, and university rankings. Engaged pedagogies and engaged research, however, can provide faculty with opportunities to publish either in some of the journals listed earlier in this document, or in journals in their own disciplines.

The issue of disciplinary boundaries is also mentioned in the passage above as challenging for faculty work that involves civic and community engagement. Although there are possibilities for civic and community engagement across the disciplines, successful work with the community not only requires the development of relationships in the community, but also, knowledge and understanding of research methods (such as action research), theoretical frameworks (such as those involving communities of practice), and pedagogies (such as community-based learning) as appropriate for the civic and community engagement work that a faculty member is undertaking. With this, there are also possibilities for enriching research and teaching, but it is important for the university to recognize that faculty must be given support in their civic and community engagement efforts.

The above passage makes rather quiet reference to faculty autonomy but the importance of academic freedom should not be underestimated. The challenge here is to ensure that civic and community engagement, while gaining increasing importance for universities worldwide, is something that presents opportunities to improve faculty research and teaching, which faculty have the academic freedom to choose to engage in or not. Linked to this is the importance of reward structures for faculty work. The importance of academic freedom can be drawn on as much to ensure that faculty members are rewarded for civic and community engagement in teaching and research, as for more traditional forms of scholarly inquiry. In the same way that the scholarship of teaching over the course of the past 20 years has found currency in tenure and promotion policy, the scholarship of engagement (through engaged teaching pedagogies and engaged research methods) can also be integrated into tenure and promotion criteria and policy.91

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91 Although issues of tenure and promotion are discussed frequently in the literature on civic and community engagement, two of the most often cited sources are the website for the Community-Campus Partnerships for Health (http://www.ccph.info/) and Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University (http://www.imaginingamerica.org/IAPdfs/TTI_REPORT%20FINAL%205.2.08.pdf).
Updating tenure and promotion policy to reflect changing expectations for universities is necessary, in fact, if universities are to address the final challenge mentioned in the above passage, which involves graduate education. There is a recurring call in the literature for changes in graduate education that prepare new scholars to be engaged scholars, and these are discussed in the section below, along with considerations for undergraduate curriculum. It should be noted that if graduate education is to evolve to reflect current realities, then so too must university hiring, promotion and tenure policies, as Austin notes above, in order to expand understandings that "create responsible, effective, respected faculty careers."

**Curriculum Considerations - Graduate and Undergraduate Education**

In *The Idea of Engagement: Universities in Society*, Barnett describes three key dimensions of student engagement: "(1) knowing (intellectual/disciplinary engagement); (2) doing (work and practical engagements more generally); (3) communicating (engaging with others)." These three dimensions are useful for thinking about how undergraduate and graduate programs can provide civic and community engagement offerings. Presented below are some recommendations for curriculum offerings as derived from the research literature.

**Undergraduate Capstone Projects**

Capacity projects provide students with an opportunity in their senior undergraduate year to undertake a research project that involves civic or community engagement, either within their discipline or across disciplines, as independent study courses or as an alternative to more traditional honours thesis courses.

**Community-Based Undergraduate Research**

Providing undergraduate students with research assistant opportunities to work with faculty on community-based research projects directly involves students as part of a team with community partners (and often, graduate students) in research in their own discipline in ways that can extend beyond what they could experience within the limitations of service-learning or other courses employing civic and community engagement pedagogies.

**Program Minor in Civic and Community Engagement**

Some universities have begun to establish community engagement as an area of study for undergraduates interested in complementing their disciplinary work with credit earned from community-based hours and required and elective courses that focus on civic and community engagement.

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93 Barnett and others also discuss the importance of engagement with the self in civic and community engagement work as an important foundation for students to understand how they are situated within the context of their learning and community experience, as well as in the way that they and others construct and produce knowledge.
94 For examples, see the University of California and Pennsylvania State University.
The research literature on civic and community engagement also places notable emphasis on graduate education. If it is true that, “fundamental reform in scholarly work must be built around substantial changes in graduate education,”\(^95\) then civic and community engagement as part of graduate student learning and training is particularly important. Presented below are some of the often-mentioned suggestions from the literature.

