ENGAGED-LEARNING: COMMUNITY ENGAGEMENT CLASSIFICATIONS

AT U.S. LAND-GRANT INSTITUTIONS

by

Leodis Scott

Dissertation Committee:

Professor Lyle Yorks, Sponsor
Professor Terrence Maltbia

Approved by the Committee on the Degree of Doctor of Education

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ABSTRACT

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Engagement has evolved from concerns of *access*, *diversity,* and *public service* between the academy and communities. Land-grant institutions (LGI), considered the "public's universities," have represented a unique population in American higher education with their historic 150-year tradition of teaching, research, and service. Carnegie Community-Engagement Classification (CCE) has started recognizing institutions for community engagement, yet only a limited number of LGI have received such recognition. This study conducted a descriptive-exploratory census of 110 LGI *(1862, 1890, and 1994)* and their association to community engagement using chi-square test of association, modified semantic differential, document analysis, and *An Engaged-Learning Map* (ELM) *for Education, Learning, & Engagement*. 50 LGI (45% census rate) were represented. Findings suggest "an engaged-association" mostly on *programs* in likely areas of community-based research (CBR), service learning, or engaged scholarship. Some recommendations propose LGI focus also on *policies* and *incentives*; adult learning and prior learning assessment (PLA); and applying for CCE in 2015.

DEDICATION

To the empowering memory of my father, Lee Odis Scott

To the peaceful love of my newborn daughter, Paxton Sarai Scott

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MENS SANA IN CORPORE SANO—is a Latin phrase meaning "a sound mind in a sound body" that is inscribed on the historic building at Teachers College-Columbia University. This phrase and expression have served as a guiding principle during the course of this doctoral pursuit. Just as the phrase acts as a limited expression of its full meaning and sentiment, so are these following acknowledgements, which cannot list all of the people who have helped in maintaining a continued sound mind, body, and spirit throughout my life and educational career.

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To the presidents, provosts, directors, and administrators I met at the 124th Annual Meeting of the Association of Public and Land-Grant Universities (APLU) at San

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My final inscription concludes by acknowledging my *personal family* and other *very close friends*, especially my beautiful bride, LaToya; and caring mother, Berniece. Both women have offered "sound advice with sober realities" allowing me to not only appreciate this educational accomplishment, but also reminding me of the continued hard work ahead—CARPE DIEM & LEARNLONG.

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INTRODUCTION

Overview of Land-Grant Institutions

In the United States and its territories, according to the *Digest of Education Statistics* (U.S. Department of Education, National Center for Education Statistics, 2010), there exists 4,581 degree-granting institutions. Over 18 million students have attended these colleges and universities representing only five percent of the entire U.S. population. Carnegie Foundation for the Advancement of Teaching (CFAT, 2011a) has provided classifications using numerous variables to categorize institutions of higher learning. One specific categorization and distinction have been the land-grant institution. In the U.S. and its territories, there have been approximately 110 land-grant institutions, which have represented two percent of the entire degree-granting colleges and universities (Carnegie Classification, 2009).

This unique population of land-grant institutions has a history dated back 150 years. Since the American Revolution, the land-grant institutions and their legislations have been considered some of the most significant decisions in American higher education (Trow, 1993). Many Americans have heard of land-grant colleges and universities, but less has been closely aware of their history and their association to diverse communities.

A notable point in the American history of higher education and land-grant

institutions began with Abraham Lincoln's *First Political Announcement* in New Salem,

Illinois on March 9, 1832. Lincoln had announced,

> Upon the subject of education…I can only say that I view it as the most
> important subject which we as a people can be engaged in. That every man may
> receive at least a moderate education…by which he may duly appreciate the value
> of our free institutions…For my part, I desire to see the time when
> education…shall become much more general than at present, and should be
> gratified to have it in my power to contribute something to the advancement…
> (Lincoln, 1832, version. 1953).

Thirty years later, on July 2, 1862, as President of the United States of America, Lincoln

signed the Morrill Land-Grant Act, which as a feature, distributed public land to the

individual States for the establishment of many resulting colleges and universities (Eddy,

1957). Through additional acts and legislation in 1890 and 1994, over 100 colleges and

universities in the United States and its territories were established as land-grant

institutions (Association of Public and Land-Grant Universities, 2008). Some land-grant

institutions have been among the "minority-serving institutions" related to diverse

students and communities, including African-Americans, Native Americans, and

Hispanic Americans (O'Brien & Zudak, 1998).

Considered "the public's universities," land-grant institutions have shared a

threefold mission of *teaching*, *research*, and *service* to community (Kellogg, 2001). The

threefold mission has gone beyond the academic walls extending knowledge to local

areas in their communities (McDowell, 2001). The traditional threefold mission has been

"revisited and renewed" regarding its future of land-grant institutions. The envisagement

has advanced the threefold mission to learning, discovery, and engagement to both rural and urban communities (Kellogg, 2001).

Context of Study

The context of this study examined the historic U.S. land-grant institutions, 150 years later, regarding their association to contemporary ideals of public service and community engagement. This study focused on community engagement in the context of land-grant institutions. There have been approximately 110 land-grant institutions, specifically distinguished according to U.S. legislation in 1862, 1890, and 1994 (APLU, 2008; see also Appendix A: U.S. Land-Grant Institutions-Geographic Map and Listing). Despite the small number compared to all U.S. institutions of higher learning, land-grant institutions have been diverse in size, enrollment, locale, and other demographic characteristics (Carnegie Classification, 2009).

In 1996, with the 21st century approaching, a group called the *Kellogg Commission* had produced a series of reports on the *Future of State and Land-Grant Universities* (Kellogg, 1997, 1998, 1999a, 1999b, 2000a, 2000b). One of these reports entitled *Returning to Our Roots: The Engaged Institution* (1999b) had articulated a need for a "new conception" of the land-grant threefold mission. Overall, the new conception had centered on community *engagement*, which surpassed historical land-grant ideals of knowledge transfer, agricultural extension, and public outreach to renewed ways uniting colleges and communities with improved "two-way" mutual relationships (Kellogg, 2000b; see also American Association of State Colleges and Universities-Task Force on

Public Engagement, 2002; Committee on Institutional Cooperation-Committee on Engagement, 2005).

The recent focus on engagement arguably has been a response and answer to a critical issue of *public relevancy* for land-grant institutions in the 21st century with additional concerns for diversity and access. The traditional meaning of public service had maintained a "unilateral, one-way" affiliation to society that had become outdated. Hence, the issue of public relevancy had provoked a sense of urgency in higher education; and later has incited existing calls for reform by other groups and commissions (McDowell, 2001; Nicotera, Cutforth, Fretz, & Thompson, 2011). McDowell (2001) underscored this relevant and urgent issue in a section called, "Engage Again or Die," where he stressed that the danger for land-grant institutions has existed in continuing their traditional ways, and cautioned that "…without greater engagement of the [land-grant] universities with the society, [they would be] in peril" (p. 26).

The 21st century discourse, about land-grant institutions and their community engagement, has appeared even more relevant since 150 years have marked their existence in American higher education. Questions about land-grant institutions' commitment to the public and senses of danger and urgency to society have been important matters for further research. Certain minor contributions (the goal of this study) have given attention to these issues, problems, and concerns along with the accomplishments of U.S. land-grant institutions toward community engagement.

Statement of Problem

Engagement has emerged as a recent response to a long-standing concern for public access, diversity, and relevance that has connected educational institutions with their communities. Land-grant institutions, in particular, have represented a unique population in American higher education since originally established 150 years ago, and have been considered the "public's universities" for their missions of teaching, research, and service to community. Recently, for over five years, the Carnegie Community-Engagement Classification has been recognizing institutions of higher learning for their community engagement and public service, yet only a limited number of land-grant institutions have received such recognition. Consequently, this occurrence indicated the central problem of this study.

This problem, concerning a limited number of land-grant institutions receiving recognition despite their history, has suggested other implications about the classifications and assessments of community engagement. These implications have called into question how community engagement has been considered as a concept, assessment, and example in American higher education. The recent developments to recognize community engagement, especially by the Carnegie Community-Engagement Classification, have sparked interest and provided a research opportunity concerning the underrepresentation of land-grant institutions—especially since their establishment represented a significant decision for providing teaching, research, and service to the public community.

Approximately 110 land-grant institutions of higher education have been established in the United States and its territories. The Carnegie Community-Engagement Classification, since its inception in 2006, has recognized only thirty-three percent of land-grant institutions for this selection. Although applying for the classification has been voluntary and this recognition has made no judgment to how institutions express community engagement, questions have been raised to whether there are preferred ways of practice (Giles, Sandmann, & Saltmarsh, 2010), which apparently a majority of land-grant institutions have not been able to document.

Purpose and Research Question of the Study

The purpose of this study involved describing and exploring land-grant institutions, especially associated with the concept, assessment, and examples of community engagement. Thus, the study research question: *What, if any, is the association between community engagement and land-grant institutions?* Underlying the question, suggested surveying land-grant institutions about their "engagement" toward communities. Within this approach, the documentation and framework of the Carnegie Community-Engagement Classification along with other assessments of community engagement were examined and employed. The study also reconfigured *community engagement* within the broader context of higher education and adult learning, thus introducing additional terms and concepts often absent from the research and *scholarship* of engagement.

Definition of Terms and Concepts

Given the multiple terms and concepts of *community* and *engagement*, this study confronted an immediate need for clarification. When it came to defining "community," many have confirmed its complexity (Kellogg, 2001; Tönnies, 1957), along with "engagement" through numerous complex expressions and modifications. As a result, *engagement* has been described with multiple adjectives besides *community*. These variations of engagement have included *student*, *faculty*, and *university*; *civic*, *public*, and *political*; *local*, *regional*, and *institutional* (Beere, Votruba, & Wells, 2011; Boyte & Hollander, 1999; Franklin, 2009; Furco & Miller, 2009; Glass, Doberneck, & Schweitzer, 2011; Mitchell, 2008; Ramaley, 2010; Wade & Demb, 2009; Ward & Moore, 2010).

All of these descriptions and variations of engagement have spoken to a function of "interaction" among interested parties and stakeholders. Within the context of higher education, the interaction of engagement has existed between institutions and communities. Hence, for clarification, "community engagement" appeared most appropriate to describe this function and kind of interaction. In addition, Carnegie has supported community engagement as a term of recognition through its own definition (Carnegie Foundation for the Advancement of Teaching, 2011a, 2011b, 2010). According to Carnegie (2011b), community engagement:

> [D]escribes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Thus, this study adopted the Carnegie definition and approached community engagement as an all-inclusive term for many engagement descriptions, variations, and modifications. Again, Carnegie have shown support for this approach in its national classification of institutions of higher learning, where many types of engagement have been documented and recognized.

Despite approaching community engagement as an all-inclusive term, there remained needs for further clarification. Additional terms and concepts were examined to help describe and explore community engagement at land-grant institutions. Some of these included terms such as service-learning, community-based research, and "engaged scholarship," which have been used to explain significant intentions in the missions of teaching, research, and service in higher education. Other terms and concepts, such as *land-grant institutions*; *higher education and adult learning*; *engaged-learning*; and *prior learning assessment*, have required additional explanation in the context of this study.

The term, *land-grant institutions,* has referred to a unique establishment of certain colleges and universities within the United States and its territories. Federal legislations, starting from the First Morrill Act in 1862 with subsequent legislations, such as the Second Morrill Act in 1890 and the Equity in Educational Land-Grant Status Act in 1994, had designated these institutions in every State and major territory. In fact, among these, there have been approximately 110 land-grant institutions, grouped and described as either 1862, 1890, or 1994 Land-Grant Institutions, respectively (APLU, 2008). Similarly, land-grant institutions have brought to mind an earlier "movement" in higher education that attempted to provide access to the broader masses of people (Kellogg,

2001). The "land-grant idea" had promoted the missions of teaching, research, and service to the public. As a result, land-grant institutions have been also described as the "public's universities" (Kellogg, 2001).

Typically, engagement and land-grant institutions have been studied within the field of higher education. This study combined the fields of higher education and adult learning by introducing four distinctive concepts and theories often mentioned in both fields, but rarely compared—*experiential education* and *experiential learning*; *lifelong education* and *lifelong learning*. Concerning the topic of community engagement, this study combined these four theories to help further describe, explore, and even clarity engagement, specifically at land-grant institutions. In addition, a framework was designed (Appendix F: An Engaged-Learning Map (ELM) for Education, Learning, & Engagement) that synthesized these theories and existing literature concerning the missions, values, and examples of engagement shared by educators and learners, institutions and communities. Given the multiple dimensions involved in describing and exploring community engagement, as well as the contexts of higher education, adult learning, and land-grant institutions, this study introduced an all-encompassing term labeled as "engaged-learning."

Engaged-learning, as a concept, has been employed to research engagement within the broader context of education and learning. Fear, Bawden, Rosaen, and Foster-Fishman (2002) had used the term "engaged learning" but explored it as a critical and qualitative "auto-ethnographic" approach (Fear, Rosaen, Bawden, & Foster-Fishman, 2006). Their alternative view has challenged other traditional forms and practices of

engagement while restricting it to mostly higher education. VanDeWeghe (2009) has also used the term "engaged learning," but specifically in the context of teaching elementary and secondary education, involving students' intellectual and emotional *flow* of experiences in the classroom.

However, this study expressed *engaged-learning* as a single *hyphenated word* and *temporary compound* (APA, 2010). This term encompassed multiple descriptions and types of engagement, mainly in higher education *and adult learning*. This view of e*ngaged-learning* has attempted to place *education* and *learning* in a complementary context where all phenomena of engagement between educators and learners can be represented regardless of education level. For the purposes this study, an *Engaged-Learning Map (ELM) for Education, Learning, & Engagement* was designed to describe and explore engagement, particularly at land-grant institutions.

Because this study considered the field of adult learning for researching community engagement, a common practice within the professional discourse has referred to *prior learning assessment* (PLA) (Council for Adult & Experiential Learning, 2011a, 2011b, 2010). For example, the Council for Adult & Experiential Learning (CAEL) has advanced an undercurrent of research and literature about PLA that has been promoting college-level "learning from experiences" beyond the confines of higher education institutions.

However, this study explored the term and concept of PLA for even broader purposes related to community engagement. For example, Michelson (2006) has made a point about "re-theorising" prior learning to "reconfigure it as a dialogue across

alternative modalities of knowledge" (p. 155). This study invited this opportunity to re-theorize the concept of PLA by addressing *community engagement* as an *alternative modality of knowledge* within higher education and adult learning; to reconfigure prior learning assessment as a possible indicator of community engagement by land-grant institutions.

Researcher Perspective

As an undergraduate alumnus of *University of Illinois at Chicago* (UIC), I became aware of the term land-grant university, but without any context or knowledge of its history. UIC was established as an urban campus alongside its flagship land-grant institution, University of Illinois at Champaign-Urbana. Since attending UIC and after serving in the U.S. Armed Forces, I began learning more about the history of land-grant institutions in connection to an overall history of America. I had attended graduate schools such as DePaul University-School for New Learning and Columbia University-Teachers College (both non land-grant institutions), which may have contributed to a more objective stance, yet acceptable bias to conduct this research and to reflect on experiences as a land-grant university alumnus.

Paradigm and Philosophical Orientation

Given the nature of a quantitative census-survey research, there were epistemological, theoretical, and other related approaches to its methodology and methods (Gray, 2006). This research adopted an *objectivist epistemology* and paradigm

that supported the notion that a *reality* existed independently of consciousness. This approach was seen through a post-positivist paradigm, which accepted some assumptions and philosophical orientations.

Postpositivist paradigm. The post-positivist paradigm has advanced a modified view of logical positivism considering the limitations and imperfections of the researcher, the researched, and the ways of knowing the real world (Guba, 1990). For a post-positivist, the nature of reality (ontological) has existed as a collection of natural laws and social phenomena (Paul, 2005). The concept of knowledge (epistemology) has supported that information can be produced and evaluated and that the manner of investigation (methodology) can be obtained through *rigorous inquiry* for explanations and evidence to a wider community (Paul, 2005). Such inquiries has *affected and interacted* our daily lives, and they can be trustworthy (axiological) by using many resources such as data, methods, and other theories to gain consensus and "elaborate triangulation" (Denzin, 1996; Guba, 1990; Paul, 2005).

Further, concerning the quantitative versus qualitative debate, Crotty (1998) stated,

> [w]hat turns [research] into a positivist piece of work is not the use of quantitative methods but the attribution of objectivity, validity and generalizability to quantitative findings (p. 41).

Colton and Covert (2007) added that most social scientists prescribe to the post-positivist paradigm, with the view that rigorous systematic methodology still has been required to examine and measure phenomena, but "not all phenomena can be easily

understood, explained, or predicted" (p. 32). This study employed a post-positivist

approach toward land-grant institutions to present generalizable findings about the

phenomena of engagement.

Analytic philosophy orientation. I adopted the philosophical orientation that

Elias and Merriam (2005) described as an *analytic philosophy of adult education*. Such a

philosophy has considered *conceptual* analyses and issues of language through asking

questions of precision regarding facts, values, and concepts (Elias & Merriam, 2005;

Knight, 1998; Lawson, 1998; Paterson, 1979; Peters, 1966). As Elias and Merriam

(2005) explained,

>   Conceptual analysis achieves its goal of clarifying language through the use of
> various techniques, tools, and methods…These involve the use of definitions,
> deductive and inductive reasoning, the uncovering of fallacies, and the
> establishment of criteria for determining the truth or falsity of statements (p. 195).

My *analytic philosophy* orientation also involved the educational theory and

philosophical influence of Immanuel Kant (Buchner, 1904). Up to a point, Kant's

theories on knowledge and education were helpful in providing insight on the concept

and phenomena of engagement, especially importing *theory* and *practice* for obtaining

knowledge about engagement shown at land-grant institutions. These ideas provided

many of the underlying explanations in the design and method employed within the study

(Mitroff & Turoff, 1975).

A key limitation of the analytic philosophy has been that it can possibly *devalue*

certain forms of education (Elias & Merriam, 2005). This study placed its value solely

on the concept engagement, as a form of education and learning, and researched the study

of engagement by surveying land-grant institutions and allowing *theories* of higher

education and adult learning, alongside data of engagement *practices* to inform the

findings and further discussions.

Assumptions and Limitations

 This study assumed that some general claims about the population of land-grant

institutions could be sought through objectivity, validity, and "error reduction"

(Weisberg, 2005). Two supporting assumptions were that 1) objective information can

be gathered and evaluated about land-grant institutions. This occurred through using

survey research with a web-questionnaire, concept scale, and document review. These

methods aided in making general claims about land-grant institutions; and that 2) a

quantitative method of research and analysis described and explored some meaning about

community engagement. The research provided general claims about land-grant

institutions in association to community engagement, and considered their diverse

demographic characteristics.

 The research recognized that the *community* consists of all people at all ages; and

assumed that the community typically included adult learners (25 years and older). The

adult learning community, from the standpoint of higher education, often has been

identified as only non-enrolled or non-traditional students. Many land-grant institutions

has provided services to younger learners (24 years and under) who have been already

enrolled, yet this study also considered adult learners, who could have potentially entered

land-grant institutions as non-traditional students, part-time or full-time, degree seeking or non-degree seeking, at urban and rural campuses.

This research adopted the guiding principles of *education science* (National Research Council, 2002). In its publication, *Scientific Research in Education*, the National Research Council provided six guiding principles for education research: 1) pose significant questions that can be investigated empirically; 2) link research to relevant theory; 3) use methods that permit direct investigation of the question; 4) provide a coherent and explicit chain of reasoning; 5) replicate and generalize across studies; and 6) disclose research to encourage professional scrutiny and critique. This study attempted to apply many of these principles to improve its scope and impact. Although these principles were closely tied to controlled research experiments, they have explained the level of consideration involved when conducting research from a quantitative and post-positivist perspective (Paul, 2005).

Significance of Problem and Study

The public relevancy problem in higher education presented several significant approaches offered in this study. Some of these approaches included targeting all land-grant institutions for their unique population in higher education and positioning them as the central subject for empirical analysis. In addition, community engagement, which has been a recent topic and phenomenon in higher education, was approached for clarification in concept, assessments, and examples. Hence, this study attempted to

understand the Carnegie Community-Engagement Classification and its limited recognition of land-grant institutions' historical public service.

Overall, this study aimed to contribute to the ongoing discussion of engagement by combining both fields of higher education and adult learning to help clarify distinctive aspects. Through literature and research from both fields, this study developed a new term and conceptual framework to complement existing scholarship, but within a larger context of education and learning, where constituencies, missions, values, and operating examples of engagement could be clearly identified.

Moreover, this study aimed to provide other opportunities of engagement, such as prior learning assessment as an engagement tool between institutions and communities. How institutions address prior learning assessment could be included into the documentation framework of the upcoming 2015 Carnegie Community-Engagement Classification.

Lastly, it has been obvious that the discussion of engagement will continue to evolve. Yet this study aimed to expand this discussion beyond higher education considering broad approaches to engage diverse communities while discovering narrow customs that has prevented engagement from happening or has stopped broader public service from occurring.

Chapter I Summary

This introductory chapter provided an overview of land-grant institutions, the research problem and purpose, and underlying contexts, concepts, and perspectives that

guided the overall study. A significant problem has been higher education remaining relevant to their communities, and the purpose of this study was to describe and explore land-grant institutions as a unique population of higher education that had been established specifically for servicing their communities.

However, given that the Carnegie Community-Engagement Classification had selected a limited number of land-grant institutions for recognition, the research question considered w*hat, if any, is the association between community engagement and land-grant institutions*. The significance of this study adopted an empirical and analytical approach that could help clarify the concept of community engagement by identifying various assessments and examples of engagement in higher education and adult learning.

Chapter II

REVIEW OF RELATED LITERATURE AND MULTIMODEL DESIGN

Introduction to Chapter

This chapter directed toward a review of related literature regarding community engagement at land-grant institutions. The chapter was divided into four sections: 1) Carnegie Community-Engagement Classification and the institutionalization of engagement; 2) Land-grant institutions' threefold mission and mutual values; 3) Adult learning theories and prior learning assessment; and 4) The development of a multimodel design. The initial three sections reviewed key aspects to provide details for the multimodel design featured in the final section. This chapter served as a historical overview that informed the entire study, but specific details related to the research hypotheses and multimodel design were addressed in chapter three.

Approach to Review of Related Literature and Multimodel Design

Review of related literature began with a general search through several databases. Some of these databases included the following: Education Resources Information Center (ERIC); Elton B. Stephens Company Information Services (EBSCO); Ingenta; Journal Storage (JSTOR); ProQuest; SAGE Publications; Taylor & Francis

Online; H. W. Wilson Company (WilsonWeb); and other free or open access

publications.

Searches included terms such as *land-grant*, *engagement*, *community engagement*, *Carnegie classification,* and *prior learning assessment*. These term-elements were searched individually and in various combinations across databases. When all terms were searched in a Boolean combination (e.g., land-grant + engagement + Carnegie + assessment) there were less than 100 results and sources. These limited findings demonstrated the paucity of existing literature that combined these topics into a single research study. For these reasons, the terms were searched separately, but with a plan to converge results into points of similarity. These points were related to land-grant institutions and their association with community engagement classifications. An exception came from the information sources provided by Songe (1980) regarding the "land-grant idea" in higher education, which served as a foundation for additional relevant searches.

Reviewing related literature concerning land-grant institutions and community engagement resulted in a multimodel design. Both theories and data converged into a research description and plan. The multimodel intended to describe an overview of the related literature and to plan the course of research inquiry, syntheses, and analyses conducted. The multimodel was able to illustrate common themes concerning land-grant institutions, adult learning theories, communities, classifications, and other aspects of engagement.

Section 1: Carnegie Community-Engagement Classification and the

Institutionalization of Engagement

This section described some of the pioneering works of the Carnegie Foundation, Ernest Boyer, and the Kellogg Commission in advancing the concept of engagement in higher education. These works have provided a basis for additional assessments for implementing and "institutionalizing" engagement in higher education such as land-grant institutions. These engagement leaders have advanced definitions for engagement as a basis for future assessments. Their contributions have provided additional insights into the ways engagement has been considered, measured, and institutionalized across higher education.

Carnegie Foundation

Carnegie Foundation for the Advancement of Teaching (CFAT) has been an independent policy and research center for all educational studies. *Carnegie Foundation* was founded in 1905 by a philanthropic trust of Andrew Carnegie. CFAT has sponsored a broad scope of educational research and publications (Carnegie Collections, 1904-1980). The *Carnegie Corporation of New York* was later founded in 1911, "to promote the advancement and diffusion of knowledge and understanding" (CFAT, 2011a). There have been many notable contributions from both Carnegie Corporation and Carnegie Foundation for expanding adult and higher education, advancing minorities and women, and communicating the value of education to the public (Carnegie Collections, 1904-1980).

CFAT has been mostly known in higher education for its published classifications of U.S. colleges and universities. The *Carnegie Classification* and *The Carnegie Classification of Institutions of Higher Education* are registered trademarks, whose names have been used interchangeably to refer to their national reports on higher education institutions (CFAT, 2011b).

CFAT has made a distinction between two types of classifications: all-inclusive versus elective. All-inclusive classifications has been a representation of empirical national data of colleges and universities in order to learn more about similarities, differences, and trends of higher education. Elective classifications have been an opportunity for institutions to participate voluntarily in presenting documentation not given in the national empirical data.

All-inclusive classifications (which were originally published in 1973) have continued with successive updates in 1976, 1987, 1994, 2000, 2005, and the 2010 all-inclusive classifications being their most recent. The *all-inclusive classifications* have been structured into six comparable categorizations: 1) *Basic*; 2) *Size & Setting*; 3) *Enrollment Profile*; 4) *Undergraduate Profile*; 5) *Undergraduate Instructional Program*; and 6) *Graduate Instructional Program* (CFAT, 2011c). Further distinctions existed within these comparable groupings. For example, the 2010 update of the *Basic* categorization featured colleges and universities as either *Associate's Colleges*; *Baccalaureate Colleges*; *Doctorate-Granting Universities*; *Master's Colleges and Universities*; *Special Focus Institutions*; and *Tribal Colleges* (CFAT, 2011c).

Carnegie Community-Engagement Classification

The elective classifications have been voluntary by individual institutions to

participate in providing additional documentation about aspects not addressed in the

national data. The initial example has been the Carnegie Community-Engagement

Classification. The development of the classification involved consultation and

collaboration with national leaders, researchers, institutions, and organizations (Driscoll,

2008).

Created in 2006, the Carnegie Community-Engagement Classification (CCE) by

CFAT developed a framework where community engagement could be assessed and

recognized nationally. The CCE have updates in 2008, 2010 and has been projected for

2015 (CFAT, 2011b; Driscoll, 2008). According to CFAT (2011b), *community*

engagement

> [D]escribes the collaboration between institutions of higher education and their
> larger communities (local, regional/state, national, global) for the mutually
> beneficial exchange of knowledge and resources in a context of partnership and
> reciprocity.

There have been two major sections to the CCE document framework: 1)

Foundational Indicators; 2) *Categories of Engagement*. Foundational Indicators have

included categories for institutional *identity, culture,* and *commitment*, represented as the

first stage of the application process. Categories of Engagement have included either

curricular engagement or *outreach and partnerships,* represented as the final stage of the

application process where institutions receive the "community-engaged" recognition

(Driscoll, 2008).

Not all higher education institutions that voluntarily apply have either continued

to the second stage or received the "community-engaged" recognition in the end. In

2010, CFAT revised the recognition as being both curricular engagement and outreach

and partnerships. In the prior years of 2006 and 2008, CFAT separated these two, where

an institution could be recognized as receiving either one or both of these distinctions

(CFAT, 2011b, Driscoll, 2008).

The application process has involved voluntary institutions receiving a

Documentation Reporting Form consisting of approximately forty required and optional

questions (CFAT, 2010; see also Appendix I: Carnegie Community-Engagement

Documentation Reporting Form). The questions have served as a framework for

institutions to provide answers and examples of their community engagement practices at

their respective institutions. Within the CCE framework, there has been specific attention

to the institutionalization of engagement, i.e., a system-wide implementation and practice

of engagement across entire campuses, departments, faculty, students, and communities.

Most important, four broad *examples of engagement* have appeared to emerge

from the CCE framework: 1) *programs*; 2) *partners*; 3) *policies*; and 4) *incentives*. These

have been some examples of how institutions can document their implementation of

engagement across their entire institution. Because the CCE and documentation

framework have been voluntary, institutions can elect to show how their practices have

emphasized any one of these broad examples or any other examples, which have best

reflected their connection with their communities. The questions have served as a guide for institutions to consider their systems-wide approaches to community engagement.

Selections for community-engagement classification. The inaugural 2006 process of the Community-Engagement Classification started with 107 colleges and universities identified to apply "based on diversity of institutional size, institutional type, program emphasis, and location," with 89 submitting full documentation for review (Driscoll, 2009, p. 8). This process resulted in 76 colleges and universities documenting different approaches to engagement with 62 institutions selected and recognized in both curricular engagement and outreach and partnerships (CFAT, 2011d; Driscoll, 2009; Sandmann, Thornton, & Jaeger, 2009a). More important, only five universities selected in the inaugural 2006 selection were land-grant institutions.

In January 2011, 115 U.S. colleges and universities were selected for the 2010 CCE (CFAT, 2011b). The *Campus Data* regarding the 2010 selections provided the following information about the participating institutions: 305 received applications; 154 submitted applications; and 115 successfully were classified and recognized (Appendix B: 2010 Campus Data for Institutions Selected for the Carnegie Community-Engagement Classification). Other data from the same report have shown the distinctions among these institutions using the traditional all-inclusive and basic classifications. For example, the largest numbers of those recognized were 40 *Master's Colleges and Universities* (large, medium, and small programs) and 24 *Baccalaureate Colleges* (arts & sciences and diverse fields) (CFAT, 2011b).

Given this data, 64 of 115 (56%) institutions recognized for the CCE were considered Master's or Bachelor's level institutions. *Doctorate-Granting Universities* (with various research activities) were estimated as 37 of 115 (32%). The remaining 14 of 115 (12%) were *Associate's Colleges* or *Special Focus Institutions* (medical and health profession schools) (Appendix B).

CFAT has made another distinction among the 115 institutions recognized for the 2010 CCE. CFAT reports that only thirteen of 115 (11%) were a "Land Grant University" (CFAT, 2011b). The most recent all-inclusive update identified 110 existing land-grant institutions in the United States and territories (Carnegie Classification, 2009). Comparing all recent data, thirty-three of 110 (30%) land-grant institutions were successfully selected and recognized for the CCE. Because the classification is elective and voluntary, the data had not reflected how many land-grant institutions either applied (in 2006, 2008, and 2010), and passed the first stage of the application process (Foundational Indicators), and/or were selected and recognized for the CCE.

