

**In Pursuit of Continuity:
Engaged Scholarship for Personal and Institutional Transformation**

By

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Submitted to the Department of Urban Studies and Planning
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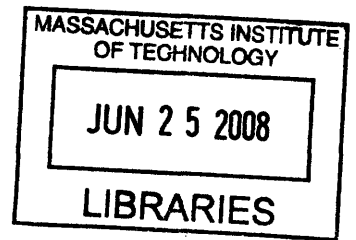
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ABSTRACT

The historical roles of public service and professional skills education in American planning curriculum has been driven in large part by institutional pressures far removed from practical application or development of new planning knowledge. The placement of scholarship grounded in service and practice along the margins of planning curriculum has led many in the academy, particularly those on planning faculties, to question both its disciplinary and professional basis.

Approved by Congress in 1993, the United States Department of Housing and Urban Development's Community Outreach Partnership Center (COPC) grant program sought to provide colleges and universities an actionable means of integrating professionalism and service through collaborative work with communities into their institutional agendas.

Conceptions of university-community partnerships are informed largely by the prominent role of universities and community colleges as anchor institutions in the economic, social, and cultural lives of cities. University-community partnerships funded through the COPC program seek to strengthen the capacity of residents and civic leaders to improve the quality of life in their community. Engaged scholarship - the art of

"connecting the rich resources of the university to our most pressing social, civic and ethical problems" - is among the most important avenues through which students, faculty and community partners convene around the pursuit of these ends.

The author investigated the notion of mutual benefit through engaged scholarship from the perspective of faculty members, students, community partners and community liaisons as well as her participatory experience within the MIT@Lawrence university-community partnership. Findings show that mutual benefit within these contexts is predicated upon three fundamental ethics of partnership engagement: open, honest dialogue; jointly held understanding of one another's roles and expectations; and understanding and valuing the process.

Through this thesis, the author makes a case for a model of student engagement that recognizes the value of "continuity" for achieving personal and institutional transformation. By consistently and continually engaging with university and community partners over a period of two years, she argues, students can play a substantial role in transforming the priorities and functions of institutions of higher education.

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Chapter 1: Introduction

Overview

The historical roles of public service and professional skills education in American planning curriculum has been driven in part by institutional pressures far removed from practical application or development of new planning knowledge. These pressures stem from competition within the academe for prestige and funding and, paradoxically, from an increase in demand during the 1970s and 1980s for planning educators that was filled largely by academics trained in the social sciences who had little or no training in either planning theory or practice. The culmination of these factors is seen as a narrowing of the range of perceived legitimacy within which practice- and service-oriented faculty can teach and conduct research and planning students can develop the skills and knowledge requisite to be effective professionals in the rapidly evolving world of planning practice. The placement of scholarship grounded in service and practice along the margins of planning curriculum has led many in the academy as well as on planning faculties to question both its disciplinary and professional basis (Schön 1970; Glazer 1974 in Birch 2001; Baum 1997).

The argument in support of purposeful integration of practice into planning education is one framed around two primary axes. The first of these concerns the maintenance of planning as a profession that serves useful real world functions. This call to utility was felt first in planning departments housed in state colleges and was precipitated in part by the imposition of property tax limitation measures which increased the competition for state funding and forced departments to realign their training objectives in a way that reflected their capacity to be responsive to the needs of the state and its employers (Ozawa and Seltzer 1999). The second axis of this argument is framed around evidence which indicates that integration of engaged scholarship in planning education holds the capacity to both train future professionals in the art of reflective practice and create mutually beneficial partnerships between institutes of higher education and communities. At its most basic level, Boyer holds that, “The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic and ethical problems” (Boyer, 1990). By means of establishing this

connection, engaged scholarship affords students the opportunity to engage in real world situations that depart markedly from the rational planning model emphasized in many classrooms. The practice oriented nature of engaged scholarship also presents real-world contexts that facilitate students in critical reflection upon their role as a future professional. The awareness that students build through these reflections can in turn benefit the communities with whom they engage in future professional practice (Schön 1970; Baum 1997; Frank 2002; Shepherd and Cosgriff 1998).

The movement for inclusion of practice and service in planning education gained momentum during the early post-cold war period as internal pressures led American colleges and universities to more actively recognize their obligation to function as moral and intellectual institutions which act to advance universal knowledge and learning and improve the well being of their local geographic communities (Benson, Harkavy and Puckett, 2000). One might trace the initial intensification of this ethic to the publication of Ernest Boyer's hallmark 1994 essay, *Creating the New American College*. This essay entreated the nation's institutes of higher education to expand the narrowly understood definition of the university as a system through which faculty get tenured and students get credentialed to a place that promotes the scholarship of discovery and applies its resources towards innovatively integrating, communicating and applying this knowledge through transformative professional practice (Boyer 1994).

Approved by Congress in 1993, the Community Outreach Partnership Center (COPC) grant program sought to provide colleges and universities across the nation an actionable means of integrating into their institutional agendas professionalism and service within the context of collaborative work with communities. The decision in 1994 to place the COPC program within HUD's then newly established Office of University Partnerships under its founding director Marcia M. Feld was at its inception and is still today, a critical component of the program's overall strategy to support colleges and universities in integrating knowledge jointly discovered through their work with community partners with the body of knowledge and theory taught in institutes of higher education. This integration is an application of reflective practice that can be seen to benefit both university and community partners in subsequent practice and knowledge creation. University-community partnerships funded through the COPC program seek to

strengthen the capacity of neighborhoods and residents to contribute to the improvement of physical, environmental, social and economic conditions of their community (Feld 1998). Engaged scholarship is among the most important avenues through which these partnerships facilitate the latter.

Conceptions of university-community partnership are informed largely by the prominent role of universities and community colleges as anchor institutions in the economic, social, and cultural lives of cities (Feld 1998). One finds a great range of variation among the university-community partnerships funded through the COPC program. The spatial relationship between the university and community partner is an element of variation between partnerships that is among the most evocative of questions pertaining to fundamental aspects of partnerships' motivation for formation, the functions served by the partnership, the role played by each partner, and the nature of activities jointly endeavored.

Partnership Models and Initial Research Question

The longstanding partnership between the University of Pennsylvania (UPenn) and West Philadelphia is a backyard model university-community partnership whose activities have been documented extensively across planning and education literatures. Due in part to its prominence in these literatures and the transformation its initiatives are thought to have catalyzed in its immediate environs, the UPenn-West Philadelphia partnership has become ubiquitous as the standard backyard model of university-community partnership.

I found it curious during the initial question setting stages of this thesis research that very little had been written about how the spatial dimension of the UPenn-West Philadelphia partnership might influence the nature of the work that it endeavors. At the foci of this curiosity, I found questions related to the role of engaged scholarship in the present and future of planning education and practice as well as the ethical implications of engaged scholarship in communities. These questions were informed predominantly by the reflections that arose as I began, at first unintentionally, to juxtapose my own continuum of engagement through a remote university-community partnership with the variety of initiatives undertaken by partners in the UPenn-West Philadelphia partnership.

As I continued to reflect upon these perceived differences, my conception of the *remote model* partnership became one defined less upon the role of physical distance between the university and the community and the effort required to establish and maintain positive relationships across this distance. I came to see that for the purpose of this thesis, the definition of *remote model* must capture the questions of motivation presented by the interaction between personal reflection and what I had begun to learn about the standard *backyard model* partnership. I thus came to define the *remote* partnership as one in which the university and community are separated by a distance such that their respective physical, social, and environmental concerns do not directly overlap.

