What is Community Engagement?

“The essence of a research university is not solely its three-part mission of education, research, and service but also the fact that each faculty member and student is expected to be engaged in all three in an integrated way. Community engagement is an ideal mechanism for fulfilling that distinctive and essential mission.”

- Albert Carnesale, Chancellor, University of California, Los Angeles, June 6, 2006


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Ekstrom Library W104 - - March 17, 2015
What is Community Engagement?

“Community engagement describes 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.” Carnegie Foundation for the Advancement of Teaching. (n.d.).
Community Engagement
University’s Strategic Plan

Community engagement is one of five priorities outlined by University President James Ramsey in *The 2020 Plan*.

“The University’s Strategic Plan *The 2020 Plan: Making it Happen*, describes the University's commitment to Community Engagement and reinforces the concept of a "Citizen University."

Future growth of initiatives in four (4) areas, such as:

1. Signature Partnership (SPI),
   - Education - Elevate Educational Attainment
   - Economic Development - Financial Empowerment
   - Social and Human Services - Build Capacity
   - Health & Quality of Life

2. Ideas to Action (i2a),
   - Students will be able to think critically with the i2a outcome on community engagement;
   - Students will develop the ability to address community issues.

3. Student Affairs, and

4. All academic units.
Partnerships or Collaborative Relationships exhibit several of the following characteristics:

1. Are tied to an external community partner organization(s).

2. Focus on a community need or issue.

3. Activities are of mutual benefit to the partner and the university.

4. Provides opportunities for faculty, staff and students to participate in community-based learning, research or service.

5. Are usually formalized, and may have a contract or memorandum of agreement to specify the terms of operation.

6. May be funded from a variety of sources including university funds. Some partnerships are unfunded and have only in-kind support.

7. May be a fee for service or professional development training provided in support of a public or community organization.
Negotiating the Project

Developing an external partnership to promote IL and critical thinking requires discussion and asking several questions such as:

1. Is the community partner a good fit for the type of service/classes to be offered/provided?

2. What is the mission of the organization?

3. Does the organization provide educational services?

4. Are these services outsourced, or are they provided in-house?

5. Could the class or program you want to provide fit within the scope of the library’s mission and/or the University’s mission?

6. Is there a cost involved?

7. What is that cost? Is it time? Is it your time and/or the time of your fellow librarians?

8. Does the Wayside partnership meet the university’s criteria for a partnership?
Pre-Test
Community Engagement & Teaching

U of L Community Engagement Definition
• Practice-Based Learning

• Curricular Engagement

• Community-Based Learning (CBL)
  • Service-learning
  • Field experience
  • Internship
  • Externship
  • Practicum
  • Independent Study
  • Capstone and/or research project
  • Cooperative Work Experience or Co-op
  • Clinicals

• Sustainability
Criterion A: Teaching

The term teaching applies to the wide range of functions librarians and archivists perform. Activities that contribute to the operations of the University Libraries fall under this criterion. These activities include but are not limited to administration, assessment and resource planning, technical services, information delivery, information literacy, liaison activities, outreach, resource selection, and technology administration. Professional development activities are included in this criterion.

Source: ULF Personnel Document, 2.0.

Examples from University Library Faculty (ULF) Annual Performance Summary (APS) are:

Initiated partnership with new Public History professor Lara Kelland to have her students create a digital exhibit of Main Street interviews and images using Omeka. (They ultimately published their projects as podcasts [https://itunes.apple.com/us/itunes-u/id778805982](https://itunes.apple.com/us/itunes-u/id778805982).)

Created and implemented an online survey of teaching faculty to evaluate their experiences with our Information Literacy Program and to learn about our impact as instructors (Spring 2013). We received 32 responses from a variety of academic departments (response rate = 43.8%). Quantitative and qualitative data collected on the survey indicates that we are having a very positive impact on educational outcomes valued at UofL. On a 5-point rating scale, 25 respondents (78.1%) rated the overall quality of library and research instruction at Ekstrom Library as a 5, the highest possible rating (defined on the survey as “excellent”). The remaining respondents (21.9%) rated the overall quality as a 4. More significantly, 96.8% of respondents strongly agreed or agreed that library instruction improved the quality of student research papers and projects, and 96.9% of respondents strongly agreed or agreed that library instruction helped their students think more critically about information sources.
Community Engagement & Research and Scholarship

The University has identified four (4) types of research and scholarship. They are:

- Community-Based Participatory Research
- Practice-Based Research
- Engaged Scholarship
- Scholarship of Engagement
Criterion B: Research or Creative Activity

Research or creative activity focuses on the advancement of knowledge in the fields of librarianship, archival administration, information science, information technology, or other areas of scholarship as related to the faculty member’s position. This activity may represent a scholarly approach to innovation, assessment, and evaluation of services, participation in scholarly discourse and reflection concerning the discipline, or scholarly work in a complementary discipline that informs or is informed by the librarian/archivist’s provision of services. Emphasis will be placed on work that becomes part of the scholarly record. Source: ULF Personnel Document, 2.0.