Overall, CFAT pointed that the *absence* from being selected "should not be interpreted as reflecting a judgment about the institution's commitment to its community" (CFAT, 2011b). Although the classification had made no judgment as to how an institution expresses its commitment to engagement, it may have raised other questions to whether there had been preferred ways to show engagement to the community (Giles, Sandmann, & Saltmarsh, 2010). Arguably, these supposed preferred ways have evolved from contributions from key leaders in higher education. Along with Carnegie

Foundation, other leaders such as Ernest Boyer and the Kellogg Commission have

contributed to the operational language of engagement across higher education.

Ernest Boyer and the Scholarship of Engagement

Ernest Boyer, former president of the Carnegie Foundation for the Advancement

of Teaching, had spoken about various topics of education, which Green (1997) stated,

"[Boyer's] simple yet profound themes of character, connections, and community still

resound today and, one suspects, will do so for many generations to come" (p. viii).

Boyer had introduced in a 1995 speech to the American Academy of Arts and

Sciences the notion of what he called "the scholarship of engagement" in order for higher

learning institutions to remain "one of the greatest hopes for intellectual and civic

progress in [America]" (Boyer, 1997, p. 81). Boyer (1997) continued,

> [T]he academy must become a more vigorous partner in the search for answers
> to our most pressing social, civic, economic, and moral problems, and must
> reaffirm its historic commitment…(p. 81-82).

 The Boyer speech advanced the Carnegie Foundation's report entitled, *Scholarship*

Reconsidered (Boyer, 1990) which was intended for the *professoriate* of higher learning

in order to challenge the traditional priorities of *teaching*, *research*, and *service* (Boyer,

1997; R.S. Stoddard, personal communication, November 13, 2011). The Boyer's speech

and report have shifted the discussion of scholarship into four functions: 1) scholarship of

discovery; 2) scholarship of *integration*; 3) scholarship of sharing *knowledge*; and 4)

scholarship of *application* of knowledge (Boyer, 1990, 1995). There has been ongoing

discussions about how institutions have considered the scholarship of engagement within

the four "Boyer categories" (Giles, Sandmann, & Salmarsh, 2011), but such discussions

has appeared to reaffirm Green's claim regarding Boyer's significance and contribution.

Kellogg Commission, Returning to Our Roots, Renewing the Covenant

The Kellogg Commission on the Future of State and Land-Grant Universities had

been created in 1996 by APLU: Association of Public and Land-Grant Universities

(formerly known at that time as NASULGC: National Association of State Universities

and Land-Grant Colleges). The Kellogg Commission consisted of 25 presidential

members through a grant funded by W. K. Kellogg Foundation (Kellogg, 2001).

Through a span of over four years (1996-2000) the Kellogg Commission

produced a series of six reports, five reports were under the major heading of *Returning*

to Our Roots, which alluded to public universities "becoming once more the

transformational institutions they were intended to be" (Kellogg, 2001, p. 9). Those five

reports addressed specific issues on American college campuses: 1) student experience;

2) student access; 3) engaged institutions; 4) learning society; and 5) campus culture

(Kellogg, 1997, 1998, 1999a, 1999b, 2000a).

The six and final report entitled *Renewing of the Covenant* (2000b) had addressed

an appreciation for the history of public education while placing a priority on "learning,

discovery, and engagement" for approaching the twenty-first century. In the words of the

Kellogg Commission (2001),

> It is the right time to reclaim that heritage….to renew the faith of Justin Morrill
> and Abraham Lincoln, the fathers of American public higher education, that our
> institutions would truly be the "public's universities" (p. 9).

By placing a priority on *learning, discovery*, and *engagement*, Kellogg Commission had introduced a renewed and significant change in the traditional focus on teaching, research, and service.

This new focus has helped to renew and reaffirm the original agreement of institutions to its community. The Kellogg Commission proposed *learning* as an "active understanding" shared between faculty and students; *discovery* as new knowledge through multidisciplinary "research, scholarship, and creative activity," and *engagement* as "a redesign of basic university functions." According to the Kellogg Commission, through *renewing the covenant*, institutions had become "even more productively involved with communities, however community is defined" (Kellogg, 2000b, p. 21-22).

CIC and AASCU Contributions in Defining Engagement

Since the groundbreaking work of the Kellogg Commission, other significant collaborations have advanced the concept of engagement by attempting to provide definitions and examples for assessing, measuring, and benchmarking engagement at higher learning institutions. There had been two significant contributions: 1) CIC: Committee on Institutional Cooperation-Committee on Engagement; 2) AASCU: American Association of State Colleges and Universities-Task Force on Public Engagement.

The Committee on Institutional Cooperation (CIC) comprised of Big-Ten Conference universities and the University of Chicago (CIC, 2005). In 2002, CIC (2005) had agreed with the Kellogg Commissions' sentiment of learning, discovery, and

engagement. CIC appointed a Committee on Engagement to address an *insufficiency* by

the Kellogg Commission for providing only a *conceptualization of engagement*, and

neither clarifying the cherished "relationship between higher education and society," nor

translating the concept of engagement into action steps (p. 2).

With the Kellogg Commission's work as a guide, the CIC and the Committee on

Engagement (2005) developed and presented the following definition:

> Engagement is the partnership of university knowledge and resources with those
> of the public and private sectors to enrich scholarship, research, and creative
> activity; enhance curriculum, teaching and learning; prepare educated, engaged
> citizens; strengthen democratic values and civic responsibility; address critical
> societal issues; and contribute to the public good (p. 2).

CIC (2005) acknowledged that the definition can be a resource guide for other

institutions to "begin the deliberative processes" to discover a consistent definition of

engagement that considers their institutional aspects. Some aspects are mission/vision

statements; identity, commitment, and a "means of measuring and bench marking

engaged teaching/learning, research, and service" (p. 3).

The American Association of State Colleges and Universities (AASCU), along

with the APLU comprised of the "Big Six Associations" in American higher education

(Cook, 1998). With funds also supported by W.K. Kellogg Foundation, AASCU

assigned a *Task Force on Public Engagement*.

AASCU-*Task Force on Public Engagement* specifically attempted to advance the

Kellogg Commissions' (1999b) third report on engaged institutions with their definition

of a "public engaged institution" in a report entitled, *Stepping Forward as Stewards of*

Place (AASCU, 2002). AASCU's Task Force assessed a need after the Kellogg work for

a "practical and strategic guide" for the deeper levels of the public institution: campus,

college, and department (p. 7). AASCU Task Force on Public Engagement (2002)

described as follows:

> The publicly engaged institution is fully committed to direct, two-way
> interaction with communities and other external constituencies through the
> development, exchange, and application of knowledge, information, and expertise
> for mutual benefit (p. 9).

In support of the definition of a publicly engaged institution, AASCU's Task Force

provided four key points to public engagement: 1) place-related; 2) interactive; 3)

mutually beneficial; and 4) integrated (AASCU, 2002).

Both contributions from CIC and AASCU attempted to define engagement

beyond its concept into institutional areas of practices that could begin the process of

assessing and measuring across its campuses and communities.

Other Contributions for Engagement

Many others have documented their *commitment to community* in other

assessments of engagement, prior and concurrent to the Carnegie Community-

Engagement Classification. These other assessments also have contributed to

understanding the multitude of perspectives of engagement to the community. The

Carnegie Community-Engagement Classification (CCE) has represented one form of

engagement assessment in higher education institutions. Innumerable assessments have

existed, but some efforts have embarked on categorizing engagement-assessments based

on common characteristics (Dierker, Cao, Burton, Kuhl, & Furco, 2010; Kecskes, 2008).

Such efforts have delved into the multiplicity of terms, objectives, indicators, and other modifying perspectives on engagement.

Dierker et al. (2010) have identified 16 assessments or *tools* into 6 classifications: 1) Checklists; 2) Indicators; 3) Benchmarks; 4) Rubrics; 5) Matrices; and 6) Systems. These classifications were distinguished according to similar purposes and general elements of the respective assessment. For example, according to Dierker et al. (2010), the Carnegie Community-Engagement Classification, which is commonly regarded as a comprehensive and national data assessment, has been a representation of a *systems* assessment of engagement.

Since all of these engagement-assessments were grouped under an "institutionalization" of engagement, the intent of the six classifications appeared to provide simplification of the instruments, which were not interpreted as mutually exclusive. Instead, Dierker et al. (2010) have given prominence to the collaborative undertakings by those who have developed these engagement tools. These developers have included national scholars, councils, commissions, organizations, and higher education institutions. The results of these collaborations and other contributions have attempted to provide definitions, indicators, assessments, and benchmarks for the multiplicity of engagement.

Extensive discussions concerning community engagement have been shaped through prominent contributions and recognized collaborations. These contributions from national leaders and collaborations with other entities have provided the concepts and language practiced in higher education institutions. Concepts of engagement such as

community engagement, civic education, public service, faculty outreach, and

cooperative extension have been combined with language such as *service learning*,

community-based research, and *engaged scholarship*.

Institutionalization of Engagement

Holland (2009) described "institutionalization" as "the successful diffusion of an

idea or practice across an academic organization…[moving] from the margins of the

institution to its core" (p. 85). Such a *diffusion* has come from the work of Levine (1980)

regarding several options of innovation in higher education (Holland, 2009; Sandmann &

Weerts, 2008). In this regard, engagement has been viewed as a potential innovation for

higher education reform (Lowery et al., 2006; Nicotera et al., 2011). Equally, the

"institutionalization of engagement" has suggested an integration or "infusion" of

engagement functions across institutional missions, values, and norms (Sandmann &

Weerts, 2008).

In a special issue, Sandmann, Thornton, and Jaeger (2009a) explored the

institutionalization of community engagement relative to the Carnegie Community-

Engagement Classification. Contributors of this issue targeted data from the inaugural

2006 selections and noted several reasons that had challenged proper engagement

implementation and documentation by these institutions. Some of these reasons included

the following important issues: 1) of *leadership* (college presidents, provosts, directors,

and faculty) and institutional-wide *infrastructure* (Burgess, 2011; Sandmann & Plater,

2009; Moore & Ward, 2010); 2) of *institutional reward systems* of promotion and tenure

(Franz, 2011; Glass & Doberneck, & Schweitzer, 2011; O'Meara, 2005; Saltmarsh,

Giles, Ward, & Buglione, 2009); 3) of productive *campus-community partnerships*

(Beere, 2009; Creighton, 2006; Hoyt, 2010; Kecskes, 2006; Sandy & Holland, 2006); 4)

of innovative *courses*, *classes*, and *curricula* (Bringle & Hatcher, 2009; Williams &

Driscoll, 1997); and 5) effective *communication* and *collaboration* (Driscoll, 2009).

Despite the engagement challenges such as leadership, reward systems,

partnerships, and curricula, the 2006 Carnegie Community-Engagement Classification

only had selected five land-grant institutions among its seventy-six inductees. As a

result, it had seemed difficult to attribute all of these engagement challenges to an

underrepresented population of higher education, such as land-grant institutions.

Institutionalization by land-grant institutions. Sandmann and Weerts (2008)

considered the innovation options of Levine (1980), specifically "diffusion" and

"enclaves" to determine the innovation or institutionalization of engagement by land-

grant institutions. According to Sandmann and Weerts (2008), a university or institution

could "expands its boundaries" for innovation either through *wide adoption* (diffusion) or

limited in scope (enclave) determined by the "compatibility" or "profitability" of the

innovation according to the institutions' missions, values, and norms (p. 184).

As compared to "urban public research universities," Sandmann and Weerts

(2008) concluded land-grant institutions have not widely adopted engagement; but

instead resembled a limited form of institutionalization as shown only through their

outreach divisions. Sandmann and Weerts (2008) criticized land-grant institutions for

their limited compatibility to engagement—by mission only; and not a wide integration within their historic land-grant values, norms, and institutional culture. One reason for this limitation, these authors suspected, has been the "pressure" to conduct extensive research to maintain federal funding, which has taken precedence over factors promoting community engagement.

Sandmann and Weerts (2008) also concluded that, concerning land-grant institutions, "limited resources are devoted to well-defined endeavors in contrast with the often touted yet amorphous goal of 'advancing the public good'" (p. 193). These misalignments between limited and wide innovation, missions and values, research and engagement have given context about the institutionalization of engagement by land-grant institutions.

Implications of Section 1

The Carnegie Community-Engagement Classification (CCE) has advanced contributions concerning a need for engagement and has triggered additional literature about its challenges and proper institutionalization across higher education. Four broad examples of engagement, namely through *programs*, *partners*, *policies*, and *incentives* have required further documentation. In addition, some of these contributions and literature have begun to provide definitions and distinctions of engagement. Definitions have included an emphasis on collaboration and interaction between institutions and communities. Distinctions of engagement have accented a mutual *two-way relationship* that integrates shared missions, values, and goals.

Land-grant institutions, in particular, have a historical mission of public service that spans over 150 years. Yet the most recent definitions and descriptions of engagement, by the Carnegie Community-Engagement Classification (CCE) and among other contributions about the institutionalization of engagement, have challenged the traditional land-grant missions of teaching, research, and service. This occurrence could explain the limited number of land-grant institutions receiving the CCE recognition. However, few of these recent challenges have examined land-grant institutions, in total, which have represented a diverse and unique population in American higher education.

Section 2: Land-Grant Institutions' Threefold Mission and Mutual Values

This section addressed the scope of land-grant institutions and their threefold mission and mutual values. Land-grant authorities have indicated either land-grant institutions as 1862, 1890, or 1994 Land-Grant Institutions (APLU, 2008; see also Appendix A). All land-grant institutions were considered in this study to describe and explore their association to the concept, assessment, and examples of community engagement. This second section provided the context of 1862, 1890, and 1994 Land-Grant Institutions in reference to their establishment in American history and higher education. Reviewing related literature concerning land-grant institutions provided a comprehensive context for a research multimodel design.

1862 Land-Grant Institutions

On July 2, 1862, President Abraham Lincoln had signed the Morrill Land-Grant Act, named after Justin Smith Morrill (Senator from Vermont) who was considered one of the *pioneers* in adult education (Moreland & Goldenstein, 1985). The land-grant legislation had distributed public land to the individual states for the establishment of many resulting colleges and universities (Eddy, 1957; Lattuca & Stark, 2011). The main idea of the First Morrill Act (1862) had been represented in Section 4:

> …[B]y each State which may take and claim the benefits of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

There were many other founding contributors recognized in the "magnificent charter" of the 1862 legislation along with Abraham Lincoln and Justin Morrill (Edmond, 1978). Ross (1942) identified several "outstanding educational leaders" as "champions" of the period (p. 88). Referred as the *Great Triumvirate of Land-Grant Educators*, they composed of university founders and presidents such as Daniel Coit Gilman (University of California-Berkeley); Andrew D. White (Cornell); and Francis Walker (Massachusetts Institute of Technology) (Ross, 1942; 1961; Williams, 1991). Cornell, MIT, and California-Berkeley had become a part of the traditional and current fifty-nine (state, territorial, and private) colleges and universities indicated as 1862 land-grant institutions (APLU, 2008; Eddy, 1957).

Struggles of 1862 land-grant institutions. The 1862 Land-Grant Institutions have been among the greatest colleges and universities in America (Bakkum, 2002). However, the first period of the *land-grant idea*, from 1863-1879, had been the "most difficult" struggle and "least rewarding" (Eddy, 1957, p. 46). In addition to America's tension within a Civil War, there had been *trial and error* concerning land-grant institutions three main issues: institution and faculty; curricula and student enrollment; campuses and facilities (Eddy, 1957; Ross, 1942; Wahlquist & Thornton, 1965).

The institution of land-grant colleges was an experiment in higher education in America, but the individual states decided upon their respective establishments. As a result, various official establishment years of land-grant colleges existed according to the First Morrill Land-Grant Act of 1862. These land-grant colleges were presumably open to the public, becoming less prestigious than their older counterpart colleges that offered education for a privileged few (Ross, 1942).

The faculty of traditional education taught liberal arts and classics, while the land-grant colleges required an industrial *new education* acting as the *national schools of science* in agriculture, mechanics, and polytechnics. Yet this new education depended upon teachers of the old for its initial faculty supply (Ross, 1942; Eddy, 1957). Available materials on these subjects were scarce and the student enrollments were extremely low. In a 1876-77 U.S. Commissioner of Education report, the number of faculty, students, and library books reported had been the following: University of California with 31 faculty, 177 students, 13,324 library books; or Cornell with 40 faculty, 304 students, 39,000 books (Eddy, 1957).

Funding from the land-grant act was not in support of buildings and structures, so the individual states built low-cost buildings or received donations from farmers. As Eddy (1957) described, "One building often sufficed and became, in effect, the entire campus, including classrooms, offices, dormitories, and dining hall" (p. 70). The campus locations were usually miles away from the nearest city or railroad, which were more isolated due to lack of developed roads and transportation. Ross (1942) explained, "[C]ampuses were snow-bound in winter and mud-bound in spring" (p. 101).

The key point has been that the original establishment of land-grant colleges has remained an experiment in transition (Kuykendall, 1946). All of these struggles in the first period of the land-grant movement began to stabilize with additional acts of legislation, such as the Hatch Act of 1887 and the Second Morrill Act of 1890 (Williams, 1991). The Second Morrill Act (1890) had introduced additional perspectives, directions, and establishments for now approximately nineteen 1890 Land-Grant Institutions, in addition to the current fifty-nine 1862 Land-Grant Institutions.

1890 Land-Grant Institutions

The promise of the First Morrill Land-Grant Act (1862) had not been fully implemented until additional legislation. The Hatch Act (1887) had established *agricultural experiment stations*, which passed with the lobbying effort of a network of land-grant college presidents and agricultural scientists called the Association of American Agricultural Colleges and Experiment Stations (AAACES). AAACES,

founded in 1887, perhaps has influenced the founding of other associations in American higher education (Williams, 1991).

Several name changes had occurred to AAACES. For example, AAACES changed its name to the Association of Land-Grant Colleges (ALGC) (1919) and the Association of Land-Grant Colleges and Universities (ALGCU) (1926), which ultimately became the National Association of State Universities and Land-Grant Colleges (NASULGC) (1965), and the Association of Public and Land-Grant Universities (APLU) (2009) (APLU, 2008; Cook, 1998).

The beginnings of *research* and *extension* had taken shape in second period of the land-grant movement from 1880-1899 (Eddy, 1957). On August 30, the Second Morrill Act (1890) had informed:

> That no money shall be paid out under this act to any State or Territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students, but the establishment and maintenance of such college separately for white and colored students shall be held to be a compliance with the provisions of this act if the funds received in such State or Territory be equitably divided as hereinafter set forth.

Williams (1991) has accredited a "second great triumvirate" of college presidents such as George W. Atherton (Pennsylvania State); Henry E. Alvord (Maryland Agricultural College, later University of Maryland-College Park) and Henry H. Goodell (Massachusetts Agricultural College, later University of Massachusetts-Amherst) for this subsequent legislation (p. 9). The legislation had fostered a formal relationship between the federal government agencies and land-grant institutions. This gave land-grant college presidents a view that their institutions were *national* and "instruments of national

policy," which differed from non-federally funded state universities (Williams, 1991, p. 154-155).

Eddy (1957) pinpointed the language of the Second Morrill Act (1890) as mandating both an *injunction* and *specification*. It was an injunction against race discrimination, but also a "separate but equal" specification. As Eddy (1957) explained, "Southern states had no alternative but to share 'equitably'; the act did not say that the sharing must be 'equal'" (p. 258).

To meet the law requirements and receive federal funding, sixteen Southern states had responded in one of four ways: 1) Established new black colleges; 2) Designated existing private black colleges; 3) Identified publicly existing state-funded black colleges; or 4) Controlled a private black college as its state college. In effect, eighteen black colleges (and a college in one of the U.S. territories) had become land-grant institutions, including Tuskegee Institute and Alcorn State, and had been indicated as 1890 Land-Grant Institutions (APLU, 2008; Eddy, 1957).

Unlike the succeeding growth of the 1862 Land-Grant Institutions, many 1890 Land-Grant Institutions, which have been referred to as *Historically Black Colleges and Universities* (HBCUs), have been faced with historically similar and continued challenges (Proctor, 1976; Harris & Worthen, 2004; Redd, 1998). Not all HBCUs has been designated as land-grant colleges, likewise, only one of the nineteen 1890 Land-Grant Institutions has not been considered a black land-grant college (i.e., American Samoa Community College) (APLU, 2008).

Challenges of 1890 land-grant institutions. In the same year that Abraham Lincoln had signed the First Morrill Land-Grant Act (1862), the *Emancipation Proclamation* was announced on September 22, 1862, which later became both a formal executive order (1863) and an abolition of slavery issue within the American Civil War. Race and color prevented access to land-grant institutions, which the Second Morrill Act of 1890 had attempted to address. Eddy (1957) noted that not only did the *separate but equal* specification existed within the Second Morrill Act (1890), the legislation had passed before the U.S. Supreme Court decision of *Plessy v. Ferguson* (1896) that upheld racial segregation (Proctor, 1976).

The context of black colleges and 1890 Land-Grant Institutions had involved moral, social, political, and economic challenges. These continual challenges have redefined their struggles in faculty, curricula, and facilities. The 1890 Land-Grant Institutions have received less funding that had resulted in lower pay for faculty; limited curricula across elementary, secondary, and collegiate instruction, and a narrow focus on "training teachers" rather than science, since facilities had been widely unavailable or "dilapidated" (Eddy, 1957; Harris & Worthen, 2004; Proctor, 1976).

Arguably, a mutual triumvirate of black intellectuals throughout the formative years of 1890 Land-Grant Institutions had included W.E.B. DuBois, Alain Locke, and Rufus B. Atwood. Atwood was presidents of the land-grant Kentucky State (from 1929-1962) and a separate association for the Presidents of Negro Land Grant Colleges founded in 1923. Eddy (1957) recounted the words of Atwood that black 1890 Land-Grant Institutions were:

[C]apable 'of performing a respectable collegiate service' to their clientele and that they [were] 'something more than inadequate, makeshift jokes, parading in the name of colleges' (p. 265).

However, as late as 1940, the 1890 Land-Grant Institutions had only three black voting board members (Eddy, 1957). It was not until the years after WWII, the *G.I. Bill*, officially called the Servicemen's Readjustment Act (1944), and *Brown v. Board of Education* (1954) that the land-grant movement for 1890 Land-Grant Institutions began to see significant changes (Proctor, 1976). The *Brown* decision had overturned *Plessy v. Ferguson* (1896) by acknowledging that separate public schools for whites and blacks were unconstitutional.

In the same year of 1954, the Presidents of Negro Land Colleges acquired "full acceptance" as members of the American Association of Land-Grant Colleges and State Universities (currently APLU). Since the Second Morrill Act of 1890, Williams (1991) concluded,

> Although the black land-grant colleges made important but limited contributions, they could hardly do for their race what civil disobedience, freedom marches, federal troops, and civil legislation would begin to do seventy years later (p. 156).

Additional examples of significant changes influencing American higher education included legislations such as the Civil Rights Act of 1964 and Voting Rights Act of 1965. King (1965) challenged the issue of segregation in education and American ideals in his *Selma to Montgomery March* concluding speech:

Let us therefore continue our triumphant march to the realization of the American dream… Let us march on segregated schools until every vestige of segregated and inferior education becomes a thing of the past, and Negroes and whites study side-by-side in the socially-healing context of the classroom.

The establishment of 1890 Land-Grant Institutions, although originally formed under a veil of segregation, has expanded the original land-grant mission for both a public and racially-diverse community (Harris & Worthen, 2004; Nazeri & Nazeri, 2000). For example, APLU-Office for Access and the Advancement of Public Black Universities has called for a new five-point agenda for the "1890s" land-grant colleges and universities (Hawkins, 2010).

Led by vice-president Lorenzo Esters, the agenda has advanced "diversity and access" for 1890 Land-Grant Institutions through the following five points: 1) establishing a task force for graduation, retention, enhancement, and accountability to increase student enrollment, especially black male students; 2) establishing international education programs including selected African institutions; 3) instituting distance and online learning; 4) launching campus-wide curricula focused on agriculture, science, math, engineering, and technology; and 5) brokering agreements between the 1890 Land-Grant Institutions and other institutions, such as community colleges (Hawkins, 2010, p. 10).

Besides 1890 Land-Grant Institutions, with their renewed agenda for *diversity* and *access* of the historical land-grant mission, another group of colleges had continued the land-grant idea in higher education. These colleges, known as "Tribal Colleges," were added after the Second Morrill Act (1890). These roughly thirty-two tribal colleges,

representing mostly the Native American community, have been identified as 1994 Land-Grant Institutions.

1994 Land-Grant Institutions

Over one-hundred years after the Second Morrill Act of 1890, the *Equity in Educational Land-Grant Status Act of 1994* was passed, and:

> 1994 Institutions shall be considered land-grant colleges established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (commonly known as the First Morrill Act) (APLU, 2008; Clinton, 1996).

There has been approximately thirty-two 1994 Land-Grant Institutions, also called *tribal colleges*, across several geographic regions (Carnegie Classifications, 2009). Most 1994 Land-Grant Institutions were established less than 25 years ago. They have faced similar obstacles as other land-grant institutions in their formative years (Phillips, 2003).

Leaders at 1994 Land-Grant Institutions, which include most tribal colleges and universities (TCUs) have established distinct mission statements of *sovereignty* and *community* for incorporating Indian culture within their curricula (Ambler, 2005). TCUs have been redefining success differently than mainstream colleges and universities including 1862 and 1890 Land-Grant Institutions. As Ambler (2005) pointed, "Tribal colleges want their graduates to be culturally competent, well versed in the cultural values of their tribe" (p. 8-9).

Funded by the Lumina Foundation, TCUs and the American Indian Higher Education Consortium (AIHEC) (2011) have participated in the American Indian Measurements of Success (AIMS) project to develop new successful benchmarks and

criteria for "Indian-serving institutions," including 1994 Land-Grant Institutions (Ambler, 2005). Paul Boyer (1997) has identified the continued progress of Native American colleges. Boyer (2005) noted that these institutions' efforts should be rewarded because as stated:

> Tribal colleges deserve credit for restoring cultural pride in tribal communities where, for decades, children had been taught to see their own heritage and language as useless and backward. Every tribal college leader can show how his or her institution has made a difference (p. 10-11).

Obstacles of 1994 land-grant institutions. Cunningham and Parker (1998) identified obstacles facing tribal colleges such as funding faculty; "dilapidated" facilities; low-income levels; and academic preparation. Since their U.S. legislation, much of the federal endowments owed to tribal colleges have not yet been funded (Phillips, 2003). Phillips (2003) estimated that from 1996 to 2000 there were over forty million dollars in unfunded land-grant endowments authorized for agricultural science, extension programming, buildings, and other facilities (p. 24).

Because the tribal colleges have been located in isolated parts of reservations, there has been difficulty attracting and retaining faculty, and offering comparable salaries as other mainstream, non-tribal colleges. Another difference has been that typical tribal college students have represented nontraditional, single mothers in their early thirties, which have confirmed data that women in tribal colleges have comprised of seventy percent of the student-body (Cunningham & Parker, 1998).

Still, tribal colleges have encouraged "access and persistence" toward pursuing a degree with open admissions policies, provided transportation, and supplemental support

(Cunningham & Parker, 1998). In contrast, success of a tribal college student has not been measured by the shortest timeframe to graduation that has devalued those who stay for many years (Ambler, 2005). Instead, in some instances, tribal college students who have improved basic skills in reading, science, and math as well as built competency for core curricula, good citizenship, and familiarity to issues affecting Indians, have been appropriate benchmarks (Ambler, 2005).

In addition to these distinctive obstacles and measures, Phillips (2003) recognized the "mixed success" of 1994 Land-Grant Institutions in collaboration with their counterpart 1862 Land-Grant Institutions. Phillips (2003) proposed a "vital and fundamental shift" in dialogue between other land-grant institutions that did not involve tribal colleges adapting and assimilating to the dominant land-grant dogma. As Phillips (2003) quizzed,

> Rather than asking what the 1994 land grant institutions can learn from 1862 universities, the question should also be raised, 'What can the 1862 land grant institutions learn from the 1994 colleges and universities?'(p. 22).

According to Phillips (2003), the answer has involved promoting a new "mutual and culturally sensitive" conversation that can take into account their embraced tribal concepts and guiding principles. Phillips (2003) concluded that unless new forms of communication and collaboration are pursued, the land-grant tribal-college movement and the Equity in Educational Land-Grant Status Act, with all of its hope, "will remain an unfulfilled promise for some distant future rather than a true success right now" (p. 34).

Arguably, past discussions about the traditional land-grant mission and its limitations to adopt a two-way engagement, must have excluded 1994 Land-Grant

Institutions in their evaluation. These tribal colleges have lacked well-funded agricultural experiment stations, but also divided departments between teaching, research, and service. Instead, these colleges have offered a cultural aspect to the land-grant mission that has attempted to integrate higher education with an identity tied to its community.

Perspectives of Threefold Mission

The historical context of the 1862, 1890, and 1994 Land-Grant Institutions were described to account for three diverse perspectives of the land-grant idea and movement. Given these accounts, the threefold mission of teaching, research, and service of land-grant institutions has also included this diversity. The threefold mission has been modified with goals and values that have been mutual to communities and between all land-grant institutions. The following literature has described an evolution of the threefold mission from the perspectives of 1862, 1890, and 1994 Land-Grant Institutions.

1862 land-grant perspective. Edmond (1978) described the relationship of the original land-grant movement with all fields of "constructive endeavor" expressed through the "Great Triad of American Agriculture." The great triad had comprised of three phases: 1) the research phase; 2) resident teaching phase; and 3) extension phase. The research phase had been a method of discovery of finding useful information to the farmer and consumer. The resident teaching phase had been a method of leadership development to stress fundamentals, application of fundamentals, and learning opportunities to teach others (Edmond, 1978).

The extension phase had promoted a broader form of teaching and education. Further, the phase emphasized "no college credits…[and] extension work simply provides opportunities for the individual to increase his efficiency and/or to improve his way of life" (Edmond, 1978, p. 70). The great triad had included many underlying assumptions about available industrial work for all people, which also had overlooked races other than white and classes other than wealthy.