Less explored than either the *backyard model* or *remote model* is what I will refer to in this thesis as the *disaster response model*. This model is currently not among the types of partnership funded as of the last cycle of grants given prior to a break in federal funding support for the COPC program. The *disaster response* model is typified by partnerships whose formation is catalyzed by sudden natural or human made disasters that bring acute human need to public attention. Attainment of mutual benefit within engaged scholarship pursued in the *disaster response model* center upon the role played by of institutes of higher education in community recovery efforts across New Orleans, Louisiana following Hurricane Katrina.

Upon selection and definition of these models, I set the initial research questions of this thesis as follows: How does one go about making engaged scholarship within university-community partnerships mutually beneficial? How does the way that university and community partners attain mutual benefit differ across three models of university-community partnership characterized by varying spatial dimension?

Methodology of Thesis

I sought to answer the initial question of my thesis through interviews with faculty, students community partners, and community liaisons who have taken part in engaged scholarship within the context of university-community partnerships. I began the interview process by interviewing faculty who played a prominent role during the formative stages of the university-community partnerships identified as cases. Faculty then recommended other university and community partners with whom they had worked and would be willing to share their experiences. Interviews with faculty, community partners, community liaisons and students who have taken part in engaged scholarship in the three models selected were conducted between January 3 and February 19, 2008. The following cases were selected for each partnership model studied. The interviews conducted within each case are also listed.

Backyard Model

University of Pennsylvania-West Philadelphia

Faculty: Ira Harkavy, Mary Summers, Carol Muller

Remote Model

University of Illinois-Urbana-Champaign and East St. Louis, Illinois

The university-community partnership between University of Illinois-Urbana-Champaign and East St. Louis, Illinois was established in 1990. Its former director, Professor Kenneth Reardon has worked and written extensively on the role of service learning within university-community partnerships.

Faculty: Michael Andrejasich, Brian Orland, Kenneth Reardon, Bruce Wicks

Students: Michelle Raphael Cestero, Johanna Contreras, Kirk Goodrich, Michelle Whetten

Community Partners: Essie Calhoun, Fern Watts

Community Liaison: Billie Turner

University of Rhode Island and Pawtucket, Rhode Island

This university-community partnership was established as a COPC program in 1997 under Professor Marcia M. Feld. Professor Feld is the founding director of the Office of University Partnerships and has engaged as a faculty member in service learning within both the backyard and regional/remote models of university-community partnership since the 1970s.

Faculty: Marcia Feld

Community Liaison: Gayla Gazzero

University of Michigan and Detroit, Michigan

This partnership was founded in 1994 and is unique among university-community partnerships in that it involved an element of cross-institution coordination with two other universities in the state of Michigan, namely Wayne State and Michigan State.

Preliminary review of the literature on this partnership revealed an earnest discussion of 'clashes' related to commitment to social change, and socio-political positions defined along dimensions of gender, culture, race, class, student/working-adult relations, and university-community relations (Dewar and Isaac 1998).

Faculty: Margaret Dewar

Student: Jeff Burdick

Community Partner/Liaison: Eric Dueweke

Disaster Response Model

Massachusetts Institute of Technology

The MIT Department of Urban Studies and Planning has offered several practicum courses which focus on student work with community organizations in various neighborhoods throughout New Orleans

Faculty: Karl Seidman, J. Philip Thompson

Harvard University

The Kennedy School of Government and the Graduate School of Design at Harvard have worked in New Orleans since 2005. The most well known of Harvard's work in New Orleans has been in partnership with the Broadmoor neighborhood's Broadmoor Improvement Association.

Faculty: Henry Lee, Carolyn Wood

Community Partner: LaToya Cantrell

Cornell University

The Department of City and Regional Planning at Cornell University has been working since 2005 with residents of New Orleans' Ninth Ward.

Faculty: Jeff Chusid, George Frantz

Students: Marcel Ionescu-Heroiu, Thu Nguyen

Results in Brief

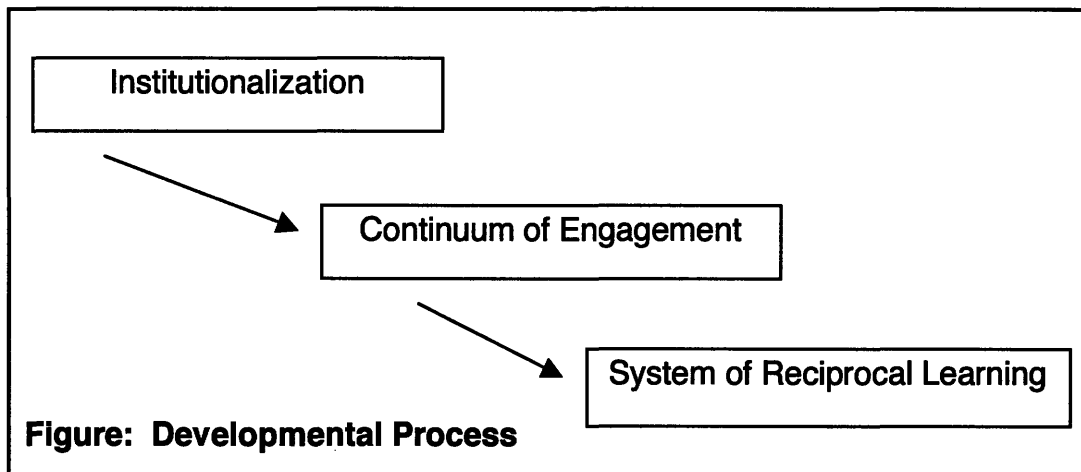
Interviews with faculty, community partners, community liaison staff, and students who have participated in engaged scholarship in models of partnership defined within the initial research question as *remote*, *backyard* and *disaster response* indicate that the means of achieving mutual benefit do not vary appreciably across these models of university-community partnership. Analysis of interviewees' accounts reveals three primary ethics of engagement that university and community partners must practice in order for all to attain maximal benefit. These are as follows:

- Open, honest dialogue
- Jointly held understanding of one another's roles and expectations
- Understanding and valuing the process

Interviewees speak strongly to ways that mutual benefit within engaged scholarship endeavors can act as an agent of institutional and personal transformation. These interviews made clear that the initial question of mutual benefit holds powerful utility as a lens through which to glean insights into the formation and growth of a partnership whose participants and the objectives they endeavor can potentiate comprehensive transformation. From the perspective of a student whose graduate experience has been defined by a continuum of engagement within a young university-community partnership, these insights also present invaluable lessons for ways that young partnerships might innovatively address barriers to mutual benefit.

Interviews with faculty, community partners, community liaison staff and students reveal an elegant, four-way narrative detailing the complexity and interrelatedness of interests, challenges, impacts and tensions felt by all between short-term and long-term trajectories of engaged scholarship within university-community partnerships. Analysis of this narrative and reflection upon my own continuum of engagement reveals a developmental process which engenders personal and institutional transformation through co-production of knowledge. The three components of this process are 1) Institutionalization, 2) Continuum of engagement and 3) System of

reciprocal learning. The interviewee accounts and personal reflections upon which this thesis are based indicate that this process occurs in a linear, stepwise manner during the early stages of partnership. Though this thesis does not thoroughly discuss the role of this process in later stages of partnership growth, it is predicted that the steps morph into a multidirectional feedback cycle wherein one step can reinforce or catalyze action in another. The schematic bellow illustrates the basic relationship between these three components.



