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2018 ANNUAL CONFERENCE

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North Central ESC Region Hosts 2018 Engagement Scholarship Consortium Annual Conference

The University of Minnesota, in partnership with the North Central ESC Region, welcomed more than 600 conference attendees to Minneapolis Oct. 2–3, 2018, for the annual meeting of the Engagement Scholarship Consortium (ESC). The conference, which featured more than 250 concurrent sessions, marked the launch of ESC 20/20 Vision. Focus. Impact., a strategic action plan adopted in 2016 to serve as a guide for the non-profit educational organization's future endeavors and growth.

The conference theme, Transforming Higher Education Through Engaged Scholarship, spoke directly to the efforts undertaken by many universities over nearly two decades to transform them from being universities with community engagement programs to being engaged universities—a subtle shift in language with a powerful shift in practice.

“This conference takes place during a critical time in our nation's history,” said Dr. Andrew Furco, associate vice president for public engagement at the University of Minnesota, in his welcome to conference attendees. “[It's a time] in which higher education's ability to address society's most challenging issues is being questioned by legislators, business leaders, community residents and even our students and faculty.

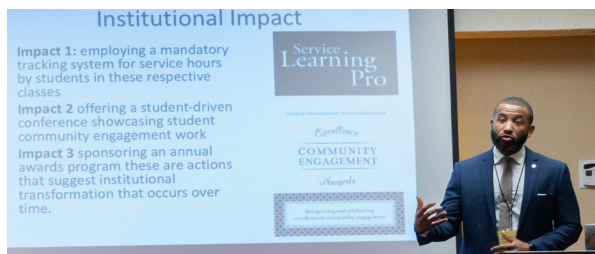
“The discussions and debates that will take place during this conference will surely bring to the fore some of the key issues that higher education will need to consider in the coming years, and the important role that engaged scholarship, in particular, will play in advancing higher education's academic and public agendas,” said Furco.

R.T. Rybak, former mayor of Minneapolis and president and CEO of The Minneapolis Foundation, one of the oldest and largest community foundations in the nation, was the keynote speaker for the Oct. 2 opening plenary.

The launch of ESC 20/20 at this conference brought with it the additions of the presentation of the first Engagement Scholarship Consortium Excellence Awards and related panel discussion, as well as the first ESC Faculty Scholars Panel. Awards program information follows. Coverage of the ESC Faculty Scholars Panel begins on page 106.

The ESC Excellence Awards Program recognizes activities that improve the quality of life for individuals, families and communities while building capacity through community-engaged scholarship. The program also provides important recognition opportunities for students, faculty, community partners and higher education institutions and increases opportunities for enhanced peer learning.





Nominations were received from two- and four-year public and private higher education institutions from across the nation and were evaluated by a panel of scholars that included David Proctor, director of the Center for Engagement and Community Development at Kansas State University; Deborah Smith-Howell, associate vice chancellor for Academic Affairs and dean of Graduate Studies at the University of Nebraska Omaha; Birgit Green, director of the Office of Academic Engagement at Texas Tech University; Laurie Van Egeren, assistant provost for University Community Partnerships, Office of University Outreach and Engagement, Michigan State University; Scott Reed, vice provost, Division of Outreach and Engagement, Oregon State University; Paul Brooks, associate vice president for Public Service and Outreach, University of Georgia; Lynnette Young Overby, deputy director, Community Engagement Initiative, University of Delaware; and Sharon Paynter, assistant vice chancellor for Public Service and Community Relations, East Carolina University.

Presentation of the ESC Excellence Awards took place Oct. 2. Western Carolina University received the Excellence in Student Community Engagement Award for its Student Democracy Coalition Project. Two Excellence in Community Partner Engagement Awards were presented—one to Colorado State University's Campus Connections Youth Mentoring Program and one to The Ohio State University's Generation Rx Program. Ball State University received the

Excellence in Faculty Community Engagement Award for its Schools Within the Context of Community Program. (Editor's note: Ball State's program also received the 2018 W.K. Kellogg Foundation Community Engagement Scholarship Award and, ultimately, the 2018 C. Peter Magrath Community Engagement Scholarship Award.)

