From Community Engagement to Community Emergence: The Holistic Program Design Approach

Brad Olson

Mark Brennan

Recommended Citation

From Community Engagement to Community Emergence: The Holistic Program Design Approach

Brad Olson
Mark Brennan
The Pennsylvania State University

University-community engagement has the potential to positively transform higher education, but community-engaged institutions must overcome challenges related to defining, planning, and assessing engagement activities. The 2015 Carnegie Community Engagement Classification application process and the results of the 2015 Campus Compact member survey revealed that there is room for improvement in engagement efforts within public and private institutions alike. The authors propose the holistic program design approach to curricular-based engagement as a new framework for building individual and institutional capacity. Utilizing interactional field theory, the framework shows how university-community engagement can promote the emergence or formation of community between a university and local participants. Curricular-based engagement experiences serve as venues for interaction in which students, faculty, and local residents communicate and work to address common, place-based needs. The authors provide operational definitions of university-community engagement and curricular-based engagement, describe a theoretical and philosophical rationale for engagement, and present a conceptual model of student and community development outcomes. They also highlight potential assessment metrics, address five recommendations of the Carnegie Foundation, and suggest directions for future research and development.

Keywords: *social interaction, community development, program design, curriculum*

University-community engagement (UCE), defined generally as university and community (i.e., non-university) members working together to achieve a common goal, has spread and matured over the last two decades. Supporters of UCE point to its positive impacts on students, institutions, and the public (Alter, 2005; Barker, 2004; Bloomfield, 2005; Furco, 2010; Holland, 2005; Howe, Coleman, Hamshaw, & Westdijk, 2014; Kellogg Commission, 1999). Alternately, critics have argued that the purported impacts of UCE are not clear and, at times, are misstated (Alter, 2005; Fitzgerald, Bruns, Sonka, & Furco, 2012; Furco, 2010; Hodges & Dubb, 2012; Peters, 2005; Saltmarsh, Giles, Ward, & Buglione, 2009). The ongoing debate over the merits of UCE is healthy and necessary to advance the field of study, and while the discourse has generated different interpretations, it has also reinforced common characteristics.

Higher education institutions, community and educational organizations, and professional associations have put forth their own UCE-related definitions. Common themes include: embodying and promoting democracy (values, diversity, citizenship, civic responsibility, and critical and pluralistic approaches to knowledge and action); fostering partnerships of shared power, resources, and knowledge among universities, communities, and the public/private sectors (mutually beneficial, respectful, equitable, reciprocal, responsive, accessible, integrated, and coordinated); and impact (social change and justice, public goods, quality of life, enhanced teaching and research scholarship, application of theory and knowledge to address real-world problems) (Campus Compact, 2016b; CIC Committee on Engagement, 2005; Community-Campus Partnerships for Health, 2012; Imagining America, n.d.; Kellogg

Commission, 1999).

Among the many existing definitions of university-community engagement, one has become increasingly popular within higher education. The Carnegie Foundation for the Advancement of Teaching offers an elective (i.e., voluntary) Community Engagement Classification, for which many institutions have applied over the last decade. The Carnegie Foundation defines community engagement as "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" (New England Resource Center for Higher Education [NERCHE], 2015). This definition has emerged as a common frame of reference for institutions seeking to establish deeper, more collaborative relationships with the public and document their efforts. The classification is a formal recognition of an institution's commitment to fostering community engagement and requires comprehensive assessment and documentation on a regular basis. In the 2015 cycle of the classification, the Carnegie Foundation classified 240 institutions, 157 of which had previously held a 2006 or 2008 classification, resulting in a current total of 361 classified institutions (NERCHE, 2015). The increased interest in fostering UCE is the result of a decades-long call for change from leading scholars and engagement-focused organizations.

A Return to Roots and Room for Improvement

Within the last 25 years, there has been a growing call from individuals and groups urging universities to return to their roots and renew their commitment to the people and places they were intended to benefit (Boyer, 1990; Glass & Fitzgerald, 2010; Furco, 2010; Kellogg Commission, 1999). In its 1999 report on the "engaged institution," the Kellogg Commission on the Future of State and Land-Grant Universities argued that, given their intellectual and resource capacities, public and land-grant institutions should help to address the needs of society but that over time they had become unresponsive to the very groups they were established to serve. The report showcased 11 public and land-grant colleges and universities as engaged institutions and called for more campuses to embody their seven exemplary characteristics, including responsiveness, respect for partners, academic neutrality, accessibility, integration, coordination, and resource partnerships.

Today, the Carnegie Foundation encourages institutions of higher education to improve their community engagement efforts by participating in its periodic classification process. At the end of the 2015 classification cycle, the Carnegie Foundation made a series of recommendations, namely to rejected applicants, outlining areas for improvement, including: documenting foundational indicators of engagement; establishing a clear definition and process for fostering engagement within the curriculum; identifying and assessing impacts of engagement on students, faculty, and communities; developing, supporting, and rewarding faculty engagement; establishing long-term community partnerships; and coordinating smaller projects and initiatives with larger engagement efforts (NERCHE, 2015).

Likewise, the call for increased assessment was echoed in the results of the 2015 Campus Compact member survey. Campus Compact represents a collection of colleges and universities dedicated to university-community engagement and serves as a clearinghouse for engagement-related information. The organization conducts its member survey annually and makes the results public. According to the 2015 survey, the majority of public and private institutional respondents (85% and 88%, respectively) reported having mission statements that supported community engagement (Campus Compact, 2016a). Most public institutions support engaged teaching by offering faculty development workshops, materials to assist in reflection and assessment, and curricular models and sample syllabi (77%, 70%, and 69%, respectively), while 75% of private institutions support all three forms of support. Regarding assessment, however, only 26% of public and 28% of private institutional respondents reported that they had defined what a high-quality partnership "looks like," and only two thirds of those who had developed a working definition also had a process for assessing such quality. Even more alarming was the lack of systematic assessment of the impact of engagement on students and communities. Thirty percent of public and 27% of private institutions reported having no unit (i.e., department or school) or institution-level mechanisms

for measuring the impact of community engagement on students, while the remaining majority of each type had mechanisms at one or both levels. However, nearly half of public- and private-institution respondents had neither a unit nor an institutional mechanism for assessing community impacts. These figures point to a lack of unit-level and institutional capacity for articulating and assessing community engagement. In the face of these persistent challenges, we propose a new framework for planning and assessment.