1890 land-grant perspective. DuBois (1941) had seen the role of the land-grant movement from the black college perspective by proposing a new program. The program had consisted of the "real and final knitting of colleges and community" (p. 54). DuBois (1941) remained interested in higher education and saw the "Negro colleges" as a preparation for a wider career of gathering knowledge for future economic and social conditions (Peterson, 2002). The shift in the mission required learning the needs of the community, instead of researching and teaching past and present knowledge. Gaining access to community needs had prepared students for the opportunity to create future jobs, instead of focusing on past and current work, which were limited, unavailable, or unavoidable for some black people (DuBois, 1941).

Instead of *extension* to the community, DuBois (1941) had spoken of "expansion" of community, which would not become *crippled* if a new college program "goes out to meet and cooperate with the community" and "anticipate the future needs of the community and prepare education to meet them" (p. 52).

1994 land-grant perspective. Phillips (2003) has shifted the land-grant

discussion and threefold mission in an American Indian direction. A central appreciation

of *culture* has been at the heart of tribal colleges, continued with holistic considerations

and practices as "integrated, multidisciplinary, and multi-institutional" (p. 27). Other

concepts, according to Phillips (2003), such as *viability*, *sacredness*, and *identity*

provided deeper perspectives to the meaning of community and the expressions of

service.

Phillips (2003) suggested that there has been a disconnection among other land-

grant institutions, especially when tribal colleges must "catch up to the rest" by using

technical, strategic, and resourceful planning. Instead, tribal colleges have been trying to

emphasize "history, culture, values, and community." As Phillips (2003) explained, "this

disconnect in the conversation has frequently caused frustration, misunderstanding, and

lost opportunities" (p. 25).

Mutual Values Modifications

The historical context of the 1862, 1890, and 1994 Land-Grant Institutions also

has extended to evolving modifications of values that have been mutual to their

communities. Two values implied in the land-grant idea have been *diversity* and *access*.

The following literature has underscored these mutual values.

Nevins (1962) and Bakkum (2002) have offered comments about the value of the

land-grant movement. However, Cross (1999) provided a sober warning about the

romanticizing of these values without full implementation. For example, Nevins (1962)

offered a view of the original founding of the Morrill Act of 1862, which described the sentiment of the new legislation:

> The most important idea in the genesis of the land-grant colleges and state universities was that of democracy, because it had behind it the most passionate feeling…A fundamental emotion gave force to the principle that every child should have free opportunity for as complete an education as his tastes and abilities warranted (p. 16).

Justin S. Morrill and others had been attributed for carrying out this sentiment into the public and *wider territory* that provided access to American citizens (Eddy, 1957; Edmond, 1978; Nevins, 1962; Ross, 1942).

Williams (1991) questioned the assumptions of Ross (1942), Eddy (1957), Nevins (1962), and Edmond (1978) pertaining to their work on land-grant history, which Williams considered "evolutionary, impersonal, deterministic, and—especially—romantic" (p. 2). Cross (1999) examined the journals of Justin Morrill and discovered Morrill's bias attitude toward blacks that "would be clearly racist by today's standards" (p. 11). This raised the question about the romantic usage of the word *equality* in respect to the *access* of education for all. As Cross (1999) concluded, "But Morrill's views were similar to those held by nearly all antislavery men of his day, including Abraham Lincoln: blacks were equal legally, but not socially" (p. 11).

Edmond (1978) called the legislation of 1862, a *charter* of "far-reaching and beneficial effect" in America (p. 16). However, today, many Americans have been unaware of its impact to the history of American higher education. As Bakkum (2002) concluded,

The land-grant college philosophy of dedication to teaching, research, and service, which has served these colleges and constituents well, will continue to attract support well into the future (p. 382).

There have been additional points made about the value and expressions of *equality*. The distinction between *legal equality* versus *social equality* have underscored the once existing doctrine of "separate but equal" in terms of race discrimination. It has followed that there have been reasons to reconsider modifying the inherent meanings of the values of equality, *access* and *diversity*. To avoid a similar plight of the value of *access* in education, as had been implied in the original intent of the land-grant idea, the "access value" could be reconsidered as both *equal* and *social*, even sociable and mutual. In addition, given respect for diverse cultures and communities throughout American history and education, including land-grant institutions, the "diversity value" has continued to be honored and accepted.

Implications to Section 2

This section addressed three legislative establishments of 1862, 1890, and 1994 Land-Grant Institutions. The historical context of their respective struggles, challenges, and obstacles were examined to provide a broader perspective of land-grant institutions' association to community engagement. Since this examination considered all land-grant institutions, the literature has suggested that the land-grant mission and values have evolved over the course of 150 years, specifically influenced by the inclusion of HBCUs and TCUs that have served diverse minority communities.

An additional result of this section was to describe land-grant institutions in total, as a unique population in higher education. Some of these descriptions included the land-grant institutions' threefold mission of teaching, research, and service along with their values of diversity and access. The field of adult learning also has shared similar missions and values. This study has augmented higher education with adult learning to research the association of land-grant institutions to community engagement. As a result, four particular theories were explored in the next section in an effort to help clarify, assess, and provide additional examples of engagement.

Section 3: Adult Learning Theories and Prior Learning Assessment

The adult learning field has been discussed in several ways. These ways have included *adult learners* reaching 24 years of age and older, students assuming major work responsibilities and family commitments, those operating independently of parents/guardians, or individuals acting beyond the role of traditional full-time students; but also, defining the field by its particular theories and practices (Flint & Associates, 1999). This section examined specific adult learning theories that could help categorize the practices of engagement.

There have been four theories often practiced in adult learning and higher education: 1) *experiential education*; 2) e*xperiential learning*; 3) *lifelong education*; and 4) *lifelong learning*. There have been some efforts to distinguish these theories (Chickering, 1977; Houle, 1992; Jarvis, 1995, 2004; Knapper & Cropley, 2000), but rarely compared for clarifying educational and learning practices. In addition, *prior*

learning assessment, which traditionally has provided educational credit for adult learners, was also compared.

The topic of community engagement at land-grant institutions provided a possible research platform to include adult learning theories into discussions of higher education. Distinctive land-grant programs, such as cooperative extension, had been studied regarding urban and adult education (Milan, 1982). However, this research has offered a more comprehensive study of land-grant institutions, beyond particular programs and locations, through including these theories along with prior learning assessment as tools for community engagement. Again, these adult learning theories and prior learning assessment have been explored in this section. As a result, a key starting point involved displaying a distinguishing framework for experience (phenomena) and its different functions.

"Villages" Framework for Experience

Weil and McGill (1989) have offered a framework to try to *make sense* of the entire scope of experiential learning. Clustered as interrelated ideas and concerns, experiential learning was explained through four intellectual communities, which Weil and McGill called, "villages."

The four *villages* consisted of: 1) those concerned with assessing and accrediting learning, including prior learning assessment; 2) those concerned with bringing changes to "post-school" education, centering on the individual learner; 3) those concerned with community, group, and social aspects, "reclaiming" a collective awareness; and 4) those

concerned with personal growth and "interpersonal" awareness, exploring complexities (Weil & McGill, 1989). These four villages also provided explanations for distinguishing experiential/lifelong learning and education, respectively.

Village I: Experience as learning outcome. This village has stressed an emphasis on outcomes of learning. The concern was for the process of "creating new routes into higher education" through identifying, synthesizing, and assessing learning. Most of the experiences occurred outside the educational institution, although the institution could have provided support with innovative ways to assure learning had been recognized and accredited. The assumption in this village was that "experiential learning is neutral," being somewhat removed from considering the social context and social influences (Weil & McGill, 1989).

There have been two distinctions in village one: 1) experience had been seen as a *learning outcome* for educational assessment, and 2) the actual learning from experience had occurred outside the educational institution. In this regard, village one could refer to "experiential education" for transferring learning into educational credit by the institution. Likewise, a traditional example of village one has been prior learning assessment (PLA), but this study considered PLA across all villages and adult learning theories.

Village II: Learner-centered and learner-controlled. This village has promoted *post-school education* focusing on learner-centered and learner-controlled, valuing active and meaningful learning (Marienau & Chickering, 1982; Weil & McGill,

1989). Kolb's (1984) work on experience has been noted in this village since it has supported a linkage between *work*, *education*, and *personal development* throughout an entire lifetime. The key points of this village addressed the *autonomy* and *expression* of learners negotiating with educational institutions to meet their needs, values, and lifelong concerns. For these reasons, this village could be considered as "lifelong learning," which has featured the role of learners in continuing their learning outside schools and institutions.

Village III: Community action and social change. The third village has emphasized the economic, political, and social contexts contributing to the role of education and learning. Weil and McGill (1989) described this as the "social change village" where action groups have taken control of their learning by acting within the educational institutional structures. In addition, this village has alluded to an earlier time when the term "lifelong education" was widely used in reference to educational reform and social change (Faure et al., 1972; Wain, 2000).

Village IV: Personal and interpersonal. The fourth village has focused on *personal growth* and *development,* and group effectiveness and awareness. According to Weil and McGill (1989), a group facilitator, in some capacity, can conduct the "guiding, supporting, encouraging, challenge and risk taking, and creating a climate conducive to learning" (Weil & McGill, 1989, p. 17). The learning experiences in this village have focused on emotions, fears, beliefs, and attitudes. Some of the work of Yorks and Kasl

(2002), regarding "whole-person learning," has linked personal and interpersonal phenomena and experiences that have been described as "experiential learning."

Summary of the "Villages" Framework

It should be noted that although Weil and McGill (1989) had used *experiential learning* as a term combining all four villages, its functions have allowed an opportunity for making comparisons among other theories and practices. Arguably, experiential learning and the villages could be distinguished among the theories of experiential education, lifelong learning, lifelong education, along with experiential learning.

Weil and McGill's (1989) "village" framework attempted to explain the multiple term usage that had not considered differences in meaning or intention. These authors wanted to create discourse, instead of unproductive divisions within academic fields. Thus, Weil and McGill (1989) concluded,

> No one theory or model at present adequately accounts for the issues raised across the four villages. Experiential learning, for us, is simultaneously an educational philosophy, a range of methodologies, and a framework…on individual and collective levels...the active transformation and integration of different forms of experience (p. 245-246).

Their conclusion has supported an argument for requiring finer distinctions of theories rather than maintaining broad misunderstandings. In this way, the villages signified different learning and educational theories; social and personal practices; even lifelong and experiential actions within the context of education and learning.

"Social Practices" of Education and Learning

Usher, Bryant, and Johnston (1997) have provided a representation that could complement the village framework. It captured the different social dynamics involved in learning and education. Their work has supported a post-traditional or *postmodern* view of experience and learning. With backgrounds from philosophy, sociology, and historical-political economics, Usher et al. (1997) have made distinctions between experience, knowledge, and pedagogy to explain the different and *discursive* nature of the emerging conditions of education and learning.

As seen in Figure 2.1, Usher et al. (1997) provided an interpretative "map of experiential learning in the social practices of postmodernity." The map has gone beyond depicting personal development and has casted dynamics of the social environment (p. 105-117).

The purpose of the map was to show the experiential struggle between *emancipation* and *oppression* in a *consumer society*; a society where individuals have made choices, but socialized by them. In essence, the four quadrants: *Lifestyle*, *Vocational*, *Confessional*, and *Critical* have represented "the pedagogy of experiential learning," in other words, the *social practices* of the *discursive/material* experience. The "application/expression/autonomy/adaptation continua" have represented structures around these four social practices (Usher et al., 1997).

Autonomy

Critical	Lifestyle

Application ——————————————|—————————————— **Expression**

Vocational	Confessional

Adaptation
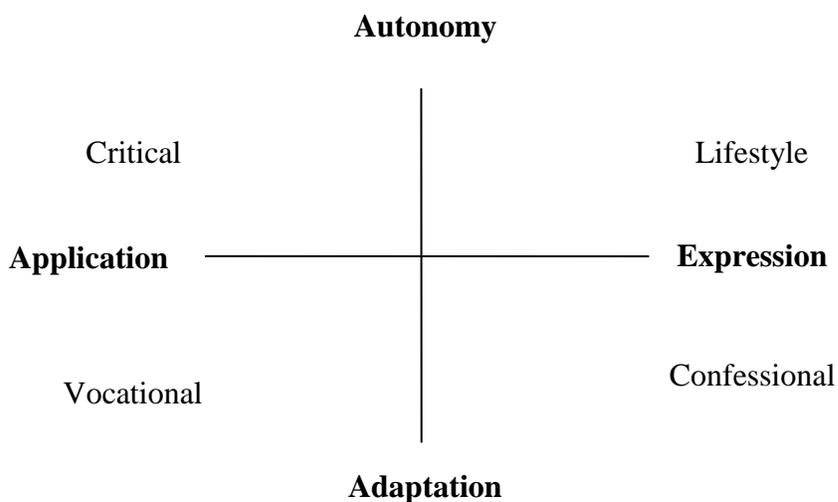
"Map" of Experiential Learning in the Social Practices of Postmodernity

Figure 2.1. *Map of Experiential Learning in the Social Practices (Usher et al., 1997)*

The social practices were analyzed based on the relationship of three main factors: *experience*, *knowledge*, and *pedagogy*. How each practice had been expressed has depending upon its alignment to the respective application, expression, autonomy, or adaptation *continuum*. The map was intended to reflect the divergent, discursive, and digressive flow of experience moving in-and-out, "both between and within quadrants" (Usher et al., 1997, p. 106).

According to Usher et al. (1997), the *lifestyle practice* has been a representation of the consumer society. The relationship between experience, knowledge, and pedagogy, has shown experience absorbed with itself, having no interest in knowledge. Knowledge has multiplicity with no direction, and pedagogy has not brought about understanding. Notice that the *lifestyle practice* has been represented within the continua *autonomy* and *expression*. This has meant that although the individual may have freedom

of choices, their choices have been based upon consumption as a form of self-expression and identity (Usher et al., 1997).

Second, the *vocational practice* has shifted from the *self* to the society. As Usher et al. (1997) pointed, "Education is cast as turning out the product which industry consumes" (p. 110). In addition, "experience becomes a commodity exchanged in the marketplace of educational credit" (p. 113). In the *vocational practice*, the relationship between experience, knowledge, and pedagogy have involved experience with an incentive to take knowledge as pedagogic skills. The *vocational practice* has been represented between the *adaptation* and *application* continua that have highlighted the need for experience to be changeable and applicable according to situational needs.

Thus far, from *lifestyle* and *vocational* practices, there have been shifts in quadrants. The right side of the quadrant (in the *Expression* continuum) has implied the self as more prominent; whereas, the left side (in the *Application* continuum) has focused more on the society. The individual must perform applications to the society in some way. These sides have been more understood within the next two *social practices*.

For example, Usher et al. (1997) have considered the third *confessional practice*, more favorably than the *lifestyle* and *vocational* practices. The relationship between experience, knowledge, and pedagogy has represented the "enabling access to knowledge and the innermost truths of self" (p. 115). Pedagogy has been seen as "psychodynamic," where a person who finds inner truths can be *adapted* and *well-adjusted*.

The fourth *critical practice* has represented an evolution of the *vocational* and *lifestyle* practices. The relationship between experience, knowledge, and pedagogy has

occurred where experience has signified *power*, knowledge *critical* awareness, and pedagogy *political* practice. Usher et al. (1997) concluded that the critical practice has provided the "voice" for the self and social dimensions.

A final point, these authors had applauded Weil and McGill (1989) for their *village* depiction of experiential learning and they believed that the map of the social practices and its quadrants might match well with the *village framework*. As Usher et al. (1997) had explained,

> The exploration and development of the [social practices] quadrants may help to complement and expand upon the impact of the villages. Indeed, meaningful distinctions and connections can be made between these categorisations in terms of their emphases, their dynamics and complexity (p. 117).

Experiential Education versus Experiential Learning

Chapman, McPhee, and Proudman (1995) described *experiential education* as:

> [A]n approach which has students actively engaged in exploring questions they find relevant and meaningful, and has them trusting that feeling, as well as thinking, can lead to knowledge (p. 239).

This definition of *experiential education* was a surprise given that much of its components had very similar aspects to other theories. Components such as finding "relevant and meaningful" questions have similar intentions often associated with *experiential learning*. This has suggested that there must be other distinguishing factors between experiential education and experiential learning.

Merriam, Caffarella, and Baumgartner (2007) explained *experience* and *learning* as either *dimensions* of experience or theoretical perspectives. Dimensions have related to mental, physical, and emotional states from collaboration or introspection. Fenwick

(2003) referred to theoretical perspectives as diverse arguments, areas of attention, and orientations-to-education regarding experiential learning.

It has appeared that a great deal of the literature related to experiential learning has called for a different kind of learning along with education. In contrast, experiential education has appeared mainly as an approach practiced in educational institutions for the betterment of their students. Practices such as service-learning programs and internships have represented clear examples of experiential education (Furco, 1996). Practices such as personal and interpersonal relationships have emerged as examples of experiential learning (Weil & McGill, 1989; Usher et al., 1997).

Lifelong Education versus Lifelong Learning

The issue of educational reform had been emphasized in the "lifelong education movement," but was supplanted with more attention on the benefits of *lifelong learning* (Jarvis, 2004; Wain, 2000). The lifelong education movement began as an optimistic theory in the 1970s; policy practices in the 1980s; later "hijacked" in the 1990s by an economic and vocational agenda (Boshier, 2005; Wain, 2000).

Wain (2000) has pointed out that a key change in this movement occurred when the term lifelong *education* was replaced with lifelong *learning,* signifying an abandonment of *education* for a neutral and commonplace *learning*. Boshier (2005) described lifelong learning as being *less emancipatory* than lifelong education, both serving different purposes. Given the widespread use of the term *lifelong learning* in adult learning and higher education, there has remained a debate to whether *lifelong*

learning has been an abandonment of educational reform by institutions or an

advancement of learning by individuals (Jarvis, 2004; Wain, 2000).

Reformation of lifelong education. Historically, lifelong education was an all-

inclusive concept that captured what arguably now refers to adult learning and continuing

education (Jarvis, 1995). In America and Europe, numerous concepts of educating adults

have been discussed in the past fifty years. The adult learning field has seen concepts

such as permanent, recurrent, and adult education being morphed into *lifelong learning*,

adult learning, and the *learning society* (Houle, 1992; Holford & Jarvis, 2000; Merriam

et al., 2007). Throughout these shifts in terms and concepts, the notion of *lifelong*

education had served as a guide, marker, and milestone throughout the span of literature.

As Jarvis (1995) alerted*, lifelong education* is "any planned series of incidents…directed

towards the participant's learning and understanding that may occur at any stage in the

lifespan" (p. 25).

Contributors in support of *lifelong education* included Lengrand (1975) and Dave

(1976), but none has been more recognized than Edgar Faure and his colleagues

regarding their work entitled, *Learning to Be: The World of Education Today and*

Tomorrow (1972), simply called the *Faure Report* (Boshier, 1998).

Houle (1992) and Jarvis (1995) have agreed that a monumental shift in lifelong

education (after WWII) had occurred with the emergence of the *Faure Report* (1972).

The report, which was sponsored by UNESCO (United Nations Educational, Scientific

and Cultural Organization), had encapsulated all of the trends, terms, and concepts of the

time and projected norms for the future of education at every level around the world

(Houle, 1992; Jarvis, 1995; Merriam et al., 2007; Wain, 2000).

Merriam et al. (2007) expounded on how the Faure Report (1972) has been a

"blueprint" for educational reform. The Faure Report (1972) advanced lifelong education

"as the master concept for educational policies," proclaiming, "lifelong education, in the

full sense of the term, means that business, industrial and agricultural firms will have

extensive educational functions" (p. 198). The Faure Report (1972) positioned lifelong

education around the world as an outreaching and overarching presence merging multiple

terms and concepts, teaching and practices, institutions and organizations, into one

symbol of "Education."

The Faure Report (1972) had concluded with twenty-one recommendations of

innovation and alternatives including its position on higher education and other

institutions. For example, one recommendation explained the following:

> As educational systems become more diversified and as possibilities for entry,
> exit and re-entry increase, obtaining university degrees and diplomas should
> become less and less closely linked to completing a predetermined course of study
> (Faure et al., 1972. p. 203-204).

This recommendation had suggested potential areas for educational reform and policy

changes. Later in the same recommendation, the report had continued to address the

essential aspects of examinations:

> Examinations should serve essentially as a means of comparing skills acquired
> under varying conditions by individuals of different origins, a mark not of a
> conclusion but of a starting-point, helping each individual to assess the
> effectiveness of his own study methods (Faure, 1972, p. 204).

This recommendation also made a directive argument for adults receiving credit from their diverse areas of learning and experience. More important, the Faure Report (1972) had suggested that higher education should take responsibility and accept alternative academic approaches.

Despite the culminating effort of the Faure Report (1972), many contrasting views have been traced back to its work. Jarvis (1995) has applauded the effort, but warned how lifelong education has leaned toward limiting learning *only to* education. Jarvis (1995) reminded, "Learning…is far broader than enrolling in an educational institution and embarking upon a course" (p. 82). In summary, this point has supported the current notion, spoken in the adult learning field, that both *education* and *learning* are essential throughout an entire lifespan (Houle, 1992).

Lessons from the Adult Learning Theories

From the efforts of the Faure Report (1972), Weil and McGill (1989), and Usher et al. (1997) there have been some lessons learned about adult learning theories. Instead of exalting theories in opposition, Jarvis's (1995) argument has called for a different approach. Better strategies have sought unification among theories for a combined effort of education and learning, both lifelong and experiential. In this way, *experiential education* and *learning* have been united with *lifelong learning* and *education*; for the purposes of understanding the interaction between institutions and individuals. For example, prior learning assessment (PLA) has been a common practice in the adult

learning field, representing this kind of interaction for its ability to merge institutional education with individual learning.

Prior Learning Assessment (PLA)

One of the international practices of education and learning has involved prior learning assessment (Harris, Brier, & Wihak, 2011). Prior learning assessment (PLA) has a history as a "quiet revolution" in reforming higher education (Thomas, 2000). Other than America, versions of PLA have spanned across countries such as England, Australia, France, and South Africa (Fiddler, Marienau, and Whitaker, 2006).

History of PLA. PLA had started in 1970s, which was a similar time of the lifelong education movement. The CAEL Project in 1974 had been a pioneering effort for adults to receive credit from the learning acquired away from college (Keeton & Associates, 1976). Over the next thirty-five years, in no small measure, PLA has become a special issue in adult learning and higher education requiring educators and institutions to take notice. Thomas (2000) has called PLA the "quiet revolution" in our society. PLA has provided a unique opportunity for adult educators "by virtue of their experience, to support, realize, and understand it" (Thomas, 2000 p. 521).

Knapp (1977) had introduced that assessing prior learning can determine how institutions and their programs "keep pace with developments in curricula and new clientele" (p. 1). With advances in technology, student diversity, and complex educational institutions, prior learning assessment have faced challenges (Fenwick, 2003). But Willingham's (1977) work entitled, *Principles of Good Practice in Assessing*

Experiential Learning, which Whitaker (1989) called "the Bible of prior learning assessment," has provided the *principles* for assessing whatever learning occurs outside educational institutions as the "canon of good practice" (Whitaker, 1989, p. ix).

Principles of PLA. Fiddler et al. (2006) has defined PLA as "a process by which an individual's learning from experience is assessed and evaluated for purposes of granting credit, certification, or advanced standing toward further education or training" (p. 95). Day (2002) has elaborated that the learning:

> [M]ay be acquired through formal and informal study including work and life experience, training, independent study, volunteer work, travel, and hobbies and family experiences (p. 3).

Regarding informal, non-teacher directed learning, there has been six principles related to customary procedures: identification, articulation, documentation, measurement, evaluation, and transcription (Fiddler et al., 2006). In short, *identification* has been gained through reflection; *articulation* through expressing potential course match-ups; *documentation* in ways such as a portfolio development; *measurement* by determining the content balance and depth; *evaluation* from evaluator recommendations; and *transcription* through conversion into college-credit hours (Rose, 1989; Whitaker, 1989).

Arguments about PLA. Weil and McGill (1989) had mentioned prior learning assessment within the traditional experiential learning theory (village one). Whitaker (1989) and Weil and McGill (1989) have agreed that PLA has been referred to as an *outcome* from learning experiences. Whitaker (1989) had separated PLA from the

traditional experiential learning theory based on a sharp interpretation between educational *inputs* versus learning *outcomes*. This point of contention involved making a distinction between *acquiring* learning versus *assessing* learning, where assessing learning, according to Whitaker (1989), has been the essential task for prior learning assessment.

Whitaker (1989) admitted that both acquiring and assessing learning are *interdependent*, but has appeared critical of Kolb (1984) for implying that "all learning is experiential." Regarding Kolb's (1984) theory, Whitaker (1989) argued:

> [Kolb] incorporates so-called "traditional" inputs into his learning cycle, processing them as *reflective observation*…They are vitally important in *planning* for learning; they are barely relevant in *assessing* the learning outcomes (p. 3-4).

Such an argument has supported Spencer's (2005) point for more expanded options for PLA, especially for broader implementation into educational settings.

Most important, much of the arguments of PLA have rested on strictly principles and procedures, but not related to its power or potential for educational reform (Thomas, 2000). For example, Thomas (2000) has welcomed and commended the change in discourse about PLA. Thomas (2000) associated education as a *closed system* that has supported a culture of exclusion such as *student*, and has argued replacing student with the term *learner*.

As a final point, the Thomas (2000) description of PLA as a quiet movement, has accused higher education and adult learning for being unaware of PLAs' monumental potential to reform education. As Thomas (2000) shared, "It is quite clear that PLA is a part of larger historical currents of both an intellectual and practical nature....[and]

surpasses the mere instrumental (p. 518). For Thomas (2000), PLA has started a "new dialogue" about learning and education that has been "likely to become a more visible, more cogent, and more permanent presence in human life" (p. 518).

In contrast, Rose (1989) has been cautiously optimistic about PLA's prospects. Although Rose (1989) has seen PLA with limitations, admitted:

> [PLA] represents one of the few institutional acknowledgements of informal or unaccredited learning efforts…[f]or institutions, the introduction of prior learning assessment often leads to broader internal discussion about the nature of the degree being awarded and about the kinds of learning expected (p. 213).

Again, Thomas (2000) has taken up the "broader internal discussion" suggested by Rose (1989) in making the argument that PLA can confront the system of education, and that changing students *into* learners have endowed them with rights and benefits. Thomas (2000) concluded,

> In the presence of the *right* of the learner to be considered…a new form of discourse as a means of establishing the existence of the relevant "knowledge" must be initiated (p. 512).

Opportunities for PLA. The arguments about the potential of PLA to reform education have provided opportunities. These opportunities have involved reexamining higher education and adult learning in respect to individual learning and institutional education. These arguments have been similar to discussions about institutionalizing engagement with communities.

PLA has a historic relationship to higher education. However, many colleges and universities, including land-grant institutions, have limited its scope and potential and have not considered it for reforming teaching, research, or service (Thomas, 2000). This

has revealed another opportunity to revisit PLA for its potential for *learning*, *education*, and *engagement* between institutions and individuals.

Implications to Section 3

This section covered the potential combination of adult learning theories and prior learning assessment in assessing community engagement at land-grant institutions. Four theories, namely experiential education, experiential learning, lifelong education, and lifelong learning were described. The key point emphasized that both *education* and *learning* has existed between institutions and individuals, and that they have helped in assessing engagement. The threefold mission of teaching, research, and service, mutual values of diversity and access, along with the four adult learning theories and prior learning assessment have set an initial framework to develop a multimodel intended to clarify, assess, and provide examples of community engagement at land-grant institutions.

Section 4: Development of Multimodel Design

This fourth and final section synthesized the literature reviewed concerning the Carnegie Community-Engagement Classification (CCE) and its documentation framework, the land-grant movement and establishments of land-grant institutions (LGI), and adult learning theories and practices (ALT) into a comprehensive multimodel design. The multimodel attempted to capture the concept, assessments, and examples of community engagement. It also served as a guide for the entire study, intended to help

clarify and assess community engagement within higher education and adult learning, specifically at land-grant institutions.

Key Points from Related Literature

From the literature reviewed, there were key points from CCE, LGI, and ALT. The literature of CCE provided four operating examples of how higher education determined engagement through *programs*, *partners*, *policies*, and *incentives*. From the LGI literature, the threefold mission and mutual values were featured. The threefold mission consisted of *teaching*, *research*, and *service* and the mutual values involved *diversity* and *access*. Regarding the ALT literature, four theories were explored namely *experiential education*, *experiential learning*, *lifelong education*, and *lifelong learning*. The role of *educators* and *learners* was seen as a "shared constituency" within the entire context of education, learning, and engagement.

Guiding Foundations of Multimodel

The multimodel had been designed according to three guiding foundations: 1) Employing a philosophical inquiry system; 2) Merging existing models and practices of higher education and adult learning; and 3) Comparing previous models concerning the concept and assessment of engagement. Mitroff and Turoff (1975) provided several philosophical and methodological foundations for researchers:

> [T]o show that underlying "any" scientific technique, theory, or hypothesis there is always "some" philosophical basis or theory….upon which that technique, theory, or hypothesis fundamentally rests or depends (p. 17)

This multimodel and research was based upon a Kantian philosophical inquiry system, which follows a general characteristic of a *truth content* being located in both theory and practice, where models designed under this system are "the epitome of multimodel, synthetic systems" (p. 26-27). The essence of a "Kantian multimodel" has offered complementary alternative models to help clarify an issue. Mitroff and Turoff (1975) determined that, "Kantian inquiry is best suited to problems which are inherently ill-structured," such as *social problems* and *assessments* (p. 29).

Through employing a Kantian philosophical system, this research addressed the topic of engagement as an ongoing issue, informed by theory and practice, and complicated by the diversity involved. The diversity related to community engagement shown in alternate views of teaching, research, and service at land-grant institutions. To understand the engagement concept, assessments and examples, research required a "synthesized multimodel" approach and design.

Two complementary models. The study discovered two complementary models that have provided a theoretical and practical context to research the areas of education, learning, and engagement. The two models derived from Weil and McGill (1989) and Usher et al. (1997). Weil and McGill (1989) offered a framework described as *villages*, while Usher et al. (1997) suggested a representation called the *social practices*. Both models were merged in designing a complementary multimodel to illustrate *engagement*.