The process of institutionalization frequently sets the stage for future growth of the partnership by augmenting resource and staff capacity and increasing the visibility and credibility of the partnership's activities across both the university and the community. Community partners are frequently able to use the name of the university with whom they are partnering as leverage to secure support in the form of both increased perceived legitimacy and greater ability to establish new relationships with funders and other partners. Institutionalization also plays a critical role in the ability of both university and community partners to transcend the traditional bounds of the academic calendar. Funds that frequently come through institutionalizing steps enable students and staff to engage with community partners on a year round basis. Attaining the continuum of engagement which comes through sustained collaboration facilitates university and community partners in establishing a system of reciprocal learning. This system is characterized by relationships grounded in the three primary ethics of partnership engagement and co-production of knowledge.

Reflections derived through the interface of my personal continuum of engagement with university and community partner accounts has inspired the realization that the insights which one gains as a student immersed fully in the academic, interpersonal, and institutional aspects of engaged scholarship make a strong argument for the role of student voice in shaping the relationships between universities and communities.

Chapters Previews

The proceeding chapters of this thesis present the results of interviewees with university and community partners, offer the reflections of a graduate student who has attained a continuum of engagement within a university-community partnership and discuss the role of continuum of engagement and student voice in engaged scholarship. Chapter 2 explores faculty perspectives on the developmental process of engaged scholarship on three dimensions; students, community and themselves. Chapter 3 presents community partner and community liaison accounts of engaged scholarship and elucidates the critical role that these partners play in partnership formation, direction of partnership growth. Chapter 4 presents the reflections of students around the three axes of preparation for professional practice, relationships with community partners, and aspects of students' academic lives inside and outside of engaged scholarship. Chapter 5 presents the reflections of a graduate student whose personal continuum of engagement within MIT@Lawrence has spanned a practicum course, two years of employment as a graduate assistant, and the process of writing a thesis which seeks to contribute to engaged scholarship and university-community partnerships. Chapter 6 walks the reader through the developmental process of engaged scholarship within university-community partnerships and presents key insights into the role of student continuum of engagement and student voice in these partnerships.

Chapter 2: Faculty

Chapter 2 Preview

Faculty accounts of their participation in engaged scholarship are presented in three sections. The first section, Faculty Reflections Pertaining to Students, presents reflections upon the role of engaged scholarship in preparing students for professional planning practice and the role played in this preparation by the student-instructor relationship. The second section, Faculty Reflections Pertaining to Community Partners, discusses the dynamic process by which faculty and community partners establish contact and subsequently build partnerships. The final section of this chapter, Faculty Reflections on Engaged Scholarship and the Academy, presents faculty reflections upon the challenges encountered in pursuing research and teaching agendas grounded in engaged scholarship and strategies that junior faculty might use to increase their odds of progressing successfully through the promotion and tenure process while at the same time participating in engaged scholarship.

Faculty Reflections Pertaining to Students

Engaged scholarship prepares students for professional practice

Engaging in practice

Faculty note that many of the challenges students encounter during the course of their participation in engaged scholarship hinge upon navigating the dynamics of group work with classmates and community partners. These challenges elicit important questions for students about their future practice as professional planners. Numerous faculty members underscore the role that tension or disagreement with community partners and classmates plays in preparing students for professional practice. In the context of student-community partner relationships, faculty share that such discord arises most often in the context of differences between students' and community partners' views regarding the appropriate direction of work, differences in personal and professional values that arise in the course of this work, and differences in the prior experience and knowledge that each brings to engaged scholarship. Seidman notes that in his experience, such circumstances have provided invaluable opportunities for students to think critically in a practical context about appropriate ways to manage the situation and about one's own professional ethics and role as a planner. He emphasizes that students must be honest with community partners about what they are learning so that tension might give way to creative synthesis. According to Chusid, engagement with

community partners can also entreaty students to think critically about what it means to hold planning expertise and in turn of the implications pertaining to what one who holds such expertise has the right to say and to do as a professional. Frantz's account of his planning students' work with a community partner organization which has historically built their reputation upon confrontation with city hall, and many times the planning department, stands as a particularly fitting example of how students might engage with this type of question.

Learning commitment to process

Several faculty share that participation in a one semester engaged scholarship course leads some students to find ways to continue working on the same project or with the same community partner in subsequent semesters. According to Wicks, numerous students have enrolled for the second and third consecutive semester in an action research course structured around work in ESLARP. Wicks attributes this level of commitment and enthusiasm to students recognizing the importance to their professional development of participating with the community partners in as much of the process as possible. Muller shares that a student enrolled for one semester in her ethnomusicology field methods course maintained the relationship he developed with the community partner by continuing to work with them on coursework for other classes in subsequent semesters. The steps that students take to continue working with the same community partners as they progress through their degree program is one means by which students proactively address the limitations posed to engaged scholarship by the academic calendar. Though this particular strategy does not address all of the limitations of the academic calendar (such as winter and summer breaks) students who use this strategy can work for at least one full academic year with the same community partner.

Challenges and opportunities presented by student background

Faculty hold that experiences through engaged scholarship courses can support students in expanding their exposure to the world outside of what is most immediately familiar to them. Faculty convey a sense of duty as educators to support students as they try to identify meaning from these experiences that will aid them as they prepare for

professional practice. Andrejasich cites that appropriately addressing attitudes and beliefs informed by students' exposure to popular media's portrayal of urban environments as one of several reasons why it is so crucial for students who will be working in the field of planning to take part in engaged scholarship. Andrejasich believes that engaged scholarship can afford students the opportunity to work in settings different from those with which they are most familiar and with people whose backgrounds are different from their own. Dewar believes that it is important for students who are going to work anywhere, be it in an urban, suburban or rural area to gain a lasting sense of the reality of race and poverty in the United States. Summers sees student participation in engaged scholarship as serving the dual function of enabling them to work collaboratively with community partners while simultaneously observing the broader social context surrounding the reasons why the particular issues at hand pose challenges to positive change in communities.

Summers discusses her strong fears that if not managed appropriately, students' engaged scholarship experiences with students and teachers in West Philadelphia public schools could have the negative impact of reinforcing stereotypes about public schools in poor urban areas and the families whose children attend these schools. Summers notes that one key to preventing the reinforcement of such attitudes is for community partners to clearly identify the role that they would like students to play so that they are less prone to feel frustrated and unable to contribute in the midst of a potentially chaotic situation.

Dynamics of faculty-student relationship

Supporting Students

Perhaps even more important than the opportunity to apply skills and knowledge they have previously acquired, faculty indicate that engaged scholarship can facilitate students in creating a personally meaningful feedback cycle between the learning that takes place in the context of a classroom or through textbooks and their experiences working with community partners. Dewar and Wood note that the process associated with cooperatively pursuing a goal with community partners frequently presents students with the opportunity to acquire skills in real time as they simultaneously identify, learn and apply skills in a manner responsive to the demands of the situation at hand.

Summers shares that this feedback cycle between the field and classroom not only enriches course activities such as class discussions and written assignments, but allows her to have a broader relationship with students than would be possible solely through classroom based teaching and learning. This in turn enables her to extend support in ways that meet individuals' academic goals and needs.

Preparing students for engagement

Faculty members emphasize the importance of providing students with an orientation to the community within which they will work and the community partners with whom they will work. Such orientation sessions are seen as crucial first steps in the trust and relationship building between students and community partners. Wood shares that even prior to their first meeting with community partners, that it is important for students to understand the potential impact of their attitudes and behavior on the university's relationship with the community. Andrejasich discusses the importance of comprehensive orientation and reflection after each working session in the community with community partners. The quality and depth of these orientations is made possible in large part by the fact that they are held both on the University of Illinois-Urbana-Champaign campus and in East St. Louis and are led by veteran students and community liaison staff. The continuum of engagement that these individuals have established through the course of sustained participation in various capacities allows them to impart the knowledge that is gained most effectively and meaningfully through practice within the partnership.

