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THE ENGAGED CAMPUS: TOWARD A COMPREHENSIVE APPROACH TO PUBLIC ENGAGEMENT

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ABSTRACT: Although civic purposes are implicit in the mission statements of higher education institutions, American colleges and universities have not always embraced public engagement initiatives. This paper explores how the recent emergence of the engaged campus movement has helped move public engagement initiatives from the margins to the mainstream by integrating community engagement into the research, teaching and public service functions of the academy.

Keywords: public engagement, engaged campus, higher education, civic, community

1. INTRODUCTION

Public and civic purposes have been at the core of America's higher education system since the establishment of the country's first institution of higher learning, Harvard College, in 1636. Created primarily to prepare a learned clergy that could lead the colonies' Puritan congregations, Harvard sought 'to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the churches, when our present ministers shall lie in the dust' (Harvard College Brochure, 1636). While the institution's overarching goals have necessarily changed over the years as society has progressed and the college has grown and matured into a premier research university, Harvard continues to purport that civic goals are central to its mission. Its current mission statement includes the following phrase: 'Harvard expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to advance knowledge, to promote understanding, and to serve society' (Harvard University, 2010).

Like Harvard, most American colleges and universities cite public and societal advancement as a central feature of their missions. Furco and Goss (2001) reviewed the mission statements of a cross-section of more than 300 higher education institutions in the United States and found that 95 per cent of them make overt and intentional references to serving and advancing the public good, including references to producing knowledge that benefits society, preparing students for productive citizenship, and exercising influence on behalf of humanity and civilization. As an implicit goal of higher education's mission, the fulfillment of civic purposes is considered to be ingrained in the core work of the academy. After all, what better contribution to society can higher education make than to engage the nation's (or world's) leading experts in enhancing the intellectual capacities

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of society's future citizens, and in producing new discoveries that enlighten and advance our society (Lucas, 1994)? Yet, despite the ubiquity of civic purposes in the stated missions of colleges and universities, community-focused public engagement activities are not typically found at the forefront of the academy's work (Barker, 2008).

While higher education sees itself as fulfilling its civic and public purposes through the instruction it offers and research it conducts, external entities have criticised the societal value and importance of the academy's work. Indeed, throughout its history, American higher education has received much public criticism both for focusing on archaic topics considered too far removed from the realities of contemporary society and for its perpetual inability to keep pace with an ever-changing society (Altbach *et al*., 2005). As it turns out, this external criticism has often been the catalyst for stimulating innovation and transformation in higher education. In several cases, this criticism has pressured postsecondary institutions to reassert their civic and public purposes (Ehrlich, 2000).

For example, the emergence of America's robust agricultural economy in the mid-1850s challenged the appropriateness of higher education's longstanding focus on religious-oriented classical instruction that emphasised philosophy and basic science. The new economy required educated individuals who could design and build high efficiency machinery, enhance the yields of crops, and manage the burgeoning micro-economies of thriving agricultural industries. With the federal government's passage of the Morrill Acts of 1862 and 1890, which established publicly-supported state colleges and universities that emphasised teaching in the areas of agriculture and the mechanic arts, higher education institutions reasserted their civic purposes and engagement with the public by implementing initiatives that would enhance their overall direct contributions to America's contemporary society.

Similarly, a century later, several high profile reports on the state of American higher education were released in the 1990s, questioning the societal value of higher education's work and its commitment to its civic purposes. Several of these reports noted that while institutions of higher education were enjoying unprecedented respect and reverence for their research and teaching, too few institutions were adequately and actively serving the public good (Kezar *et al*., 2005). Growing public concerns over a national obesity epidemic, high citizen apathy, increased religious and ethnic conflicts, rising crime rates, soaring student drop-out (or early leaver) rates, among other social issues – topics that were far removed from the core work of the academy – were raising doubts among funders and government officials regarding the usefulness and value of some of the research investigations in which higher education scholars were immersed (Altbach *et al*., 2005; Newman *et al*., 2004). Lucas (1994) writes, 'Overall the constant refrain of a flood of books commenting on the state of American scholarship in the 1990s was that it appeared to have succumbed to a chilling form of "mandarism," that it had grown utterly remote and removed from the vital concerns with which academic inquiry had once been engaged' (p. 287). Even though higher education institutions continued

to tout civic purposes in their missions, and most institutions could point to a set of civic-focused initiatives on their campuses, the genuineness and strength of higher education's commitment to serving the public good was once again being called into question.