**Graduate Education Course Work Involving Civic and Community Engagement**
Course work and assignments that provide graduate students with opportunities to learn about civic and community engagement questions within their disciplines, and theoretical frameworks and methodological approaches for investigating these questions, can prepare them to be engaged scholars from the outset of their academic careers.

**Graduate Students as Teaching Assistants in Courses Using Civic and Community Engagement Pedagogies**
Providing graduate students with opportunities, as part of their doctoral training, to be involved as teaching assistants in courses that use relational learning, collaborative inquiry, experiential learning, service-learning, project-based learning, and integrative learning can prepare them to carry forward and advance this work in their own careers.

**Graduate Students as Researchers or Research Assistants in Civic and Community Engagement Projects**
Providing graduate students with opportunities to participate as team members (and team leaders for undergraduate students also involved) on civic and community engagement research projects can serve as excellent training ground for pedagogies, methods, and theories for undertaking this kind of work, while also providing them with experience collaborating with community partners, which is important for successful civic and community engagement activities.

In considering curriculum possibilities, for both graduate and undergraduate programs, it may be advisable to remind ourselves that, “For the better part of a century, we have been selecting for certain kinds of alienation … on campus. We need to reconsider the sorts of academic personality we encourage – and even create – through our extended rituals of training and acculturation.”\(^96\)

Although specialized knowledge in the academic disciplines must be maintained in the interest of advancing research and scholarly inquiry in the disciplines, integrating into the curriculum offerings that provide students with opportunities to be involved in civic and community engagement can help to bridge the divides between and among the academic disciplines and between members of the academic community and other communities of practice.

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\(^{95}\) Damrosch 1995, p. 140.

\(^{96}\) Damrosch 1995, p. 9.
CURRENT SFU INFRASTRUCTURE AND INITIATIVES, AND MOVEMENT FORWARD

There are various units and initiatives at SFU that provide civic and community engagement opportunities for students, within both academic and administrative departments. What follows here is a brief overview of broad-based initiatives at the university. These are presented in order to provide SFU administration and faculty with a general mapping of current initiatives, in the interest of identifying where existing efforts can be strengthened and more civic and community engagement building blocks could be put in place.

"ENVISION SFU"

In 2010, Andrew Petter took up the post of President of SFU and shortly thereafter began the "ENVISION SFU" consultation process with university administrators, faculty, students, and members of the community to invite widespread input in developing "a strategic vision that builds upon our three defining strengths: 1) Our commitment to students, 2) Our dedication to research, and 3) Our engagement with community."97 The efforts of the new President's hold much promise for community and civic engagement.

OFFICE OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

The responsibilities of the Office of the VP Academic and Provost that could give direction to providing opportunities for civic and community engagement for students at SFU include the following: Associate VP Academic (which includes the Teaching and Learning Centre); Associate VP Students and International (which includes Student Affairs); Academic Operations (for Student Services, Lifelong Learning, Graduate Studies, the eight academic faculties, and three university campuses); Academic Policies (which includes academic and administrative appointments; renewal, tenure, and promotion; and awards); Academic Relations; Committees and Task Forces; Current Initiatives (which includes undergraduate curriculum requirements); and University Curriculum and Institutional Liaison.

OFFICE OF THE VICE-PRESIDENT EXTERNAL RELATIONS

"Community relations" is the responsibility of the Office of the VP External Relations. A new VP has taken up this position effective July 1, 2011. The coming months should offer an indication of the activities to take shape under the direction of the new Vice-President.

TALLOIRES NETWORK

In 2005, at a meeting at Tufts University that brought together leaders from universities in 23 countries, the Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education was drafted and signed by all attendees. The Talloires Network is "an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education."98 As a member of Talloires, SFU is linked to an international group of post-secondary institutions working to advance civic and community engagement.