Finally, the University of Wisconsin-Extension was named recipient of the Ryan, Moser, Reilly Excellence in Community Engagement Institutional Leadership Award. The award is named in recognition of leaders from Pennsylvania State University, The Ohio State University and the University of Wisconsin-Extension for their significant contributions to the inaugural meeting of the National Outreach Scholarship Conference (known today as the Engagement Scholarship Consortium).

ESC Board President Samory T. Pruitt, vice president for Community Affairs at The University of Alabama, underscored the importance of the highly competitive new program. "These institutions exemplify the best engagement scholarship has to offer," Pruitt said, "and demonstrate innovative and practical solutions to some of the most critical challenges facing our nation and world today."

Editor's note: The Engagement Scholarship Consortium, a 501(c)(3) non-profit educational organization, is comprised of a mix of state-public and private institutions of higher education. The ESC goal is to build strong university/community partnerships anchored in the rigors of scholarship.

The 2018 W.K. Kellogg Foundation Community Engagement Scholarship Award Recipients and Regional Finalists for the C. Peter Magrath Community Engagement Award

The Kellogg Foundation recipients/regional finalists for the 2018 C. Peter Magrath Community Engagement Award were the University of Florida, Virginia Polytechnic Institute and State University, Texas Tech University, and Ball State University.

Following are the Kellogg recipients by region, with a brief description of their winning projects:

South Region, the University of Florida: Healthy Gulf, Healthy Communities (HGHC)

HGHC addressed human health effects of the 2010 Deepwater Horizon oil spill in Gulf Coast communities throughout Alabama and Florida. Active from 2010–2017, the project combined community-based research, laboratory research and community outreach efforts. The project helped ameliorate the psychosocial impacts of the oil spill, build community resiliency and address contamination of local seafood. The oil spill threatened to wreak havoc on affected communities that rely heavily on tourism and fishing and were among the region's poorest prior to the spill. Partnering with community stakeholders, the university determined unmet community needs and developed research initiatives that led to useful programs for residents. Researchers also followed 260 residents for five years, tracking the psychosocial effects of the oil spill and publishing recommendations for future relief efforts that focused on financial literacy and the strengthening of community-based programs to address substance abuse. Another set of researchers examined the role of social networks in disaster recovery with the aim of improving post-disaster recovery programs.

Northeast Region, Virginia Polytechnic Institute and State University: The Virginia Tech Water Study Research Team: Flint, Michigan Water Crisis

For almost a decade, Virginia Tech faculty, students and community partners worked together

to analyze drinking water to ensure it meets safety standards. The Virginia Tech Water Study Research Team discovered and disclosed harmful levels of lead in drinking water in several communities across the country—including Durham and Greenville, North Carolina; Flint, Michigan; New Orleans, Louisiana; and Washington, D.C. Following the identification of regions with contaminated drinking water, the 45-member team collaborated with community stakeholders to solve problems that led to the contamination. In 2015, Flint faced an increased incidence of childhood poisoning and one of the worst outbreaks of Legionnaire's disease in U.S. history. In addition to helping oversee a citizen-science effort that tested 800 water samples at 277 homes across the city, Virginia Tech researchers also sampled water in hospitals and businesses for heavy metals and dangerous chemicals and pathogens and published their findings. The work of the coalition of Flint organizations and Virginia Tech researchers ultimately led to the exposure of lead contamination and misconduct by the State of Michigan and the United States Environmental Protection Agency. Building on these efforts, the research team coordinated extensive outreach—including phone calls, letters and press conferences—to educate the population about the imminent health threat posed by Flint drinking water. The revelation of contaminated drinking water led to corrective action by the State of Michigan, as well as hundreds of millions of dollars in emergency federal support.