As had been done in the past, colleges and universities reaffirmed their civic commitment and increased investments in initiatives that better aligned their work with the needs of the contemporary society. Much of this work involved fostering campus–community partnerships that would help incorporate the needs of the local and broader community into higher education's academic priorities. As the twentieth century drew to a close, America's higher education institutions were in high gear to renew and deepen their commitment to their civic purposes through the development of more 'engaged' campuses.

2. Building Momentum for Public Engagement

A central feature of this modern period of higher education civic renewal was the development of programmes designed to encourage faculty members and their students to conduct more work with members of the community. To support these campus/community partnerships, a number of federal grant programmes were established in the early 1990s to engage colleges and universities more fully in addressing important, local societal issues. These programmes set the stage for advancing the academy's engagement with the community. There was also a proliferation of national conferences focused on exploring the role of public engagement in higher education. The boards that accredit colleges and universities began to require institutions to demonstrate a stronger commitment to advancing the public good. Various monographs and other publications on models and approaches to strengthening campus/community partnerships in higher education were now available for consumption. In addition, more colleges and universities were now highlighting and making more visible their campus/community partnerships as a way to demonstrate their civic commitment to external audiences.

One of the earliest and most important federal programmes that focused on campus/community partnership development during this period was the United States Department of Housing and Urban Development's Community Outreach Partnership Centers (COPC) programme. Established in 1993 and operating until 2008, COPC supported the development of regional partnerships between institutions of higher education and their surrounding communities in an effort to harness the resources of colleges and universities in the service of nearby communities. Also in 1993, the United States Congress created and funded the Urban University Grant Program, which provided grant funding to support the development of urban-focused university/community collaborations. In 1994, the federal government passed the National and Community Service Trust Act, which made funds available for higher education institutions to establish service-learning initiatives that encouraged students to engage in community service projects tied to academic learning objectives. Other early investments in campus/community

partnerships were made by a number of private foundations, which worked in partnership with national higher education organizations to support postsecondary institutions' further engagement with the public.

These campus/community partnership initiatives were important in that they began to make the longstanding implicit civic purposes of higher education more explicit and visible. They focused on exploring and understanding the ways in which the academy's intellectual and human capital might be best applied to address society's most pressing issues. They opened the public engagement door for many faculty members who for some time had been interested in connecting their work more closely to contemporary societal issues, but who had shied away from this work because they felt that the academy was not supportive of community outreach as a scholarly pursuit. In addition, these new opportunities also gave rise to the expansion of a variety of community-focused research and teaching programs, such as service-learning.

However, despite the growing support and genuine efforts on the part of higher education institutions to build meaningful and impactful partnerships, many of the campus/community partnerships in the earliest days of this modern civic renewal period had trouble standing the test of time. In many cases, the partnership work lasted only as long as grant funds were available (Sandy and Holland, 2006). When grant funds were no longer available, faculty and students moved on to new opportunities that could support their work. For example, many of the partnership activities that were initiated under the Urban University Grant Program were dissolved when the programme funding ended in 1998. For community partners, the lack of long-term commitment from higher education was a point of frustration. Community partners recounted stories of having to invest much time and energy to build a collaboration with a higher education institution, only for the affiliated college or university to end the partnership when the funding or grant project period ended (Leiderman *et al*., 2003; Sandy and Holland, 2006). In addition, community partners criticised the partnerships for being too academic-centric; the goals, purposes and work of the partnership were driven by the needs of the institutions of higher education rather than the needs of the participating community-based agencies (Leiderman *et al*., 2003). Moreover, community members began to grow weary of serving as study subjects for community-focused research projects or supervising students engaged in community-based service-learning or internships activities, primarily for the benefit of the higher education institutions.