The Need for a New Approach

Although the Carnegie Foundation has been instrumental in promoting and institutionalizing university-community engagement across higher education, we believe that there is room for improvement. While we support the spirit and characteristics of Carnegie's community engagement definition, we view the desired outcome of a "mutually beneficial exchange of knowledge and resources" as incomplete. Collaboration is cited as the means by which this exchange should take place, but the end result is unclear. The outcomes may in fact have been intentionally left open to interpretation to ensure broad appeal and application—and that is not unreasonable. However, we think framing UCE within a more defined process and set of outcomes could help schools better integrate and assess community engagement within their curricula. To this end, we propose a new framework called the *holistic program design approach to curricular-based engagement*.

The Holistic Program Design Approach Explained

Holistic program design (HPD) is a comprehensive framework for designing and assessing curricular-based engagement (CBE) experiences. HPD is not a theory; rather, it applies existing community development theory to UCE to show how CBE experiences can achieve measurable student and community development outcomes. This article presents HPD as it has been developed thus far; future research and application will test and refine this exploratory framework.

We begin by operationally defining university-community engagement and curricular-based engagement. We then discuss the theoretical and philosophical rationale informing HPD. We explain the specific ways HPD frames CBE as a venue for social interaction between local and university participants to foster the emergence of community. Next, we operationalize the underlying theory and philosophy using a conceptual model (see Figure 1), which links CBE experiences to three conceptual domains and six conceptual areas related to student and community development.
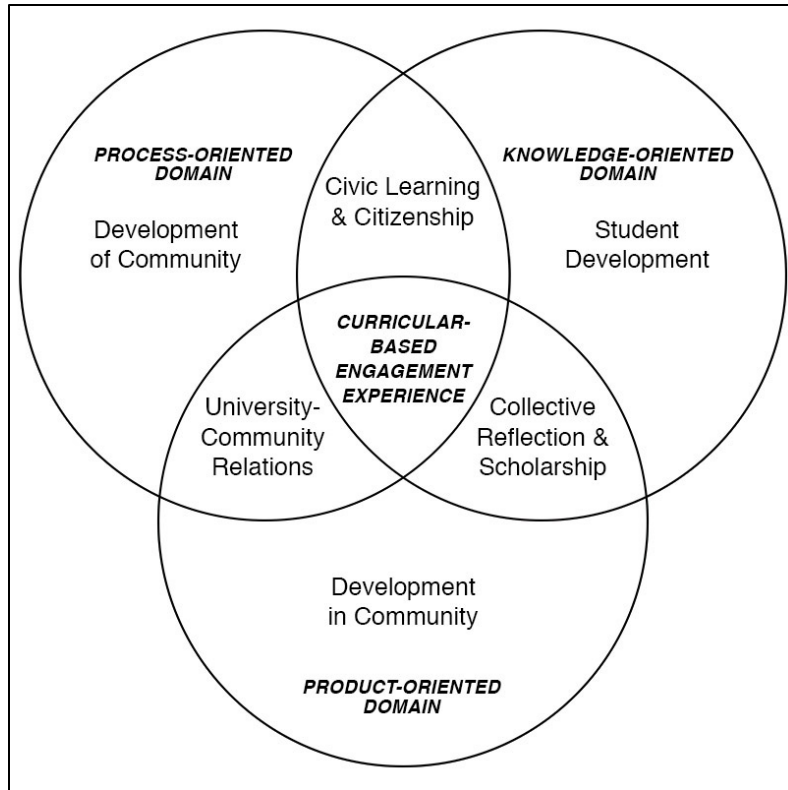
Figure 1. Conceptual model of the holistic program design approach to curricular-based engagement.

After describing the model's components, we prescribe steps for identifying outcomes and assessment metrics. Finally, we explain how the model can help address five specific Carnegie recommendations and make our own recommendations for future research and programming. Readers of this article should come away with a more nuanced perspective on the relationship between community engagement and community development. This article should also spark ideas for using CBE experiences to achieve multiple student and community outcomes.

Operational Definitions
It is important to clarify how the terms *university-community engagement* and *curricular-based engagement* are defined by HPD and used within this article. We define UCE as the process by which members of the university and the local public communicate and interact in order to apply their respective knowledge, skills, abilities, and resources to enhance local well-being and to meet common, general needs within the particular locality. By defining the term in this way, HPD seeks to conceptualize UCE as: a form of social interaction; representative of a range of types of involvement over time (e.g., communication, interaction, work, and resource investment); a process or means to achieve community emergence and other outcomes; and purposeful collaboration between university and non-university participants to maintain and/or improve the well-being of people and living conditions within a physical locality. CBE is defined as a sub-type of UCE that occurs as part of a for-credit academic course or other component (optional or required) that counts toward the completion of an academic degree or certificate program. Examples include activities, projects, or larger cohort-based experiences that achieve curricular (course or program) goals and facilitate the interaction of university and local participants. Generally, this definition refers to courses involving the instruction of multiple students (i.e., a class); however, independent study courses and some for-credit internships/co-ops could be included if they meet the earlier conditions.

UCE and CBE are referenced throughout this article to maintain consistency and avoid confusion with the terms *engagement* (general student interest or participation in a variety of curricular, co-curricular, and extra-curricular activities) and *community engagement* (as a general development or outreach activity or the specific Carnegie Foundation definition).