West Region, Texas Tech University: The East Lubbock Promise Neighborhood (ELPN): From Cradle to Career

Working under a U.S. Department of Education grant with more than 75 regional partners, Texas Tech's ELPN project has revitalized one of the poorest and most underserved areas in the state and region. Using a community-action research model, Texas Tech formulated evidence-based solutions that empower the community to increase long-

term health safety and economic well-being. East Lubbock faces a variety of challenges, including endemic poverty, high rates of child abuse and child delinquency and a low rate of college attendance. To increase educational attainment, the project's early learning initiative provided 62,000 children and families with after-school enrichment programs in music, art, nutrition and cooking in 2017 alone. High school graduation rates in the area have increased dramatically—from 67 percent in 2013 to 93 percent in 2017. The program also provides free support for adults aiming to obtain their GED, enroll in vocational training or take continuing education classes. Documenting and analyzing the variety of the program's components, the Promise Neighborhood project has resulted in more than 11 peer-reviewed publications, two dissertations and important changes to curriculum for teacher preparation programs.

North Central Region, Ball State University: Schools Within the Context of Community (SCC)

Ball State's SCC program takes a unique approach to teacher education to help prepare culturally responsive and community-engaged teachers. Launched in 2009 as a partnership between Ball State and the Whitely neighborhood of Muncie, Ind., SCC immerses education students in low-income, predominantly African-American communities where they're matched with community mentors who educate student-teachers on the community's values and strengths. As part of the initiative, Ball State faculty designed a research agenda examining the impact of community-engaged teacher preparation on aspiring teachers, children and the wider community. Researchers working on the project had, by fall 2018, produced 12 peer-reviewed research papers, a co-authored book and a wide array of national presentations—all while leveraging more than \$3 million in funding support programming for children in the community. Working with community partners, the program has helped prepare nearly 200 culturally responsive, equity-focused future teachers.

2018 Exemplary Project Recognition Honors

Cornell University, for the Rust to Green Community/University Partnership; Kansas State University, for The Rural Grocery Initiative; The Pennsylvania State University, for The Penn State Berks Center for Service Learning and Community-Based Research; and The University of North Carolina Wilmington, for UNCW-ACCESS of Wilmington Collaborative Community Scholarship.

Magrath Award Selection Committee

Chair: Burns Hargis, president, Oklahoma State University. Representative Members: Burton Bargerstock, president, Academy of Community Engagement Scholarship; Susan Ann Gust, activist and community development consultant; Catherine Howard, chair, Association of Public and Land-grant Universities Council on Engagement and Outreach; Samory T. Pruitt, president, Engagement Scholarship Consortium.

2018 W.K. Kellogg Foundation Community Engagement Scholarship Awards Selection Committee

Steve Abel, Purdue University; Amy Hutson Badham, University of Alabama at Birmingham; Leslie Boney, North Carolina State University; Katy Campbell, University of Alberta; Royrickers Cook, Auburn University; Denae Dorris, Tarleton State University; Tracy D. Eells, University of Louisville; Margee Ensign, Dickinson College; Birgit L. Green, Texas Tech University; Lisa Guion Jones, University of Central Florida; Dave Lassen, Oklahoma State University; Melissa M. Lubin, James Madison University; Kim Obbink, Montana State University; David E. Procter, Kansas State University; Scott Reed, Oregon State University; Susan Renoe, University of Missouri-Columbia; Javiette Samuel, University of Tennessee-Knoxville; Susan E. Short, Virginia Polytechnic Institute and State University; Richard E. Smith, The Pennsylvania State University; Louis Swanson, Colorado State University; Laurie Van Egeren, Michigan State University.





ESC Hosts First Featured Scholars Panel at 2018 Annual Conference

The 2018 Engagement Scholarship Consortium (ESC) conference, held Oct. 2–3 in Minneapolis, Minnesota, included a featured scholars panel convened specifically to explore engaged scholarship and its role in obtaining promotion and tenure (P&T).

“It was important to our committee that panelists could demonstrate how they applied disciplinary knowledge in social and community contexts while moving through the promotion and tenure process,” said Lynnette Young Overby, ESC Scholarship Committee chair and deputy director of Community Engagement Initiative, University of Delaware. “In this way, we could provide traditional scholars, junior faculty and graduate students who are interested in community engagement with models and best practices.”

During this Oct. 2 session, titled *Gaining Tenure While Enhancing Teaching, Research and Service Through Engaged Scholarship*, panelists were asked to describe their academic and personal journey in obtaining P&T as disciplinary scholars with a community engagement focus, and to provide examples of the support necessary to be successful, thereby encouraging more faculty to pursue research and creative activities with that focus.