One of the criticisms of the federal programmes of the 1990s was that the funding focused on forming and nurturing new campus/community partnerships rather than on supporting the establishment of campus policies that would help institutions more fully embrace and institutionalise public engagement as an academic priority. Therefore, it is no surprise that once the federal support for campus/community partnerships began to wane, so, too, did higher education's investment in community engagement (Vidal *et al*., 2002). So while these early federal initiatives had made space for faculty and students interested in community-focused work to pursue their public engagement passions, and they

helped make civic-focused work a more explicit goal of higher education, the initiatives were, for the most part, generally unable to make public engagement a more central, integral feature of the academy's work. With few exceptions, the campus/community partnerships that did manage to outlast this initial flurry of funding ended up operating on the margins of the academy (Vidal *et al*., 2002).

3. From the Margins to the Mainstream

With the emergence of campus/community partnership work in the 1990s, several scholars began to explore the best practices for sustaining campus/community collaborations and strengthening higher education's commitment to public engagement. For example, Bringle and Hatcher (2000), Holland (2000) and Gray *et al*. (1998) found that the full institutionalisation of campus/community partnerships requires strong and robust buy-in of the participating higher education institution(s) through the establishment of offices or centres that coordinate community engagement work. Other research studies on campus/community engagement found that faculty buy-in and support, and the establishment of academic policies that support community-engaged research and teaching, are essential for making community-engaged work a more valued part of the academy (Bell *et al*., 2000; Furco, 2001; Letven *et al*., 2001).

The early experiences with campus/community partnerships, along with the national dialogues and research studies, garnered important lessons that changed the way community engagement efforts were funded. It was not long before federal and private funders began to shift their funding focus, becoming more interested in supporting campus/community partnerships that would be sustained beyond the initial funding periods. Increasingly, funding agencies now required colleges and universities to match the grant funds with institutional funds or other in-kind resources as the way to secure greater institutional investment in public engagement work. More grant programmes required institutions to put in place longer-term official agreements to ensure that the campus/community partnerships continued after the grant period. The grant programme also required the development of institutional action plans that articulated how colleges and universities would infuse their public engagement work more fully into their institutions' academic culture, namely into the institutions' research and teaching functions.

With this new focus on sustainability and institutionalisation, colleges and universities began to pay more attention to the quality and focus of their engagement with the community. In particular, they sought to explore ways to integrate their public engagement work more fully into their institutions' core activities across their research, teaching and service missions. They also sought to find ways to build more reciprocal, mutually beneficial campus/community partnerships. This new focus also set in motion a cultural shift within higher education, one that would begin to move public engagement from the margins to the mainstream of the academy's work. As the United States entered a new millennium, this fuller infusion of community engagement into the fabric of the academy spawned the

development of more 'engaged campuses' and a more comprehensive approach to public engagement in higher education.

4. Building the Engaged Campus

Much of the shift in focus and attitude toward community engagement work occurred through a change in the philosophy of how best to fulfill the civic mission of higher education and how best to secure high quality campus/community partnerships. Building on the lessons learned from the previous decade's campus/community partnership challenges and failures, this new philosophy focused on promoting campuses that were more fully and more genuinely engaged with the societal issues of the day. This new philosophy centered on the belief that the fulfillment of higher education's civic purposes, which had long been viewed as implicit within the academy, is achieved best when civic goals are addressed intentionally and explicitly (Holland, 2001). The philosophy was also based on the belief that engagement with the community, a practice that had long been viewed as a supplement to the academy's core work, flourishes and succeeds when it is integrated into the academic fabric of the institution. Overall, the new philosophy viewed public engagement not only as something that primarily benefits the local community or society at large, but also as an essential component for the academy's survival.

The new philosophy of community engagement is well suited for the contemporary students, most of whom represent the Millennial generation. A characteristic of the Millennials is their strong appetite to engage in meaningful work and in activities that make contributions to society (Howe and Strauss, 2000). Because they want to find meaning in all that they do, they expect their formal education experiences to connect and have relevance to their lived experiences outside school. This student attitude has put pressure on colleges and universities to provide more community-based learning opportunities in which students can connect their academic work to the societal issues they care about. In addition, the federal agencies in the United States that fund major research projects, such as the National Institutes of Health and the National Science Foundation, require that grant proposals demonstrate that research that will be conducted will have direct, broader impacts on society; many of the research grant initiatives require investigators to include community partners as active contributors to the research investigations. These new forces, coupled with the new philosophy on community engagement, have helped promote the establishment of 'engaged campuses'.