Communicating Purpose and Application

The name *holistic program design* was chosen carefully to communicate the framework's purpose and application. HPD directs CBE experiences to have a *holistic* impact, whereby the focus is on achieving specific outcomes across the model's different conceptual areas. HPD encourages planners and participants to approach their experiences with multiple outcomes in mind. The term *program* describes the ideal mechanism for achieving outcomes. HPD embeds UCE within the academic program (e.g., a major or minor) through a coordinated sequence of CBE experiences. The term *design* reflects the set of theoretical and philosophical principles that help CBE planners apply the approach to their own contexts. The notion of design also encourages the application of HPD early on in the CBE planning process.

Holistic program design directs groups of program faculty to coordinate and sequence CBE experiences around similar, if not the same, topics, partners, and localities. Each CBE experience should build upon the previous one and should promote progressively more in-depth work, greater interaction among participants, and stronger relationships over time. Anticipated outcomes of this approach include: shared ownership and support by program faculty; students who apply and reinforce previous knowledge in increasingly complex ways; and local participants who develop greater familiarity and longer-term relationships with students and faculty. Progressive CBE experiences could be sequenced according to introductory, mid-level, and senior/capstone courses, and designed with appropriate learning outcomes in mind. The three-phased model for service-learning course design (Howe et al., 2014) and the engagement ecosystem model (Mehta et al., 2015) are two other approaches to UCE that support this logic and encourage progressive, multi-phase CBE experiences.

The academic program represents an ideal higher education stratum within which to promote UCE and ground HPD. Institutional (top-down) mission statements and policies that encourage UCE may fail to go beyond rhetoric and take root in actual coursework, while one-off experimental courses or co-curricular projects (bottom-up) may fail to achieve a critical mass of student or faculty participants. By targeting the program level, this strategy seeks to achieve greater student participation and community impact while still maintaining autonomy and flexibility among discipline-specific faculty members. The HPD approach focuses on formal educational experiences (i.e., the teaching mission of an institution) because students represent the largest constituency on campus, and courses represent a structured environment where UCE efforts can be organized, supported, and expanded. Therefore, institutions seeking large-scale participation in UCE are encouraged to focus on CBE opportunities within their academic curricula. Given the scope of such work, it is important for institutions to possess an "especially compelling and fully articulated, intellectual, educational rationale, or theory of change" (Ostrander, 2004, p. 89) when planning and implementing UCE initiatives (Furco, 2010). As discussed in the following section, HPD draws largely from two theories to support its focus on student and community development.

Theoretical Rationale for HPD

Holistic program design's focus on student development is influenced broadly by the principles of experiential learning theory, laid out by Dewey (1938) and Kolb (1984). According to experiential learning theory, learning is a holistic process of examining one's own ideas and confronting new ones through action and experience within a particular environment. Participants use purposeful reflection to refine their ideas and create new, personalized knowledge (Dewey, 1938; Kolb, 1984; Kolb & Kolb, 2005). Experiential learning theory has been used to explain and justify the educational value of UCE (Bernacki & Jaeger, 2008; Crabtree, 2008). Community development theory can also provide valuable insight into the university-community dynamic.

We view community and its development from an interactional field theory perspective, in which social interaction, in all its forms, can facilitate the emergence of community. Up to this point, community has been referenced as a complete, existing part of UCE. While we continue to reference community as part of the terms *university-community engagement* and *community engagement*, we do so out of common practice within the UCE literature. From an interactional field perspective, though, community does not inherently exist. Instead, community is a social phenomenon that emerges when individuals within a physical locality act collectively across different social fields to address common, general, place-relevant matters (Bridger, Brennan, & Luloff, 2011; Kaufman, 1959; Wilkinson, 1970, 1972, 1991). We further explain this theory by describing its essential concepts: social fields, social ties, interaction, community agency, and collective action.

Social fields are special interest groups, collections of people who share a common yet specified interest or issue of concern (Bridger et al., 2011; Kaufman, 1959). Social fields comprise individuals, groups, organizations, and other formal and informal associations that discuss, advocate, and act on their interests. Examples include social clubs, religious institutions, economic development boards, cultural centers, political organizations, and hobby groups. Individuals can belong to one or more social fields. Members are characterized by a connection to their field's interest and to each other. Social fields wax and wane in membership and intensity as individuals enter, interact, exit, and potentially return over time.

Social fields and community itself are based on human connections in the form of social ties (bonds). Social ties can be classified as weak or strong, indicating the strength of a given relationship or bond between two individuals (Granovetter, 1973). Weak ties or bonds typically exist between acquaintances or in newly formed relationships. Conversely, strong ties or bonds represent closer relationships between and among people, such as family and close friends. Strong ties develop from weak ties as relationships grow and intensify over time through greater interaction and collaboration. Both strong and weak ties are instrumental in expanding and sustaining social networks within and across social fields. Weak ties play an important role in creating awareness of community issues and revealing opportunities for related action/involvement among new and existing acquaintances. Strong ties help to sustain membership within groups and preserve connections in the face of challenges during the community-building process.

Social ties are formed and strengthened through social interaction, which can be both formal (e.g., task- or purpose-driven) and informal (e.g., leisure- or socially driven). Places and opportunities for individuals to interact socially are called *venues for interaction* (Wilkinson, 1970, 1972, 1991). Increasing the number of venues for interaction increases the opportunities for individuals to form weak and strong ties among one another. Interaction is key to enhancing community by establishing, extending, and strengthening social networks; it is also central to cutting across social fields and bringing members together to build collective capacity.

Community agency reflects the adaptive capacity to manage, utilize, and enhance a group's resources (Brennan, 2005; Bridger et al., 2011). Social interaction enhances a local population's awareness and ability to act as a collective group. Communication and social interaction inform individuals and social fields about their shared concerns or issues. Interaction increases the capacity of individuals and groups to act on their shared concerns by pooling their knowledge, skills, abilities, and resources. Community agency means having access to greater physical, capital, and intellectual resources that can extend beyond one's social network, field, or the locality itself. Awareness and capacity are made meaningful by enabling and initiating action. Community emerges when people from different social fields use their collective capacity to act on mutual place-based issues.