Tension between instructor and practitioner-in-training

Faculty cite the attitudes and expectations that students bring to engaged scholarship courses as a perennial challenge. Feld and Orland indicate that managing these can be all the more difficult in instances where the course is a degree requirement that some students may have otherwise not selected. Orland shares that students within the Department of Landscape, Architecture and Planning at the University of Illinois Urbana-Champaign during his faculty appointment basically had to go to East St. Louis and were sometimes not comfortable with this requirement. He attributes this to fear of

working in East St. Louis and in some cases, students disinterest in engaged scholarship modes of learning. He says that such students frequently discovered through engagement that working in East St. Louis was not scary, but rather a very fulfilling and rich endeavor. Gazzero and Feld share that in their experiences co-teaching engaged scholarship courses, that student feedback generally does not have a middle ground. In the words of Feld, “The ones who liked it loved it. The ones who didn’t like it could hardly wait to get out of the class.” Gazzero indicates that many students for whom this course was a requirement felt out of their element and had difficulty seeing the relevance of a particular activity or course objective to their field of study. George Frantz notes that the context of work with community partners in the Ninth Ward of New Orleans following Hurricane Katrina, “. . .blew away many pedagogical tools that would have worked in any other workshop.” He shares that the challenges presented in this work required him and his co-instructor Ole Amundsen in 2006 to adjust in very radical ways in terms of how to teach the course and manage expectations for the final product. Chusid notes that his experience teaching a historic preservation course in post-Katrina New Orleans brought to light new challenges associated with balancing the pedagogy and goals of academia with community needs.

Some of the challenges that faculty commonly encounter in the process of teaching engaged scholarship courses stem from working with students who may be new to this mode of teaching and learning or whose feedback challenges what the instructor has in mind for the purpose and framework of the course. Margaret Dewar says that the high stake she has in community partners receiving a high quality product has been a major source of stress in her experiences teaching engaged scholarship courses. She has found it crucial to intimate to students at the beginning of each semester that the course will not be over until the product is of the highest quality possible. She says,

...Because you can't say, "Well, if you folks in this class are choosing to not do your work and you don't care about quality, 'Well, that's your problem.' Well no, it's not their problem. It's the community partner's problem. And I can't let it be the community partner's problem. I tell the students, "This class is not like any other class in that it will not be over until there is quality." So, sometimes it goes on for a couple months after the semester ends. And that is not nice for me, nor them. Is it going to be good enough?...I have a much higher stake in the quality. And that's not necessarily so fun.

Feld's reflections on the role of student feedback in shaping her teaching and course curriculum speak strongly to the importance of having a strategy to both manage and be responsive to student criticism and general input. She says, "As far as the students are concerned, there's always critical feedback. And the question is how to respond to the critical feedback but at the same time not lose the integrity and the concept of the course." Along similar lines, Carol Muller shares that students' expectations of how things in the class will proceed may lead them to view the class as disorganized. Muller says that over time she has developed a sense of how to best frame the class so that students are drawn in.

Jeff Chusid shares that students are sometimes uncomfortable with the fact that he devotes little class time to 'wrapping up' the engaged scholarship experience. He says that to a certain degree, he wants students to leave the course feeling uncomfortable so that they will continue to grapple with any unsettled questions. One can imagine that this particular element of such an instructor-student dynamic might lead students to pursue continuity by following up on their questions in personally meaningful ways that lead them as students and later as professionals to reach beyond a single 'expert' for answers.

Faculty Reflections Pertaining to Community Partners

Partnership formation and growth

Introductions, vetting and agenda setting

Reasons cited by faculty for partnering with a particular community vary. A long time interest in the issues surrounding race and poverty in a particular city, location of former students, state mandate that the university spend tax dollar resources in a specific city, a network of personal relationships, and careful thinking about where student and university resources might have the most impact are among the factors which have led university faculty to establish ties with a community. Once ties are established, faculty members' modes of engaging with partners within the community vary greatly and can be seen to develop in response to the unique circumstances encountered in each context.

In cases where community partners have not first thoroughly considered how partnering with a university might advance their goals, Dewar shares that on the part of

community partners, establishing a relationship with a faculty member and their class of students can be as simple as, “Sure, why not? It can’t do any harm.” However, the reflections of several faculty indicate that a process of vetting by the potential university and community partners plays a critical role in creating a strong foundation of basic trust and understanding within the partnership. This foundation in turn facilitates effective, mutually beneficial engagement in both the short-term and long-term of the partnership’s work.

The initiation of the partnership between the Broadmoor Improvement Association (BIA) and the Harvard Kennedy School (HKS), and the partnership between the Emerson Park Community Development Corporation of East St. Louis and the University of Illinois Urbana-Champaign provide quintessential examples of the process of vetting and negotiation of the terms of engagement between university and community partners. In each instance, civic leaders in the respective communities were dubious regarding the universities’ motivation for proposing a partnership. During the subsequent process of joint exploration of the possibility of partnership formation, the potential partners candidly discussed the objectives that the partnership would strive to meet and the role that faculty, students and community partners might play. In both cases, the communities’ civic leaders clearly communicated their terms of partnership engagement, chief among which was the condition that they set their own agenda. In the accounts of both Wood and Reardon, these early, in-depth exchanges can be seen as the first and very crucial trust building actions of the relationship.

Ethics of engagement

Faculty emphasize that aside from the basic recognition on the part of the university and the community that both could stand to benefit from formation of a partnership, that it is vital to reach an understanding regarding the roles that each will play within the partnership. Reardon’s account of the partnership between East St. Louis and University of Illinois Urbana-Champaign under the banner of ESLARP indicates that if this is not established collectively from the outset, that though the partnership might meet certain community partner objectives, it might nonetheless do so in a manner that

produces a racist, sexist and classist approach to partnership that reinforces dependency and marginalization.

Reardon's account echoes what numerous other faculty and staff persons share, namely that the trajectory of the partnership must be determined in large part by the community partners. Feld indicates that her style of engagement with community partners evolved over time in the university-community partnership between the University of Rhode Island and Pawtucket, Rhode Island. In the early days of this partnership, identification of the problem to address preceded finding a community partner with whom to address the problem. Feld reflects that in later years, the dominant mode of operation within this partnership hinged upon first finding a community partner and then working together to define the problem.

Several faculty strongly emphasize the importance of practicing an ethic of non-interference with community partners' desired course of action. For Wicks, this ethic follows logically from his belief that community partners have the capability to both identify the problems in their community and devise strategies to address these problems. Feld shares a similar philosophy of engagement, stating that she deems it crucial to never interfere with community partners' desired course of action, even at times when it seems that this course is not ideal. These positions on the direction of work within the partnership in turn speak strongly to Orland's sentiment that community partners often bring a perspective of practicality to deliberation over 'academic' type proposals and ideas from faculty.

Faculty indicate that community partners generally place a high premium on consistent, effective communication within the partnership. Muller shares that the most common piece of feedback she and her students receive in fact pertains to communication, namely to be in better communication. Faculty share that communication with community partners comes with relative ease. They note that 'normal' conversations, meetings, and email are the basic medium through which community partners give feedback on the progress of the project at hand and share their thoughts on the direction of the partnership.

Navigating (or not) local politics

Faculty convey that appropriately and effectively navigating local political dynamics is chief among the challenges they encounter through their participation in engaged scholarship within university-community partnerships. Orland shares that during his time as a faculty member at University of Illinois Urbana Champaign working within ESLARP, it seemed as though there were another agenda at play within city government seeking to block the community's desired course of action. He notes that both university and community partners had to constantly negotiate and carefully navigate in order progress with community partners towards attaining their objectives. Feld offers that in the case of the URI-Pawtucket partnership, that people within Pawtucket local government felt at certain junctures that university partners were "edging onto their turf."