Faculty members from five institutions and a variety of disciplines sat on the panel. They were Tracy Eells, University of Louisville, Andrew Furco, University of Minnesota, Pauline Johnson, The University of Alabama, Maria Mayan, University of Alberta and Lynnette Young Overby, University of Delaware. The panel was part of the implementation of the ESC 20/20 Vision. Focus. Impact. Strategic Action Plan, which seeks in part to promote excellence in the study, research and practice of engaged scholarship both locally and globally.

Each panelist faced specific challenges along the P&T road, with common themes being time constraints, the need for financial support, the infancy of the field of engaged scholarship at that time—as well as the perception of it being a “soft

science”—and varying levels of support at their respective institutions.

UA’s Johnson, professor of Civil, Construction and Environmental Engineering, said that her involvement in what was then deemed service learning was cited as a reason not to grant tenure. That changed, however, just four years later. She acknowledged that initially, she didn’t consider the impact of her work on promotion and tenure. She began with painting, tornado relief, creation of school gardens and the construction of vegetable washing stations. Over time, her work transformed into research-based projects within the Black Belt region of Alabama—from infrastructure improvements including wastewater and drinking water projects for improved health, to working with community partners to bring back a dying Main Street in Greensboro, Alabama.

“Some of the highlights of my academic career are the projects that we did in partnership with those communities,” said Johnson.

Her sentiment was echoed by others on the panel, who spoke of the high level of satisfaction and personal development gained from doing community-engaged scholarship work. They noted, however, that much more is required to attain P&T.

“I don’t think I would be a full professor today if all of my work had been done as an engaged scholar,” said Furco, a professor in the Department of Organizational Leadership, Policy and Development and associate vice president for Public Engagement in the Office for Public Engagement at the University of Minnesota.

Furco said that part of the expectations (for P&T) are that there are certain levels of inquiry and bodies of knowledge that have to be produced. He discussed the importance of how engaged scholarship work is presented in the quest for P&T, noting the need for faculty to emphasize the scholarship in their reporting about their community engagement activities, and to connect their efforts to a larger body of work. He also said that it is essential to extract the significance

of the work—its impact and its relevance to the discipline—teasing out the language in an institution's P&T guidelines and talking about the work in those terms, as well as to share the impact of the work on students and the community.

Sharing advice specifically for junior scholars, Furco said, "We have to play the game, to some extent.

... Wherever we are situated, we have norms and standards and expectations, and we have to, to some extent, play the game. To the extent that we can take our engaged work and have it be part of this larger set of expectations, that's where we can become successful."

Furco also said that faculty have to have a spine about them for what they believe, and that if they are not at the right institution, they need to be willing to step away and go to an institution that embraces the type of work they are doing. Others agreed that a culture of engagement is essential.

Maria Mayan, assistant director of Women and Children's Health and associate professor, Faculty of Extension at the University of Alberta, shared that her experiences led her to ask questions of herself about her role as an engaged scholar. Those questions included: What would my role as an academic at my university be? What is my responsibility? What is the role of civic engagement? What story needs to be told? What am I willing to do, say, and risk? And if I don't speak up, as a public intellectual who has the job to take risks, who will?

"So with those kinds of questions as an engaged scholar, you put yourself in a particular space, and this is what all of us in this room can do," said Mayan. "We reveal politics, ideology, and values behind decisions, and we encourage opposing viewpoints. We gain real-life experiences and stories, and we share them with faculty and students and our partners. We create meaningful connections and research relationships. We ask unique questions that elicit comments such as, 'I've never thought of it that way.' We respect the complexity of problems and uphold human dignity. We share and we model how to share power, and we use language that acknowledges the differences in privilege, sexuality, ethnicity, education, geography, class, etc. ... As engaged scholars we have a very unique skill set."

On her path to P&T, Mayan, as well as other panelists, shared the importance of working across campus and sitting on committees—often outside your area of scholarship—in addition to being active in your own college.