Figure 2.2 interpreted the goal set by Usher et al. (1997) to "complement" the *village* framework of Weil and McGill (1989) into the *social practices map*. The

illustration (Figure 2.2) explained *village 1* as crediting experience associated with the *vocational practices*; *village 2* as post-schooling associated with the *lifestyle practices*; *village 3* as social action associated with the *critical practices*; and *village 4* as personal and interpersonal awareness associated with the *confessional* practices.
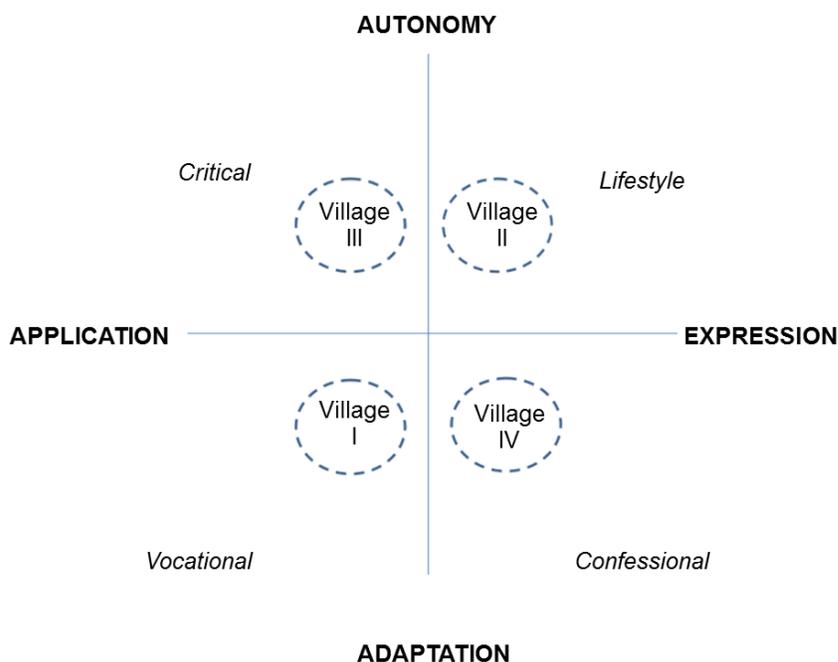
Figure 2.2. *Merging Four Villages into the Social Practices*

This merged depiction was a simplification of both theories, but yielded some insights to how different aspects can be interpreted. Usher et al. (1997) and Weil and McGill (1989) intended movement and *discursiveness* within both models that interacted across boundaries.

Key features in this illustration have included *autonomy*, *adaptation*, *expression*, and *application*. Usher et al. (1997) labeled these as *continua* "which pedagogy…is

differentially structured within different discursive/material practices" (p. 106). This

illustration interpreted these continua as adjoining all "phenomena experience," within

systems of education and learning.

Given the Kantian view of *phenomena experience* deriving from our senses,

Usher et al. (1997) continua of *autonomy* and *adaptation*, *application* and *expression*

have been four "discursive guideposts" of phenomena experience. Along these lines,

education represented the *application* of phenomena experience, and *learning* the

expression. At the same time, *diversity* represented an *adaptation* of phenomena

experience, and *access* the *autonomy*.

Basic Representation of Multimodel

At this developmental stage of the multimodel design, the essential information

concerning CCE, LGI, and ALT were synthesized into a basic representation as shown in

Figure 2.3 *Basic Representation of Multimodel* [with Complementary Models].

This multimodel was featured as a "basic representation" since enhancements

were given to the existing design. Although the multimodel synthesized the essential

information from related literature and complementary models, there remained no clear

way at this stage to see how engagement had occurred between land-grant institutions

and communities. This basic representation was intended to show the line of reasoning in

the multimodel design, but additional information was provided in subsequent chapters

that further developed the multimodel and guided the entire study.

[AUTONOMY]

Access

mission of service

POLICIES
&
Lifelong
Education

III

INCENTIVES
&
Lifelong
Learning

II

Educators
(Institutions)

[APPLICATION]

mission of research

PROGRAMS
&
Experiential
Education

I

PARTNERS
&
Experiential
Learning

IV

mission of teaching

Learners
(Communities)

[EXPRESSION]

Diversity
[ADAPTATION]
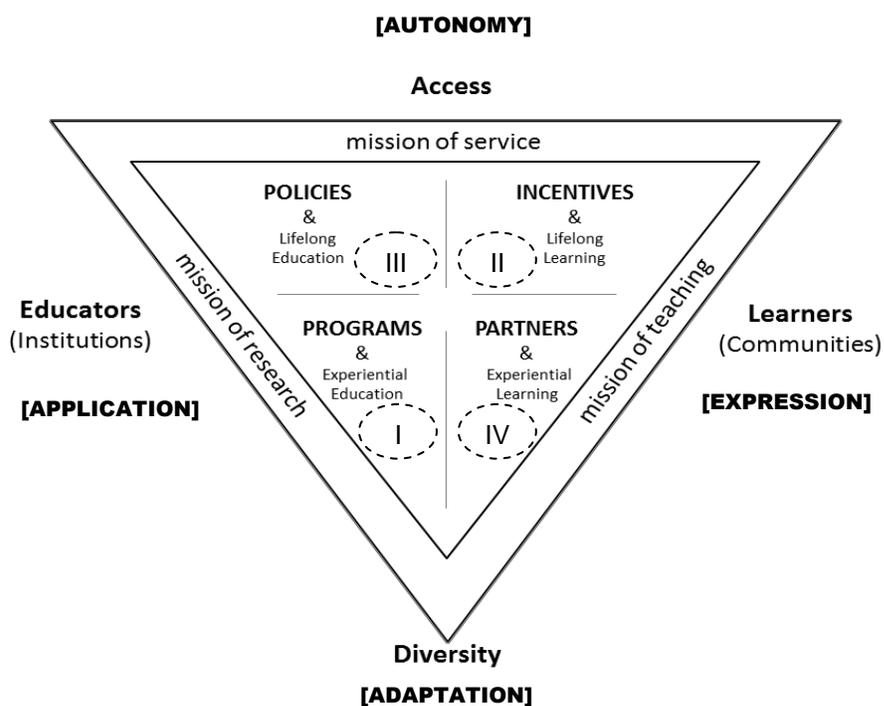
Figure 2.3. *Basic Representation of Multimodel* [with Complementary Models]

Implications of Section 4

From synthesizing the essential information and models from the Carnegie

Community-Engagement Classification (CCE), land-grant institutions (LGI), and adult

learning theories (ALT), there was an opportunity to create a framework to guide the

entire study. Despite the numerous research and literature that attempted to describe and

assess engagement, this multimodel could be beneficial in the continued effort to clarify,

assess, and provide examples of community engagement at land-grant institutions.

Chapter II Summary

The aim of this chapter was directed toward a review of related literature regarding community engagement at land-grant institutions. The chapter was divided into four main sections: 1) Carnegie Community-Engagement Classification and the institutionalization of engagement; 2) Land-grant institutions' threefold mission and mutual values; 3) Adult learning theories and prior learning assessment; and 4) The development of a multimodel design.

The initial three sections reviewed key aspects to provide details for the multimodel design featured in the final section. The multimodel merged both theories and data from the literature into a research description and plan. Further explanations about how the related literature and multimodel were considered for postulating hypotheses and a research framework were discussed in the next chapter.

Chapter III

HYPOTHESES AND ENGAGED-LEARNING MULTIMODEL

Introduction to Chapter

The purpose of this chapter has made connections between the previous related

literature reviewed and the methodology formulated in the next chapter. The previous

chapter provided the context of engagement and the establishment of land-grant

institutions. Because of the multiple contributions to the discussion of engagement, along

with diverse histories of land-grant institutions, a multimodel was designed to address

these several dimensions. Ultimately, the multimodel has been called *An Engaged-*

Learning Map (ELM) *for Education, Learning, & Engagement*. ELM was designed as a

complementary clarification, assessment, and example of community engagement.

Regarding the overall study, six hypotheses were postulated. The literature and data

related to these hypotheses and ELM multimodel were presented in this chapter.

An Engaged-Learning Map Explained

The previous chapter provided a basic representation of the multimodel designed

from several dimensions concerning engagement and land-grant institutions. This section

further explained the multimodel design called *An Engaged-Learning Map (ELM) for*

Education, Learning, & Engagement within the scope of the study and six related

hypotheses.

ELM multimodel served as a complementary clarification, assessment, and

example of community engagement for higher education and adult learning. It acted as a

clarification of terms such as *engagement* and *community*; ELM was also designed as a

systems assessment that placed engagement within the broader context of education and

learning; and provided "operating examples" performed by shared constituencies for the

purposes of engagement. Figure 3.1 has depicted the basic components of the ELM

multimodel design *without* labels from other models, although the Weil and McGill

(1989) and Usher et al. (1997) models continued to guide and inform the entire design.
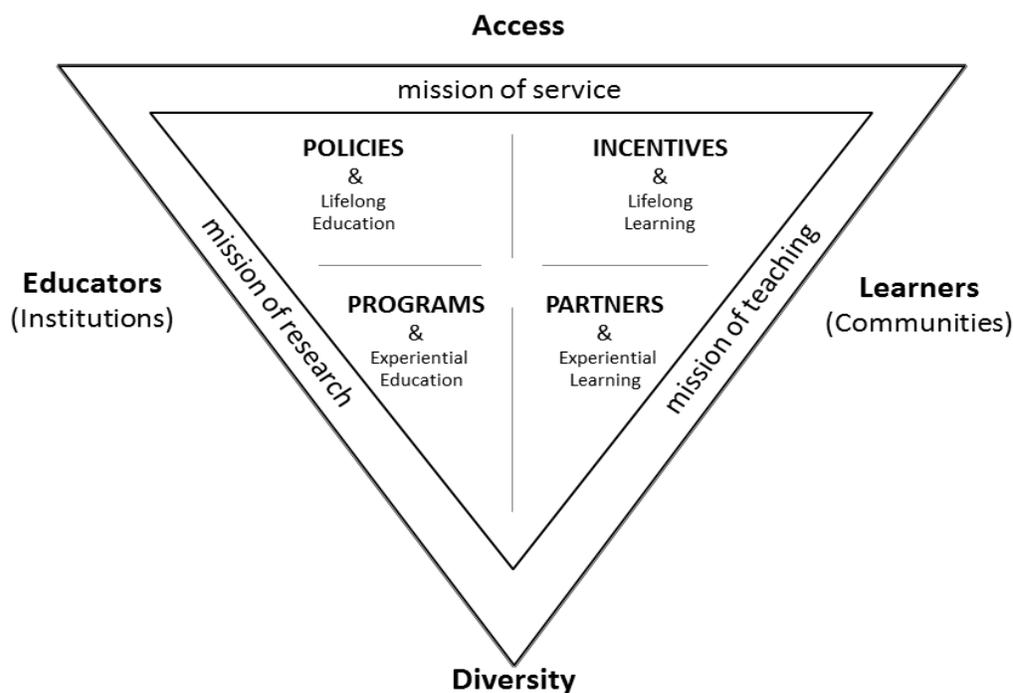
Figure 3.1. *Basic Components of ELM Multimodel Design*

There are five basic components to the ELM Multimodel Design:

1. *Shared Constituencies*: A dichotomy in the context of education and learning shown between Educators and Learners. Educators have included institutions, departments, administrations, and faculty. Learners have included communities, organizations, businesses, and other learners or students.

2. *Threefold Mission of Land-Grant Institutions*: Teaching, Research, Service; these missions have continued to be expressed across land-grant institutions and other colleges and universities in higher education.

3. *Mutual Values:* Diversity and Access has been two particular values expressed in numerous mission and value statements in higher education and adult learning. Both values have been core principles in the land-grant idea and movement.

4. *Four Theories and Practices*: Experiential Education; Experiential Learning; Lifelong Education; Lifelong Learning; these four particular theories were included for a systems assessment of engagement.

5. *Operating Examples*: These formative indicators categorized the kinds of application and expression of engagement such as programs, partners, policies, and incentives among shared constituencies in multiple contexts.

Most of the models, assessments, and examples of engagement have not captured the engagement impact or its role within the entire context of education and learning. Figure 3.2 illustrated *An Engaged-Learning Map (ELM) for Education, Learning, & Engagement* to include the "phenomena of engagement."

In Figure 3.2 the phenomena of engagement was illustrated and captured in the center of the entire context of education and learning. All of the operating examples have been important for engagement, which the illustration has depicted as a balanced approach. The *phenomena of engagement* also *have broken* the traditional missions of teaching, research, and service.
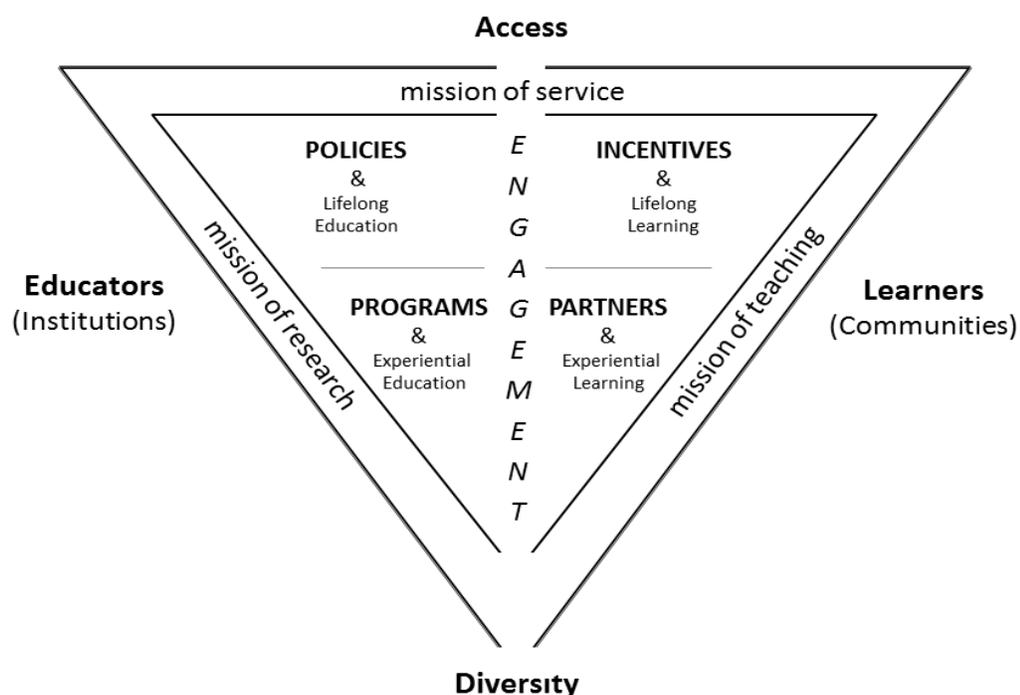
Figure 3.2. *An Engaged-Learning Map (ELM) for Education, Learning, & Engagement*

Engagement has become an open route between *diversity* and *access* through transformed missions of *teaching*, *research*, and *service*. ELM has been described as a multimodel because of the several dimensions of education and learning within institutions and communities, faculty and students, educators and learners. Among their diversity, there has been continual lifelong access for the interplay of experiences and

ideas to interpret the essential actions for engagement. In other words, *engagement* has become the passageway navigated between *education* and *learning*, *diversity* and *access*; and among what Boyer (1997) had called "the marketplace of ideas" (p. 87), even what Iverson (2008) has described as "the discourse of democracy" (p. 5).

Postulation of Hypotheses

To explore the ELM multimodel within the overall study, six hypotheses were postulated. The hypotheses emerged from existing literature regarding community engagement and land-grant institutions. Because of the several dimensions of the multimodel, the hypotheses have been propositioned into three levels: *primary*, *secondary*, and *tertiary*.

Primary Hypothesis

The primary hypothesis was the following: "All land-grant institutions are community-engaged." This statement challenged the implication that most land-grant institutions are "not community-engaged," given the limited number selected for the Carnegie Community-Engagement Classification. As noted, the classification has been elective, which required institutions to apply voluntarily by reporting documentation (CFAT, 2010). The Carnegie Foundation (2011b) stressed that institutions can be engaged with their communities without being selected, yet the documentation process might have provided best practices, innovative activities, and impressive examples from other institutions (Giles, Sandmann, & Saltmarsh, 2010).

Regarding the first hypothesis, land-grant institutions appeared to be community-engaged despite some never submitted documentation, nor been selected and recognized. These land-grant institutions appeared to express community engagement through a unique connection to their teaching, research, and service missions; and values of diversity and access (Edmond, 1978; Franklin, 2008; Simon, 2010). The combination (of these missions and values) functioned as a distinctive framework of engagement between land-grant institutions and their communities.

Engaged institutions. Eleven higher education institutions were featured in the Kellogg Commission (1999b) report on *engaged institutions*. Most were original land-grant institutions according to the first campuses established from the Morrill Acts. The Kellogg report (1999b) had provided plans, strategies, and insights for the state of public and higher education. Within the report, the Kellogg Commission defined what makes an *engaged institution*. According to the report:

> An engaged institution is a learning community, one that encourages effective learning in environments characterized by close and caring relationships among faculty, students, and staff (and community), and successful alliances with community organizations (p. 51-52).

Key components of the Kellogg definition linked to "seven guiding characteristics" described as needed to determine an engaged institution. The seven characteristics were the following: 1) responsiveness; 2) respect for partners; 3) academic neutrality; 4) accessibility; 5) integration; 6) coordination; and 7) resource partnerships (Kellogg, 1999b).

The Kellogg Commission (1999b) explained that *responsiveness* involved institutions listening and having discussions with their communities; *respect for partners* encouraged an appreciation for the skills and expertise that communities can bring to collaborative projects; *academic neutrality* suggested institutions maintaining a role as "neutral facilitator" involving contentious social, economic, and political issues and consequences; *accessibility* explored the many ways to help outside constituencies to available activities, resources, and expertise; *integration* included incorporating the teaching and service missions with research and finding incentives for faculty and students to commit to engagement; *coordination* acted a result of integration that puts multiple disciplines, administration, faculty, and students on one accord; and *resource partnerships* sought support from businesses, organizations, and the government for associated costs.

The Kellogg report reinforced these characteristics through referring to the traditional *philosophy of land-grant institutions*. The Kellogg report promoted the importance of the land-grant idea, and that engagement had integrated into the land-grant mission of higher education. As the Kellogg report (1999b) concluded:

> We will know we have succeeded when faculty and students at our institutions understand that the land-grant concept is more a state of mind than it is a practical definition… (p. 47).

As the Kellogg report (1999b) suggested, adherence to these characteristics made an engaged institution a *learning community*. In short, a learning community has integrated *engagement* into their missions of teaching, research, and service, which has been a practice indicative of the historic land-grant movement (Kellogg, 1999b).

Weidemann (2010) revealed a notion of "true engagement" that has involved collaboration and reciprocity; and has considered "the essential elements of teaching, research, and service as they relate to engagement across a spectrum of community engagement platforms" (p. 3). This point has led to the fundamental potential of teaching, research, and service missions. These missions have been threefold in their function to describe the roles and responsibilities of institutions, especially in the interests of their students, faculty, and community.

Extension and outreach. During the formative years of the original land-grant act, additional legislation had further distinguished land-grant institutions from traditional colleges and universities. These have included the establishment of agricultural experiment stations, outreach programs, and *cooperative extension services* (Weidemann, 2010). Agricultural experiment stations at land-grant institutions have become a "national network of agricultural research facilities" supported by the federal Department of Agriculture through the important legislation of the Hatch Act of 1887 (Williams, 1991).

Extension and Outreach have been a part of the educational lexicon of land-grant institutions. McDowell (2001) explained *outreach* and *extension* as serving the same function. *Outreach* has referred to the informal activity of land-grant institutions to fulfill its public service by providing scholarship, research, and knowledge to areas outside of their campuses. *Extension* commonly has referred to the formal *Cooperative Extension*

Service, which originated from federal legislation, namely the Smith-Lever Act (1914) and originators such as Seaman A. Knapp (Edmond, 1978).

  ***Smith-Lever Act*.** The Smith-Lever Act (1914) provided federal funding to land-grant institutions "in support of the extension outreach function, just as the Hatch Act of 1887 funded agricultural research" (McDowell, 2001, p. 7). The development of the extension function of land-grant institutions had been tied to both agriculture and "home economics." The "farmer and his family" were the main reasons for *extension work* (Edmond, 1978). The Smith-Lever Act (1914), along with legislations such as the Putnam Act of 1925, Capper-Ketcham Act of 1928, and Bankhead-Jones Act of 1935, provided federal, state, and county funding to extension staff and experiment stations at land-grant institutions (Bakkum, 2002; Edmond, 1978). The extension function provided demonstrations, experiments, and research by extension staff, such as local county agents, research specialists, and administrative directors (Edmond, 1978; McDowell, 2001; Sherwood, 2004). Additional extension staff provided *home development* resources and youth support for the entire family.

  ***4-H Club*.** The *4-H Club* had become an official name in 1923, which had started as home projects for farm boys and girls, signified by their motto "to make the best better" and their 4-Hs pledge:

> I pledge my head to clearer thinking, my heart to greater loyalty, my hands to greater service, and my health to better living for my club, my community, and my country (Edmond, 1978, p. 88-89; Reck, 1951; Arnold, Dolenc, & Wells, 2008).

Edmond (1978) described the 4-H pledge (head, heart, hands, and health) as follows: 1)

Head: to think, plan, and reason; 2) Heart: to be kind, true, and sympathetic; 3) Hands: to

be useful, helpful, and skillful; 4) Health: to enjoy life, prevent disease, and increase

efficiency (p. 88).

Practices of extension. McDowell (2001) criticized many of the traditional

practices of extension and outreach and challenged those assigned to *extension programs*

as not "developing and preparing written materials in a scholarly fashion for their peers"

(p. 62-63). McDowell (2001) suspected four reasons why extension work had been

performed without written documentation: *timesaving*, *self-preservation*, *avoidance of*

scrutiny, and *frustration*. McDowell (2001) viewed this as a violation as an educator,

stating: "If the slogan for the researcher is 'publish or perish' then for the extension

scholar it is, 'publish or you have no program'"(p. 62). McDowell's claim provided

support to why land-grant institutions have not documented their commitment to

communities and have not received greater national and scholarly recognition.

Edmond (1978) described the original land-grant missions as a "magnificent

charter" for advancing the dimensions of agricultural, home economics, and engineering

research, along with *resident teaching* and *extension*. This original land-grant *idea* still

has implied a top-down form of teaching, where institutions have transferred expert

knowledge to their subjects in a *one-way* direction (McDowell, 2001). Although a

distinctive aspect of land-grant institutions has been the *cooperative extension* and

outreach function, the charges against it has addressed the broader principles of teaching, research, and service occurring at all institutions of higher learning (Boyer, 1997).

Service learning. Both Furco (1996) and Zlotkowski (1997) have reported a shift of perspectives in the threefold mission. While the student has remained prominent, the shift has occurred from a single expert role of *teaching* performed by the institution to a dual "experiential" role of *learning* that has connected students more with their community.

Holland (1997) presented key factors for institutions to assess their levels of commitment to *service* and *service-learning*. Holland (1997) described seven factors: 1) mission; 2) promotion/tenure/hiring; 3) organization structure; 4) student involvement; 5) faculty involvement; 6) community involvement; and 7) campus publications. These factors had been assessed along four levels of commitment and had been matched according to low-medium-high *relevance* or *full integration* (Holland, 1997).

According to Holland (1997), for an institution to assess itself as "fully integrated," specifically related to the three areas of involvement (viz., student, faculty, and community), the institution must have combined *service-learning courses*, *community-based research*, and *collaborative work* across their curricula and disciplines, while involving the community in the process (p. 33). Furco (1996) viewed *service-learning* as a "balanced approach," which "distinguishes service-learning from all other experiential education programs" (p. 5). Furco (1996) distinguished five *experiential*

education programs, namely volunteerism, community service, internships, field

education, and service-learning.

Furco (1996) championed *service-learning programs* for their intention to equally

benefit both the service provider (faculty, student, staff, and institution) and service

recipient (community members, agencies, and organizations). Zlotkowski (1997) saw not

only the significant potential of *service-learning* to reform programs and disciplines, but

also to advance a "far greater integration of faculty roles" that directly links teaching,

research, and service (p. 83). In addition, Dorado and Giles (2004) had seen the potential

university-community partnerships of service learning as "paths of engagement,"

likewise, there have been efforts to "embed" service learning to research and scholarship

(Norris-Tirrell, Lambert-Pennington, & Hyland, 2010), faculty, students, and community

partners (Conville & Kinnell, 2010); and higher education reform (Lowery et al., 2006).

Community-based research. Community-based research (CBR) has acted as a

form of academic collaboration with members of the community (Beckman, Penney, &

Cockburn, 2011; Heffner, Zandee, & Schwander, 2003; Strand, Marullo, Cutforth,

Stoeker, & Donohue, 2003). Heffner et al. (2003) described,

> [CBR] can be a bridge between the academy and the community, providing a
> forum for building relationships, learning from one another, and working together
> for social change (p. 138).

Instead of the traditional research approach that considered community members as

subjects to conduct studies upon, the CBR approach has studied *with* community

members through hearing their voices, needs, and concerns (Heffner et al., 2003).

Within CBR, community members have been involved in the entire research process that had resulted in relevant outcomes to their community. Although CBR has addressed the research mission of institutions, many also have viewed CBR as a form of service-learning for its teaching and *pedagogical value* (Stoecker, 2010; Strand, 2000). It has followed that in the context of the institutional threefold mission, *service-learning* has been known for its various *teaching* programs (Furco, 1996), while *community-based research* has been identified for its numerous *research* partners (Leiderman, Furco, Zapf, & Goss, 2002; Polanyi & Cockburn, 2003).

In addition, CBR has been only one form of social research. CBR can be classified as a *collaborative inquiry,* affiliated with either *action research* or *participatory research* (Brown & Tandon, 1983) for the purposes of improving effectiveness within organizations (action research) or empowering individuals to change social systems (participatory research) (Heffner et al., 2003; Stoecker, 2003; Strand, 2000).

Scholarship of engagement. In the 1995 speech by Ernest Boyer, entitled *The Scholarship of Engagement*, Boyer (1997) had proposed the idea of "an engaged scholar," who, in the end, performed academic work "directed toward larger, more humane ends…" (p. 89). Boyer (1997) settled with certainty the ultimate meaning of "engaged scholarship" by stating:

> I'm convinced that in the century ahead, higher education in this country has an urgent obligation to become more vigorously engaged in the issues of our day, just as the land grant colleges helped farmers and technicians a century ago (p. 89).

Boyer's new form of scholarship charted an advanced academic agenda, while drawing

upon the historic accomplishments of land-grant institutions for their groundbreaking

service to their communities.

The agenda generated other works promoting changes to the entire academy while

giving reverence to the *land-grant* past. Examples have been seen from phrases such as

"returning to our roots" (Kellogg, 1997, 1998, 1999a, 1999b, 2000a), "reclaiming the lost

heritage"(Campbell, 1995); "renewing the covenant" (Kellogg, 2000b); "stewards of

place" (AASCU, 2002); "craft of public scholarship" (Peters, Jordan, Alter, & Bridger,

2003); and "engaged scholarship" (Franz, 2009; Glass & Fitzgerald, 2010; Ward &

Moore, 2010).

Many other turn of phrases and words regarding the service mission have

described an "engaged movement" that has continued a re-examination of the academy

and its deeper commitment to teaching, research, and service (Ward & Moore, 2010).

Different from the land-grant movement, the engaged movement has been decentralized

with multiple *landscapes* across a more diverse mass of students, faculty, disciplines,

campuses, and communities (Fitzgerald, Burack, & Siefer, 2010; Heisler, Beckie, &

Markey, 2011).

Nevertheless, a significant majority of scholarly contributions on the behalf of

engagement represented historically established land-grant institutions (Fitzgerald et al.,

2010; see also APLU, 2008; CIC, 2005; Kellogg, 2001; McDowell, 2001). In reference

to land-grant colleges and universities and their traditional extension function, McDowell

(2001) quipped, "I have degrees from Rhode Island, Cornell University, and Michigan

State University, and I thought I understood a bit about their threefold mission" (xv).

Campbell (1995) concluded that the *tripartite mission* of land-grant institutions has been

interrelated, equally important, and known worldwide.

Values of diversity and access. Additional support for the primary hypothesis:

"All land-grant institutions are community-engaged;" has been expressed through values

for *diversity* and *access*. Unlike the threefold mission, the evidence of these mutual

values has been more implied than explicit across land-grant institutions. Variations of

these terms have been seen across mission-and-value statements, student-and-faculty

handbooks, and campus-and-community publications. Less visible have been the direct

actions performed exclusively for the purposes of diversity and access.

One of the distinguishing characteristics of land-grant institutions had been that

they provided *access-to-education* for the masses (Ross, 1942). The land-grant idea

portrayed a new education movement-for-all and not restricted to a selective few at

private and other state colleges. Expressions such as "town-gown," alluded to social-

class divisions between the academy and community (Boyer, 1995; McDowell, 2001).

Other expressions such as "ivory tower" have exposed additional divisions in higher

education and adult learning, including land-grant institutions.

Access or the accessibility of knowledge, resources, and expertise has continued

as a vision in higher education, land-grant institutions, and community colleges

(Anderson, 2002; Dougherty, 1994; Hersh & Merrow, 2005). Hersh and Merrow (2005)

added that higher education access, which has been "an essential part of the American

Dream," has made advances, but has created "a new and higher standard for equitable

access that is yet to be achieved" (p. 7). Anderson (2002) explained that despite the

important legislation of the First Morrill Act (1862), it was not until the Second Morrill

Act (1890) did land-grant institutions had become "more democratic and accessible," yet

there was limited access and resources due to segregation (Williams, 1991).

Discourse study on diversity and access. Iverson (2008) examined some aspects

of diversity through analyzing existing policies at land-grant institutions, which were

targeted for their public service and cooperative extension programs [e.g., Change Agent

States for Diversity (CASD) (Ingram, 2005)]. Conducted as a policy *discourse analysis*,

Iverson (2008) looked for diversity action plans from 50 U.S. land-grant institutions (one

in each state) over a five-year period [1999-2004]. Iverson (2008) examined land-grant

institutions' *policies* on how diversity was *discursively* framed and what reality was

produced by their diversity action plans (Allan, 2003). Iverson (2008) considered

diversity as an all-inclusive category representing (or subsuming) numerous identity

groups, such as differences that were broadly defined among people (Linnehan &

Konrad, 1999; Maltbia & Power, 2009).

From analyzing twenty U.S. land-grant institutions and their diversity action plans

(mostly from the Internet), Iverson (2008) discovered four *dominant discourses* as the

most prominent in conveying images of diverse individuals. These were *access*,

disadvantage, *the marketplace*, and *democracy*. The discursiveness of the four

discourses moved across multiple and divergent strands of *problems* and *solutions*. One salient example was shown through the first dominant discourse of *access*.