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98 See http://www.tufts.edu/talloiresnetwork/?pid=35&c=2
NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)
The NSSE, which was launched in the US in 1999, "annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development." In 2010, the NSSE was used by 23 universities in Canada and 572 universities in the US. While the survey does not place focus solely on community and civic engagement, some of the questions (such as those involving issues of diversity as well as experiences with service-learning, and active and collaborative learning, for example) are relevant to civic and community engagement.

TEACHING AND LEARNING CENTRE
The priorities of the Teaching and Learning Centre are to provide support for the following: teaching large classes, syllabus and curriculum development, and first-time teaching; crafting assignments and evaluation; diversity in the classroom; media services; social media as a learning tool; web and learning technology support; student engagement; and teaching dossiers. The Centre provides resources and training, hosts workshops and other events, and circulates monthly email updates to the SFU community. The Centre is also involved in helping faculty to apply for the Teaching and Learning Development grants that are available through funds provided by the Office of the Vice-President Academic.

TEACHING AND LEARNING TASK FORCE
The Teaching and Learning Task Force was established in 2008. The activities of the Task Force have included: the collection and review of documents and data on teaching and learning at SFU; interviews and surveys of faculty; diversity in the classroom; media services; social media as a learning tool; web and learning technology support; student engagement; and teaching dossiers. The recommendations made by the Task Force in January 2010 identified issues, proposed solutions, and made recommendations, with the five issues identified as follows: (1) vision, principles, and directions; (2) communication and community; (3) expectations about the learning experience; (4) recognizing, evaluating, and rewarding teaching; and (5) a teaching and learning support system.

UNDERGRADUATE SEMESTER IN DIALOGUE
The program, which was launched in 2002, provides interdisciplinary and experiential learning opportunities for students. The educational framework for the program aims to "inspire students with a sense of civic responsibility, encourage their passion to improve Canadian society, and develop innovative intellectual tools for effective problem solving." The course titles and themes change from semester to semester, with guest faculty and guest speakers participating in the program. Course assignments include reflections, journal-writing, submitting and open-editorial piece, and interviewing members of the community.

COMMUNITY-BASED LEARNING
The Office of Work-Integrated Learning, which also houses the co-operative education program (discussed below), has developed a Community-Based Learning website to provide resources (such as course syllabi and best practices) for students and faculty interested in community-based learning.

99 See http://nsse.iub.edu/html/about.cfm
100 See http://nsse.iub.edu/html/annual_results.cfm
101 See http://www.lide.sfu.ca/about/
102 See http://www.sfu.ca/vpacademic/committees_taskforces/Ad_Hoc_Committees/tfl/archives.html
103 See http://www.sfu.ca/content/dam/sfu/vpacademic/files/vp_academic_docs/pdfs/TFTL-RecommendationstoVPA-final-revised.pdf
104 See http://www.sfu.ca/dialog/undergrad/pdfs/what_to_expect.pdf
Although it is not certain if resources for the initiative are to continue, the groundwork for conducting faculty surveys on community-based learning has been done.

COOPERATIVE EDUCATION
SFU provides cooperative education opportunities in 63 undergraduate programs and 13 graduate programs. The description from the website reads as follows: "Co-operative Education allows students to complement their classroom learning through paid work experience that helps finance their education ... A Co-op work term is 4 or 8 months in length and connects students with an employer in a field directly related to their studies." 105

EXPERIENTIAL EDUCATION PROJECT
This initiative was launched in 2010 to identify experiential learning opportunities in the Faculty of Environment and Faculty of Arts and Social Sciences. The early phase of the project included surveys and interviews with faculty and university administration and a review of course outlines. The initiative continues and an inventory of experiential learning opportunities in all faculties is to be completed by March 2012. 106

HONEYCOMB PROJECT
The initiative, developed through the university's Dialogue program, is aligned with SFU's 2010-2013 Academic Plan, placing focus on collaborative learning. Through faculty events and dialogue, the project aims to advance community-based learning, curriculum, and student experiences, as well as community engagement, both locally and internationally. 107 The project provides a valuable forum for faculty to share experiences, questions, concerns, and ideas about issues of civic and community engagement in their teaching (and research).