Decisions regarding how to proceed in the realm of politics seems to vary across faculty interviewed as a function of the potential gain or loss to the community partner. Faculty approaches to navigating local political dynamics range from staying out of local and state level politics completely to testifying at the state legislature in support of a particular community cause. Wood states that in the case of HKS' partnership with the Broadmoor Improvement Association, university partners have become keenly attuned to the risks that un-savvy political maneuvering on the part of the university could pose to the future viability of the BIA's agenda. As such, HKS refrains from comment or action on New Orleans politics. Wood notes that the BIA's partnership with HKS has in fact aided them in strengthening the ability of their organization to effectively engage in local politics. She reflects that this has come about thanks in part to the BIA's ability to strategically direct the energy and motivation of students towards building organizational capacity and addressing the neighborhood's recovery needs, thereby freeing valuable staff time and energy which the organization can divert towards the task of astutely navigating the politics of recovery in post-Katrina New Orleans.

Faculty criteria for partner selection

Criteria that faculty apply during the process of establishing relationships with particular community partners for either a single course or for a longer duration reflect a desire to ensure that subsequent engagement will be mutually beneficial. These criteria vary across faculty members and specific context. Seidman emphasizes that the quality of the product produced through student-client collaboration relies in large part on the willingness and capacity of the community partner to facilitate students' learning. Seidman also notes that in order for the project to be as beneficial an experience as possible for both students and community partners, that the community partner must select a project that they believe is critical to their organization's progress and that furthermore, they must believe that working with students will offer them something of value in this regard. Both Seidman and Summers emphasize this willingness and capacity to facilitate, citing the frequent need for people within the community partner's organization to provide specialized training and orientation to students and for students to access people and information in an environment where they may be outsiders.

The criteria used to form partnerships for class-client projects may evolve over the life span of a university-community partnership. Dewar shares that her initial approach in selecting class-community partner projects was to look for opportunities to work on projects situated at the intersection of faculty, departmental, university and community partner objectives. As her relationships with various community partners in Detroit evolved, so too did her sense that though a 'garden variety' neighborhood plan was a new and interesting endeavor for students, that she and the community partners were ready to expand the scope of their work. The culmination of this evolution was a set of criteria that placed potential projects in one of three categories relating to 1) the potential of the project to jettison the community partner to their next level of capacity, 2) the potential of the project to be system changing by addressing barriers to strengthening neighborhoods commonly faced by community based organizations, or 3) the potential of the product to serve as a model for addressing similar issues throughout the city.

Sustained presence in community

Physical space and community liaison

Faculty indicate that sustained presence in the community is critical to acting upon the ideals of engagement established upon formation of the partnership. This presence enables the partnership to grow in ways that are responsive to the day-to-day work of community partners as well as to community members' visions. Several faculty discuss the benefits of creating a fully staffed, physical space in the partner community devoted to operation of the partnership. The decision to create such a space in Pawtucket was informed by both the practical matter of accessibility and what Feld believes being accessible to community partners represents in terms of trust and credibility. She says,

One of the things we were determined to do was to not have the community people need to come to the university. So we rented the living room of a parish house in the neighborhood. People could just walk in...On the top level it was accessibility. On another level it was credibility and trust. We felt like saying to them, "We are going to be part of you," and then not being there would be a lack of trust in anything we said. So I found it really important.

In the case of ESLARP, creation of the Neighborhood Technical Assistance Center (NTAC) in East St. Louis affirmed the university's commitment to working in a paradigm in which community objectives and visions drive the agenda of the partnership. According to Orland, community liaison staff at the center worked closely with community residents and were in a position to identify viable projects and pass them along to faculty whose teaching and research interests were an appropriate match. One might argue that the work of the NTAC staff had the secondary impact of freeing faculty from frequent travel to and from East St. Louis, allowing them to devote more of their time and energy to other responsibilities of their faculty appointment, including those associated with the promotion and tenure process.

According to faculty members Dewar, Orland, Wicks and Andrejasich, community liaison staff play a critical role in ensuring that the day-to-day activities, and in turn the long term trajectory of the partnership stay the course agreed upon by university and community partners. The community liaison staff of whom faculty speak are longtime, if not lifelong residents of the community, are well known and respected, and have developed an extensive network of relationships over years of active civic

engagement in various neighborhood and community wide initiatives. In the case of remote university-community partnerships, community liaison staff support faculty and potential community partners in overcoming the barriers to learning about one another's interests and needs that the distance separating them can impose. In the case of the partnership between the University of Michigan and Detroit, the community liaison staff person attends community meetings in order to connect directly with community partners and to learn about potential projects that they might be interested in pursuing jointly with faculty and students. Dewar holds that the community liaison brings skills to the partnership that are vital to ensuring that community needs are met. According to Orland, community liaison staff also play an important role in discerning the viability of potential projects through becoming more familiar with the community partners' capacity to partner at a given point in time.

Faculty Reflections on Engaged Scholarship and the Academy

P +T case based upon Engaged Scholarship = risky business

Taking a strategic approach

Though many faculty offer insights both practical and creative about ways that a faculty member can both play an active role as an instructor in engaged scholarship courses and ascend through the ranks of the promotion and tenure process, it appears that the requirements imposed by the academe writ large for tenure are fundamentally incompatible with faculty endeavors to make an earnest case for promotion based upon engaged scholarship research and teaching. Faculty reflections regarding the compromises that must be made to pursue engaged scholarship and to attain full professor status on the basis of this engaged scholarship work raise concerns that these initial barriers will not allow them to present as strong and as rigorous a case as possible for why engaged scholarship is a crucial component of theory testing and knowledge building.

The responses given by faculty when asked what advice they would offer a junior faculty member striving to base their teaching and research around engaged scholarship while simultaneously progressing through the promotion and tenure process might be

described as extremely pragmatic and relatively risk averse. Several faculty emphasize that a junior faculty person who holds these ambitions must essentially develop what Andrejasich terms parallel dossiers. Such dossiers are described as absolutely necessary for junior faculty who hope to progress as cautiously as possible through the promotion and tenure process but who do not want the teaching and research they have done through the vehicle of engaged scholarship to go unnoticed. The parallel dossier clearly distinguishes between engaged scholarship work and the body of work, described by Orland as 'his other life,' that the university expects of them and that meets the long accepted standards of scientific rigor imposed by the academe. In subtle contrast, Orland suggests that young faculty members find pieces of their engaged scholarship work that they can present in a scholarly setting.

Finding support

Faculty members emphasize the role played by relationships among ones peers in advancing through the promotion and tenure process. Harkavy notes the importance of support from senior faculty throughout the course of this process. Muller emphasizes that junior faculty must be in constant communication with their colleagues. Several faculty offer that specific support mechanisms within the institutional framework of the university can facilitate current and future generations of faculty in building a strong, viable case for promotion and tenure based upon their participation in engaged scholarship. Wicks shares that ESLARP has taken steps to support such faculty by creating staff positions devoted to the daily operation of the partnership. The work of such staff people frees junior faculty from much of the management activities that facilitate smooth running of coordination and logistical aspects of work with community partners.

Common challenges in evaluation

In their comments on the promotion and tenure process, several faculty discuss the challenge of evaluating the academic relevance and practical outcomes of engaged scholarship. Paramount among these is the fact that many reviewers are neither familiar with engaged scholarship nor care to understand its relevance to the academy and society.