Three strands of access. As Iverson (2008) reported, there were three additional *strands* revealed within the discourse of access: 1) of entrée; 2) of representation; and 3) of affirmation. *Entrée* acted as the call for diverse people "to be permitted to enter and participate" in the institution. *Representation* has paid attention to "greater involvement, full participation, and increased retention and advancement." *Affirmation* captured the visibility for diverse people to be "valued, welcomed, and celebrated" by the culture of the institution. Iverson (2008) concluded that the dominant discourse of *access* and its *strands* "coalesce to produce the diverse individual as an outsider to the university, particular arenas within the institution, and the dominant culture" (p. 4).

The *access* example provided clarity to the other dominant discourses namely, *disadvantage*, *the marketplace*, and *democracy*. In brief, according to Iverson (2008), the diverse individual in the *disadvantage discourse* has entered and left the institution at a disadvantage, or an "at-risk victim," dependent upon the institution for educational development. Likewise, in the *marketplace discourse*, the diverse individual has appeared as a "commodity, possessing economic value that can enhance the university's status, and [as] an object to be managed" (p. 5).

Counter to the *marketplace discourse*, was the *discourse of democracy* where the diverse individual has been shaped by inclusion and opportunity, equity and equality, and with "open, participatory, and deliberative dialogue" into a social *change-agent* (p. 5).

Iverson (2008) summarized that the aim of the study was to increase awareness about these diversity discourses and how *diversity planning* without equity and inclusion may "unwittingly compromise" the mission and goals of land-grant institutions and their extension agenda.

   Consequences of primary hypothesis. This current study proposed that "All land-grant institutions are community-engaged" by virtue of their missions of teaching, research, and service and values of diversity and access. The literature and research in support of the primary hypothesis have been expressed into four operating examples of programs, partners, policies, and incentives.

   Literature concerning service-learning supported the mission of teaching at land-grant institutions through its various *programs* such as volunteerism, internships, and field education. The traditional extension and outreach function of land-grant institutions have supported its research mission followed by community-based research (CBR). These have addressed the operating role and example of *partners* in the community. Both *programs* and *partners* have suggested the importance of service and the continuing movement of engaged scholarship.

   Research concerning land-grant institutions' role in addressing diversity and access has been represented through the operating examples of *policies* (e.g., plans to address diversity), and *incentives* (e.g., rewards to promote access) (Iverson, 2008). These operating examples have not been static entities. The research and literature suggested that these examples were not only multiple, but had varied along a continuum

of *traditional* and *critical* practices (Mitchell, 2008; Tinkler, 2010) and service differed

according to *charity* and *social justice* purposes (Marullo & Edwards, 2000; Stoecker,

2003).

Since the primary hypothesis addressed whether land-grant institutions were

community-engaged, there remained a concern about their areas of emphasis, i.e.,

"engagement focus." The secondary hypotheses have been postulated according to

exploring the engagement focus of land-grant institutions.

Secondary Hypotheses

This study proposed an additional three hypotheses according to the *operating*

examples and possible *engagement focus* of land-grant institutions toward the

community. These hypotheses were the following: 1) "Land-grant institutions emphasize

programs more than incentives as an example of community engagement;" 2) "Land-

grant institutions emphasize partners more than policies as an example of community

engagement;" 3) "Educators more than learners in land-grant institutions are emphasized

for community engagement."

Operating examples and shared constituencies. The main support for

researching *engagement* through the operating examples of programs, partners, policies,

and incentives has centered on the documentation framework provided by the Carnegie

Community-Engagement Classification (CCE) (CFAT, 2011b; Driscoll, 2009). Since its

inception in 2006, CCE has recognized *curricular engagement*; and *outreach and*

partnerships at institutions of higher learning. During the documentation process,

institutions voluntarily have provided examples that address these two indicators of community engagement.

Because institutions have offered a wide variation of examples of engagement, the CCE framework has grouped these examples into larger categories. Some of the varied examples and categories have involved practices such as mission-and-value statements; service-learning courses and activities; presidential leadership; faculty and student involvement; collaborative research projects; hiring procedures; actions for tenure and promotion; as well as institution-wide assessment and reporting of community voices and participation (Driscoll, 2009; Furco & Miller, 2009; Giles et al., 2010; Thornton & Zuiches, 2009).

Giles et al. (2010) have noted the need to *clarify* the *concept of engagement* and identify the best-practices among these varied examples. At the same time, Furco and Miller (2009) have seen the importance of the CCE framework for benchmarking and assessing community engagement. It has followed that there has been a continued need for concept clarity, assessment, and example for higher education to document their focus of engagement.

The secondary hypotheses were postulated for the purposes of clarifying and assessing engagement through exploring points of emphasis according to the four operating examples. The four operating examples served as a simpler classification of the varied practices performed by institutions. Most of the literature and CCE documentation have supported that *programs* and *partners* have been common practices for community engagement. The challenges many institutions have faced were often

associated with implementing *polices* and *incentives* institution-wide (CFAT, 2011b;

Driscoll, 2009).

   Programs and partners. Throughout discussions of engagement, *service-*

learning has become the cornerstone practice in higher education. Furco (1996)

explained *service-learning* as a balanced approach in experiential education programs.

The balance has involved activities that benefit both the student and the community

partner. In Figure 3.3, Furco (1996) provided distinctions between five service programs:

1) *Volunteerism*; 2) *Internship*; 3) *Community Service*; 4) *Field Education*; 5) *Service-*

Learning.
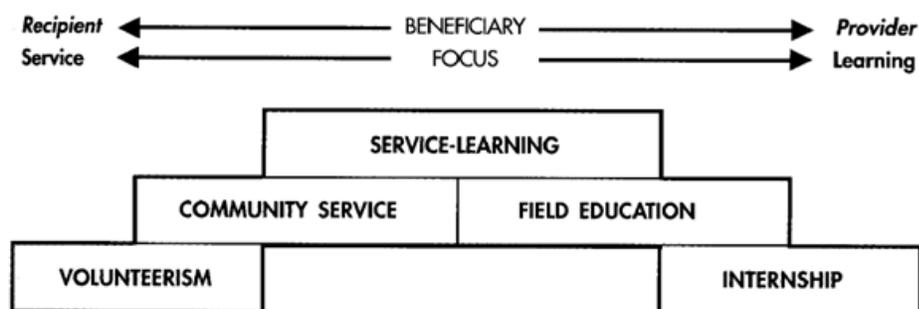
Figure 3.3. *Furco (1996) Distinctions between Five Service Programs*

   Key points in this representation of service programs involved the distinctions

made according to *beneficiary* and *focus.* The *beneficiary* continuum has rested upon

who (between the recipient and provider) does the service program intends to benefit the

most. The *focus* continuum has represented a similar distinction between *service* goals

and *learning* outcomes (Sigmon, 1979, 1994), where *service-learning* has been depicted as the most balanced experiential education program (Furco, 1996).

Another key point involved the attention given to *recipients*. This study considered the depiction of *recipients* to be the same as *partners*. Since programs, such as *volunteerism* and *community service,* had been viewed as *mostly focused* on *partners*, the Furco (1996) illustration also provided an opportunity to advance research in areas that considered how both *programs* and *partners* have focused not only on service, but also on engagement.

Policies and incentives. Although the secondary hypotheses targeted *programs* and *partners* as the most possible engagement focus by land-grant institutions, there have been institutions that focus more on *policies* and *incentives* for community engagement. Related literature and the CCE framework however, have given a different account that many institutions had been lacking campus-wide policies for hiring and retaining faculty, specifically for their *service* in community engagement (Beere, Votruba, & Wells, 2011). Instead, there has appeared to be a monopoly on research (and publishing) as the most acceptable ways for faculty to receive promotion and tenure (O'Meara, 2005).

A corollary of *policies* that has lacked support for service and engagement have been *incentives,* which may not have encouraged faculty, students, departments, or institutions to remain engaged to the community and to discover new opportunities (Kellogg, 1999b). The salient point within all operating examples has started with both institution and community working together as essential shared constituencies.

Educators and learners. The secondary hypotheses also postulated that

"*educators* more than *learners* in land-grant institutions are emphasized for community

engagement." Support for this claim has come from the abundance of literature that has

focused on the roles, practices, and actions for institutions to engage with the community.

Along this line of reasoning, land-grant institutions were viewed as a "constituency of

educators" charged with a responsibility to work with the community (APLU, 2008;

Equity in Educational Land-Grant Status Act, 1994; Boyer, 1990, 1997; Frist Morrill Act,

1862; Kellogg, 2001; Second Morrill Act, 1890).

Consequences of secondary hypothesis. The secondary hypotheses have

narrowed the discussion of community engagement to underlying points of emphasis, in

addition to the broader claim postulated by the primary hypothesis. Their purposes were

to attempt to clarify the *concept* of engagement through distinguishing among operating

examples and shared constituencies.

Most of the literature and documentation concerning community engagement

have determined whether an institution had been engaged or not-engaged; selected or not-

selected. Less have started with the assumption that an institution was already engaged,

and then proposed additional claims to determine what practices were more emphasized

than others; in other words, their "engagement focus."

Although the secondary hypotheses explored the *concept* of engagement, they

offered additional opportunities to examine alternative *assessments* of engagement. The

tertiary hypotheses were a consequence of the primary and secondary claims to further

complement the study and explore alternative assessments not often addressed in the literature, documentation, or discussions on community engagement.

Tertiary Hypotheses

The subsequent tertiary hypotheses stated, "Land-grant institutions provide examples of prior learning assessment" and "Prior learning assessments are indicators of community engagement." These postulations were developed from the primary and secondary hypotheses, as well as the emergent literature on the potential of prior learning assessment (PLA) in higher education and adult learning. The attention given to PLA emerged from the adult learning theories and practices featured in the ELM multimodel.

Four theories and practices. Weil and McGill (1989) attempted to clarify the term *experiential learning* among different scholars and practitioners. The concern involved multiple and varied expressions of the term without any clear agreement to whether parties shared the same meaning or purpose.
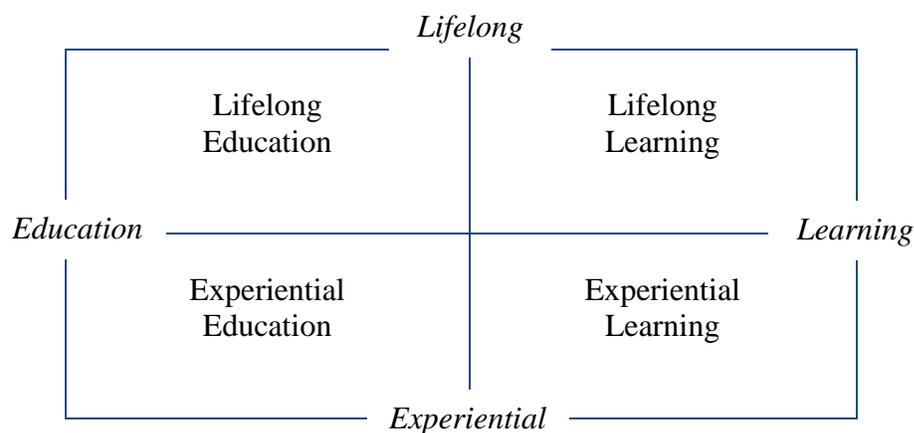
Figure 3.4. *Four Adult Learning Theories & Practices*

This concern prompted Weil and McGill (1989) to make distinctions within *experiential learning*, but arguably, their effort required additional distinctions between *experiential* and *learning*.

Figure 3.4 captured four adult learning theories and practices that have complemented the Weil and McGill (1989) distinctions, which they called "villages." As shown in Figure 3.4, *experiential learning* was illustrated within the context of *education*, *learning*, *experiential,* and *lifelong*. These formed into four distinctive and existing theories and practices in higher education and adult learning. Moreover, this study has shown how the four distinctive villages of Weil and McGill (1989) can be equally represented within each theory (see also Figure 2.3). In addition, one of distinctions involved "experience as a learning outcome," where the practice of prior learning assessment was introduced as an engagement option.

Prior learning assessment. Many colleges and universities have provided some form of prior learning assessment (PLA) at their institution (Zucker, Johnson, & Flint, 1999). These forms of PLA typically have been related to educational *transfer credits* such as college-level examination programs (CLEP), advance placements (AP), international baccalaureates (IB), and other credits from vocational and military experience. However, some scholars and practitioners of higher education and adult learning have considered PLA broader than educational credits, and reconfigured PLA

across a spectrum of theories and practices for education and learning (Andersson &

Harris, 2006; Harris, Breir, & Wihak, 2011; Michelson, 2006; Rose, 1989).

Such an expansion has raised interest for re-examining PLA in the context,

concept, assessment, and examples of *engagement* within higher education and adult

learning, specifically at land-grant institutions. The final postulation within the tertiary

hypotheses, has stated, "Prior learning assessments are indicators of community

engagement," supported by existing research (CAEL, 2007, 2008, 2010). Added benefits

of PLA have included providing access to adult learners in diverse and underserved

communities (CAEL, 2011b; Fisher, 1991; Hamilton, 1992; Harriger, 1991; Raulf, 1992;

Topping, 1996; Swiczewicz, 1990).

Such benefits have provided some evidence of the potential of PLA to function as

an additional tool for community engagement. Despite these initial benefits to higher

education and adult learning, including student retention and increased graduation rates,

PLA has been in the process of reexamination, expansion, and international reform

(Andersson & Harris, 2006; Harris, Breir, & Wihak, 2011).

Consequences of tertiary hypothesis. Travers (2011) noted that in the United

States there has been an abundance of "individually-based" doctoral research on PLA,

but without making generalizations about PLA *programs* and *policies* across educational

institutions.

Michelson (2006) added a point about re-theorizing PLA to "reconfigure it as a

dialogue across alternative modalities of knowledge" (p. 155). This study postulated the

tertiary hypotheses as an opportunity to re-theorize the concept of PLA and to make possible generalizations concerning PLA *programs*, *partners*, *policies*, and *incentives* across the "alternative modalities" of community engagement at land-grant institutions. Given that higher education have been in the process of clarifying, assessing, and documenting engagement, PLA has been explored within this similar context.

Chapter III Summary

This chapter provided further explanation of the hypotheses and multimodel design of the study. The hypotheses claimed that land-grant institutions have been community-engaged, but their engagement has focused on either programs, partners, policies, or incentives. The multimodel, *An Engaged-Learning Map (ELM) for Education, Learning, & Engagement*, was designed to complement clarification, assessment, and examples of engagement across higher education and adult learning, particularly at land-grant institutions. These claims and design have contributed to the overall study and the survey method discussed in the next chapter.

Chapter IV

METHOD OF SURVEY RESEARCH

Introduction to Chapter

The aim of this chapter directed toward describing the survey method employed and the analyses used during the research. Major parts of the chapter included the research question, hypotheses, census strategy, and total survey research approach. Other aspects of the study were also addressed.

Description of Survey Research

Survey research has been a form of quantitative research widely used in the educational field (Wiersma & Jurs, 2009). Surveys have acted as one of several social science instruments, including checklists, inventories, tests, and psychometric instruments (Colton & Covert, 2007). However, instruments such as polls, concept scales, questionnaires, and surveys have been used interchangeably that have obtained information and have evaluated needs, attitudes, and behaviors (Colton & Covert, 2007; Alreck & Settle, 1995; Smith & Glass, 1987).

Colton and Covert (2007) listed four major *attributes* of how surveys can be used: 1) to explore relationships; 2) to examine attitudes and beliefs; 3) to obtain sensitive information; and 4) to be combined with other data-gathering approaches. This study

mainly considered the first and fourth attributes (i.e., explore relationships and combine with other approaches), and determined that the second and third attributes were inappropriate, given that institutions, and not individuals, had been the central focus of the survey.

Criticisms of Survey Research in Dissertations

One major criticism of survey research has referred to their varied quality. Smith and Glass (1987) confirmed that the bulk of dissertations in education, involving survey research, has been dull and "thoughtlessly thrown together" (p. 225). These kinds of depictions had provided a warning about the lack of thoughtful and deliberative structure in some dissertation survey research. Smith and Glass (1987) added that questionnaires in many of these dissertations have been dismal, sent to "poorly selected samples of poorly defined populations, accepted whatever results came back, and let the canned computer program spew out endless tables" (p. 225).

Nevertheless, in favor of survey research, Smith and Glass (1987) exclaimed, "It does not have to be this way," and believed in quality survey research, referring to many outstanding surveys in education. Incited by an appreciation for the value of good surveys, Alreck and Settle (1995) also described the *careful* and *often artful* composition of designing survey research. Survey research has allowed flexibility, versatility, specialization, and efficiency in terms of measuring, collecting, and customizing samples and data (Alreck & Settle, 1995; Colton & Covert, 2007; Smith & Glass, 1987).

Designing Careful Survey Research

Designing careful and thoughtful survey research has depended upon considering

and overcoming associated limitations (Colton & Covert, 2007; Wiersma & Jurs, 2009).

Four major limitations in survey research have included: 1) limited data acquisition; 2)

subject to misinterpretation; 3) threatening and sensitive questions; 4) cost, expertise, and

error (Alreck & Settle, 1995; Colton & Covert, 2007; Weisberg, 2005). These major

limitations and criticisms of survey research had been reasonably considered and

addressed in subsequent sections of this chapter.

Survey Research Design

The overall research design in this study has been called a "descriptive-

exploratory" survey (Smith & Glass, 1987). An explanatory or analytic survey, in

comparison, had been used to test hypotheses concerning relationships among categories

and variables (Gray, 2006; Smith & Glass, 1987). In addition, a descriptive survey had

been used to measure characteristics of a population that could start the process of

making policy changes (Gray, 2006).

On the other hand, a *descriptive-exploratory* survey has been a type of analytic

research that Smith and Glass (1987) explained,

> [P]rovide data that are not only statistically representative of the population but
> also the basis for testing hypotheses about the relationships among variables in the
> population (p. 243).

This study employed a descriptive-exploratory survey in a cross-section design for assessing *community engagement* between categories related to land-grant institutions. It attempted to represent statistically a census of land-grant institutions and their characteristics; also to test hypotheses regarding any associations among indicators of community engagement. Land-grant institutions were considered as a unique population and were assessed according their establishment by U.S. legislation in 1862, 1890, and 1994.

Sample Element Study (Census)

A "sample element," or census as defined, described the effort to measure every member of a specific population (Smith & Glass, 1987). Censuses have been typically practiced in governments for entire residents; yet censuses have been applied to any designated population (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2009). Unlike the typical census, populations have not always comprised of individuals. Populations have been a multitude of collection types, such as communities, districts, and institutions (Groves et al., 2009; Smith & Glass, 1987). In this study, the entire population was the U.S. land-grant institutions (APLU, 2008; CFAT, 2011b; see also Appendix A). Census research has also been regarded as a form of *probability sampling*, thus additional methods for determining a required sample size (typical in random sampling) were considered (Bartlett, Kotrlik, & Higgins, 2001; Cochran, 1977).

Assessment Measures and Analysis

Three assessment measures were used in the overall survey research design: 1) descriptive items; 2) concept scale; and 3) document review. The descriptive items and concept scale were featured in a web-questionnaire completed by participants and the researcher conducted the document review. Web-questionnaires were given to land-grant administrators and faculty publicly identified (in membership directories and respective university websites) for their engagement function at their respective land-grant institution.

Every land-grant institution had designated some form of authority to address the public service, outreach, extension, or engagement affiliated within their institution. A census of 110 land-grant institutions produced 447 administrators and faculty assigned to fulfill their designated land-grant engagement function. All participants were contacted to complete a web-questionnaire. A separate document review of 110 land-grant institutions were constructed and administered by the researcher.

Alongside the three assessment measures, there were three forms of analyses: 1) chi-square test of association; 2) modified semantic differential; and 3) document analysis. The assessment measures and analyses were designed in accordance to the following research question and hypotheses.

Research Question and Hypotheses

This study examined the topic of community engagement at U.S. land-grant institutions. The research question and hypotheses involved the concept and

classifications of engagement concerning land-grant institutions and their communities. The research question in this study was the following: *What, if any, is the association between community engagement and land-grant institutions?*

Underlying this research question involved concerns regarding land-grant institutions as community-engaged, their emphasis of engagement, and their use of other assessments, namely prior learning assessment, as examples of community engagement. This research was guided by a multimodel entitled, *An Engaged-Learning Map (ELM) for Education, Learning, & Engagement*, which was designed to help synthesize the concept of engagement through distinguishing constituencies, missions and values, and operating examples of engagement, specifically programs, partners, policies, and incentives.

Six hypotheses were postulated to explain the association between community engagement and land-grant institutions. The six hypotheses were grouped under primary, secondary, and tertiary postulations, partly to distinguish the three measures of the survey research and the forms of data analysis, as shown in Table 4.1.

The overall survey research design included descriptive items regarding the association of land-grant institutions and community engagement, the conceptualization and focus of engagement; and the frequency of prior learning assessments as another assessment of engagement. This survey design was in accordance to the dominant view of implementing a *total survey error approach*. The hypotheses (Table 4.1) were provided to address the research question of the association between community engagement and land-grant institutions.

Table 4.1.

Six Hypotheses of the Study

Level	Hypothesis	Analysis
Primary	(1) All land-grant institutions are community-engaged.	Chi-Square; Modified Semantic Differential; Document Analysis
Secondary	(2) Land-grant institutions emphasize programs more than incentives as an example of community engagement. (3) Land-grant institutions emphasize partners more than policies as an example of community engagement. (4) Educators more than learners in land-grant institutions are emphasized for community engagement.	Modified Semantic Differential
Tertiary	(5) Land-grant institutions provide examples of prior learning assessment. (6) Prior learning assessments are indicators of community engagement.	Document Analysis

Total Survey Error Approach

This research study pursued a strategy called the "total survey error approach" or

Total Design Method. Weisberg (2005) called the approach the "new science of survey

research." As Weisberg (2005) described, the total survey error approach:

> [E]mphasizes the several different types of survey error, inevitable survey-related effects, and the full set of cost, time, and ethical considerations that constrain research (p. 26-27).

The elements of a total survey error approach viewed aspects related to *survey errors*, *constraints*, and *related effects* throughout the entire survey process (Weisberg, 2005). Several factors consisted of the total survey error approach. The aspects of *errors* included measurement, nonresponse, and sampling/coverage; the aspects of *constraints* involved costs, time, and ethics; and the aspects of *survey-related effects* included question-related, mode, and comparison. All of these aspects were considered within this entire research design. Overall, the concept of total survey error approach was a comprehensive, "ideal protocol" that underlined many aspects of survey research that could potentially influence results (Groves et al., 2009).

Dillman (2007) criticized that this design may be a comprehensive, one size-fits-all approach, but can overlook unique social situations and exchanges. As a revision to the total survey error design, Dillman (2007) introduced a *Tailored Design* perspective that considered the "critical differences in survey populations, sponsorship, and content" (p. 25).

The *Tailored Design* approach attempted to reduce survey errors by creating procedures that could increase the rate of responses and benefits to both survey researcher and participant. Some procedures included providing incentives to survey participants, designing "professional-looking" questionnaires, making questions easy to answer, and positioning the survey as very important to complete (Weisberg, 2005).

Some revisions to the total error approach provided,

[N]ew technologies, theoretical advancements, mixed-mode considerations, a better understanding of specific survey requirements, and an improved base of social science knowledge (Dillman, 2007, p. 6).

Resulting Key Decisions

As a result, this study had considered technology and the situation in its design. Since the original land-grant act reached its 150-year anniversary in 2012, this research had communicated a narrative in lieu of this anniversary during the three months of the study (October 2011-December 2011). In addition, a web-questionnaire had been constructed using institutional software (Surveys @ Teachers College, 2002), and administered and collected through professional software (Survey Gold, 2011). The web survey used a one-page self-administered *scrolling* design with easy-to-answer required question items, similar to the Carnegie Community-Engagement documentation framework, and optional questions for receiving a summary report (Couper, 2008; Dillman, 2007). These efforts were a component of an overall *survey methodology* to understand and minimize error (Groves et al., 2009).

Measurement

The measurement section addressed two concerns: "What will be measured and how it will be measured"(Wiersma & Jurs, 2009, p. 352). In brief, this survey research attempted to measure the concept of engagement through four operating examples and three missions as possible indicators. *Nominal* and *ordinal* levels of measurement were used to provide categorizations and differences among the data. Likert scaling, a

modified semantic differential, and frequency distributions were used in the entire study.

Initial steps toward validity and reliability of the survey research were implemented by

examining the *content* and *multicultural* validity with qualitative judgment; and by

considering *percentage* and *proportion of agreement* reliability among the unique

population and types of U.S. land-grant institutions (Colton & Covert, 2007; Gray, 2006;

Merriam & Simpson, 1995; Wiersma & Jurs, 2009).

Theoretical Framework

The formulated theoretical framework and conceptual design had become a

multimodel entitled, *An Engaged-Learning Map (ELM) for Education, Learning, &*

Engagement. Assessment categories and dimensions of the ELM multimodel were the

following:

1. *1862; 1890; 1994 Land-Grant Institutions* (LGI): Land-grant institutions

   have been indicated according to their U.S. legislation year. Other distinctive

   characteristics between land-grant institutions were used for comparisons such

   as public or private control, locale or region, two-year or four year, and

   additional classifications (Carnegie Classification, 2009).

2. *Shared Constituencies*: Educators and Learners were shared constituencies.

   Educators have included institutions, faculty, outreach, or extension. Learners

   have included communities, businesses, and other learners or students.

   Shared constituencies have represented the dichotomy in the context of

education and learning. Dichotomies branched into teacher-student, campus-

community, etc.

3. *Threefold Mission of Land-Grant Institutions*: Teaching, Research, Service;

these missions have been expressed across many colleges and universities.

4. *Mutual Values:* Diversity and Access; these values have been expressed in

mission-and-value statements in higher education and adult learning and have

been two core principles regarding the land-grant idea and movement.

5. *Four Theories and Practices*: Experiential Education; Lifelong Learning;

Lifelong Education; Experiential Learning; these theories were used to clarify

the concept and assessment of engagement at land-grant institutions.

6. *Operating Examples*: Programs, Partners, Policies, and Incentives had been

measurable indicators of engagement for shared constituencies (CFAT, 2010).

Collection Mode

The collection mode of this study had employed a probability sampling approach

and a web-questionnaire delivery (Weisberg, 2005). The intended research population

was a census of U.S. land-grant institutions. Given the nature of the census, some

sampling strategies were inappropriate (e.g. stratified or cluster sampling), but factoring

best estimates, typical acceptance range, and confidence intervals had been considered.

Probability Sampling and Census of "Rare" Population

Groves et al. (2009) presented the importance of probability sampling in survey

research methodology. As a part of the total survey error approach, the aspect of

sampling involved *coverage error*, or the proper consideration of target populations and sampling frames.

Land-grant institutions were the target population. The sample frame was the U.S. legislation of land-grant institutions and other classifications. Arguably, Groves et al. (2009) might have identified land-grant institutions as not only an "organizational population," but also a "rare population." According to Groves et al. (2009), a rare population has consisted of "small target groups of interests to researchers…what makes a population rare is not its absolute size but its size relative to available frames that cover it" (p. 87). One-hundred ten (110) land-grant institutions have existed within over four thousand U.S. colleges and universities (CFAT, 2011b). Land-grant institutions had been considered a rare population since they have represented 2.7 percent of U.S. colleges and universities.

Probability sampling in the form of a census survey was conducted to give each land-grant institution a chance to be represented within the survey research. A web-questionnaire and document review approach was implemented to research all 110 land-grant institutions.

Data Collection Procedures

The techniques and procedures chosen for data collection were derived from the descriptive-exploratory method of survey research. Appropriate procedures were determined during the entire process of planning and designing the study. The

instrumentation of surveys required the construction and usage of a web-questionnaire (Merriam & Simpson, 1995).

Survey Instrumentation

This research employed a web-based questionnaire as its main instrument constructed with descriptive items and a concept scale. The descriptive items were constructed using existing documentation such as the Carnegie Community-Engagement framework and other assessments of community engagement related to land-grant institutions. In a three month survey period, a series of follow-up communications were given to address non-responses. The web-based survey design assumed that all participants at land-grant institutions had access to the Internet given their email addresses.

Given the nature of a web-questionnaire, the expected response rate had varied percentages (Wiersma & Jurs, 2009). The study intended to receive responses from all land-grant institutions, participated by faculty and administrators designated for their engagement function at these institutions.

Descriptive items. The web-questionnaire items were constructed according to related literature, assessments, and contributions related to higher education, adult learning, and engagement (Carnegie Classification, 2009; Aronson & Webster, 2007; APLU, 2008, 2010a; CFAT, 2010; Flint & Associates, 1999; Holland, 1997; Hyman et al., 2001; Kambutu, 2000; Kellogg, 1999a; Furco, 1996; Furco, Weerts, Burton, & Kent,

2009; Osher Lifelong Learning Institute (OLLI), 2010; Sandmann, & Weerts, 2010; Strickler, 1959; Westdijk et al., 2010; Zucker et al, 1999).

The web-questionnaire had consisted of 21-items into seven sections (Appendix D: 2011 Land-Grant Institutions' Census Survey on Community Engagement). The descriptive items had been constructed according to existing related contributions:

A. *Introduction* (5 questions): The Introduction section provided demographic questions concerning the three types of land-grant institutions (1862, 1890, 1994); nine areas of geographic locations (Far West to Southeast and Outlying Areas); two types of institutional levels (2-year or 4-year institutions); and whether their land-grant institution applied and/or were recognized as a community-engaged institution by the 2006, 2008, or 2010 Carnegie Community-Engagement Classification (CCE) (Carnegie Classification, 2009; APLU, 2008; CFAT, 2010, 2011b; Strickler, 1959).

B. *Programs* (3 questions): The Programs section provided descriptive questions about offering service-learning programs, cooperative extension, community projects, internships, and volunteer opportunities (Furco, 1996; Furco et al., 2009; CFAT, 2010; Holland, 1997; Hou, 2010; Kellogg, 1999a; Zlotkowski, 1997)

C. *Incentives* (3 questions): The Incentives section provided descriptive questions about hiring practices of promotion and tenure related to the threefold mission of teaching, research, and service (CFAT, 2010; Holland, 1997; Hyman et al., 2001).

D. *Policies* (3 questions): The Policies section provided descriptive questions about policies such as mission statements and terms related to community engagement (Campus Compact, 2007; CFAT, 2010; Creighton, 2006; Westdijk et al., 2010)

E. *Partners* (2 questions): The Partners section provided a list of possible partners related to community engagement regarding 1862, 1890, or 1994 Land-Grant Institutions (APLU, 2008; AIHEC, 2011; CAEL, 2007; Campus Compact, 2007; Gelmon et al., 2005; IARSLCE, 2010; McNall, Reed, Brown, & Allen, 2009; OLLI, 2010; Redd, 1998; Sandmann, & Weerts, 2010).