The initiatives and infrastructure described above are not meant as an exhaustive list, of course, as there are many activities that individual faculty members, departments, or even faculties are involved in that provide civic and community engagement opportunities to SFU students. This is very much the case at universities across Canada, as an increasing number of faculty members, as well as academic and administrative units, become aware of the importance and benefits of civic and community engagement, and move forward with their own efforts. What is found less often in universities is a clearly coordinated and collaborative approach that supports the various civic and community engagement efforts across the university. The above list, therefore, is meant to provide a general mapping for SFU administration and faculty as they consider ways that SFU can build on existing initiatives and infrastructure, but also establish coordinated efforts that are effective in providing maximum support to civic and community engagement for students, faculty, administration, and members of the community. Some possibilities for broad-based efforts in moving forward are presented below.

105 See http://www.sfu.ca/coop/students/benefits
107 See http://www.sfu.ca/dialogue/study+practice/honeycomb.html
COMMITTING RESOURCES TO COMMUNITY AND CIVIC ENGAGEMENT

If the university is serious about being "community-engaged," then a commitment of continued resources to community and civic engagement is necessary. In reviewing the civic and community engagement initiatives of other universities and organizations, it is clear that many have insufficient resources and that the strongest among them, as can be expected, are supported by an adequate operating budget.

ESTABLISHING FORMAL CIVIC AND COMMUNITY ENGAGEMENT ROLES

There is abundant evidence that a formal role for community engagement is fundamental to the success of community engagement activities at a university. Given the geographic location and unique community setting for each of the three SFU campuses, a visible office and personnel for community engagement at each campus would enable the university to be actively and visibly community-engaged. These three offices would bring together stakeholders that include administrators, faculty, students, and community organizations, and coordinate efforts to support research, teaching, learning and community partnership. An alternative for SFU is to establish a temporary role within the Office of the President or VP Academic of the university, given the focus of "Envision SFU" on community engagement, and the absence of community engagement in the senior administrative structure of the university.  

DEVELOPING A COMMUNITY AND CIVIC ENGAGEMENT STRATEGY AND PLAN

Several existing SFU documents refer to community engagement and the need to develop a community engagement strategy and plan. Developing strategy and planning has also been an important part of the success of other institutions in their community and civic engagement efforts. A civic and community engagement strategy and plan would involve stakeholders in the university administration, faculty, students, as well as community organizations.

COLLABORATING WITH OTHER INSTITUTIONS IN BRITISH COLUMBIA

The University of Victoria and the University of British Columbia both have units established to support various aspects of community and civic engagement. Although SFU also has initiatives (as described above) in support of civic and community engagement, there are lessons to be learned and strengths to be gained through collaborative efforts with both UBC and the University of Victoria. Further, collaboration among the three universities could be developed into province-wide efforts, which could gain considerable recognition and support nationally and internationally.

The possibilities for movement forward, described above, would allow SFU to build on the university's current civic and community engagement momentum. Particulars for steps forward would follow from a community engagement strategy and plan, from resources and a unit or role(s) at the university committed to community and civic engagement, and from efforts to establish collaborative initiatives with other universities in BC. A coordinated approach that involves administrators, faculty and students leading existing civic and community engagement efforts at SFU is also important for the success of community engagement strategy and planning.

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108 Note that there is a VP Research and an Associate VP Students, corresponding with the other two Envision SFU priorities of being "student-centred" and "research-driven," but the community-engaged priority is absent from the senior administrative infrastructure. While SFU does have an Office of the VP External Relations, an important part of successful community engagement involves internal relations, with faculty and students, and these do not appear to be part of the portfolio for an Office of the VP External Relations.
BIBLIOGRAPHY