The interdisciplinary, collaborative nature of much engaged scholarship can pose an unappreciated challenge to reviewers whose values and pedagogy align more closely with traditional academic standards. Andrejasich raises the point that in order for the promotion and tenure process at research universities to shift such that it acknowledges the rigor of engaged scholarship and its contribution to the academe and society, that it is important for faculty who have based their teaching and research upon engaged scholarship to advance forward in the early stages of the promotion and tenure process. He concedes though, that such an approach places people and their careers at risk.

In the following passage, Andrejasich discusses a range of challenges associated with the promotion and tenure process including the difficulty of conveying results, the incongruence between the time horizon of work and outcomes within a university-community partnership and a promotion and tenure cycle, and the distribution of credit for collaborative work.

And it's not so much that they don't understand. They just don't put the same value on the service based research – whether it's action research or service learning or technical assistance, in part because it's usually more local, it's much more long term. When we're trying to produce results, you can't chop your experiments up into smaller pieces that can then be replicated at large scale because you're dealing with real people and real lives and you have to proceed with extreme care. ...And also it tends to be much more costly than might be experiments at scale in other fields – even in some of the social sciences, particularly when talking in the areas of community development. One of the great stories we like to tell about East St. Louis is the parson's place and the community development successes of the Emerson Park Development Corporation which began – that was the first project in the fall of 1990 – that cleanup on Exchange Avenue which over time has produced a charter school and a youth...anyway, the point was that it's been several iterations of studio work and planning workshops and work going back before between designers and engineers and architecture students to advance this neighborhood organization, a not for profit developer to where it's ultimately ended up with a \$35 million investment in housing and transportation and infrastructure and basically the rebirth of a neighborhood. Well, this doesn't happen in a promotion and tenure cycle. This has been 18 years in the making. I mean this started in the fall of 1990 with that first neighborhood plan. We've since done three revisions or three updates of that neighborhood plan – basically as that neighborhood development corporation reaches 80% of its goals they come and ask us to do another comprehensive plan – a strategic update with new goals. And they've been advancing. It's probably the biggest success story – and we're seeing that the time frame shortening with other neighborhoods that have seen what they've done and are following suit. And also they've kind of blazed a trail – they're the vanguard in East St. Louis. And so probably by the end of all of our careers we'll be able to say, "Here's the evidence." But it doesn't fit the usual time frame of a promotion and tenure process. And the other aspect of it – it's highly collaborative with partners, both within the institution, within several disciplines and with partners external to the institution. And the other thing that happens in a promotion and tenure process is committees will point to a result and say, "Well tell me this individual's exact contribution." And I had our vice chancellor for public engagement describe it once as saying, "It's an apple pie. Is this the apple or is this the cinnamon." And when they can't determine whether it's apple or cinnamon, they discount it. It's just part of that culture of promotion and tenure in the institution, particularly in the big research one institution.

Institutionalization of the university-community partnership

Impacts within the university and influences on academe

The accounts of faculty interviewed speak to institutionalization of university-community partnerships largely in terms of what this action can mean for the community partners' ability to apply the university name to their work and to both the university and the community in securing access to the resources necessary to successfully pursue their objectives and expand the scope of the partnership. Steps taken on behalf of a university to formalize their partnership with a community can have subsequent positive impacts on the way that both the university-community partnership and engaged scholarship are received within the university. Wood and Muller suggest that institutionalization can lead to a sense of credibility within the university that may act as a green light of sorts, leading more faculty to teach engaged scholarship courses within the partnership.

Institutionalization can also increase the visibility of the university or department within which the partnership is based, thereby attracting new faculty searching for an institution that will allow them to build their teaching and research around engaged scholarship. Dewar notes that the firmly established place of the partnership between the University of Michigan and Detroit within the university's institutional framework has had this impact and has also been among the factors contributing to the increased number of applications for graduate studies that the Taubman College of Architecture and Urban Planning receives each year. Muller notes that she would not have accepted the faculty position she currently holds in the Department of Music at UPenn had it not been for the university's Center for Community Partnerships providing the resources and support that allow faculty to build their teaching and research around Academically Based Community Service.

In his position as department head at Penn State University, Orland has found himself applying the ethics of engagement he honed as a faculty member at the University of Illinois Urbana-Champaign working within the ESLARP partnership to engaged scholarship here at Penn State and advocates strongly for junior faculty seeking to make this work part of their tenure package. Andrejasich reflects that he now applies the knowledge he gained and the participatory approach he learned through participation in engaged scholarship in East St. Louis in his administrative position as Associate

Director for Undergraduate Studies in the School of Architecture at the University of Illinois Urbana-Champaign. These faculty members serve as living examples of the far reaching impacts which faculty members' dedication to engaged scholarship can have years after their initial experience and even outside of the university-community partnership within which they initially engaged.

Continuity and the academic calendar

Institutionalization of the partnership can facilitate university and community partners in addressing the limitations posed by the academic calendar. It is not uncommon in the early stages of a university-community partnership for engagement to be limited to a single semester long course each year. The resources that can come with institutionalization (through grants or an annual allocation of funds from within the institution) facilitate continuity by availing the partnership of resources that it can apply towards year round engagement. Funds applied towards full time staff positions at the university and in the community, as well as assistantships and internships for students allow university and community partners to avoid breaks in engagement. Andrejasich notes that the institutionalization which continuous engagement between university and community partners engenders has helped ESLARP survive budget cuts during resource scare times at the University of Illinois U-C.

Faculty members' ability and willingness to base their teaching and research on engaged scholarship can play a critical role in establishing a continuum of engagement within the university-community partnership. Muller shares that the Quba Institute, a school in West Philadelphia that she has worked with for several years, asked before they officially began working together that she make a three year commitment to work with the school and its students. She notes that the support that UPenn's Center for Community Partnerships extends to faculty such as herself in the form of undergraduate teaching assistants made it possible for her to enter into this arrangement. Muller notes that steps associated with institutionalization which confer greater continuity and sustainability can also create the understanding among both university and community partners that the university is not just parachuting in and out, taking what they need and leaving. She notes that university and community partners' sustained commitment to

engagement through numerous Academically Based Community Service courses has created a strong organizational presence in West Philadelphia. She attributes the success of her engaged scholarship teaching experiences in part to the cultivation of this broad institutional commitment.

Several faculty share that community partners frequently derive additional benefit through leveraging the fact that they work in partnership with a university. Wood reflects that in the early stages of the relationship between HKS and the BIA that she viewed institutionalization of the partnership on the part of Harvard as a step that could lead to the BIA gaining additional credibility for their work in the eyes of city government as well as other potential funders and partners. Wood shares that this partnership has in some respects contributed to the BIA's success in forming additional partnerships and utilizing in-kind support and pro-bono work. Muller notes that the Quba Institute uses their partnership with UPenn as a marketing strategy for their school.

Influence of engaged scholarship on research agenda

Harkavy says that teaching Academically Based Community Service courses over the years of his participation in the partnership between UPenn and West Philadelphia has made his research much better, more sensitive, more open and that the 'how to' questions he asks have become sharper. Several other faculty indicate that teaching engaged scholarship courses has had similarly profound impacts on their research agendas. Over time, it seems that no matter where a faculty member's research agenda begins in relation to their engaged scholarship teaching, the two eventually begin to show signs of alignment. In some cases, faculty research agendas shift from being completely distinct from their engaged scholarship work to becoming completely amalgamated. Dewar shares that though she had been teaching engaged scholarship courses since graduate school, that it was not until several years into teaching such courses at the University of Michigan with community partners in Detroit that she realized that her research agenda could and should be the same as the agenda associated with working with community partners.