Because a web-questionnaire was used, attention was given to not only particular question items, but also visual style elements (Couper, 2008; Dillman 2007). Pretesting questionnaire items was performed to make revisions in both content and appearance. One feature of the web-questionnaire employed language specifically related to land-grant institutions.

Concept scale. Within the web-questionnaire, a concept scale was designed as an additional exploratory measure concerning engagement at land-grant institutions. Concept scales have been able to gather a composite of responses (Smith & Glass, 1987). In this study, a scale was developed for *engagement* as a concept, which explored aspects to the ELM multimodel for possible clarification. The concept scale was formulated

according to the secondary hypotheses referring to engagement focus and the Carnegie Community-Engagement Classification (Giles et al., 2010).

In researching engagement as a concept, the study introduced additional literature and research regarding the structure, fundamentals, and measurement of concept-formations (Hempel, 1964; Solley & Messick, 1969). The concept-formation approach allowed for interpreting the postulated hypotheses as a form of "testable theory" in reference to the data collected (Hempel, 1964). A separate section of the web-questionnaire entitled, *Engagement Focus* (3 questions) was designed to compare the four operating examples, as explained in the ELM multimodel, for a testable theory of the engagement concept at land-grant institutions.

Document review. This survey used a document review process as its content/document analysis to research all land-grant institutions regarding existing courses and programs, faculty reward structures, prior learning assessment, and other secondary data analyses (Appendix E: Checklist for Content/Document Analysis for Land-Grant Institutions Community Engagement).

A document checklist was created with similar sections as the web-questionnaire to assess land-grant institutions association to community engagement. The document review approach served as a form of *triangulation* to resolve possible concerns of *social desirability* from web-questionnaire responses and to mitigate a limited representation (Denzin, 1996; Groves et al., 2009; Weisberg, 2005).

Data Analysis Procedures

The data analysis involved the statistical procedures used in the study. Descriptive and inferential statistics were implemented including a chi-square distribution, a modified semantic differential, and frequency distributions (Wiersma & Jurs, 2009). Most of the data analysis was performed by computer and statistical packages (Statistical Calculator, 2010; Statistical Package for the Social Sciences (SPSS), 2011; Survey Gold, 2011).

Chi Square Test of Association

Using chi-square involved analyzing frequencies. Chi-squares have provided answers from frequency data and "whether the frequencies observed in our sample deviate significantly from …expected population frequencies" (Isaac & Michael, 1975, p. 135). The frequencies were evaluated according to type of land-grant institutions. The interest was whether an association of *significance* existed between land-grant institutions and community engagement. This study implemented a *Chi-Square Test of Association* (Independence).

In determining a "significant difference" for data analysis, a conservative estimate of 1% (0.01) was implemented despite the typical 5% (0.05) in education and social sciences (Hopkins, Hopkins, & Glass, 1996). A one percent estimate has suggested that, if the analyses of a significant association can be shown in the data, there had been only a one percent occurrence that the analysis was due to chance or error (Mendenhall, Beaver, & Beaver, 2009).

The study also considered the conditions for *not* using the chi-square distribution:

1) More than 20 percent of expected frequencies are smaller than 5; and 2) any expected

frequency is less than 1 (Creswell, 2008; Diamantopoulos & Schlegelmilch, 1997; Gray,

2006; Hopkins, Hopkins, & Glass, 1996; Klugh, 1970; Ravid, 2005).

Modified Semantic Differential

The semantic differential has been a method for measuring meaning about unclear

words and concepts (Colton & Covert, 2007; Osgood, Suci, & Tannenbaum, 1969).

Given the nature of the topic and research question, a modified semantic differential

proved helpful in assessing how land-grant institutions define the concept and focus on

engagement. The traditional semantic differential required participants to select between

two "polar adjective pairs." These adjective pairs had varied in abstraction related to

dimensions of *evaluation*, *potency*, and *activity* (Osgood et al., 1969).

This study employed a modified version of the semantic differential that used

concrete terms combined with *adverbial* ranges similar to traditional *Likert* scales

(Colton & Covert, 2007). Participants of each land-grant institution had been instructed

to rate the *engagement focus* by their respective land-grant institution according to terms

most familiar. During the pretesting trials of administering the traditional semantic

differential, using pairs such as *good-bad*, *large-small*, or *active-passive,* participants

found it hard to respond to these pairs related to the concept of engagement.

Colton and Covert (2007) have suggested that researchers can create their own

pairs that they considered more relevant to their topic (Kerlinger & Lee, 1999). Although

Osgood et al. (1969) had identified fifty adjective pairs in the traditional version; the modified semantic differential formulated only three pairs directly related to the indicators of engagement: 1) *programs-incentives*; 2) *partners-policies*; and 3) *educators-learners*.

Document Analysis

The document analysis of data gathered from the document checklist provided descriptive data with frequency and percentage distributions. A focus in this analysis was to assess prior learning assessment (PLA) within the context of community engagement at land-grant institutions, specifically those recognized for the Carnegie Community-Engagement Classification (2006, 2008, or 2010).

Previous research has studied PLA within a limited framework of credit transfer practices or in the limited context of an individual institution (Travers, 2011). The document analysis addressed PLA within a broader framework of community engagement, the ELM multimodel, and for purposes of generalizing operating examples employed at land-grant institutions.

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Chapter IV Summary

</div>

This chapter addressed the survey research methodology that was used in the study. The design employed a *descriptive-exploratory* survey approach, which provided data from descriptive items, concept scale, and document review. The intent was to conduct a *statistically representative* census of U.S. land-grant institutions. The data

were analyzed according to chi-square tests of association, a modified semantic differential, and document analysis. The data tested six hypotheses to address the research question concerning the association between land-grant institutions and community engagement.

Chapter V

FINDINGS AND ANALYSIS OF DATA

Introduction to Chapter

Community engagement as a theory and practice has varied across higher education. Land-grant institutions have been a unique population within higher education with a historic mission of teaching, research, and service to community. Approximately 110 land-grant institutions have existed among over four thousand colleges and universities in the United States and territories (CFAT, 2008). In higher education, there have been efforts to assess community engagement led by the Carnegie Community-Engagement Classification. According to their most recent classification, only twelve percent of land-grant institutions had been selected as community-engaged institutions. Therefore, the aim of this study was to describe and explore the association between community engagement and land-grant institutions, especially given their unique population and historic mission.

This chapter provided an analysis of findings and their implications. The chapter consisted of a summary of entire study, hypotheses and research question, and presentation and analysis of data.

Summary of Entire Study

This research conducted a descriptive-exploratory census survey that intended to describe the assessments of community engagement and to explore these assessments in relation to land-grant institutions. From the Carnegie Community-Engagement Classification (2006, 2008, and 2010) and other existing engagement indicators, four operating examples had been discovered and grouped: 1) *programs*, 2) *partners*, 3) *policies*, and 4) *incentives*. A multimodel entitled, *An Engaged-Learning Map for Education, Learning, & Engagement,* was designed to synthesize these operating examples within the context of adult learning theories, shared constituencies, threefold mission, and mutual values of land-grant institutions.

The survey research consisted of descriptive items, concept scale, and document review on the assessment of community engagement. The descriptive items and concept scale were featured within a web-questionnaire and the researcher conducted the document review. Web-questionnaires were given to 447 administrators and faculty assigned to fulfill their designated land-grant engagement function from a census of 110 land-grant institutions. Faculty and administrators were publicly identified (in membership directories and respective university websites) for their engagement functions at their land-grant institution. Land-grant institutions were categorized as 1862, 1890, and 1994 Land-Grant Institutions, consistent with U.S. legislation. As a result, the data were analyzed using chi-square test of association, modified semantic differential, and document analysis.

Research Question and Hypotheses

The research question of this study was the following: "What, if any, is the association between community engagement and land-grant institutions?" In order to address the research question, six hypotheses were postulated. The six hypotheses were grouped as *primary*, *secondary*, and *tertiary*. The *primary* hypothesis: All land-grant institutions are community-engaged. The *secondary* hypotheses: a) Land-grant institutions emphasize programs more than incentives as an example of community engagement; b) Land-grant institutions emphasize partners more than policies as an example of community engagement; c) Educators more than Learners in land-grant institutions are emphasized for community engagement. The *tertiary* hypotheses: Land-grant institutions provide examples of prior learning assessment; and Prior learning assessments are indicators of community engagement.

Survey Research and Data Collection

A census survey described and explored community engagement at land-grant institutions. The research consisted of descriptive items, concept scale, and document review. The researcher conducted the document review of all 110 land-grant institutions. Participants representing the land-grant institutions answered descriptive items and concept scale. The *descriptive-exploratory* survey research employed a chi-square test of association, modified semantic differential, and document review to address the six postulated hypotheses and research question.

Overview of Findings

The survey research spanned the course of three months (October 2011-December 2011). During October 2011, an introductory email followed by a provided hyperlink to the web-questionnaire was given to participants representing 110 U.S. land-grant institutions. Only four emails were returned as unavailable. October resulted in 62 responses. During November 2011, a follow-up email including a provided web-questionnaire hyperlink was sent to participants (excluding the four rejected emails). November resulted in 16 responses, bringing the subtotal to 78 responses. During December 2011, a final email including a provided web-questionnaire was sent to participants. December resulted in 12 responses, bringing the total to 90 responses.

The participants represented 50 of 110 land-grant institutions (census rate 45.4%, N=110) among the return of responses (return rate 20.1%, N=447). Sixty-five responses provided verifiable information representing their specific land-grant institution (representative rate 72.2%, N=90). During the three months, the breakdown of the fifty land-grant institutions (LGI) represented (without duplication) had included 29 LGI in October 2011; 13 LGI in November 2011; 8 LGI in December 2011.

Participants completed the web-questionnaire (19 required; 2 optional) with multiple optional responses: 64 responses provided incomplete contact information (combinations of either email address, name of institution, department, or full name); 25 responses were completely anonymous (17 in October; 5 in November; 3 in December). According to type of land-grant institution, the ninety participants resulted in 63 (n=63,

70.0%) described as 1862 Land-Grant Institutions; 15 (n=15, 16.7%) described as 1890 Land-Grant Institutions; and 12 (n=12, 13.3%) described as 1994 Land-Grant Institutions. Among the fifty represented land-grant institutions, thirty recorded a response from a single participant, and twenty recorded responses from two or more participants.

The 21-item web-questionnaire was presented in seven sections: Introduction (5 questions), Programs (3 questions), Incentives (3 questions), Policies (3 questions), Partners (2 questions), Engagement Focus (3 questions) and Conclusion (2 optional questions) (Appendix D: 2011 Land-Grant Institutions' Census Survey on Community Engagement). The Introduction section provided demographic questions concerning the three types of land-grant institutions (1862, 1890, 1994); nine areas of geographic locations (Far West to Southeast and Outlying Areas); two types of institutional levels (2-year or 4-year institutions); and whether their land-grant institution applied and/or were recognized as a community-engaged institution by the 2006, 2008, or 2010 Carnegie Community-Engagement Classification (CCE).

Sections regarding *Programs*, *Incentives*, *Policies*, and *Partners* were descriptive items about the extent to which their land-grant institution applied these areas to engage their communities. In addition, these sections included multiple responses to reflect the types of operating examples that these respective land-grant institutions performed related to community engagement. A specific multi-response question was constructed to address terms used at respective land-grant institutions. Choices were the following: 1)

Extension & Outreach; 2) *Experiential Education*; 3) *Lifelong Learning*; 4) *Lifelong Education*; 5) *Experiential Learning*; 6) *Prior Learning Assessment*.

The *Engagement Focus* section provided exploratory questions that were analyzed as a modified semantic differential, which indicated the focus on engagement by respective land-grant institutions. Three semantic pairs were used. These three pairs were the following: 1) *Programs and Incentives*; 2) *Policies and Partners*; 3) *Educators and Learners*. The participants were asked to indicate between these semantic pairs that best reflected their land-grant institution's engagement focus.

One example of the range of choices (using the Programs and Incentives semantic pair) was the following: *Mostly Programs*; *Slightly Programs*; *Not Programs nor Incentives*; *Slightly Incentives*; *Mostly Incentives*. All of the semantic pairs reflected the same range of choices. These semantic pairs had been analyzed to address the secondary hypotheses formulated in this study. The Document Review included a checklist in researching available documents from each land-grant institution. Website searches and publicly accessible documents such as student-faculty handbooks, visions, and mission-and-value statements were explored to discover examples of *prior learning assessment* (PLA) at land-grant institutions, specifically those recognized for the *Carnegie Community-Engagement Classification* (CCE).

Table 5.1.

Carnegie[1] Demographic Characteristics of Land-Grant Institutions (N = 110)

Characteristic	N	%
Carnegie Community-Engagement Classification		
No Classification	77	70
Curricular Engagement and/or Outreach & Partnerships (2006, 2008, 2010)	33	30
Basic All-Inclusive Classification		
Research Universities		
Very High Research Activity	37	34
High Research Activity	16	15
Doctoral	5	<1
Master's Colleges & Universities		
Large Programs	3	<1
Medium Programs	2	<1
Smaller Programs	6	<1
Baccalaureate Colleges	7	<1
Associate's Colleges	2	<1
Tribal Colleges	32	29
Control of Institution		
Public	99	90
Private	11	10
Geographic Region (State or Territory Abbreviation)		
Southeast (AL AR FL GA KY LA MS NC SC TN VA WV)	25	23
Plains (IA KS MN MO NE ND SD)	22	20
Rocky Mountains (CO ID MT UT WY)	12	11
Southwest (AZ NM OK TX)	11	1
Far West (AK CA HI NV OR WA)	10	<1
Great Lakes (IL IN MI OH WI)	9	<1
Mid East (DE DC MD NJ NY PA)	8	<1
New England (CT ME MA NH RI VT)	7	<1
Outlying Areas (AS FM GU MH MP PR PW VI)	6	<1
Locale		
City (Large/Midsize/Small)	46	42
Rural (Fringe/Distant/Remote)	32	29
Town (Fringe/Distant/Remote)	20	18
Suburb (Large/Midsize/Small)	12	11

[1] Data from Carnegie Classification (2010) Amended September 2011.

Characteristics of Land-Grant Institutions

Table 5.1 showed the demographic characteristics of land-grant institutions according to the Carnegie All-Inclusive Classifications (amended by Carnegie, September 2011). The characteristics included the number of land-grant institutions and percentage in five sections.

Initial observations of land-grant characteristics. Additional comparisons and analyses were given in subsequent sections, yet there have been few initial observations from the demographic classification of land-grant institutions. The first section, concerning the Carnegie Community-Engagement Classification (CCE), has supported the research problem and question. The research study was initially formulated according to the CCE (2010 only) of thirteen land-grant institutions, reflecting that eighty-eight percent had not received the designation (Appendix B). Given that seventy percent of land-grant institutions (2006, 2008, and 2010) have not received the CCE, these characteristics have confirmed the basis for inquiring about whether any association between land-grant institutions and community engagement has existed. The *Basic All-Inclusive Classification* revealed the range of land-grant institutions. They have ranged from the *very high research* activity of *Research Universities* to *Tribal Colleges*, which some have been identified as community and technical colleges (Carnegie, 2009).

The control of the institution, which showed that eleven land-grant institutions have been privately-controlled, has challenged a common assumption that all land-grant institutions were *public* institutions. Another general assumption has been that most

land-grant institutions were located in rural areas. The data reflected that the largest

percentages have existed in cities (42%), which have signified the growth of the

American population since many land-grant institutions were initially established over a

century ago. A final observation concerning *geographic areas* had confirmed the impact

in the number of *1890* and *1994* Land-Grant Institutions (LGI) in the *Southeast* and

Plains regions and states, as the highest concentration of land-grant institutions.

Comparison of Carnegie Data with Current Study

Given the Carnegie demographic characteristics of land-grant institutions, Table

5.2 *Comparison of Demographics between Carnegie Data and Current Study* showed a

comparison between Carnegie census data of land-grant institutions (N=110) and this

current study from the census of land-grant institutions (n=50). The Carnegie data

involved national data of institutions of higher learning, while this current study involved

land-grant institutions representative of *1862*, *1890*, and *1994* Land-Grant Institutions.

As noted earlier, this data has reflected the fifty representative land-grant

institutions, without duplication, although twenty-five participants had not indicated

optional information to distinguish their specific land-grant institution other than the

1862, 1890, and 1994 LGI designations. Estimates have suggested that an average of two

participants recorded per land-grant institution.

Given that twenty-five participants were completely anonymous, along with other

incomplete contact information, there is no definitive number of the additional number of

land-grant institutions represented. However, measures where implemented to prevent the same participant from responding more than once (Survey Gold, 2011).

The Carnegie Data contained detail information for each land-grant institution including name, city, and state. This study only required identification of either 1862, 1890, 1994 Land-Grant Institutions (LGI); 2-year or 4-year; and geographic location to aggregate the results according to these categories.

Table 5.2.

Comparison of Demographics between Carnegie Data and Current Study

Characteristics	Carnegie		Current Study	
	N^1= 110	%	n^2= 50	%
Land-Grant Institution (LGI)				
1862	59	54	39	78
1890	19^3	17	4	8
1994	32	29	12	14
Geographic Region (State or Territory Abbreviation)				
Southeast (AL AR FL GA KY LA MS NC SC TN VA WV)	25	23	13	26
Plains (IA KS MN MO NE ND SD)	22	20	12	24
Rocky Mountains (CO ID MT UT WY)	12	11	5	1
Southwest (AZ NM OK TX)	11	1	3	<1
Far West (AK CA HI NV OR WA)	10	<1	5	1
Great Lakes (IL IN MI OH WI)	9	<1	3	<1
Mid East (DE DC MD NJ NY PA)	8	<1	3	<1
New England (CT ME MA NH RI VT)	7	<1	4	<1
Outlying Areas (AS FM GU MH MP PR PW VI)	6	<1	2	<1
Level of Institution				
4-Year	86	78	43	86
2-Year	24	22	7	14

[1] Census of Land-Grant Institutions (N=110)

[2] Representative of number of land-grant institutions verified in census survey (Census Rate: 45.4%)

[3] Includes American Samoa Community College among the traditional 18 black land-grant colleges

The Carnegie Data were adjusted by designating 1862, 1890, or 1994 LGI to each of the listed 110 land-grant colleges and universities. The study web-questionnaire maintained the same geographic location areas as specified in the Carnegie All-Inclusive Data classification.

   Initial observations of current study comparison. Given the differences between the Carnegie census of all land-grant institutions (N=110) compared to the current study representative of 1862, 1890, and 1994 Land-Grant Institutions (n=50), more attention was focused on the *compared percentages*. There were similar comparisons across the land-grant institution categories. The current study has a larger percentage (78%) of institutions described as *1862 LGI* compared to the *Carnegie average* (54%). It has a smaller percentage (8%) of institutions described as *1890 LGI* compared to the Carnegie average (17%). The current study has a smaller percentage (14%) of institutions described as *1994 LGI* compared to the Carnegie average (29%). Regarding the level of institution, the current study also has a larger percentage for 4-year land-grant institutions (86%) compared to the Carnegie average (78%); has a smaller percentage for 2-year land-grant institutions (14%) compared to the Carnegie average (22%).

   In reference to *geographic location* of land-grant institutions, there were striking similarities according to *percentages*. In this current study, most geographic locations of land-grant institutions were represented similar to the Carnegie averages, with the

exception of the Rocky Mountains region at one percent compared to the Carnegie average of eleven percent.

Presentation and Analysis of Six Hypotheses

This section provided a presentation and analysis of data related to the six hypotheses. Tables regarding other specific questions featured in the web-questionnaire have been produced in Appendix G: *Tabulated Results of 2011 Land-Grant Institutions' Census Survey*. The six postulated hypotheses were primary, secondary, and tertiary. The remaining analyses were according to total participants (n=90) representing 1862; 1890; and 1994 Land-Grant Institutions. In accordance to the conditions of chi-square test of association, participants from 1890 LGI and 1994 LGI were grouped into a single category. Frequency distributions of participants were analyzed according to the chi-square test of association, modified semantic differential, and document analysis.

Primary

(1) *All land-grant institutions are community-engaged*
The first and primary hypothesis was postulated based upon 12-30% of land-grant institutions either applied and/or were selected for the CCE (CFAT Data 2010; also 2006, 2008, 2010).

Two specific questions in the web-questionnaire were analyzed in addressing the hypothesis: "Did your land-grant institution apply for the 'community engagement classification' conducted by the Carnegie Foundation for the Advancement of

Teaching?"; "Was your land-grant institution recognized as a 'community-engaged institution' by the Carnegie Foundation in 2006, 2008, or 2010?"

Table 5.3.

Chi-Square Test of Applied for Community Engagement Classification

Crosstab

Applied for Carnegie Community Engagement Classification			Land-Grant Institution		
			1862	**1890 & 1994**	Total
Applied	Yes	Count	44	5	49
		Expected Count	34.3	14.7	49.0
	Unsure	Count	13	15	28
		Expected Count	19.6	8.4	28.0
	No	Count	6	7	13
		Expected Count	9.1	3.9	13.0
Total		Count	63	27	90
		Expected Count	63.0	27.0	90.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	**20.072**[a]	**2**	**.000**
Likelihood Ratio	21.042	2	.000
N of Valid Cases	90		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.90.

Table 5.4.

Chi-Square Test of Recognized for Community Engagement Classification

Crosstab

Recognized for Carnegie Community Engagement Classification			Land-Grant Institution		
			1862	**1890 & 1994**	Total
Recogn'd	Yes	Count	38	6	44
		Expected Count	30.8	13.2	44.0
	Unsure	Count	12	14	26
		Expected Count	18.2	7.8	26.0
	No	Count	13	7	20
		Expected Count	14.0	6.0	20.0
Total		Count	63	27	90
		Expected Count	63.0	27.0	90.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	**12.889**[a]	**2**	**.002**
Likelihood Ratio	13.117	2	.001
N of Valid Cases	90		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.00.

The *primary hypothesis* was tested using the *chi-square test of association* (Mendenhall, Beaver, & Beaver, 2009). Table 5.3 and Table 5.4 reflected the chi-square analysis of both questions concerning *applying* and *receiving* the *Carnegie Community-Engagement Classification*. Responses were tabulated according to *Yes*, *No*, and *Unsure*.

Regarding the question of land-grant institutions *applying* for the CCE (Table 5.3), a chi-square test of association was performed to examine the association between responses and type of land-grant institution. The association was highly significant, χ^2 (2, n=90) =20.072, p< .001.

Regarding the question of land-grant institutions *recognized* for the CCE (Table 5.4) a chi-square test of association was performed to examine the association between responses and type of land-grant institution. The association was significant, χ^2 (2, n=90) =12.889, p= .001 (Note. p=.0016).

Land-grant institutions (LGI) were categorized under *1862 LGI*; and *1890 LGI & 1994 LGI,* which had been combined according to the conditions of chi-square test of association. Given the data, the chi-square analysis and conditional proportions, it has appeared that *1862 LGI* were more likely to respond *Yes* to either *applied* (n= 44, 69%) or *recognized* (n=38, 60%) regarding CCE. *1890 LGI & 1994 LGI* were more likely to respond *Unsure* to either *applied* (n=15, 56%) or *recognized* (n=14, 52%) regarding CCE classification. Neither *1862 LGI* nor *1890 LGI & 1994 LGI* were more likely to respond *No* to either *applied* (n= 6, 10% for 1862 LGI; n=7, 26% for 1890 LGI & 1994 LGI) or

recognized (n=13, 20% for 1862 LGI; n=7, 26% for 1890 LGI & 1994 LGI) regarding the CCE.

Secondary

> (2) *Land-grant institutions emphasize programs more than incentives as an example of community engagement*;
>
> (3) *Land-grant institutions emphasize partners more than policies as an example of community engagement*;
>
> (4) *Educators more than learners in land-grant institutions are emphasized for community engagement*.

Three *secondary hypotheses* (2) (3) (4) were postulated according to *An Engaged-Learning Map (ELM) for Education, Learning, & Engagement*. Within the web-questionnaire, the section called "Engagement Focus" provided exploratory questions presented as a concept scale, which required participants (LGI analyzed separately) to indicate their respective land grant focus on engagement. The questions:

> i: What is your land-grant institution's ENGAGEMENT FOCUS between PROGRAMS and INCENTIVES?
>
> ii. What is your land-grant institution's ENGAGEMENT FOCUS between POLICIES and PARTNERS?
>
> iii. What is your land-grant institution's ENGAGEMENT FOCUS between EDUCATORS and LEARNERS?

The range of choices was presented in an *adverbial* concept scale from *Mostly*, *Slightly*,

and *Not* along the scale of the semantic pairs: PROGRAMS-INCENTIVES; POLICIES-

PARTNERS; EDUCATORS-LEARNERS.

Semantic Differential of Engagement Focus by Land-Grant Institution (LGI)

Semantic-Pair (Score Range)	Programs-Incentives (5.00-1.00)	Policies-Partners (1.00-5.00)	Educators-Learners (5.00-1.00)
1862 LGI (n=63)	4.49	3.68	2.25
1890 LGI (n=15)	4.73	3.26	2
1994 LGI (n=12)	4.08	4	1.5
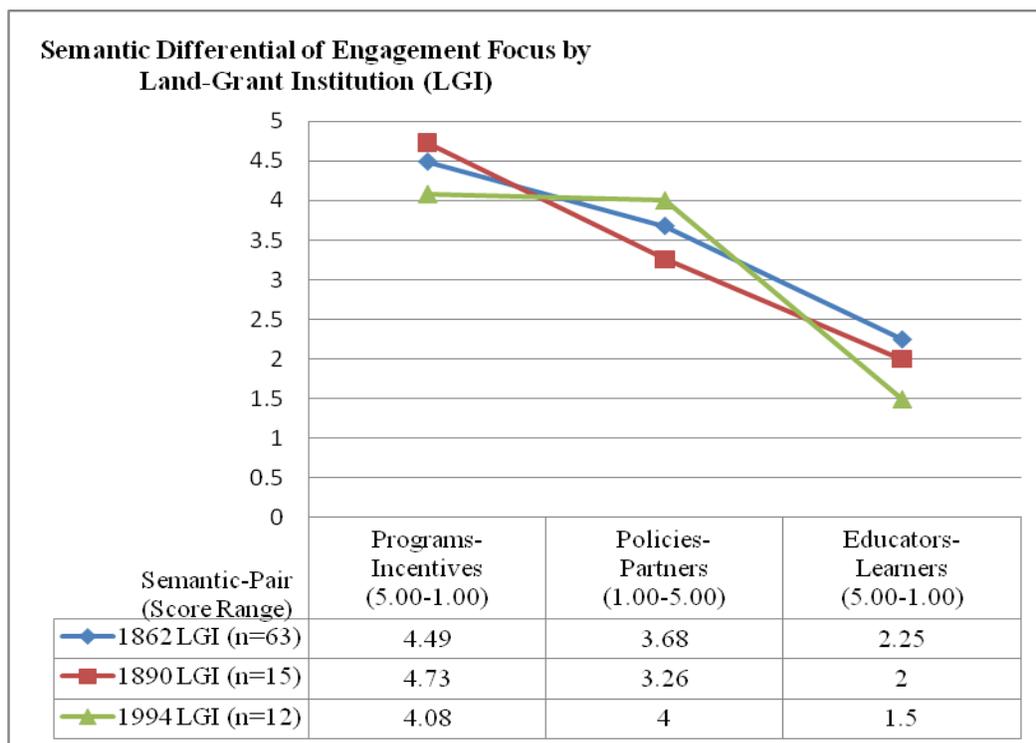
Figure 5.1. *Semantic Differential of Engagement Focus by Land-Grant Institution*

As the condition in a *traditional* semantic differential, a *point value* was assigned

to each pair. These were scored according to the *secondary hypotheses*. For example, in

the *Program-Incentive* pair, the assigned point values were the following: *Mostly*

Programs (5.00); *Slightly Programs* (4.00); *Not Programs nor Incentives* (3.00); *Slightly*

Incentives (2.00); *Mostly Incentives* (1.00). All computed raw scores in the modified

semantic differential have been provided (Appendix H: Raw Scores for Modified Semantic Differential).

     Operating examples (modified semantic differential). In Figure 5.1, according to the *Programs-Incentives* pair, *1862 LGI*, *1890 LGI*, and *1994 LGI* considered the "engagement focus" of their respective land-grant institutions to be *Slightly* to *Mostly Programs*: *1862* LGI (n=63, 4.49); *1890* LGI (n=15, 4.49); *1994* LGI (n=12, 4.08). According to the *Partners-Policies* pair, *1862* LGI, *1890* LGI, and *1994* LGI considered the engagement focus of their respective land-grant institutions to be *Not Partners nor Policies* to *Slightly Partners*: *1862* LGI (n=63, 3.68); *1890* LGI (n=15, 3.26); and *1994* LGI (n=12, 2.00). According to the *Educators-Learners* pair *1862* LGI, *1890* LGI, and *1994* LGI considered the engagement focus of their respective land-grant institutions to be *Slightly* to *Mostly Learners*: *1862* LGI (n=63, 2.25); *1890* LGI (n=15, 2.00); and *1994* LGI (n=12, 1.5).

     Two additional questions in the web-questionnaire addressed *Policies* and *Incentives* separately related to the extent of community engagement at land-grant institutions. Table 5.5 and Table 5.6 addressed these questions. The two questions were the following: "Describe the extent that your land-grant institution adopts specific policies to engage the community?"; "Describe the extent that your land-grant institution provides specific incentives to engage the community?" Scaled choices for both questions were *Not Sure*; *Not at All*; *Very Little*; *Somewhat*; *Very Much*.

Table 5.5.

Extent of Policies Adopted for Community Engagement

Crosstab

Policies Adopted for Community Engagement			Land-Grant Institution		
			1862	**1890 & 1994**	Total
Policies Very Much		Count	10	10	20
		Expected Count	14.0	6.0	20.0
	Somewhat	Count	29	6	35
		Expected Count	24.5	10.5	35.0
	Not Sure/Not at All/Very Little	Count	24	11	35
		Expected Count	24.5	10.5	35.0
Total		Count	63	27	90
		Expected Count	63.0	27.0	90.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	**6.599[a]**	**2**	**.037**
Likelihood Ratio	6.586	2	.037
N of Valid Cases	90		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.00.

Table 5.6.

Extent of Incentives Provided for Community Engagement

Crosstab

Incentives Provided for Community Engagement			Land-Grant Institution		Total
			1862	**1890 & 1994**	Total
Incentives	Very Much	Count	8	7	15
		Expected Count	10.5	4.5	15.0
	Somewhat	Count	31	11	42
		Expected Count	29.4	12.6	42.0
	Not Sure/Not at All/Very Little	Count	24	9	33
		Expected Count	23.1	9.9	33.0
Total		Count	63	27	90
		Expected Count	63.0	27.0	90.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	**2.391[a]**	**2**	**.303**
Likelihood Ratio	2.252	2	.324
N of Valid Cases	90		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.50.