Lynette Young Overby, faculty director of Undergraduate Research and Experiential Learning and professor of Theatre and Dance at the University of Delaware, echoed these sentiments, noting that it is important for young faculty members to utilize the campus learning opportunities available to them.

The group stressed the importance of sustainability, as well as that of building a culture of engagement and seeking out like-minded scholars on your campus—from colleagues to department chairs to deans. The necessity of finding ways to gain support on issues of time and bureaucratic stumbling blocks was also addressed, as was the need for funding support.

Johnson addressed the importance of thinking past seed funds to where the large dollars will come from, reminding of the necessity for funding and publication on the P&T journey. She also cited the importance of a campus database that allows faculty researchers to connect across disciplines, as well as the need to get new faculty off campus and into the community early on in their academic careers. "It's really important to get together with an organization that is trusted in the community, because that opens all kinds of doors for you," she said.

Tracy Eells, vice provost for Faculty Affairs at the University of Louisville, said that universities can move toward P&T models that circumvent stumbling blocks, can increase funding, and can give recognition, as well as flexibility, for this type of research, noting that many have established offices that focus on community-engaged scholarship. He went on to say that he believes a lot of faculty are doing engaged scholarship but are not calling it that, highlighting the importance of faculty speaking about their work in terms of how their students and community partners have benefited from the integration of teaching, research, and service.

"Being a respected individual within your academy is critically important," said Mayan, who also shared the gravity of articulating the value and impact of engaged scholarship. Faculty need to be able to express what their scholarship changed in the community, she emphasized—not just through classes or publications, but through working with community members. And they need to utilize the media to help tell their stories.

All agreed that communication about the rigor of a scholar's community-engaged work within their discipline is essential, not only to educate, but also to dispel the pervasive perception in many fields

that this work is less rigorous than that of others. The group also acknowledged that the manner in which faculty members talk about this work varies from discipline to discipline, and so it is important that they use language within their own disciplines and tie it to engaged scholarship without being co-opted into using common language that doesn't fit their field. Scholars also need to be able to talk about their engagement work from the perspective of how it enhances the quality of their research.

One of the challenges Johnson faced on her P&T path was that, as she said, "As engineers, we don't know assessment." She and her husband, who was also on the engineering faculty at UA, developed an approach that focused on planning around their expertise and then filling in the knowledge gaps with other people on the team—from fellow faculty members to students to community partners.

This approach is indicative of what others on the panel shared as being critical to their success in earning P&T. There was a common belief in the importance of relationship-building, networking, letting people know what you're doing, and connecting and developing relationships with colleagues who respect the work you are doing.

The Johnsons' work, a study in resilience, grew from service learning to engaged scholarship, and it led them to start UA's Engineers Without Borders (now Student Engineers in Action, or SEA), which continues to offer engineering students opportunities to put their learning into action in partnership with communities both at home and overseas. It was one of many examples of engaged scholarship success stories shared by panel members.

All of the panelists acknowledged progress, as well as the responsibility to support young faculty

in ways that encourage them to pursue engaged scholarship within their disciplines; of sitting down with junior faculty members and guiding them on their P&T path, utilizing personal experiences gained on your own.

Mayan shared the importance of contributing to your university, students and society through your engaged scholarship efforts, summarizing, "Tenure is about academic freedom and the ability to serve students and society."

The general observation was that campus culture changes slowly, but progress in support of community-engaged scholarship can be seen in such things as funding for projects and graduate students, learning opportunities for students, and even something so seemingly small as service learning now being included as a box to be checked on end-of-year faculty reports at some institutions. Each points to the essential nature of faculty who are pursuing this type of research being valued. That perception of value, along with individuals in high-visibility positions engaging in this type of work, continues to provide incentive to draw faculty toward community-engaged scholarship.

"As administrators, we need to highlight and build a spotlight around it," said Furco. "We can't change the system, we have to nudge the system. Over time, it's going to have an impact."

Overby reminded those present that remembering the big picture of why this work is important, is important.

Johnson summarized with: "If I could wave a magic wand, I would say that when *U.S. News & World Report* decides to evaluate universities by engagement scholarship as well as by [more traditional] PhD-produced [work], then we will start to see real institutional change. We've come a long way, and we're still in transition."