Like most higher education systems around the world, the American system ascribes to a tripartite mission composed of research and discovery, teaching and education, and public service and outreach. Although post-secondary institutions purport to value all three components, in practice they tend to emphasise some components over others, depending on institutional type. For example, while liberal arts and technical four-year colleges tend to give their highest priority to

teaching and education, doctoral degree-granting comprehensive universities tend to give priority to activities that promote research and discovery. Almost universally, across institutions of higher education in the United States, teaching and/or research activities are valued much more highly than are public service activities. Because community and public engagement work traditionally has been viewed to fulfill the public service and outreach component of the tripartite mission, such work has not been highly valued within the academy, and thus has remained on the margins of most institutions of higher education.

The emergence of the new philosophy challenges the traditional view of community and public engagement. No longer is community-engaged work seen as something that fulfills only the public service and outreach component of higher education's overarching mission. Rather, public engagement serves all parts of the tripartite mission, including facilitating institutions' achievement of their research/discovery and teaching/education goals. For example, in an engaged campus, engagement with the public is conducted to help the institution produce research of significance that benefits society. By engaging more fully with members of the community, members of the academy can come to understand better the societal issues that are of most concern to the general public. Similarly, engagement with the public is also conducted to provide quality teaching and to strengthen the education provided to students. Because today's students seek opportunities to find meaning and relevance in their academic work, opportunities to engaged them in community-based work can help enhance students' educational opportunities. In this regard, public engagement can be used to advance the public service, teaching and research components of the higher education's tripartite mission. Herein lies the essence of an engaged campus.

At an engaged campus, efforts are made to maximise and optimise opportunities for public engagement across all aspects of the academy's core functions, with the goal of enhancing each (see Figure 1). As Figure 1 shows, an engaged campus's involvement with the public is achieved through optimising opportunities for community-engaged research, community-engaged teaching and community-engaged outreach/public service.

One thing to note about the pictorial presented in Figure 1 is that the three circles – research, teaching and service – are equal in size, suggesting that they each receive equal emphasis and priority. This is not true for most institutions of higher education. Depending on the type of post-secondary institution (research university, technical college, community college, liberal arts college, etc.), the sizes of the circles will differ as some institutions emphasise some parts of the tripartite mission over other parts. For example, while a large research university might emphasise research above teaching and service efforts, a small faith-based institution might emphasise teaching and service over research. Where the emphasis lies within institutions usually determines which types of community-engaged programmes and initiatives are cultivated and developed to build the engaged campus.

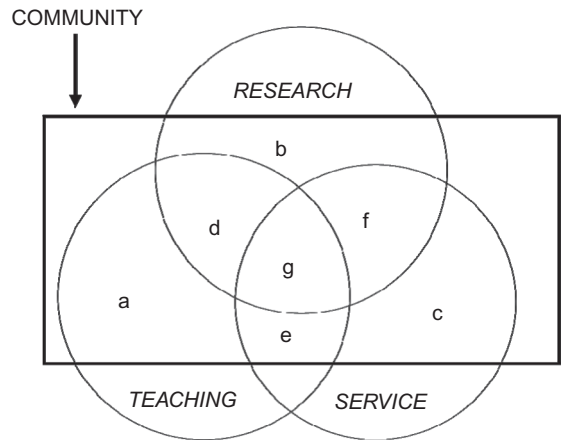

Figure 1. The engaged campus and the tripartite mission of higher education

a = Community-Based Learning
Teaching/learning that is directly connected to or occurs in the community or field

- Field studies, Internships, Professional Practica, Project-based learning

b = Community-Based Research
Research activities that are focused on community issues; the research activities may or may not be based in the community

- Community-based research, Social research, Applied research

c = Community Service and Outreach
The engagement of students, faculty and staff in community-based activities that are designed intentionally to provide a genuine service to the community

- Community service, Volunteerism, Outreach programmes, Community and governmental relations

d = Community-based Capstone Experiences
Teaching/learning experiences that include a strong research component and are directly connected to or occur in the community

- Community-based capstone experiences, Community-based student research projects, Course-based community-based research projects

e = Service-Learning
Course-based teaching and learning activities that engage students in the community both to provide a service that meets a community need and to enhance students' learning of the course content