Additional chi-square analysis. A chi-square analysis was performed regarding both questions. In accordance with satisfying the conditions of chi-square analysis, *1890 & 1994* Land-Grant Institutions (LGI) were grouped; and the responses *Not Sure*; *Not at All* and *Very Little* were also grouped.

Regarding Table 5.5, the extent that land-grant institutions adopted specific *policies* to engage the community, the association was not significant, χ^2 (2, n=90) =6.599, p>.001.

Regarding Table 5.6, the extent that respective land-grant institutions provided specific incentives to engage the community (Table 5.5) the association was not significant, χ^2 (2, n=90) =2.391, p>.001.

Tertiary

(5) *Land-grant institutions provide examples of prior learning assessment.*

(6) *Prior learning assessments are indicators of community engagement.*

Two tertiary hypotheses (5) (6) were postulated according to *An Engaged-Learning Map (ELM) for Education, Learning, & Engagement* and Document Review Checklist. Within the web-questionnaire, a multiple response question addressed the terms that land-grant institutions selected.

The question was posed within the policies section, but it was intended to describe the number of selections according the following terms: a) *Experiential Education*; b) *Experiential Learning*; c) *Extension & Outreach*; d) *Lifelong Education*; e) *Lifelong Learning*; f) *Prior Learning Assessment*. A total of all responses (247) from *1862* LGI;

1890 LGI; and *1994* LGI was recorded. Figure 5.2 has shown the Total Responses of

Terms at Land-Grant Institutions. No definitions of these terms were given, but the

question was intended to measure the frequency of terms used and selected in comparison

to "prior learning assessment" and "adult learning theories" at land-grant institutions.

     The results shown in Figure 5.2 reflected the most commonly used and selected

terms for land-grant institutions among the provided list were *Extension & Outreach* (81

responses) and *Lifelong Learning* (48 responses). The least commonly selected terms for

land-grant institutions among the provided were *Lifelong Education* (30 responses) and

Prior Learning Assessment (13 responses). If the *most* and *least* commonly selected term

were excluded, terms most selected were *Lifelong Learning* and *Experiential Learning*

(91 responses combined) compared to selections for *Experiential Education* and *Lifelong*
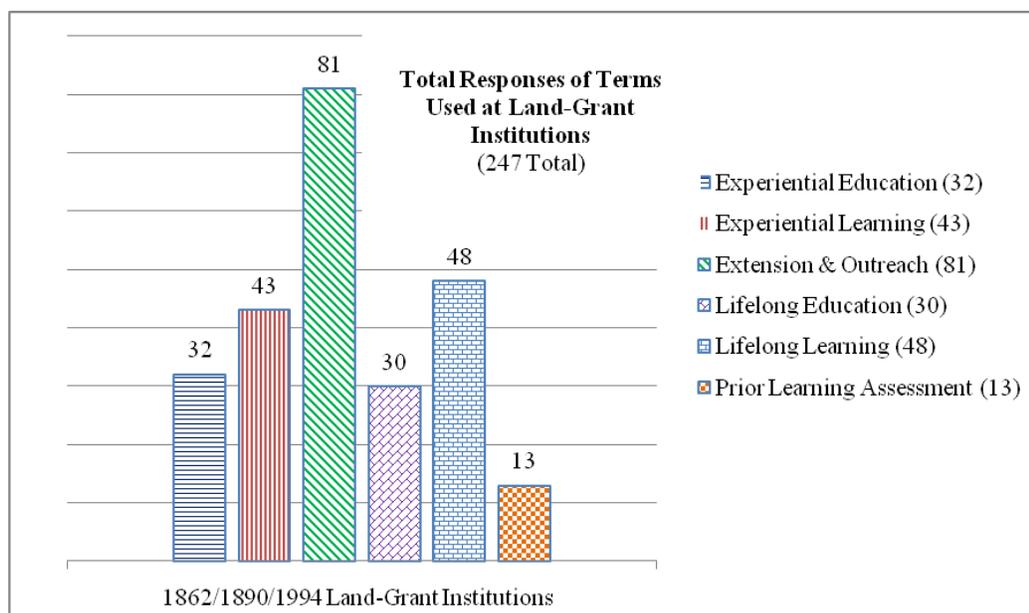
Education (62 responses combined).

Figure 5.2. *Total Responses of Selected Terms at Land-Grant Institutions*

Six Hypotheses Revisited

Chapter sections provided an analysis of the study findings with implications regarding land-grant institutions and their association with community engagement. Six hypotheses were postulated as *primary*, *secondary*, and *tertiary* claims. As a review, the six hypotheses were the following:

(1) All land-grant institutions are community-engaged;

(2) Land-grant institutions emphasize programs more than incentives as an example of community engagement;

(3) Land-grant institutions emphasize partners more than policies as an example of community engagement;

(4) Educators more than learners in land-grant institutions are emphasized for community engagement;

(5) Land-grant institutions provide examples of prior learning assessment;

(6) Prior learning assessments are indicators of community engagement.

With the use of the data and analysis of the findings, these six hypotheses were revisited in order to address the research question examined in the final chapter.

(1) The primary hypothesis of "All land-grant institutions are community-engaged" was *not adequately supported*. What the findings reflected was that more 1862 Land-Grant Institutions have applied and been recognized as community-engaged institutions. Most 1890 and 1994 Land-Grant Institutions had been unsure as to having applied or been recognized. This had not indicated that either 1890 LGI or 1994 LGI were not community-engaged, but that other explanations had been

warranted regarding the application and recognition of the Carnegie Community-

Engagement Classification.

(2) The secondary hypotheses:

a. Land-grant institutions had emphasized programs more than incentives as

an example of community engagement was *highly supported*. Incentives

have not been recognized as an engagement focus or to a larger extent

provided for community engagement. Programs have been identified as

receiving more focus. 1862, 1890, and 1994 Land-Grant Institutions focus

on Programs appeared as a dominant form of engagement focus.

b. Land-grant institutions had emphasized partners more than policies as an

example of community engagement was *supported*. Results reflected that

policies were not as significant. 1862, 1890, and 1994 Land-Grant

Institutions tended toward Partners as a slight example of engagement

focus.

c. Educators more than Learners in land-grant institutions were emphasized

for community engagement was *not supported*. Learners more than

Educators were emphasized for community engagement according to

participants for the 1862, 1890, and 1994 Land-Grant Institutions. For

example, terms including *lifelong learning* and *experiential learning* were

more selected than *lifelong education* and *experiential education*.

(3) The tertiary hypotheses:

    a. Land-grant institutions provided examples of prior learning assessment were *not supported*. Indications reflected that 1862, 1890, or 1994 Land-Grant Institutions did not target specific policies or programs. *Prior learning assessment* as a term was not frequently considered in respect to other terms such as *Extension & Outreach* or *Lifelong Learning*.

    b.   *Prior learning assessments* were indicators of community engagement was *not supported*. Document reviews did not indicate that prior learning assessments (PLA) were considered as an indicator of community engagement across 1862, 1890, and 1994 Land-Grant Institutions. In a report from the Council for Adult & Experiential Learning, less than one percent of land-grant institutions have participated in studies concerning prior learning assessment practices at higher learning institutions (CAEL, 2010).

Chapter V Summary

Findings and hypotheses presented in this chapter referred to the broader topic of community engagement at land-grant institutions. The chapter consisted of a summary of study, characteristics of findings, and presentation and analysis of data. Six hypotheses were postulated and revisited. All hypotheses were considered to address the research question. Discussions addressing the overall research question and future directions were addressed in the next and final chapter.

Chapter VI

DISCUSSION AND FUTURE DIRECTIONS

Introduction to Chapter

Engagement has evolved from concerns of access, diversity, and public service

between the academy and their communities. Land-grant institutions (LGI), considered

the "public's universities," have represented a unique population in American higher

education with their historic 150-year tradition of teaching, research, and service.

Carnegie Community-Engagement Classification (CCE) has started recognizing

institutions for community engagement, yet only a limited number of LGI have received

such recognition. This chapter discusses these concerns by providing a summary of the

findings, limitations, and recommendations. It concludes by pointing to future directions

concerning land-grant institutions, their communities, and the concept of engagement.

Summary of Study and Findings

This study conducted a descriptive-exploratory census of 110 land-grant

institutions *(1862, 1890, and 1994)* and their association to community engagement using

chi-square test of association, modified semantic differential, document analysis, and *An*

Engaged-Learning Map (ELM) *for Education, Learning, & Engagement*. Fifty land-

grant institutions (45% census rate) were represented from ninety participants (20% return rate) located in every U.S. geographic region including outlying territories.

Findings suggest an alternative form of *engagement* and *association* for land-grant institutions (LGI) based on five occurrences: 1) their historic mission of teaching, research, and service; 2) limited recognition and selection of the Carnegie Community-Engagement Classification; 3) differences among 1862 LGI versus 1890 LGI & 1994 LGI; 4) engagement focus; and 5) relationship perspective between educators and learners. For these reasons, this study proposes that land-grant institutions have an "engaged-association," where more data and further research is required to determine if their association is "community-engaged," or even an occurrence where communities are mutually involved in the entire process of education and learning.

Limitations

This study was limited in its generalizability of all land-grant institutions concerning their association to engagement. In a typical sampling strategy, the required sample size of 110 land-grant institutions (LGI) would range from 65-78 institutions (factoring best estimates, typical acceptance range, and confidence intervals). Although fifty land-grant institutions were verified and represented from sixty-five participants, there remained twenty-five participants who kept their specific land-grant institution anonymous, other than indicating their institution as 1862, 1890, and 1994 LGI. The census was designed that no individual institution would be reported, which may have given more support that the 1862, 1890, and 1994 LGI responses were consistent.

Multiple responses from a single institution was encouraged given that on average four participants from each land-grant institutions received a web-questionnaire. Criticisms regarding the return rate were unsuitable since the unit of analysis had been land-grant institutions. In some instances, participants informed that a single representative would complete the web-questionnaire on behalf of their colleagues.

Likewise, regarding the return rate, if all other institutions and their participants completed just one report on behalf of their colleagues (who also received their own web-questionnaire), then the best scenario still would have resulted in roughly twenty-five percent return rate. Because the census comprised of leaders serving their land-grant institution engagement function, it is not surprising if these leaders took it upon themselves to designate a single participant to speak on behalf of them, their department, and their land-grant institution.

On the other hand, an important misstep in the design of the web-questionnaire was a poor representation of the Partners section. Despite preliminary drafts and testing, there remained confusion about how an institution would define a partnership. An example was Campus Compact, which was not only inaccurately represented, but also has consisted of college presidents only. This example questions whether an institutional partner must consist of presidents, faculty, staff, and students or some other form of partnership combination. In addition, the Partners section would have benefitted from an open question format where participants could list partners and explain, in detail, how their land-grant institution defines its partners.

Discussion

The summary of the Findings suggested that land-grant institutions have an "engaged-association" based on five occurrences. These occurrences were that land-grant institutions have a historic mission of teaching, research, and service; limited recognition and selection of the Carnegie Community-Engagement Classification; differences among 1862 LGI versus 1890 LGI & 1994 LGI; engagement focus; and relationship perspective between educators and learners. This section strives to add more explanation to these occurrences in the context of the study, but also provides speculative support for the subsequent *Recommendations* and *Future Directions* sections.

Historic Mission of Teaching, Research, and Service

There is wide acceptance among leaders at land-grant institutions that given their historic land-grant mission of teaching, research, and service, there exists some form of association with recent calls for community engagement. The question lies whether the land-grant mission is out-of-touch. The historic mission assumes an expert-subject method, but in current times, it calls for an equal partner method. Most leaders at land-grant institutions explain this distinction as a change from one-way to two-way relationships between institution and community.

Because these leaders provided distinctions about the historic land-grant mission, any claim stating that all land-grant institutions are "community-engaged," would not only be shortsighted, but also would overlook legitimate concerns. However, much of the new discussions about engagement have been grounded on the historic land-grant

mission and movement. Criticisms about land-grant institutions' engagement should not discount their significance and commitment to the public.

Limited Recognition of Carnegie Community-Engagement Classification

Still, the most surprising among the multiple assessments of engagement have been the limited number of land-grant institutions receiving the Carnegie Community-Engagement Classification (CCE) since its inception in 2006. The CCE does require extensive documentation where administrators, faculty, and staff may have neither time nor motivation to complete successfully the essential requirements. Regardless of such reasons, the limited number selected has communicated a conflicted message to higher education and adult learning, especially those who have considered land-grant institutions and their mission in high regard. It serves as an initial reason to withhold the statement that all land-grant institutions are community-engaged, at least for the moment.

Differences among Land-Grant Institutions

This study did not reach broad representation from all land-grant institutions. The highest percentage represented were 1862 LGI that consisted of mostly *Research Universities* according to national data. 1890 LGI and 1994 LGI were not broadly represented in this study. Most 1890 LGI and 1994 LGI are among *Research Universities*, *Master's Colleges & Universities*, *Associate's Colleges,* and *Tribal Colleges*. This shows that land-grant institutions are different and diverse in structure, enrollment, and locale.

In most discussions about land-grant institutions (LGI), the attention is shifted toward 1862 LGI, which casts a distorted representation of land-grant institutions *in toto*. Much of the literature and research, education and learning, even praise and blame concerning land-grant institutions, focus on 1862 LGI and their campuses. This is unfortunate because community engagement is addressed differently among 1862 LGI versus 1890 LGI and 1994 LGI. For instance, many 1890 LGI and 1994 LGI are "Minority-Serving Institutions," which have expressed modified perspectives of the traditional land-grant mission that address the needs and concerns of their communities.

Most of these 1890 LGI and 1994 LGI do not have the same level of funding or facilities as 1862 LGI. Their institutions may have never reflected an expert-subject transfer method of knowledge or dominant agricultural research base that limits community diversity and access. Thus, some of the current criticisms and stigma associated with land-grant institutions may not actually apply to all.

Engagement Focus

This study explored the topic of community engagement through identifying four indicators, namely programs, partners, policies, and incentives. The indicators served as operating examples within an overall multimodel design. The study suspected that given the historic land-grant mission, despite their limited recognition for community engagement, there might be some kind of misalignment of theories and practices. In other words, engagement should also be assessed according to its *focus,* and not only upon varying levels of service or degrees of interaction. For example, it would be

difficult be have a president of an institution to admit that his university is "not engaged" or classifies under a lower tier than others.

A more honest and productive conversation would begin by assuming that his or her institution *is* engaged, but has focused mostly on a specific operating example. A dominant sum of literature and research by land-grant institutions and higher education has featured *programs,* such as service learning, cooperative extension, and community-based research promoting a scholarship of engagement. Moreover, a possible reason for the misalignment between land-grant institutions and the Carnegie Community-Engagement Classification (CCE) have been that the CCE documentation has focused mostly on *policies*, such as mission and values statements, hiring guidelines for promotion and tenure, and institutional-wide public engagement procedures.

The multimodel, *An Engaged-Learning Map (ELM) for Education, Learning, & Engagement*, was designed to place operating examples, such as programs and policies, into the broader dynamics of teaching, research, and service; educators and learners; also diversity and access. These dimensions can be complex, conflicted, and discursive, yet simple in starting an authentic assessment about the actual engagement occurring at various land-grant institutions and other colleges and universities.

Relationship Perspective of Educators and Learners

The importance of having an honest assessment about engagement offers an accurate account of the relationship between educators and learners. If institutions continue to state they are community-engaged, but have not figured out consistent ways

to include their community, they have offered a repeated disservice. At the same time, for institutions to admit their limitations, stands subject to blame, ridicule, and community outcry.

Ernest Boyer's (1997) sentiment of the "marketplace of ideas" between institutions and communities would be helped by Iverson's (2008) advice of the "discourse of democracy" where engagement becomes a continued and lifelong transformation, and not a final stage of development (Eckel & Kezar, 2003; Fear et al., 2006). Engagement as the interaction between education and learning can allow for communities, families, and even cities to become educators, while institutions, faculty, and administrators become their shared learners (Jarvis, 2007; Leichter, 1979).

Recommendations

The following are recommendations provided as a hopeful continuance of the comments offered in the Discussion section. This research would be impetuous to present a list of recommendations beyond the scope of its data and method. Given that more work is needed and more improvements could be made, the most productive recommendation lies in continuing additional research on land-grant institutions, Carnegie Community-Engagement Classification, and the operating examples as productive indicators of engagement. The ELM multimodel could be helpful in describing and exploring engagement in the overall context of education and learning.

Nevertheless, the following are some concluding recommendations for theory, research, and practice. In that effort, these recommendations aim to support many of the

great work associated with the history of land-grant institutions and American higher education. Some of these recommendations propose land-grant institutions focus on the operating examples of *policies* and *incentives*; implement adult learning and prior learning assessment (PLA) into assessments of engagement; and that more land-grant institutions, especially 1890 LGI and 1994 LGI apply for Carnegie Community-Engagement Classification in the upcoming 2015 selection process (Appendix I; Appendix J).

For Theory

As the *engaged scholarship* movement continues in higher education, it could be served by including and examining the theories in the field of adult learning. This field may offer broader contributions to engaged scholarship that further values the continuing experiences of non-traditional students (enrolled) and lifelong learners (non-enrolled) in the entire engagement process. The distinctive theories of experiential/lifelong learning and education, if examined in the scope of engagement, could be a resource of assessment to determine whether *application* and *expression* of engagement are aligned (Usher et al., 1997).

The field of adult learning, with its roots in applied practice, could be the intermediate voice between higher education and the community in feeling the pulse of needs and wants from learners and communities, but also the strategies and opportunities for reform and improvement.

For Research

Additional research is needed to contribute to understanding engagement at its various stages. What would be interesting is to look into the various forms of engagement, specifically through the "culture" of the institution (Leichter, 1979). The cultures expressed within specific land-grant institutions (1862, 1890, and 1994) may provide alternative views of *education* and *learning*. Berquist and Pawlak (2008) work concerning the "Six Cultures" in the academic environment could provide insights into the kinds of cultures that may be conducive to community engagement. Such a study coupled with in-depth interviews and case studies could help reveal many discourses and dynamics.

For Practice

A subtle yet significant movement for land-grant institutions and the Carnegie Community-Engagement Classification could the implementation of prior learning assessment (PLA) as an indicator of engagement. Actually, this is another theory recommendation, since the challenge of PLA involves its limitation in theoretical imagination for the multiple ways in which PLA could reform and improve education, learning, and engagement (Michelson, 2006). This study attempted to explore and reconfigure PLA into the current discussions of community engagement in higher education.

Both fields of higher education and adult learning have been slow to reconfigure PLA as an "engagement tool" that links the community to the academy. Currently, PLA

is often depicted in the experiential education or experiential learning theories, where it could just as well function for *lifelong learning* and *lifelong education*.

A possible first step to practicing and re-theorizing PLA involves answering the following questions: "What kind of PLA would support social change?" If engagement is seen by some as serving either traditional or critical aims, "how can prior learning assessment become reconfigured, beyond credentials, to address the social needs and challenges of communities?"

Future Directions

The future of land-grant institutions, even reaching 200 years, will have different terms and concepts to assess; but it seems unlikely their threefold mission would discontinue from the debate. Before such time, the topic would have run its course including additional literature, discovery, and significant contributions.

Among interpretations to the land-grant idea, America often found a sense of community and engagement. As the original legislation now reaches its 150-year anniversary, this research aspired to contribute to the undoubted discussions about land-grant institutions' role in higher education and adult learning. As engaged scholarship advances new *landscapes* of teaching, research, and service for multiple and diverse communities, I am hopeful that engaged institutions will ultimately become engaged cities, regions, societies, and nations.

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Appendix A

U.S. LAND-GRANT INSTITUTIONS-GEOGRAPHIC MAP AND LISTING

NIFA LAND-GRANT COLLEGES AND UNIVERSITIES

NIFA LAND-GRANT COLLEGES AND UNIVERSITIES (1862, 1890, AND 1994)

ALABAMA
Alabama A&M University, Normal
Auburn University, Auburn
Tuskegee University, Tuskegee

ALASKA
Ilisagvik College, Barrow
University of Alaska, Fairbanks

AMERICAN SAMOA
American Samoa Community College, Pago Pago

ARIZONA
Diné College, Tsaile
University of Arizona, Tucson
Tohono O'Odham Community College, Sells

ARKANSAS
University of Arkansas, Fayetteville
University of Arkansas at Pine Bluff, Pine Bluff

CALIFORNIA
D-Q University, (Davis vicinity)
University of California System-Oakland as Headquarters, Oakland

COLORADO
Colorado State University, Fort Collins

CONNECTICUT
University of Connecticut, Storrs

DELAWARE
Delaware State University, Dover
University of Delaware, Newark

DISTRICT OF COLUMBIA
University of the District of Columbia, Washington

FLORIDA
Florida A&M University, Tallahassee
University of Florida, Gainesville

GEORGIA
Fort Valley State University, Fort Valley
University of Georgia, Athens

GUAM
University of Guam, Mangilao

HAWAII
University of Hawaii, Honolulu

IDAHO
University of Idaho, Moscow

ILLINOIS
University of Illinois, Urbana

INDIANA
Purdue University, West Lafayette

IOWA
Iowa State University, Ames

KANSAS
Haskell Indian Nations University, Lawrence
Kansas State University, Manhattan

KENTUCKY
Kentucky State University, Frankfort
University of Kentucky, Lexington

LOUISIANA
Louisiana State University, Baton Rouge
Southern University and A&M College, Baton Rouge

MAINE
University of Maine, Orono

MARYLAND
University of Maryland, College Park
University of Maryland Eastern Shore, Princess Anne

MASSACHUSETTS
University of Massachusetts, Amherst

MICHIGAN
Bay Mills Community College, Brimely
Michigan State University, East Lansing
Saginaw Chippewa Tribal College, Mount Pleasant

MICRONESIA
College of Micronesia, Kolonia, Pohnpei

MINNESOTA
Fond du Lac Tribal & Community College, Cloquet
Leech Lake Tribal College, Cass Lake
University of Minnesota, St. Paul
White Earth Tribal and Community College, Mahnomen

MISSISSIPPI
Alcorn State University, Lorman
Mississippi State University, Starkville

MISSOURI
Lincoln University, Jefferson City
University of Missouri, Columbia

MONTANA
Blackfeet Community College, Browning
Chief Dull Knife College, Lame Deer
Fort Belknap College, Harlem
Fort Peck Community College, Poplar
Little Big Horn College, Crow Agency
Montana State University, Bozeman
Salish Kootenai College, Pablo
Stone Child College, Box Elder

NEBRASKA
Little Priest Tribal College, Winnebago
Nebraska Indian Community College, Winnebago
University of Nebraska, Lincoln

NEVADA
University of Nevada, Reno

NEW HAMPSHIRE
University of New Hampshire, Durham

NEW JERSEY
Rutgers University, New Brunswick

NEW MEXICO
Navajo Technical College, Crownpoint
Institute of American Indian Arts, Sante Fe
New Mexico State University, Las Cruces
Southwestern Indian Polytechnic Institute, Albuquerque

NEW YORK
Cornell University, Ithaca

NORTH CAROLINA
North Carolina A&T State University, Greensboro
North Carolina State University, Raleigh

NORTH DAKOTA
Fort Berthold Community College, New Town
Cankdeska Cikana Community College, Fort Totten
North Dakota State University, Fargo
Sitting Bull College, Fort Yates
Turtle Mountain Community College, Belcourt
United Tribes Technical College, Bismarck

NORTHERN MARIANAS
Northern Marianas College, Saipan, CM

OHIO
Ohio State University, Columbus

OKLAHOMA
Langston University, Langston
Oklahoma State University, Stillwater

OREGON
Oregon State University, Corvallis

PENNSYLVANIA
Pennsylvania State University, University Park

PUERTO RICO
University of Puerto Rico, Mayaguez

RHODE ISLAND
University of Rhode Island, Kingston

SOUTH CAROLINA
Clemson University, Clemson
South Carolina State University, Orangeburg

SOUTH DAKOTA
Oglala Lakota College, Kyle
Si Tanka/Huron University, Eagle Butte
Sinte Gleska University, Rosebud
Sisseton Wahpeton Community College, Sisseton
South Dakota State University, Brookings

TENNESSEE
Tennessee State University, Nashville
University of Tennessee, Knoxville

TEXAS
Prairie View A&M University, Prairie View
Texas A&M University, College Station

UTAH
Utah State University, Logan

VERMONT
University of Vermont, Burlington

VIRGIN ISLANDS
University of the Virgin Islands, St. Croix

VIRGINIA
Virginia Tech, Blacksburg
Virginia State University, Petersburg

WASHINGTON
Northwest Indian College, Bellingham
Washington State University, Pullman

WEST VIRGINIA
West Virginia State University, Institute
West Virginia University, Morgantown

WISCONSIN
College of Menominee Nation, Keshena
Lac Courte Oreilles Ojibwa, Community College, Hayward
University of Wisconsin, Madison

WYOMING
University of Wyoming, Laramie, WY

Appendix B

2010 CAMPUS DATA FOR INSTITUTIONS SELECTED FOR THE CARNEGIE

COMMUNITY-ENGAGEMENT CLASSIFICATION

Carnegie Foundation for the Advancement of Teaching

2010 Elective Community Engagement Classification

Registered and Received Application	305
Submitted Application	154
Successfully Classified	115
Previously Classified under Curricular Engagement/Added Outreach and Partnerships*	1
Previously Classified under Outreach and Partnerships/Added Curricular Engagement	5
Not Classified	32
Not Eligible**	1
Public	61
Private not-for-profit	54
4-year or above	109
2-year	6
(of the 115 campuses successfully classified)	
Spec/Med: Special Focus Institutions—Medical Schools	1
Spec/Health: Special Focus Institutions--Other health professions schools	3
Assoc/Pub-R-M: Associate's--Public Rural-serving Medium	1
Assoc/Pub-R-L: Associate's--Public Rural-serving Large	2
Assoc/Pub-S-SC: Associate's--Public Suburban-serving Single Campus	1
Assoc/Pub-S-MC: Associate's--Public Suburban-serving Multicampus	2
Bac/Diverse: Baccalaureate Colleges--Diverse Fields	8
Bac/A&S: Baccalaureate Colleges--Arts & Sciences	20
Master's S: Master's Colleges and Universities (smaller programs)	4
Master's M: Master's Colleges and Universities (medium programs)	7
Master's L: Master's Colleges and Universities (larger programs)	29
DRU: Doctoral/Research Universities	7
RU/H: Research Universities (high research activity)	16
RU/VH: Research Universities (very high research activity)	14
(of the 115 campuses successfully classified)	
Land Grant University	13

* Starting with 2010, there are no longer any separate classification categories – all campus applications have to be successful in both the categories of Curricular Engagement and Outreach and Partnerships.
**Only campuses that have a Carnegie Basic Classification can apply for the Elective Community Engagement Classification

Appendix C

CENSUS SURVEY INVITATION AND ANNOUNCEMENTS

Initial Invitation

TEACHERS COLLEGE COLUMBIA UNIVERSITY
GRADUATE AND PROFESSIONAL SCHOOL OF EDUCATION

525 West 120th Street, Box 50
New York, NY 10027-6696

Date: October 2011

A few days from now, you will receive a brief questionnaire for an important research study being conducted.

It concerns how your land-grant institution engages with the community to fulfill its mission of teaching, research, and public service.

I am writing in advance because many professionals like you prefer to be contacted ahead of time. The study is vital especially as land-grant institutions in the United States will reach next year its 150 year anniversary since the first Morrill Act was signed in 1862 by President Abraham Lincoln. This study will help to assess where land-grant institutions are in continuing its renewed mission of learning, discovery, and engagement to the community.

Thank you for your time and consideration. It is only with support from professionals like you that this research can be successful.

Sincerely,

Leodis Scott
Doctoral Candidate, 2012
Adult Learning & Leadership
646.256.3727
ls2817@columbia.edu

First Announcement

TEACHERS COLLEGE COLUMBIA UNIVERSITY
GRADUATE AND PROFESSIONAL SCHOOL OF EDUCATION

525 West 120th Street, Box 50
New York, NY 10027-6696

Date: October 2011

I am writing to ask for your help in a census survey of land-grant institutions concerning community engagement. This study is part of an effort to explore how land-grant institutions define and measure engagement.

Results from the census study will be used to help land-grant institutions become more engaged with the community and provide support for professionals like you. By understanding what land-grant institutions are doing nationwide to remain engaged, professionals like you can do a better job of providing the programs and incentives needed.

Your answers are completely confidential and will be released only as summaries in which no professional or specific land-grant institution can be identified. When you complete your questionnaire, your name will be deleted and not connected to your responses. This survey is voluntary. However, you can help us tremendously by taking a few minutes to share our knowledge about your land-grant institution. Even if for some reason you prefer not to respond, please let me know. Perhaps there are other ways that I can assist.

If you have any questions or comments about this study, I would be happy to talk with you. My number is 1-646-256-3727, or you can write or send an email to ls2817@columbia.edu. A few days from now, you will receive a brief questionnaire for an important research study being conducted.

Thank you very much for helping with this vital study.

Sincerely,

Leodis Scott
Doctoral Candidate, 2012
Adult Learning & Leadership

Follow-up Announcement

525 West 120th Street, Box 50
New York, NY 10027-6696

Date: November 2011

About a month ago, I sent a questionnaire to you that asked about your knowledge of community engagement by your land-grant institution. To the best of our knowledge, your response has not been yet received.

The comments of professionals who have already responded include a variety of ways land-grant institutions are staying engaged with their community. In my opinion, the results may be very useful for professionals like you and policymakers in higher education.

I am writing again, because of how important your questionnaire results will be in getting accurate results. Although we sent a questionnaire to every land-grant institutions in the United States and its territories, it will only be through hearing from nearly everyone that we can be sure that the results are truly representative.

Some respondents have mentioned that they should not have received the questionnaire because they no longer are the contact person or have simply moved to another department. If either of these or some other concerns applies to you, please let me know so that we can delete your name from our contact list.

In truth, I hope that you will complete the questionnaire soon, but for any reason you prefer not to answer, please let us know as soon as it might be feasible.

Sincerely,

Leodis Scott
Doctoral Candidate, 2012
Adult Learning & Leadership

Final Announcement

TEACHERS COLLEGE COLUMBIA UNIVERSITY
GRADUATE AND PROFESSIONAL SCHOOL OF EDUCATION

525 West 120th Street, Box 50
New York, NY 10027-6696

Date: December 2011

During the last two months, we have sent you a few reminders about the important research study I am conducting on community engagement by land-grant institutions.