Orland discusses how the initially disparate realms of his research and his teaching at the University of Illinois Urbana-Champaign gave way to moments of

innovative convergence through his work with ESLARP. Prior to his engagement with ESLARP, Orland had already established himself in GIS forest perception technology and ran a lab at the university. As he began to teach classes framed around work within the partnership, built relationships with community partners and became increasingly in tune with the issues they faced, he found that the technology oriented aspects of his work played a critical role in designing the tools needed by university and community partners to efficiently collect and analyze data, create maps, and construct an extensive online GIS database.

Seidman indicates that the interaction between his professional practice and teaching courses with client-based projects in the Boston area are among the important factors contributing to the addition of commercial district revitalization to his teaching and practice repertoire.

A series of things have worked to have me do a lot more work around commercial district revitalization. When I originally came to MIT and in most of my professional work, I hadn't done much work at all around downtown and commercial districts and urban neighborhood commercial districts. I'd certainly done a lot around economic development...my interests were much more around employment and business development than around the commercial district as an area for intervention. The work I've done with the Boston Mainstreets program and the Mainstreets class and the exposure to those set of issues has a big impact. I developed this course and taught the course. I ended up getting funded for doing research I ended up writing a monograph around that stuff. I've also done more professional consulting work around that. I have developed an area of intellectual interest of teaching and practice that's linked around this. It's not solely an outcome of teaching this kind of course, although it certainly has been a big influence in it. So that's definitely been important.

Summary

Faculty reflections on their experiences with engaged scholarship in the context of both formal university-community partnerships and client based work center upon the complex interrelatedness of preparing students for professional practice, establishing mutual trust and understanding with community partners, and the seeming incompatibility between these pursuits and the demands of the promotion and tenure process. Faculty describe the role of engaged scholarship in students' education as critical to them gaining experiences and perspectives that will support them in cultivating a personally meaningful sense of their purpose as professional practitioners. Inextricably linked to students cultivating this awareness is their access during their years of training to opportunities to work in a hands-on manner with community partners. Faculty reflections underscore the importance of building understanding and trust with community partners prior to engaging in work with students. Initial relationship building steps are crucial to community partners and the students deriving maximal benefit from their engagement and also play and for the future viability of the relationship. Faculty interviewees also offer insights pertaining to the challenges of pursuing engaged scholarship and strategies that junior faculty might use to successfully build a case for promotion and tenure around engaged scholarship.

Chapter 3: Community Partners

Chapter 3 Preview

Community partners and community liaisons speak strongly to the role of community voice and the importance of long-term commitment in the context of university-community partnerships. The first section of this chapter, Community Partners and the Institution, presents reflections which detail the process of partnership formation and the role of establishing understanding in ensuring mutual benefit of engagement throughout the life of the partnership. The second and final section of this chapter, Continuum of Engagement: Community Partner-Student-Faculty, offers insights regarding the role of students and benefits of continuous, year round engagement on behalf of university and community partners.

Community Partners and the Institution

Community based accounts of partnership formation

Vetting and establishing understanding and agenda

Broadmoor Improvement Association (BIA) president LaToya Cantrell offers an account of partnership formation which underscores the important role that community leaders play in evaluating the potential of partnership prior to entering into engagement with a university. Critical to the community leaders of the BIA being able to assess the utility of a partnership with the Harvard Kennedy School (HKS), was their high level of organizational self-awareness regarding the purpose of the BIA in the context of post-Katrina recovery. Having been told by the City of New Orleans that the Broadmoor neighborhood was not slated for rebuilding, the leaders of the organization became resolute to make certain that Broadmoor residents would determine the neighborhood's future. Having thus established this strong sense of purpose, Cantrell shares that at the point in time when her organization was approached by Doug Ahlers, a HKS fellow who sought to discuss the potential of partnership between the BIA and HKS, she and other Broadmoor community leaders were able to clearly convey their shared sense of confidence in the fact that the knowledge and expertise necessary to rebuild their neighborhood was present within the community. Cantrell notes that she and members of the BIA felt from their first interaction that Dough Ahlers respected their work and visions for the future. The trust that BIA leaders subsequently built with Ahlers served in

turn as a strong foundation upon which later trust and understanding would be established between Broadmoor community members and HKS students and faculty.

Cantrell shares that similar to the BIA's first meeting with Dough Ahlers, that upon their first meeting with HKS faculty and students she and the organization's leaders made it a priority to convey in a confident, concise manner that the BIA is led by highly competent individuals and that members of the Broadmoor community hold the knowledge and ability to push the neighborhood's recovery objectives forward. BIA leaders strongly asserted that they would set their agenda and had specific ideas as to how partnership with HKS would support their pursuits. Cantrell shares that such direct intimation was crucial to HKS faculty and students understanding the BIA's objectives and how they intended to pursue them. She states that this communication was also key to the students and faculty gaining a firm understanding from the outset of the role they needed them to play in order for the organization to successfully rebuild the Broadmoor neighborhood in accordance with the community's visions.

Billie Turner, a community liaison staff person working within ESLARP shares reflections on partnership formation similar to those offered by faculty. She emphasizes that partnership formation should ideally start with potential partners from the university and community brainstorming and talking about what each might bring to the partnership. She further underscores the importance of listening to one another in these conversations to identify and understand what all present seek to derive from partnership.

Similar to the formation of the partnership between HKS and Broadmoor, the relationship formed between Essie Calhoun and the students and faculty of the University of Illinois Urbana-Champaign (University of Illinois U-C) came about after she had first developed relationships with people affiliated with the university who also had strong personal ties to the community. Calhoun first met ESLARP community liaison staff members LaTonya Webb and Billie Turner at a grant writing workshop sponsored by ESLARP's Neighborhood Technical Assistance Center. She marks the beginning of her relationship with University of Illinois U-C as the point in time when a faculty member asked her if she would allow them and their students to help with physical work on Opal's House, the shelter that she was at the time in the process of opening for women and children who have been victims of domestic abuse. Calhoun indicates that she was

able to trust university faculty members essentially from their first interaction. She attributes this to the warmth, sincerity and willingness to help that they imparted.

When asked how she communicated to faculty and students at the University of Illinois U-C how she wanted the partnership to work, Fern Watts of the South End New Development Organization (SENDO) replied, “It wasn’t so much about how the partnership worked. They were at our service.” In elaborating upon how her partnership with University of Illinois U-C through ESLARP served her organization’s needs, Watts emphasizes the role of faculty and students in documenting the proceedings of a series of workshops that centered upon creation of a five year plan for the organization’s work within the neighborhood. She says, “The university volunteered to get the citizens’ input. It wasn’t their input. It was our input. They just put it on paper. They didn’t tell us what to think.”

Developing organizational self-awareness through partnership

The BIA’s high initial level of organizational self-awareness arguably played an important role in the early successes they derived through partnership with HKS. However, other community partners’ accounts indicate that endeavoring engaged scholarship work with a university partner can itself facilitate community partners in gaining additional organizational self-awareness. In his experiences working within the partnership between the University of Michigan (U of M) and neighborhoods in Detroit’s Eastside, first as a community partner in the Detroit Eastside Community Collaborative (DECC) and presently as a community liaison employed by the U of M, Eric Dueweke shares that one of the major benefits a community partner can gain through partnering with a university is increased awareness of organizational capacity issues. Dueweke shares that partnering with Professor Dewar and her class at the U of M starting in 1996 exposed that DECC had less capacity than its members thought. It became clear to the members at this point in time that they would need to take steps to increase the organization’s capacity if they were to pursue their objectives.