From an interactional field perspective, community is an emergent and dynamic social phenomenon. Individuals and social fields may often work separately toward their respective interests, but when faced with a place-based issue of mutual concern, local residents have the potential to participate collectively in an effort to address that issue through the emergence of a central, community (social) field. Mutual place-based issues can take different forms, but generally they affect a local population's quality of life, well-being, or individuals' ability to live, work, and take leisure as they desire. Such issues can be negative (something that prevents or decreases quality of local life and should

be improved) or positive (something that increases well-being and should be supported or expanded). Issues of mutual concern can be thought of as public issues (affecting many individuals) more so than private issues (affecting a few individuals). For example, more people are likely to be affected by a municipal zoning change than a personal dispute between two neighbors over land use. The degree of collective interest and participation in the emergent community field depends on the frequency and severity of the issue at hand.

       Not all residents are required to, or do, participate in the community field. Some individuals may be more involved than others, and, over time, key individuals may emerge as local leaders (Wilkinson, 1991). Local leaders are often well respected by others and can be valuable assets in the community development process, making them desirable partners for UCE (Furco, 2010). Ultimately, the emergent community field is strengthened when: diverse social fields, groups, and individuals participate; mutual interests are represented; social ties and networks are enhanced; norms and processes of communication and interaction are established; and interaction, agency, and action all increase.

       To be clear, the term *community emergence* should not be used synonymously with community development. Strengthening the previously mentioned precursors to community emergence represents the development *of* community, which is process-focused. Projects may succeed or fail, but the process of people coming together to discuss and act upon issues is of greater value than the outcome or outcomes. Indeed, it is the enhancement of people's adaptive capacity to work together that matters. In contrast, development *in* community is characterized by work that enhances the built or natural environment within a locality. Development in community is outcome-focused (e.g., building infrastructure, restoring habitat, attracting business development) and is often what comes to mind when people hear the term community development (Brennan, 2005; Bridger et al., 2011; Wilkinson, 1991). Though both forms of development are beneficial and necessary, it is worth noting the distinction between the two when designing UCE activities in support of community development efforts.

Applying Theory Through a Philosophy of Community Emergence

       Holistic program design uses interactional field theory to ground UCE in a community development context and connect HPD's process and outcomes to the concepts of community emergence. The application of these concepts, process, and outcomes to UCE must be articulated in a clear and replicable way if HPD is to be adopted by institutions of higher education. To this end, the authors present a guiding philosophy about how and why members of the university should interact with populations beyond their campuses. Furco (2010) referenced a "philosophy of community engagement," stating that "much of the shift in focus and attitude toward community engagement work occurred through a change in the philosophy of how best to fulfill the civic mission of higher education and how best to secure high quality campus/community partnerships" (p. 380). In this same spirit, we propose a further shift in philosophy, one that moves from community engagement to community emergence.

       We encourage institutions and individuals to adopt a philosophy of community emergence, whereby individuals from the university and local social fields interact through UCE to foster the emergence of community among them. A philosophy of community emergence acknowledges that the university has a responsibility to participate, as a social field, in the emergent community process. Here, the university and other local social fields interact and contribute their respective knowledge, skills, abilities, and resources to initiate action and enhance well-being. This new perspective comprises a few fundamental tenets or principles, four of which we describe in the following section in an effort to bridge the gap between existing notions of UCE and the new approach presented in this article.

       UCE as a venue for progressive interaction. A UCE experience is considered a venue for interaction when it brings together members of the university and the local public to enhance social ties, build local capacity or agency, or advance a local development goal or agenda. As venues, these experiences should aim to establish communication and interaction within and across the university and local social fields. As venues, UCE experiences can be characterized in relation to: (1) the purpose of the experience (e.g., to educate, conduct research, or provide a service); (2) the physical places (e.g., campus

or locality) and spaces (e.g., offices, classrooms, or homes) where people meet; and (3) how people communicate or interact (e.g., in-person, at-a-distance, or technology-mediated).

HPD views CBE experiences as logical venues for interaction and seeks to embed multiple experiences within an academic program. CBE experiences that are organized around a common topic or embedded within the same academic program provide more opportunities to foster repeated and long-term interaction. The goal of increasing interaction is to enhance social ties among students, faculty, and local participants. With proper planning and cooperation, faculty could arrange multiple CBE experiences into a progressive sequence of activities, assignments, or courses, whereby each one builds upon the previous learning and work of the other. The goal of fostering purposeful interaction through sequenced CBE venues is to progress from initial participant contact to collective capacity and community emergence.

The university as a social field. Community can emerge when individuals and groups from different social fields interact around a mutual issue or need. The traditional university-community dynamic can be reinterpreted as the interaction of individuals and groups from local social fields (i.e., the traditional conceptualization of 'community') with students and faculty from the university, which itself begins to represent and act as a social field. Like other social fields, the university (social) field is made up of individuals (e.g., faculty, staff, and students) and groups (e.g., courses, programs, committees, student clubs, and organizational units). The university field is organized around a common interest in advancing knowledge through the scholarship of discovery, integration, application, and teaching (Boyer, 1990). UCE allows local social fields and the university field to pursue their respective interests together, addressing the issue at hand and advancing scholarship related to that issue.

Place-based communities. Interactional field theory states that community emergence is place-based; therefore, UCE should be rooted in a geographic setting or locality. UCE is a means to build community and seeks to improve local well-being by addressing issues that affect the day-to-day lives of residents. These issues relate inherently to the environment and local society in which people live, work, shop, and take leisure. Wilkinson (1991) described the conditions of a local society as requiring a group of people living within a geographic locality who demonstrate relatively complete organization. Viewing community as a place-based entity differs from other interpretations, such as communities of interest, practice, or profession (Doberneck, Glass, & Schweitzer, 2010; Simon, 2010). We respectfully counter these alternate interpretations by arguing that a majority of community development efforts are directed at improving conditions of place. People live, work, recreate, and receive services (e.g., police, fire, health, education) in a physical world. When people seek to address issues that impact their ability to live, work, and enjoy themselves, they are acting to improve their existence and well-being in a physical place, however concentrated or dispersed they may be. The Internet and other distance technologies have allowed individuals to transcend their geographic boundaries, but they are still affected by geographic conditions. For instance, someone may work remotely over the phone or Internet, but those connections are dependent on local telecommunications service and signal capabilities. Collective action to bring in more competition or to install faster fiber optic service in the physical locality can still benefit the telecommuting professional.