One purpose is to help professionals like you understand programs and incentives land-grant institutions are adopting to remain engaged to the community, which might be relevant to improving higher education.

The study is now drawing to a close, and this is our final contact regarding using a web-based questionnaire. Hearing from everyone is critical to accurate results.

Again, I want to assure that your response to this study is voluntary, and if you prefer not to respond, it will be accepted. If you are not the contact person regarding this study, and you feel that I have made a mistake including you, please let me know. This would be very helpful.

Finally, we appreciate your willingness to consider our requests as we conclude our effort to better understand land-grant institutions and their continued engagement to our community.

Sincerely,

Leodis Scott
Doctoral Candidate, 2012
Adult Learning & Leadership

Appendix D

2011 LAND-GRANT INSTITUTIONS' CENSUS SURVEY ON COMMUNITY

ENGAGEMENT

surveys @ TEACHERS COLLEGE
COLUMBIA UNIVERSITY

2011 Census Survey of Engagement at U.S. Land-Grant Institutions

DESCRIPTION OF THE RESEARCH: You are invited to participate in a research study that will describe how your land-grant institution is engaged with the community using the 2011 Census Survey of Community Engagement at U.S. Land-Grant Institutions. The survey questionnaire will focus on four main areas such as programs, incentives, policies, and partners associated with community engagement. These are closed-ended questions. Participants will be asked the extent to which their land-grant institution represents statements related to community engagement or credit for learning from life experience. For example, some questions are along a 5-point scale as follows: 1-Not sure; 2-Not at all; 3-Very little; 4-Somewhat; 5-Very much. The purpose of the research is to measure community engagement through exploring its relationship to land-grant institutions in the United States and its territories. The researcher as principal investigator will conduct the study. The questionnaire will be given as either a web-based (Internet), telephone, or face-to-face survey delivery format.

RISKS AND BENEFITS: The risks and possible benefits associated with this study involve risks that constitute no more than minimal; also this study cannot anticipate or guarantee any direct benefit to participants. The research has the same amount of risk that participants would encounter involving normal educational practices and with using the kinds of public information available to the community. The results of the study could provide participants with suggestions about how land-grant institutions are engaged with the community. Participants reserved the right not to participate, in total or in part, in the survey questionnaire. Participants are allowed to withdraw from participation without any negative consequences. If the participant is unable to complete the web-based delivery format, other delivery formats will be available if necessary. If a web-based (Internet) survey instrument is conducted, options will be explained regarding retrieving and discarding responses. In such case, the research cautions participants about Internet use practices and participants are responsible for the security of their computer systems.

PAYMENTS: There is no payment given for participation.

DATA STORAGE TO PROTECT CONFIDENTIALITY: Data will be kept confidential. All identifying information will be removed and would be unlikely that this data could be used to prejudice others against you or your institution. Given that the research involves land-grant institutions, specific identification of any one land-grant institution by others is unlikely, but possible. The research will ensure that secure protocols are used for participant inputs and responses. Any other specific provisions or circumstances will be explained to participants about how the data will be stored and permissions about how the data could be used. Generally, all data will be kept in a locked file cabinet at the principal investor location and the cabinet will be locked at all times.

TIME INVOLVEMENT: Your participation will take approximately 20 minutes.

HOW WILL RESULTS BE USED: The results of the study will be presented as a summary and aggregate of land-grant institutions for the purpose of a dissertation; conferences; published books, journals, or articles; and for educational and informative purposes. Participants will be

given the opportunity to receive a summary report of the findings.

INTRODUCTION: Please answer the following:

1 - What is your land-grant institution described as? (Select only one)

- ○ 1862 land-grant institution
- ○ 1890 land-grant institution
- ○ 1994 land-grant institution

2 - What is the geographic region or state location of your land-grant institution? (Select only one)

- ○ Far West (AK CA HI NV OR WA)
- ○ Great Lakes (IL IN MI OH WI)
- ○ Mid East (DE DC MD NJ NY PA)
- ○ New England (CT ME MA NH RI VT)
- ○ Plains (IA KS MN MO NE ND SD)
- ○ Rocky Mountains (CO ID MT UT WY)
- ○ Southeast (AL AR FL GA KY LA MS NC SC TN VA WV)
- ○ Southwest (AZ NM OK TX)
- ○ Outlying areas (AS FM GU MH MP PR PW VI)

3 - What is the institution level of your land-grant institution? (Select only one)

- ○ 2-year (Associates and Technical Degrees)
- ○ 4-year (Bachelors, Masters, and Doctorate Degrees)

4 - Did your land-grant institution apply for the "community engagement classification" conducted by the Carnegie Foundation for the Advancement of Teaching?(Select only one)

○ Yes ○ No ○ Unsure

5 - Was your land-grant institution recognized as a "community engaged institution" by the Carnegie Foundation in 2006, 2008, or 2010? (Select only one)

○ Yes ○ No ○ Unsure

SECTION A: PROGRAMS. Please indicate the extent that your land-grant institution represents each of the following statements:

1 - Does your land-grant institution offer a "service-learning" program? (Select only one)

○ Yes ○ No ○ Unsure

2 - Does your land-grant institution offer programs related to these areas?: (Select all that apply)

- ☐ Cooperative Extension
- ☐ Community Projects
- ☐ Internship Opportunities
- ☐ Volunteer Opportunities

3 - Describe the extent that your land-grant institution offers specific programs to engage the community? (Select only one)

○ Not sure ○ Not at all ○ Very little ○ Somewhat ○ Very much

SECTION B: INCENTIVES. Please indicate the extent that your land-grant institution represents each of the following statements:

1 - Does your land-grant institution provide incentives for promotion and tenure? (Select only one)

○ Yes ○ No ○ Unsure

2 - Does your land-grant institution provide incentives related to these areas?: (Select all that apply)

☐ Teaching ☐ Research ☐ Service

3 - Describe the extent that your land-grant institution provides specific incentives to engage the community? (Select only one)

○ Not sure ○ Not at all ○ Very little ○ Somewhat ○ Very much

SECTION C: POLICIES. Please indicate the extent that your land-grant institution represents each of the following statements:

- Does your land-grant institution adopt policies for the entire institution (such as mission statements, committee formations, student-faculty handbooks)? (Select only one)

○ Yes ○ No ○ Unsure

2 - Does your land-grant institution adopt policies related to these terms?: (Select all that apply)

- ☐ Experiential Learning (EL)
- ☐ Lifelong Learning (LL)
- ☐ Experiential Education (EE)
- ☐ Lifelong Education (LE)
- ☐ Prior Learning Assessment (PLA)
- ☐ Extension & Outreach (EO)

3 - Describe the extent that your land-grant institution adopt specific policies to engage the

community? (Select only one)

○ Not sure ○ Not at all ○ Very little ○ Somewhat ○ Very much

SECTION D: PARTNERS. Please indicate the extent that your land-grant institution represents each of the following statements:

1 - Is your land-grant institution a member of the Association of Public and Land-Grant Institutions (APLU), formerly known as (NASULGC)? (Select only one)

○ Yes ○ No ○ Unsure

2 - Is your land-grant institution a member or partner with any of these organizations: (Select all that apply)

☐ AIHEC: American Indian Higher Education Consortium

☐ CAEL: Council for Adult & Experiential Learning

☐ CAMPUS CONNECT: Coalition of Public and Community Service

☐ HBCU: The 1890 Land-Grant System for Historically Black Colleges and Universities

☐ HENCE: Higher Education Network for Community Engagement

☐ IARSLCE: International Association for Research on Service-Learning and Community Engagement

☐ OLLI: Osher Lifelong Learning Institute

SECTION E: ENGAGEMENT FOCUS. Please indicate the level of your land-grant institution's FOCUS ON ENGAGEMENT between three PAIRS of descriptions shown below. An example: ACTIVE and PASSIVE: a-Mostly Active; b-Slightly Active; c-Not Active nor Passive; d-Slightly Passive; e-Mostly Passive. (Select one answer that best reflects your land-grant institution's engagement focus):

1 - Your land-grant institution's ENGAGEMENT FOCUS between PROGRAMS and INCENTIVES is? (Select only one)

○ Mostly Programs

○ Slightly Programs

○ Not Programs nor Incentives

○ Slightly Incentives

○ Mostly Incentives

2 - Your land-grant institution's ENGAGEMENT FOCUS between POLICIES and PARTNERS is? (Select only one)

○ Mostly Policies

○ Slightly Policies

○ Not Policies nor Partners

○ Slightly Partners

○ Mostly Partners

3 - Your land-grant institution's ENGAGEMENT FOCUS between LEARNERS and EDUCATORS is? (Select only one)

○ Mostly Learners

○ Slightly Learners

○ Not Learners nor Educators

○ Slightly Educators

○ Mostly Educators

CONCLUSION: Summary Report Subscription (OPTIONAL)

1 - Please indicate your interest in a summary report subscription of this survey? (NOTE: Aggregate Data Only)

○ Yes ○ No

2 - Please provide name of land-grant institution:

3 - Email:

4 - Department:

Thank you very much for your participation. If you have questions or comments please call 888-638-0800 or email at leodis.scott@tc.edu

Appendix E

CHECKLIST FOR CONTENT/DOCUMENT ANALYSIS FOR LAND-GRANT

INSTITUTIONS' COMMUNITY ENGAGEMENT

Checklist for Content/Document Analysis for Land-Grant Institutions' Community Engagement

This checklist provides a guide to evaluate further the extent of community engagement by land-grant institutions (LGI). Community engagement will be defined as a partnership between the institution and community (Committee on Institutional Cooperation Committee on Engagement, 2005).

For the purposes of this checklist, four main areas will be used to evaluate community engagement. These areas are *programs*, *incentives*, *policies*, and *partners*. The checklist will assess LGI within their respective outreach, extension, or engagement departments for benchmarks of community engagement expressed through the four main areas mentioned.

Name of Land-Grant Institution:	
General	**Notes**
LGI Description: ☐ 1862 land-grant institution ☐ 1890 land-grant institution ☐ 1994 land-grant institution	
Geographic Location: ☐ Far West (AK CA HI NV OR WA) ☐ Great Lakes (IL IN MI OH WI) ☐ Mid East (DE DC MD NJ NY PA) ☐ New England (CT ME MA NH RI VT) ☐ Plains (IA KS MN MO NE ND SD) ☐ Rocky Mountains (CO ID MT UT WY) ☐ Southeast (AL AR FL GA KY LA MS NC SC TN VA WV) ☐ Southwest (AZ NM OK TX) ☐ Outlying areas (AS FM GU MH MP PR PW VI)	
Institutional Level: ☐ 2-year (Associates and Technical Degrees) ☐ 4-year (Bachelors, Masters, and Doctorate Degrees)	
Carnegie Foundation Engagement Recognition: Y / N If Yes: Year(s) of Designation: ☐ 2006 ☐ 2008 ☐ 2010	

Name of Land-Grant Institution:	
Programs	**Notes**

Programs Offered:
 	
    ☐ Service Learning
    ☐ Cooperative Extension
    ☐ Community Projects
    ☐ Internship Opportunities
    ☐ Volunteer Opportunities
 	
Other Distinctive/Specific Programs for Engagement: Y / N	

Incentives	

Incentives Provided:
 	
    ☐ Faculty Tenure/Promotion
    ☐ Teaching
    ☐ Research
    ☐ Public Service
 	
Other Distinctive/Specific Incentives for Engagement: Y / N	

Policies	

Policies Adopted:
 	
    ☐ Mission Statements
    ☐ Committee Formations
    ☐ Student-Faculty Handbook
 	
Existing Policies related to the following terms:
 	
Experiential Education (EE): Y / N
 	
Lifelong Learning (LL):   Y / N
 	
Lifelong Education (LE):   Y / N
 	
Experiential Learning (EL): Y / N
 	
Extension & Outreach (EO): Y / N	

Name of Land-Grant Institution:	
Policies: Prior Learning Assessment (PLA)	**Notes**

Which type of PLA are described:
 	
Standardized Examinations: Y / N
    ☐ CLEP: College Level Examination Program
    ☐ DANTES: Defense Activity for Non-Traditional Educational Support
    ☐ APP: Advance Placement Examination Program
    ☐ ACT: American College Testing
    ☐ PEP: Proficiency Examination Program Tests
    ☐ GRE: Graduate Record Examination
    ☐ Other:
 	
Portfolios: Y / N
    ☐ Portfolio Assessments
    ☐ Interviews
    ☐ Competence Demonstration
    ☐ PLA Programs/Courses
    ☐ Other:
 	
Recommendation Guides: Y / N
    ☐ AARTS: Army/American Council on Education Registry Transcript for military education and training
    ☐ CREDIT: The American Council on Education National Guide to College Credit for Workforce Training
    ☐ Other:	

Partners	

Members/Partners with the following organizations:
    ☐ AIHEC: American Indian Higher Education Consortium
    ☐ CAEL: Council for Adult & Experiential Learning
    ☐ CAMPUS CONNECT: Coalition of Public and Community Service
    ☐ HBCU: The 1890 Land-Grant System for Historically Black Colleges and Universities
    ☐ HENCE: Higher Education Network for Community Engagement
    ☐ IARSLCE: International Association for Research on Service-Learning and Community Engagement
    ☐ OLLI: Osher Lifelong Learning Institute
    ☐ Other:	

Checklist Completion Date:
Name of Land-Grant Institution:

Summary of Notes / Comments

Appendix F

AN ENGAGED-LEARNING MAP FOR EDUCATION, LEARNING, &

ENGAGEMENT

An Engaged-Learning Map (ELM)
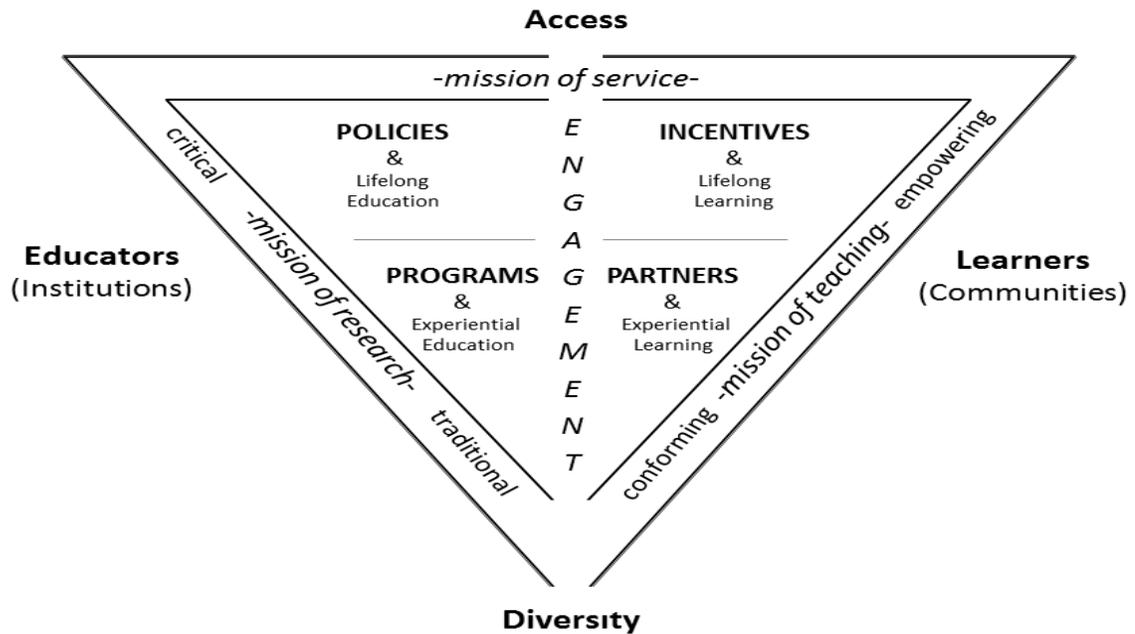
Figure A.1. Engaged-Learning Map (ELM)

Five components to the ELM Multimodel Framework:

1) Shared Constituencies: Educators and Learners; Institutions and Communities

(Education as application of phenomena; Learning as expression of phenomena)

2) Mutual Values: Diversity and Access; (Diversity as Adaptation of Phenomena;

Access as Autonomy of Phenomena)

3) Threefold Mission: Teaching (conforming-empowering range), Research

(traditional-critical range), & Service (all ranges)

4) Adult Learning Theories & Practices: Experiential Education; Experiential

Learning; Lifelong Education; Lifelong Learning

5) Operating Examples: Programs; Partners; Policies; Incentives

Appendix G

TABULATED RESULTS OF 2011 LAND-GRANT INSTITUTIONS' CENSUS

SURVEY

The following is a depiction of the number of participants to each survey question.

Institutional contact information provided by participants, if any, has been excluded.

Participant Metrics

Participants: 90

First Participant: 10/12/2011 06:02 AM

Last Participant: 12/15/2011 07:29 AM

Section - Introduction

1. Land-Grant Institution Types

70.0%	63	1862 land-grant institution
16.7%	15	1890 land-grant institution
13.3%	12	1994 land-grant institution

2. Geographic Areas

26.7%	24	Southeast (AL AR FL GA KY LA MS NC SC TN VA WV)
17.8%	16	Plains (IA KS MN MO NE ND SD)
11.1%	10	Far West (AK CA HI NV OR WA)
10.0%	9	Rocky Mountains (CO ID MT UT WY)
8.9%	8	Southwest (AZ NM OK TX)
7.8%	7	Great Lakes (IL IN MI OH WI)
7.8%	7	New England (CT ME MA NH RI VT)
5.6%	5	Mid East (DE DC MD NJ NY PA)

4.4%   4   Outlying Areas (AS FM GU MH MP PR PW VI)

<u>3. Institutional Level</u>

87.8%   79   4-Year (Bachelors, Masters, and Doctorate Degrees)

12.2%   11   2-Year (Associates and Technical Degrees)

<u>4. Did your land-grant institution apply for the "community engagement classification"</u>

<u>conducted by the Carnegie Foundation for the Advancement of Teaching?</u>

54.4%   49   Yes

31.1%   28   Unsure

14.4%   13   No

<u>5. Was your land-grant institution recognized as a "community engaged institution" by</u>

<u>the Carnegie Foundation in 2006, 2008, or 2010?</u>

48.9%   44   Yes

28.9%   26   Unsure

22.2%   20   No

Section – Programs

<u>6. Does your land-grant institution offer a "service-learning" program?</u>

86.7%   78   Yes

10.0%   9   No

3.3%   3   Unsure

<u>7. Programs Offered</u>

25.9%   85   Cooperative Extension

25.6%	84	Internship Opportunities
24.4%	80	Community Projects
24.1%	79	Volunteer Opportunities

8. Describe the extent that your land-grant institution offers specific programs to engage the community?

65.6%	59	Very much
31.1%	28	Somewhat
3.3%	3	Very little

Section - Incentives

9. Does your land-grant institution provide incentives for promotion and tenure?

63.3%	57	Yes
23.3%	21	No
13.3%	12	Unsure

10. Does your land-grant institution provide incentives related to these areas?: (Select all that apply)

36.3%	74	Research
36.3%	74	Teaching
27.5%	56	Public Service

11. Describe the extent that your land-grant institution provides specific incentives to engage the community?

46.7%	42	Somewhat
18.9%	17	Very little

16.7%   15   Very much

12.2%   11   Not sure

5.6%   5   Not at all

Section - Policies

12. Does your land-grant institution adopt policies for the entire institution (such as

mission statements, committee formations, student-faculty handbooks?)

97.8%   88   Yes

1.1%   1   No

1.1%   1   Unsure

13. Does your land-grant institution adopt policies related to these terms?: (Select all that

apply)

32.8%   81   Extension & Outreach (EO)

19.4%   48   Lifelong Learning (LL)

17.4%   43   Experiential Learning (EL)

13.0%   32   Experiential Education (EE)

12.1%   30   Lifelong Education (LE)

5.3%   13   Prior Learning Assessment (PLA)

14. Describe the extent that your land-grant institution adopts specific policies to engage

the community?

38.9%   35   Somewhat

24.4%   22   Very little

22.2%   20   Very much

11.1%	10	Not sure
3.3%	3	Not at all

Section – Partners

15. Is your land-grant institution a member of the Association of Public and Land-Grant

Institutions (APLU), formerly known as NASULGC?

83.3%	75	Yes
11.1%	10	Unsure
5.6%	5	No

16. Is your land-grant institution a member or partner with any of these other

organizations?: (Select all that apply)

21.6%	27	CAMPUS CONNECT: Coalition of Public and Community
		Service
19.2%	24	OLLI: Osher Lifelong Learning Institute
18.4%	23	AIHEC: American Indian Higher Education Consortium
13.6%	17	HBCU: The 1890 Land-Grant System for Historically
	Black	
		Colleges and Universities
11.2%	14	HENCE: Higher Education for Community Engagement
8.0%	10	CAEL: Council for Adult & Experiential Learning
8.0%	10	IARSLCE: International Association for Research on
		Service-Learning and Community Engagement

Section - Engagement Focus

17. What is your land-grant institution's ENGAGEMENT FOCUS between PROGRAMS

    and INCENTIVES?

70.0%	63	Mostly Programs
13.3%	12	Slightly Programs
11.1%	10	Not Programs nor Incentives
5.6%	5	Slightly Incentives

18. What is your land-grant institution's ENGAGEMENT FOCUS between POLICIES

and PARTNERS?

32.2%	29	Mostly Partners
31.1%	28	Slightly Partners
15.6%	14	Not Policies nor Partners
12.2%	11	Slightly Policies
8.9%	8	Mostly Policies

19. What is your land-grant institution's ENGAGEMENT FOCUS between LEARNERS

    and EDUCATORS?

44.4%	40	Mostly Learners
26.7%	24	Not Learners nor Educators
16.7%	15	Slightly Learners
7.8%	7	Slightly Educators
4.4%	4	Mostly Educators

Section - Conclusion: Summary Report Subscription

<u>20. Subscription</u>

74.4%   67   Yes

25.6%   23   No

<u>21. Please Provide Name of Land-Grant Institution</u> *[Note: Information Excluded]*

Appendix H

RAW SCORES FOR MODIFIED SEMANTIC DIFFERENTIAL

Results of Modified Semantic Differential[1]

Table A.1.

Results of Modified Semantic Differential

	1862 Land-Grant Institutions		1890 Land-Grant Institutions		1994 Land-Grant Institutions	
	n=63	Σ	n=15	Σ	n=12	Σ
5 : Mostly Programs	44	3.49	12	4.0	7	2.92
4 : Slightly Programs	9	.57	2	.53	1	.33
3 : Not Prg nor Inc	7	.33	1	.2	2	.5
2 : Slightly Incentives	3	.10			2	.33
1 : Mostly Incentives						
Programs-Incentives		4.49		4.73		4.08
5 : Mostly Partners	20	1.59	6	2.0	3	1.25
4 : Slightly Partners	20	1.27	1	.27	7	2.33
3 : Not Ptnr nor Plcy	10	.48	3	.6	1	.25
2 : Slightly Policies	9	.29	1	.13	1	.17
1 : Mostly Policies	4	.06	4	.27		
Policies-Partners		3.69		3.27		4.00
5 : Mostly Educators	4	.32				
4 : Slightly Educators	6	.38	1	.27		
3 : Not Edu nor Lrn	17	.81	5	1	2	.5
2 : Slightly Learners	11	.35	2	.27	2	.33
1 : Mostly Learners	25	.40	7	.47	8	.67
Educators-Learners		2.26		2.01		1.50

---

[1] Point values (5, 4, 3, 2, 1) were assigned according to stated secondary hypotheses and used for calculations. For example, 'Mostly Programs' selected by 1862 LGI: 5(44/63) = 3.49

Appendix I

CARNEGIE COMMUNITY-ENGAGEMENT DOCUMENTATION REPORTING

FORM

2010 Documentation Framework Preview
(For use as a reference and worksheet only – Do NOT Submit)

**The Carnegie Elective Classification for Community Engagement
2010 Documentation Reporting Form**

Introduction

This documentation framework is intended to gather information on your institution's commitments and activities regarding community engagement. Use of data: The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Please provide your contact information (for Carnegie Foundation use only):

Name:

Title:

Telephone:

Email:

City:

State:

Institution:

Institution

President/Chancellor:

President/Chancellor's

Mailing Address:

2010 Documentation Framework Preview
(For use as a reference and worksheet only – Do NOT Submit)

I. Foundational Indicators

A. Institutional Identity and Culture Required Documentation (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)? Yes No Quote the mission (vision):

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? Yes No Describe with examples:

3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community? Yes No Describe the mechanisms:

   b. Does the institution aggregate and use the assessment data? Yes No Describe how the data is used:

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? Yes No Describe the materials:

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority? Yes No Describe examples such as annual address, published editorial, publications, etc.

2010 Documentation Framework Preview
(For use as a reference and worksheet only – Do NOT Submit)

B. Institutional Commitment

Required Documentation (Complete all 6 of the following) 1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement? Yes No Describe with purposes, staffing:

2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community? Yes No Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

   b. Is there external funding dedicated to supporting institutional engagement with community? Yes No Describe specific funding:

   c. Is there fundraising directed to community engagement? Yes No Describe fundraising activities:

3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Yes No

   b. If yes, does the institution use the data from those mechanisms? Yes No Describe:

   c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement? Yes No

   d. If yes, indicate the focus of those mechanisms:

   Impact on students

   Describe one key finding:

2010 Documentation Framework Preview
(For use as a reference and worksheet only – Do NOT Submit)

Impact on faculty

Describe one key finding:

Impact on community

Describe one key finding:

Impact on institution

Describe one key finding:

   e. Does the institution use the data from the assessment mechanisms? Yes No Describe:

4. Is community engagement defined and planned for in the strategic plans of the

   institution?

   Yes No Describe and quote:

5. Does the institution provide professional development support for faculty and/or staff

   who engage with community? Yes No Describe:

6. Does the community have a "voice" or role for input into institutional or departmental

   planning for community engagement? Yes No Describe:

At this point, applicants are urged to review the responses to Foundation Indicators I A, 1
through 5 and I B, 1 through 6 on pages 1-17 and determine whether Community
Engagement is "institutionalized." That is, whether all or most of the Foundational
Indicators have been documented with specificity. If so, applicants are encouraged to
continue with the application. If not, applicants are encouraged to withdraw from the
process and apply in the next round in 2015.

2010 Documentation Framework Preview
(For use as a reference and worksheet only – Do NOT Submit)

Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of

   faculty with expertise in and commitment to community engagement? Yes No

   Describe:

2. a. Do the institutional policies for promotion and tenure reward the scholarship of

   community engagement? Yes No Describe:

b. If yes, how does the institution classify community-engaged scholarship? (Service,

   Scholarship of Application, other) Explain:

   If no, is there work in progress to revise promotion and tenure guidelines to reward

   the scholarship of community engagement? Yes No Describe:

3. Do students have a leadership role in community engagement? What kind of decisions

   do they influence (planning, implementation, assessment, or other)? Yes No

   Examples:

4. Is community engagement noted on student transcripts? Yes No Describe:

5. Is there a faculty governance committee with responsibilities for community

engagement? Yes No Describe:

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II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution. NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning

courses? Yes No Describe requirements:

 b. How many formal for-credit Service Learning courses were offered in the most

   recent academic year? _____

   What percentage of total courses? _____

 c. How many departments are represented by those courses? _____

   What percentage of total departments? _____

 d. How many faculty taught Service Learning courses in the most recent academic

   year? _____ What percentage of faculty? _____

 e. How many students participated in Service Learning courses in the most recent

   academic year? _____

   What percentage of students? _____

2. a. Are there institutional (campus-wide) learning outcomes for students' curricular

   engagement with community? Yes No Provide specific learning outcome examples:

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b. Are there departmental or disciplinary learning outcomes for students' curricular

engagement with community? Yes No Provide specific learning outcome examples:

c. Are those outcomes systematically assessed? Yes No Describe:

d. If yes, how is the assessment data used? Describe:

3. a. Is community engagement integrated into the following curricular activities?

Student Research

Student Leadership

Internships/Co-ops

Study Abroad

Describe with examples:

b. Has community engagement been integrated with curriculum on an institution-wide

level? Yes No

If yes, indicate where the integration exists:

Core Courses Graduate Studies

First Year Sequence Capstone (Senior level project)

In the Majors General Education

4. Are there examples of faculty scholarship associated with their curricular engagement

achievements (action research studies, conference presentations, pedagogy

workshops, publications, etc.)? Yes No

Provide a minimum of five examples from different disciplines:

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.

1. Indicate which outreach programs are developed for community:

> learning centers
>
> tutoring
>
> extension programs
>
> non-credit courses
>
> evaluation support
>
> training programs
>
> professional development centers
>
> other (specify) Describe with examples:

2. Which institutional resources are provided as outreach to the community?

> co-curricular student service
>
> work/study student placements
>
> cultural offerings
>
> athletic offerings
>
> library services
>
> technology
>
> faculty consultation

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3. Describe representative partnerships (both institutional and departmental) that were in

    place during the most recent academic year (maximum 15 partnerships). Use the

    attached Excel file to provide descriptions of each partnership.

4. a. Does the institution or do the departments work to promote the mutuality and

    reciprocity of the partnerships? Yes No Describe the strategies:

   b. Are there mechanisms to systematically provide feedback and assessment to

    community partners and to the institution? Yes No Describe the mechanisms:

5. Are there examples of faculty scholarship associated with their outreach and

    partnerships activities (technical reports, curriculum, research reports, policy reports,

    publications, etc.)? Yes No

    Provide a minimum of five examples from varied disciplines:

III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need
    more space. Please specify the corresponding section and item number(s).

2. (Optional) Is there any information that was not requested that you consider significant
    evidence of your institution's community engagement?
    If so, please provide the information in this space.

3. (Optional) Please provide any suggestions or comments you may have on the
    documentation process and online data collection.

4. May we use the information you have provided for research purposes beyond the

    determination of classification (for example, conference, papers, journal articles, and

    research reports), with the understanding that your institution's identity will not be

    disclosed without permission? Yes No

Appendix J

TIMELINE FOR 2015 CARNEGIE COMMUNITY-ENGAGEMENT

CLASSIFICATION

Timeline for 2015 Carnegie Community-Engagement Classification

January 2013   Announcement 2015 process

May 1, 2013   Deadline for registering

September 9, 2013   Release of applications

April 15, 2014   Applications Due/Reviewing begins

December 2014   Review Process completed/ campuses notified

January 2015   2015 classification results announced

Additional information is provided on the Carnegie Foundation website:

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php