- Academic service-learning, Co-curricular service-learning, Service-based internships

f = Participatory Action Research
Community-focused or community-based research activities that are designed to directly serve an identified community need

- Action research, Participatory action research

g = Community Service-based Capstone Experiences
Teaching/learning experiences that include a strong research component and which seek to provide service to the community to address an important, identified community need

- Community service-based capstone projects

Another issue to note about the pictorial is that three circles overlap with each other. However, within a substantial number of institutions, there is minimal or no overlap among the functions of the tripartite mission. For example, there are many faculty members who conduct research in one area, teach in another area, and provide service and outreach in still another area. The pictorial suggests that the building of an engaged campus can be enhanced where there is an intersection of all three components of the tripartite mission. However, moving toward the centre cell (letter g) is more of an ideal goal than an easily achievable reality. While there are examples of community-engaged projects and initiatives that synergistically integrate research, teaching, and public service, most community engagement experiences do not fall into this category.

5. Components of the Engaged Campus

Within the engaged campus, community-based and community-focused activities are not seen as programmes, but rather are viewed as strategies for advancing and achieving the institution's research, teaching and/or public service goals. Approaches for incorporating civic-focused initiatives into each component of the tripartite mission are described below.

Community-engaged Research

One of the most important features that distinguishes an engaged campus initiative from more traditional approaches to higher education public engagement is the extent to which relevant public issues and community voices are infused into the research activities of faculty members, departments and research units for the purposes of producing more significant, higher quality research that benefits society. In community-engaged research initiatives, members of the community participate in the research enterprise not as research subjects, but rather as valued research advisors, partners or co-investigators. Community partners can help identify appropriate research questions to ask, determine which instruments and measures might resonate best with particular populations, provide feedback on the procedures of data collection, offer assistance in analysing data, and provide importance perspectives in the interpretation of findings and implications for future research and practice. Their understanding of the community and its issues provide important context and insights that enrich research conducted in the public interest. As partners in the research process, community members can help investigators provide access to hard to reach populations, secure greater trust and buy-in for research from members of vulnerable or marginalised populations, and bring greater on-the-ground legitimacy to the research investigation.

Recently, a group of public health researchers at a major research university who were interested in conducting a basic research study on prostate cancer sought out the involvement of community members who could help them refine

their research questions and identify current concerns of the community regarding prostate cancer. In their meeting with community members, the researchers learned that while the community members thought that prostate cancer was a worthy issue to study, the community residents, who were from a variety of cultural and religious backgrounds, were more interested in diabetes, given that a large number of individuals in this diverse community had developed the disease. Upon hearing this, the researchers shifted the focus of their research, and proposed a study that sought to assess characteristics of pre-diabetes within ethnic and racial groups as a means to mitigate the full onset of diabetes. The researchers were successful in receiving a federal grant to conduct and complete a study, which produced a number of important findings that were published both in peer-reviewed academic journals and in community-based brochures that were distributed across the community in several languages. The findings of the study were discussed for weeks on the local news. As the researchers pursued funding for a follow-up investigation, many of the community members were eager to offer their assistance, input and advice as the investigators developed their new study proposal.

As this example demonstrates, community-engaged research does not necessarily imply that the research investigation is an applied research study. Community-focused research can utilise basic, applied, interpretative or participatory research approaches.

What is important to note is that the community engagement component is not about the research methods, but rather, it is about how the voices of members of the community, their expertise and their needs are incorporated, valued and honoured within the research enterprise. Because the research that is being conducted is in the public interest, the voices of community members are thus important in determining what is of genuine interest to the public.

The growing value of community-based and community-focused research has been evidenced across a broad range of disciplines. Many of the national discipline-based professional associations in the United States, such as the American Psychological Association, American Sociological Association, American Public Health Association and the American Educational Research Association, now strongly support community-engaged research initiatives. Within several disciplines, community-engaged research and scholarship have gained importance and strong momentum, resulting in the emergence of disciplinary specialisations such as public history, public sociology and public anthropology. These community-focused speciality areas of study have begun to build standards of community-engaged scholarship. These standards have proven to be important in securing the academic legitimacy of various forms of community-engaged research (Rice, 2002).