UCE beyond the campus locality. The place-based interpretation of community should not restrict UCE efforts to the locality in which an institution resides. Establishing a strong engagement presence within one's own campus "backyard" is valuable and encouraged; however, institutions can and should extend their boundaries to engage society at the regional, state, national, and international levels as appropriate. The university field can interact with local social fields in other localities so long as the mutual concern or issue around which it acts is placed-based and activates the university field's central interest in knowledge and scholarship. Here, the term *local social field(s)* is relative and is used to describe groups of people who live and work in the physical place where the issue exists and where UCE is directed. As stated earlier, people can enhance their capacity for action by extending their social networks beyond their locality. Students and faculty from the university field can interact with local people through teaching, research, and/or service to enhance conditions where those people live. The

work of the university social field should exhibit some form of Boyer's (1990) scholarship, embody a clear teaching, research, and/or service function, and seek to address a common place-based issue.

A Conceptual Model

The conceptual model of holistic program design operationalizes the theoretical concepts and philosophical principles of HPD and connects CBE experiences to a variety of conceptual domains and areas. The model consists of three domains (knowledge-oriented, product-oriented, and process-oriented), which are arranged in an intersecting manner to form a tri-Venn diagram. This design is well-suited for illustrating unique yet interrelated concepts. Furco (2010) and Glass and Fitzgerald (2010) have used a similar design to model engagement. Based on the model's design, there are conceptual areas that fall at the center of a domain and others that occupy the intersection of two domains. These domains define and interrelate the model's six conceptual areas (student development; collective reflection and scholarship; development in community; university-community relations; development of community; and civic learning and citizenship). The CBE experience is centered within the model and represents the venue through which students, faculty, and local participants work toward outcomes in each area.

The conceptual model is the functional tool of HPD and calls attention to multiple conceptual areas related to student and community development. Institutions and individuals should consider each area when planning and implementing CBE experiences. The model visualizes how CBE experiences can have a holistic impact. We describe each domain and area in detail in the following sections, along with recommendations for where to source specific outcomes and assessment criteria. These recommendations lay the groundwork for developing future metrics/instruments with which to evaluate and compare CBE experiences.

Knowledge-oriented domain. The university, as a social field, is driven by its interest in knowledge through the scholarship of discovery, integration, application, and teaching (Boyer, 1990). Therefore, when students and faculty participate in CBE experiences, those experiences take on a knowledge-oriented focus and have the potential to advance scholarship. The model seeks to operationalize engagement through the formal academic curriculum and is thus most closely associated with an institution's teaching function. However, research and service functions can also exemplify the knowledge-oriented domain of HPD, so long as they are connected to an academic curriculum.

Process-oriented domain. Engagement experiences contribute to the emergence of community through processes of communication and social interaction. As a process, engagement is expected to develop and change over time. The process-oriented nature of engagement emphasizes the importance of committed individuals who are invested in maintaining the process over time despite changing priorities or transient membership.

Product-oriented domain. Engagement, as with any curricular or academic experience, should be purposeful and have an end result in mind. CBE experiences, as defined in this article, seek to address common, general needs shared by residents within the locality where a CBE experience takes place. CBE experiences achieve this goal by producing tangible products (e.g., physical infrastructure) and intangible products (e.g., infrastructure assessment or plan). Products should address a local need, solve a local problem, or enhance local well-being in some way.

Student development. This conceptual area is at the center of the knowledge-oriented domain and focuses on the cognitive, psychomotor, and affective changes that occur within students as a result of instruction and experience. Cognitive changes reflect intellectual growth around discipline-specific, indigenous, and practitioner knowledge. Psychomotor changes are physical or mental skill-based actions or procedures. Affective changes include exposure to and adoption of new or different attitudes, beliefs, and values. These changes can result from course instruction (i.e., interaction in the classroom) and experiential learning (i.e., interaction in the locality). Students are the primary learners in this area, but one might interpret faculty and local participants as learners, too. Specific outcomes and assessment measures for student development are likely to be discipline-specific, but some general outcomes could be sourced from the six Cs of positive youth development (Lerner, Almerigi, Theokas, & Lerner, 2005), the three-phased

model for service-learning (Howe et al., 2014), or character strengths (Park & Peterson, 2006), to name a few.

Development *of* community. This conceptual area is at the center of the process-oriented domain and centers on the social interaction that enhances human connections to build community capacity. Purposeful interaction and communication between people leads to the development of weak and strong ties, which allow for information to be shared, resources to be identified, and action to be organized. Development of community represents the creation and strengthening of relationships and networks for both present and future action. This type of development enables the whole (i.e., a coordinated group of locally active participants) to become greater than the sum of its parts (i.e., individuals or groups acting alone, potentially at odds with each other). Specific outcomes and assessment measures could be sourced from capacity assessment tools used by Neighbor Works America (2006) or the five stages/phases of community action proposed by Kaufman (1959) and Wilkinson (1991).