Examples from ULF APSes are:

"Saving all the Freaks on the Life Raft: Blending Documentation Strategy with Community Engagement to Build a Local Music Archive," in the American Archivist. Peer-reviewed

[invited presentation],"An Introduction to the Louisville Underground Music Archive Project," at the annual conference of the Association of Documentary Editors,

"Leader in the Crowd: Collaborating with the Community via Crowdsourcing,” Library and Information Technology Association (LITA) meeting, Louisville, Kentucky, November 9, 2013.
Community Engagement & Service

Community Service is defined as engaging with the community to provide services for the benefit of the community and may not require specific academic preparation or be linked to specific curricular activities.

Examples of this activity could include service completed through:
- Ideas to Action (i2a),
- Signature Partnership Initiative (SPI),
- Service Learning,
- Greek Life,
- Every1Reads,
- Just Act Day,
- University sponsored or sanctioned projects.

Outreach and Partnerships are another category of community engagement in service. Outreach extends the university’s resources and builds capacity outside the traditional boundaries of the campus to serve the public at large. Outreach services and programs support the university’s mission and priorities. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community.
Criterion C: Service to the Profession, the Unit, the University, or the Community

This criterion is defined as sharing one’s professional expertise within the profession, the unit, the University, or the community in general. Examples of activities in this criterion include participating in professional and scholarly organizations, sponsoring student organizations, participating in University-wide committees and initiatives, and consulting in one’s area of professional expertise. Source: ULF Personnel Document, 2.0.

Examples from ULF APSes are:
Served as a consultant for the West Virginia University Libraries in regard to their utilization of Marchive’s automated authority control service with Voyager.

Serve on Student Conduct Hearing Board

Librarian provides County Human Services with an annotated bibliography of sources related to immigration services in rural communities.
Post-Test
Assessment

How do we assess quality, value, and impact?

Examples of assessing quality, value, and impact are:

• Pre- and Post- tests
  o Other qualitative or quantitative methodologies

• Survey

• Reflection

• Direct quotes for documentation

• An article published in a peer-reviewed journal

• A book chapter/book/technical report/white paper published as the result of a mutually beneficial partnership

• Other: ___________________
Why Collaborate?

- Maximizing the power of participating groups through joint action and building human capital and community support
- Avoiding unnecessary duplication of effort or activity
- Sharing talents and resources
- Providing superior quality services
- Developing and demonstrating public support for an issue, action, or unmet need
- Increasing funding and grant opportunities
- Expanding programming and outreach by reaching new audiences, creating and enhancing programs and services
- Assisting with marketing library programs and services or heightening awareness of the library
- Increasing staff job satisfaction and a better understanding of their roles in a broader perspective
- Fostering cooperation among grassroots organizations and community members
- Being visible not to just those who are library patrons but also to those who can provide funding
- Taking part in community meetings, city council meetings, etc allows the opportunity to voice the importance of libraries and form partnerships that might not have been formed otherwise
- Creating community connections
- Accomplishing more than any single organization could

Source: techsoup for libraries
Let’s think . . .

1. How does the University’s priority of community engagement fit within the libraries?
   a. By supporting the mission, goals, and objectives of the University.

   b. Develop partnerships to share goals and responsibilities internally and externally with other institutions, libraries, organizations.

   c. Add value to university programs through collaborative and creative collection building.

   d. Redefining, updating, or increasing services to enhance university programs via collections, partnerships, programming, etc.

   e. Balance new technologies to foster efficiency and don’t forget technical support and training.

   f. Don’t recreate the wheel, learn from best practices, and/or partner with someone who has already done it.

   g. The University is a cultural and diverse melting pot, partner and promote them.

   h. And last, but not least the libraries have many stories of success, promote them.
Pre-Test / Post-Test:
Served as a consultant for the West Virginia University Libraries in regard to their utilization of Marchive’s automated authority control service with Voyager.

Louisville Underground Music Archive (LUMA)
Burt the Cat fanclub newsletter and Hard Times were donated. Various collaborations took place and an advisory board formed to define the mission and goals of the project resulting in a searchable digital collection.

Librarian provides County Human Services with an annotated bibliography of sources related to immigration services in rural communities.

Faculty member’s provides information literacy sessions to students ages 6-12 for summer science fair, assesses the impact of results/outcomes, and writes an academic article on the project.
Are there any questions?

What’s next?
Perhaps, an Ad Hock Committee to deal with Promotion and Tenure issues as it relates to Community Engagement

~ THANK YOU FOR COMING  ~
Bibliography


[Quote] New Times Demand New Scholarship1 p.241