Community-engaged Teaching

Campuses have also sought to strengthen their community engagement by incorporating pedagogies in courses that engage students in civic-focused,

community-based learning activities. As with community-engaged research, community-engaged teaching is about viewing the community as a ripe landscape for strengthening students' education, while engaging them in experiences in which they can give back to the community. Programmatically, these experiences can include internships or clinical practica in which students participate in learning experiences in community-located government agencies, businesses, or not-for profit organisations. Through these experiences, students have opportunities to learn and develop a set of professional or personal skills. Other community-engaged teaching approaches include project-based learning or field studies, whereby students engage in community-based educational activities in which they apply knowledge and skills learned through classroom curriculum.

For example, students studying atmospheric science might work in partnership with a local neighborhood community to learn how to educate residents to understand the issues and potential perils of land oversaturation due to increased rainfall from global warming. The students reinforce their understanding of how to assess trends in saturation levels by teaching residents the techniques of measuring saturation and empowering residents to collect the data periodically to record changes over time. While these measurements can be conducted in the classroom or simulated in a laboratory, a community-engaged approach can provide students with authentic, real-time experiences in which anomalies and unexpected issues are likely to arise. Because real life, community-based issues are often messy and complex, they often provide students with excellent opportunities to hone their higher order problem solving, critical thinking and analysis skills.

A particular community-engaged approach that has become popular in recent years is service-learning (see letter e in Figure 1). Service-learning is community-engaged work that lies in the intersection of teaching and service. Through service-learning, students engage in discipline-based analysis and service activities that address authentic social issues in the local community. In some ways, service-learning utilises the community as an authentic learning laboratory in which students conduct study on complex societal issues, and develop and implement action plans in the context of the course curriculum.

Because service-learning integrates community service into the academic goals of the curriculum, it is widely considered to have helped raise the academic value legitimacy of civic engagement in higher education (Zlotkowski, 1999). However, critics of service-learning suggest that it is a non-scholarly form of learning that lowers the academic rigour of courses. This has been found to be true in poorly executed service-learning courses, especially in courses that are 'service-driven' rather than 'academically-driven' (Vogelgesang and Astin, 2000). In addition, service-learning is not an appropriate pedagogy for all courses, especially larger courses in which individual students' community service experiences cannot be substantially integrated into the curriculum.

Recent research suggests that students who engage in academic courses that contain a well-organised and developed service-learning component can

develop a more profound and sophisticated understanding of the course material (Markus *et al*., 1993; Strage, 2000; Wurr, 2002) and can better transfer and apply their academic learning to new situations (Eyler and Giles, 1999). Along with having the potential to increase students' academic development, high quality service-learning activities have been found to enhance students' awareness of social issues (Bringle and Kremer, 1993; Dunlap, 1998), expand their understanding of individuals who are different from themselves (Boyle-Baise, 2002), expand their career awareness and options (Keen and Keen, 1998) and develop personal leadership and social efficacy (Eyler and Giles, 1999).

Community-engaged Service and Outreach

As is described above, community engagement is often misperceived to be synonymous with the public service and outreach components of the tripartite mission of higher education. It should be noted that not all public service or outreach activities in higher education involve the community or serve the public good. At many of America's higher education institutions, public service and outreach typically refers to service that faculty members provide to their professions, disciplines, institutions, colleges or departments (Holland, 1999; Kezar *et al*., 2005). This service might include participating on a university committee, serving on an external advisory board or providing expert testimony on governmental panels.

The building of an engaged campus requires viewing public service and outreach through a more 'engaged' lens whereby assisting community-based agencies with particular issues is viewed as valuable, beneficial, and important to the advancement of faculty, students and the institution. These activities might include a variety of student community service experiences, staff volunteer programmes and the engagement of faculty as expert consultants who serve the needs of the community. At engaged campuses, faculty members would find it equally valuable and rewarding to apply their expertise to community-based agencies seeking assistance with a particular issue as they would to serve as an officer in their discipline's professional association. Although these outreach or public service-oriented engagement activities or programmes are not necessarily linked to the academic activities of the institution, members of an engaged campus greatly value and take pride in the contributions that these engaged public service and outreach activities make.