Development *in* community. This conceptual area is at the center of the product-oriented domain and focuses on locality-based outcomes or deliverables. CBE seeks to enhance the local conditions or well-being of people through tangible or intangible results. This conceptual area focuses on the solutions proposed, interventions enacted, and/or products created from a CBE experience (or experiences). Development in community can be viewed as the production or improvement of: physical capital (e.g., infrastructure, tools, resource management); intellectual capital (e.g., plans, ideas, assessments, policies); financial capital (e.g., fundraising, investments, agreements); social capital (e.g., formal partnerships/alliances, professional networking, mechanisms for greater representation/advocacy); or human capital (e.g., recruiting and training volunteers, educational outreach, public awareness campaigns, developing the labor force). Specific outcomes and assessment measures for development in community are likely to be discipline- and topic-specific. To start, some outcomes and metrics could be sourced from the STAR community rating system (STAR Communities, 2015) or the community development performance measure and evaluation tools used by Neighbor Works America (Madan, 2007; Neighbor Works America, 2006).

Civic learning and citizenship. This conceptual area lies at the intersection of the process- and knowledge-oriented domains and focuses on how students learn about local people's contextual knowledge and lived experiences of civic involvement, decision-making, power, governance, and politics. Civic learning and citizenship focus attention on what supports and prevents community agency and action. This conceptual area reinforces citizenship when students can see firsthand how local people navigate channels of power and governance to garner support and initiate action around a local topic. Here, CBE experiences aim to promote civic competency (knowledge and skills) and civic engagement (motivations, values, and participation) among students acting as citizens in their own localities. The participation of students has the potential to enhance community agency within the locality by revealing new perspectives and alternative approaches to developing and utilizing local resources. Civic learning and citizenship represent two domains because participants learn (knowledge) about community interaction (process). In the future, specific outcomes and assessment measures could be sourced from the youth engagement continuum (Shaw, Brady, McGrath, Brennan & Dolan, 2014), the civic minded graduate scale (Steinberg, Hatcher, & Bringle, 2011), or the comprehensive meta-analysis report on assessing civic competency and engagement by Torney-Purta, Cabrera, Roohr, Liu, and Rios (2015).

University-community relations. Here, the term *community* is used in common parlance. This conceptual area lies at the intersection of the process- and product-oriented domains and focuses on the perceived quality and maintenance of participant relationships within and across their larger social fields. Participants' perceptions of goodwill, trust, reciprocity, and sense of commitment to a relationship could affect whether or not they collaborate again in the future. This conceptual area represents two domains because participants' decisions to maintain relationships and collaborate in the future could be influenced by their evaluation of the social experience (the process) and the issue-specific result (the product). In the future, specific outcomes and assessment measures could be sourced from the SOFAR framework (Bringle, Clayton, & Price, 2009), the transformational relationship evaluation scale (Clayton, Bringle,

Senor, Huq, & Morrison, 2010), and the Venn level of closeness assessment (Mashek, Cannaday, & Tangey, 2007).

Collective reflection and scholarship. This conceptual area lies at the intersection of the product- and knowledge-oriented domains and focuses on the scholarship that is discovered, integrated, applied, and taught as part of the CBE experience. Using a constructivist view of knowledge, this conceptual area seeks to encourage and highlight the integration of university, practitioner (applied), and indigenous knowledge. Reflection and communication are essential to promoting scholarship. Purposeful reflection can help to reinforce learning, encourage continued development, and build upon past successes. Communication about the CBE experience is important for expanding the knowledge base and informing future action. The venue, format, or process by which collective scholarship is communicated will depend upon the subject matter, participants, and resources available. For this reason, participants should decide together how best to share their experiences and findings with others. This conceptual area represents two domains because each participant contributes his or her own way of knowing and doing (knowledge) to achieve a desired goal (product). The scholarship that results from a CBE experience is likely to be discipline- or topic- specific and vary according to the preferences and decisions of participants. However, individuals can maintain academic rigor by using Glassick, Huber, and Maeroff's (1997) scholarly standards (i.e., clear goals, adequate preparation, adequate methods, significant results, effective presentation, and reflective critique) to frame CBE scholarship.

The purpose of the model is to assist faculty members in planning CBE experiences. Using the model, faculty members can more equitably target a range of interrelated student and community development outcomes, as defined by the six conceptual areas. The model and larger framework are applicable to a variety of disciplines, but they are not without their limitations.

Limitations

First, we chose to situate HPD within the teaching mission and academic curricula of higher education to encourage more widespread participation. Some readers may feel this decision limits HPD's utility by not considering research or service activities as equally valid venues for interaction. In designing the framework, we interpreted research and service as more individualistic in nature, seeking instead to target the majority of students and faculty through curricular instruction. Students and faculty can, and should, represent the university field through individual research- and service-based UCE activities, but those activities fall outside the current scope of HPD. Interested faculty members can still incorporate research and service components into their instruction and CBE experiences (e.g., community-based research or service-learning). Future revisions to HPD may result in a model that better accommodates individualized research and service as a venue for interaction.

Second, this article presents a largely theoretical and conceptual case for HPD that requires significant theory testing and operationalization to move forward. We chose to present HPD in this preliminary, yet detailed, form in order to stimulate discussion and innovation. There is a clear need to further refine and pilot test the HPD approach across different contexts, but outside feedback and experimentation could greatly improve the development process. Despite these limitations, HPD provides a clear theory, philosophy, and model that institutions can use in discussions about how to respond to the 2015 Carnegie Foundation recommendations.

Implications for Addressing Five Carnegie Recommendations

HPD can help institutions respond to five recommendations made by the Carnegie Foundation immediately following the 2015 cycle of the Community Engagement Classification:

- Recommendation 1: Establish a clear definition and process for fostering engagement within the curriculum. HPD operationally defines both UCE and CBE and recommends that faculty coordinate a series of CBE experiences across their program curricula.
- Recommendation 2: Identify and assess impacts on students, faculty, and communities. The conceptual model identifies six conceptual areas from which specific assessment metrics and

instruments can be developed and tested in the future. Standardizing these metrics and instruments would enable facilitators to compare results across courses, programs, disciplines, and institutions.
- Recommendation 3: Establish long-term community partnerships. HPD supports long-term relationship building by encouraging the same students, faculty members, and local participants to work on multiple coordinated CBE projects.
- Recommendation 4: Coordinate smaller projects and initiatives into larger engagement efforts. Planners can coordinate smaller CBE experiences over the course of an academic program to focus greater attention, labor, and resources on a central issue or initiative, thereby increasing local impact.
- Recommendation 5: Develop, support, and reward faculty engagement. Once fully operationalized and validated, the HPD approach could be developed into a training program for faculty members and local partners with workshops, support materials, and ready-made assessment tools. To make these implications a reality, we have outlined key areas for future research and program development.

Recommendations for Future Research and Development

We have sought to present a vision of what UCE could be and how HPD can serve as a pathway to that vision. We recommend the following research and program development measure to make that vision a reality. Interactional field theory has been used to study community-based action in natural resource management, economic development, and many other contexts (see Bridger et al., 2011, p.92 for examples). Further empirical research is needed to test interactional field theory's application to UCE by determining if CBE can serve as a venue for community emergence among higher education institutions and local populations. Recommended research questions include: How do university and local participants view community, and to what degree do they see CBE contributing to its development? What characteristics make a CBE experience an effective or attractive venue for interaction? What effect does CBE have on one or more of the model's conceptual areas?

In presenting the model, we identified outcomes as well as potential sources of assessment metrics for each conceptual area. Future work should continue to identify and develop metrics to empirically test CBE experiences across different disciplines. These metrics should be capable of determining not only the presence of an outcome or change, but also the strength/extent/degree of that outcome or change. Student, faculty, and public input on these measures is strongly recommended. Future mechanisms for measuring the productivity and impact of CBE experiences should strive for reliability, cost effectiveness, and validation by both university and local participants.

After HPD's outcome metrics have been validated, administrators and faculty members should be encouraged to pilot the HPD approach in a variety of settings and disciplines. Facilitators should use the conceptual model to adapt existing CBE experiences and use the whole HPD approach to design and coordinate new CBE experiences. Workshops, planning guides, and assessment instruments should be developed to support these pilot projects. Findings from empirical research and pilot projects will help to improve HPD, thus increasing its value as a framework for guiding community engagement policy and practice in higher education.

Conclusion

University-community engagement has the potential to positively transform higher education, but the path to becoming an engaged institution is paved with challenges of definition, conceptualization, and operationalization. We have sought to drive the discourse forward by presenting the holistic program design approach to curricular-based engagement. This approach uses concepts and principles from interactional field theory to frame curricular-based engagement as a venue for interaction and a means to achieve student and community development outcomes. Holistic program design can help institutions of higher education rethink their role in local development and move them from a mindset of community engagement to one of community emergence.

Author Note

Brad Olson, Department of Agricultural Economics, Sociology, and Education, The Pennsylvania State University; Mark Brennan, Department of Agricultural Economics, Sociology, and Education, The Pennsylvania State University.

Correspondence regarding this article should be addressed to Brad Olson, Instructor, Department of Agricultural Economics, Sociology, and Education, The Pennsylvania State University, 0109 Ferguson Building, University Park, PA 16802. Phone: (814) 863-7441. E-mail: blo5014@psu.edu

References

Alter, T. (2005). Achieving the promise of public scholarship. In S. Peters, N. Jordan, M. Adamek, & T. Alter (Eds.), *Engaging campus and community: The practice of public scholarship in the state and land-grant university system* (pp. 461-488). Dayton, OH: Kettering Foundation Press.

Barker, D. (2004). The scholarship of engagement: A taxonomy of five emerging practices. *Journal of Higher Education Outreach and Engagement, 9*(2), 123-137. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/view/659/513

Bernacki, M. L., & Jaeger, E. (2008). Exploring the impact of service-learning on moral development and moral orientation. *Michigan Journal of Community Service Learning, 14*(2), 5-15.

Bloomfield, V. (2005). Public scholarship: An administrator's view. In S. Peters, N. Jordan, M. Adamek, & T. Alter (Eds.), *Engaging campus and community: The practice of public scholarship in the state and land-grant university system* (pp. 363-392). Dayton, OH: Kettering Foundation Press.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* San Francisco: Jossey-Bass.

Brennan, M. A. (2005). *IFAS community development: The importance of local community action in shaping development*. Gainesville, FL: University of Florida Extension.

Bridger, J. C., Brennan, M. A., & Luloff, A. E. (2011). The interactional approach to community. In J. Robinson, Jr. & G. Green (Eds.), *Introduction to community development theory, practice, and service-learning* (pp. 85-100). Thousand Oaks, CA: Sage Publications.

Bringle, R. G., Clayton, P. H., & Price, M. (2009). Partnerships in service learning and civic engagement. *Partnerships: A Journal of Service-Learning and Civic Engagement, 1*(1), 1-20.

Campus Compact. (2016a). Campus compact member survey. Retrieved from http://compact.org/initiatives/membership-survey/

Campus Compact. (2016b). Catalyze campus engagement. Retrieved from http://compact.org/what-we-do/

CIC Committee on Engagement. (2005). *Engaged scholarship: A resource guide.* Champaign, IL: Committee on Institutional Cooperation. Retrieved from https://www.cic.net/docs/default-source/technology/engaged_scholarship.pdf?sfvrsn=2

Clayton, P. H., Bringle, R. G., Senor, B., Huq, J., & Morrison, M. (2010). Differentiating and assessing relationships in service-learning and civic engagement: Exploitative, transactional, or transformational. *Michigan Journal of Community Service Learning, 16*(2), 5-21.

Community-Campus Partnerships for Health (2012). *Creating the space to ask "why?": Community-campus partnerships as a strategy for social justice.* Retrieved from https://ccph.memberclicks.net/assets/Documents/conf12-draftpaper.pdf

Crabtree, R. D. (2008). Theoretical foundations for international service-learning. *Michigan Journal of Community Service Learning, 15*(1), 18-36.

Dewey, J. (1938). *Experience and education*. New York: Macmillan.