As the nineteenth-century land grant institutions matured to ultimately become leading research universities, the establishment of the land grant Extension Services offered a way for these institutions to continue their public service and outreach work while building their prominence as research extensive universities. Extension Services kept the original mission of the land grant universities alive by maintaining a physical presence in the community. They established outreach centres across communities in which highly trained and experienced education

specialists provided educational services to community residents. Extension services continue today and they fulfill an important and valuable public service and outreach function within land grant universities.

Lastly, many members of the academy provide public service and outreach to the community by providing expert testimonies or offering presentations on their areas of expertise. Because the general public does not have easy access to the academic peer-reviewed publications in which faculty and other scholars present their findings, these community-based presentations provide excellent opportunities to disseminate scholarly work in ways that can better reach the community members who might benefit most from the work.

6. Conclusion

Overall, an 'engaged campus' is characterised by the *authenticity* and *genuineness* with which community engagement is integrated into the research, teaching and service mission of higher education institutions. Authenticity is reflected in the purposes that surround the development and implementation of a campus's community engagement efforts. Authentic community engagement occurs when an institution of higher education seeks out community engagement because it views such engagement as an opportunity to accomplish the following: (1) maximise the benefits that the institution's intellectual and human capital has for the greater good; (2) partner and collaborate with experts from outside the academy who often have a deeper and fuller understanding of complex societal issues; (3) build collective action that raises the capacity and effectiveness of all participating collaborators; and (4) advance both the social and academic significance, value and relevance of the academy's research, teaching and service activities. Thus, within an engaged campus, community involvement is not viewed as a public service project or a supplement to core academic work. Rather, community engagement work is viewed as an important, legitimate and valued strategy for conducting high quality education and scholarly research.

Genuineness is reflected in the values and norms that undergird the practices within a campus/community partnership. Specifically, within engaged campuses, the values and norms that guide the work of partnership honour the expertise, experience and talents that each partner brings to the collaboration. Every partner is expected to contribute to the partnership while also benefiting from the joint venture. A campus community engagement effort that lacks genuineness is one in which the members of the community are viewed as token members whose participation is necessary (e.g., because an external grant requires involvement of community members) and the input or expertise of the community members is not highly valued by the members of the academy.

Authenticity and genuineness are essential ingredients for securing sustainable and effective campus/community partnerships as well as for building a strong engaged campus. Indeed, community members report that before they commit to partnering higher education institutions they look for signs of authenticity and

genuineness among campus personnel when discussing collaboration possibilities (Leiderman *et al*., 2003). Ultimately, it is the mutually respectful bond that is formed between and among members of the academy and members of the community that anchors the work of the engaged campus.

Therefore, a post-secondary institution becomes an 'engaged campus' when through the establishment of authentic and genuine partnerships: (1) the intellectual, disciplined-based resources at an institution are harnessed, organised and used to address community issues and concerns; and (2) the community issues and concerns are incorporated as a legitimate part of the scholarly, academic work of departments, faculty and students (Altback *et al*., 2005; Holland, 2000; Zlotkowski, 2000). To this end, an engaged campus not only serves the public and provides outreach to the community by honouring the assets, skills and expertise of the community partners, but it incorporates the partnership work in ways that advance the institution's teaching and research goals. It sees its direct engagement with the public as a vehicle for conducting more significant research, more effective teaching and more impactful outreach and service.

Since the emergence of the engaged campus idea, the roster of American higher education institutions that have sought to become more engaged has risen dramatically. For example, the membership of Campus Compact, a national higher education organisation composed of university presidents who promote the civic and public mission of higher education, grew from fewer than 250 campuses in 1995 to more than 1,000 institutions today. All of the leading American higher education associations have sponsored gatherings, conferences or grant initiatives on issues pertaining to campus/community engagement. A robust number of higher education institutions have put in place senior level administrative positions to bring legitimacy to and further institutionalise public engagement's role in advancing the academy's research, teaching and service activities. More institutions of higher education are seeking faculty members who can conduct high quality community-engaged scholarly work.

Developing a comprehensive vision for civic engagement in higher education is the first step in ensuring that community engagement initiatives can be sustained over time. As more colleges and universities renew their civic commitment, and as more grant-making organisations (e.g., foundations) support initiatives to advance higher education's role in serving the public good, the contemporary engaged campus movement is sure to grow and ultimately test higher education's true commitment to the civic purpose of education.

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