Doberneck, D. M., Glass, C. R., & Schweitzer, J. (2010). From rhetoric to reality: A typology of publically engaged scholarship. *Journal of Higher Education Outreach and Engagement, 14*(4), 5-35. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/view/414/372

Fitzgerald, H. E., Bruns, K., Sonka, S.T., Furco, A., & Swanson, L. (2012). The centrality of engagement in higher education. *Journal of Higher Education Outreach and Engagement, 16*(3), 7-27. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/view/861/575

Furco, A. (2010). The engaged campus: Toward a comprehensive approach to public engagement. *British Journal of Educational Studies, 58*(4), 375-390. doi:10.1080/00071005.2010.527656

Glass, C. R., & Fitzgerald, H. E. (2010). Engaged scholarship: Historical roots, contemporary challenges. In H. Fitzgerald, C. Burack, & S. Seifer (Eds.) *Engaged scholarship: Contemporary landscapes, future directions* (pp. 9-24). East Lansing, MI: Michigan State University Press.

Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate—an Ernest L. Boyer project of the Carnegie Foundation for the Advancement of Teaching*. San Francisco, CA: Jossey-Bass.

Granovetter, M. S., (1973). The strength of weak ties. *American Journal of Sociology, 78*(1), 1360-1380.

Hodges, R. A., & Dubb, S. (2012). *The road half traveled: University engagement at a crossroads*. East Lansing, MI: Michigan State University Press.

Holland, B. A. (2005). *Proceedings from 2005 Australian Universities Quality Forum: Engaging communities*. Melbourne, Victoria: Australian Universities Quality Agency.

Howe, C. W., Coleman, K., Hamshaw, K., & Westdijk, K. (2014). Student development and service-learning: A three-phased model for course design. *International Journal of Research on Service-Learning and Community Engagement, 2*(1), 44-62. Retrieved from http://journals.sfu.ca/iarslce/index.php/journal/article/view/86/34

Imagining America. (n.d.). Goals and values. Retrieved from http://imaginingamerica.org/about/

Kaufman, H. F. (1959). Toward an interactional conception of community. *Social Forces, 38*(1), 8-17.

Kellogg Commission on the Future of State and Land-Grant Universities. (1999). *Returning to our roots: The engaged institution*. Washington, DC: National Association of State Universities and Land-Grant Colleges.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.

Kolb, D. A., & Kolb, A. Y. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning and Education, 4*(2), 193-212.

Lerner, R. M., Almerigi, J. B., Theokas, C., & Lerner, J. V. (2005). Positive youth development. *Journal of Early Adolescence, 25*(1), 10-16.

Madan, R. (2007). *Demystifying outcome measurement in community development.* Retrieved from http://www.jchs.harvard.edu/sites/jchs.harvard.edu/files/w07-5.pdf

Mashek, D., Cannaday, L. W., & Tangey, J. P. (2007). Inclusion of community in self scale: A single-item pictorial measure of community connectedness. *Journal of Community Psychology, 34*(2), 257-275.

Mehta, K., Gorski, I., Liu, C., Weinstein, S., Brua, C., & Christensen, A. (2015). Expanding engagement opportunities at a large land-grant research university: The engagement ecosystem model. *Journal of Community Engagement and Scholarship, 8*(2). Retrieved from http://jces.ua.edu/expanding-engagement-opportunities-at-a-large-land-grant-research-university-the-engagement-ecosystem-model-2/

Neighbor Works America. (2006). *Community development evaluation.* Retrieved from http://www.successmeasures.org/sites/all/files/Community%20Development%20Eval.pdf

New England Resource Center for Higher Education. (2015). Carnegie Community Engagement Classification. Retrieved from http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618

Ostrander, (2004). Democracy, civic participation, and the university: A comparative study of civic engagement on five campuses. *Nonprofit and Voluntary Sector Quarterly, 33*(1), 74-93. doi:10.1177/0899764003260588

Park, N., & Peterson, C. (2006). Moral competence and character strengths among adolescents: The development and validation of the values in action inventory of strengths for youth. *Journal of Adolescence, 29*, 891-909.

Peters, S. (2005). Introduction and overview. In S. Peters, N. Jordan, M. Adamek, & T. Alter (Eds.), *Engaging campus and community: The practice of public scholarship in the state and land-grant university system* (pp.1-36). Dayton, OH: Kettering Foundation Press.

Saltmarsh, J., Giles, Jr., D. E., Ward, E., & Buglione, S. M. (2009). Rewarding community-engaged scholarship. *New Directions for Higher Education, 2009*(147), 25-35. doi:10.1002/he.355

Shaw, A., Brady, B., McGrath, B., Brennan, M., & Dolan, P. (2014). Understanding youth civic engagement: Debates, discourses and lessons from practice. *Journal of the Community Development Society*, *45*(4), 300-316.

Simon, L. A. K. (2010). Engaged scholarship in land-grant and research universities. In H. Fitzgerald, C. Burack, & S. Seifer (Eds.), *Engaged scholarship: Contemporary landscapes, future directions* (pp. 99-118). East Lansing, MI: Michigan State University Press.

STAR Communities. (2015). STAR community rating systems. Retrieved from http://www.starcommunities.org/rating-system/

Steinberg, K. S., Hatcher, J. A., & Bringle, R. G. (2011). Civic-minded graduate: A north star. *Michigan Journal of Community Service Learning, 18*(1), 19-33.

Torney-Purta, J., Cabrera, J. C., Roohr, K. C., Liu, O. L., & Rios, J. A. (2015). *Assessing civic competency and engagement in higher education: Research background, frameworks, and directions for next-generation assessment.* Retrieved from http://www.ets.org/research/policy_research_reports/publications/report/2015/jvdz

Wilkinson, K. P. (1970). The community as a social field. *Social Forces, 48*(3), 311-322.

Wilkinson, K. P. (1972). A field-theory perspective for community development research. *Rural Sociology, 37*(1), 43-52.

Wilkinson, K. P. (1991). *The community in rural America*. New York: Greenwood Press.