Watts identifies the series of workshops that began in 1990 as part of the process of creating a five year neighborhood plan as crucial to the organization developing more self-awareness. In addition to helping them to identify their strengths, weaknesses, and

“in between,” the process of verbalizing the past, present and desired future led many who attended the series of workshops to realize that they, “cannot do it all by themselves.” Watts shares that partnering with faculty and students often helps her to access new perspectives on her organization’s work. She identifies working with an entity from outside the community as key to her and the organization’s members gaining perspective on the community in ways that are difficult if you are, “...so close to the trees you can’t see the forest.”

As described by community partners, increased civic engagement precipitated through engaged scholarship within university-community partnerships can have long ranging impacts on the function of community partners’ organizations. The new ideas, needs and concerns that additional community members present through their participation can be seen as prompts which challenge the community partner’s understanding of the role of their organization in the community, in turn expanding their organizational self-awareness. Dueweke shares that the community meetings held during the course of a class-community partner project often, “brings people out of the wood” who may have not been very active in the community before and that many of these people remain active for years after. Watts cites the SEDNO five year neighborhood plan as integral to community members’ subsequent involvement in local government. The process of creating the plan culminated not only in neighborhood consensus regarding goals for the future, but also in the creation of a coalition that is able to effectively appeal to the city to take action on certain issues.

Impacts of partnership institutionalization

Institutionalization’s benefits and drawbacks

In addition to the partnership between BIA and HKS bringing technical and human resources to Broadmoor’s recovery plans, Cantrell shares that the partnership has played a seminal role in the BIA gaining credibility. This credibility stems from the notoriety of partnering with a high profile institution and from the fact that the organization has produced impressive work since forming the partnership. Cantrell holds that the greatest impact that the partnership with HKS has had on her organization is that it has served as a spring board for the formation of additional partnerships with other

universities, organizations and foundations. Similarly, Calhoun shares that leveraging the fact that she partners with the University of Illinois U-C through ESLARP has become an important component of her strategy to secure funds for Opal's House. In addition, the university faculty with whom she has established relationships consistently fulfill her requests for letters of support needed to apply for grants. The relationship between Calhoun and ESLARP has also allowed Opal's House to gain increased respect within local government. Calhoun notes that the mayor of East St. Louis offered a verbal statement of support for Opal's House at a public meeting.

Cantrell shares that though having the Harvard name attached to the partnership between the BIA and the HKS has increased the organization's credibility, the affiliation has presented drawbacks as well. She notes that the Harvard name intimidates some people and can also create the impression within the wider community that Broadmoor does not need additional support. Cantrell says,

Folks kind of think that you don't need any help – “Oh, Broadmoor's taken care of. They don't need any help. They have Harvard.” Or, “Because they're part of this network, they're ok.” We've had to manage that and make sure that we dismantle those perceptions or combat those perceptions that we're ok and that because we have Harvard we're ok.

Dueweke describes an interesting dynamic that has developed in Detroit between community partners representing various neighborhoods, the U of M and the City of Detroit. The city does not have the human and monetary resources to undertake neighborhood level planning, and have come to see the U of M as playing a critical role in helping neighborhoods articulate, compile and act to fulfill their visions. Dueweke shares that this arrangement allows those organizations which partner with the university to have more credibility in the eyes of the city. A political twist to this arrangement is that the city sometimes influences which neighborhoods the university partners with on certain projects.

Role of community liaison

Clarifying agenda of university-community partnership

Community liaison staff contribute in key ways to the maintenance of a university-community partnership's overarching ethics of engagement and to growth of the partnership's network of partners within the community. As highly respected members of the community and as agents of the university, community liaison staff have the ability to effectively bridge gaps in communication that may exist between the wider community and the university. In his experience as both a community liaison and a community partner, Dueweke has encountered barriers to positive engagement within Eastside Detroit which center upon the view of the U of M as an elite, outside institution. Dueweke says that his personal relationships within the community play a critical role in enabling him to sensitively address these views and allay related concerns. He also notes that through long-term, consistent, positive engagement with community partners, faculty members can build similarly strong personal relationships within the community. Such relationships in turn support university and community partners in building trust and understanding regarding one another's intention for partnering. Dueweke mentions Professor Margaret Dewar as a faculty member at the University of Michigan who has made engaged scholarship within this university-community partnership a cornerstone of both her teaching and research and has over time developed strong relationships with community partners. Dueweke says,

For me, it's pretty much a personal relationship. Community people know that I've been doing this for years. They know I live in Detroit. They know I'm committed to it. And so basically I think they kind of say, "Ok, well a lot of people at U of M might be like these elitists, but Eric won't let his people be like that. And so we'll work with him." I think that's what it kind of...And Margie too. They know...it becomes kind of a personal thing.

Turner underscores the role of the community liaison in conveying the university-community partnership's underlying philosophy regarding work with community members. Turner holds that being able to effectively impart the partnership's principles can be especially critical when politics enter the fray. She notes that oftentimes, a potential community partner may be involved in local politics as an elected official. Turner says that she makes certain that they understand that her agenda as the community

liaison is one with the ESLARP agenda and that neither she nor ESLARP intend to assume either theirs or any other political agenda.

Communicating partnership function and purpose

Turner places emphasis on her role as a community liaison in making sure that people within the East St. Louis community understand the purpose of the university-community partnership and how they might benefit from its work. She notes that though cleanups are one of the more visible activities endeavored within ESLARP, that people must know that cleanups are by no means the extent of what the partnership does. Turner says that first and foremost, people must be made aware that ESLARP exists to support community members in pursuing their goals for the community. She says that she tells people, “We are here to help you accomplish whatever your goal is. We want to listen to you and see what you want to do... We want to do what you need us to help you do to get your community organization stronger.”

Turner shares that some community members hold concerns that working with the university might lead to dependency. She addresses such concerns by emphasizing that the goal of partnership between university and community partners within ESLARP is to support the community partner in making their work sustainable. She says it is important for people to understand that these partnerships do not entail the university partner commandeering the community partner’s work, but rather working together to reach the next level of the community partner’s organizational capacity. She adds that partners can reach this balance by first becoming familiar with what each brings to the partnership and establishing guidelines to govern how the particular partnership will function.

Continuum of Engagement: Community Partner-Student-Faculty

Rethinking engaged scholarship’s limitations

Academic calendar

Consistent with the reflections shared by students regarding the unnatural breaks in engagement imposed by the academic calendar, Dueweke raises that a single semester is frequently inadequate for university and community partners to engaged

collaboratively through all phases of the community partners' work. He says, "Basically, it's hard to fit the planning process into the semester framework essentially. Just because it's messy. A lot of times you'd rather have more time and all of that, but you don't." In contrast to many of the faculty and students interviewed about their engaged scholarship experiences through ESLARP, Calhoun does not think that the geographic distance separating university and community partners need necessarily present a barrier to effective partnership. She shares that in her experience, the distance between East St. Louis and the University of Illinois U-C has not posed a challenge because the relationship, "...is not simply a Monday through Friday relationship." Though she does not make reference to the academic calendar, Calhoun's comment that her work with university partners is not limited to five days per week suggests that she has been able to establish a mode of engagement that is also not bound by the traditional confines of the academic calendar.

Student turnover

Calhoun's account of long lasting student relationships supports Wicks' assertion that among the practicable knowledge that students gain through engaged scholarship courses is commitment to the entire process of work with community partners. Calhoun does not see the short tenure of students at the university as posing a challenge to effective, positive work with Opal's House. She shares that, "It is rewarding on both ends when they keep in touch." She says that many students who have graduated since the inception of this particular partnership maintain contact with her via email to ask how her work is progressing. She says, "They've seen the beginning and then to have an interest in keeping in touch after they've gone is saying a lot."

Relationship building, maintenance, and growth

Year after year

Turner shares that it is not uncommon for agencies to enter East St. Louis and make big promises, only to depart shortly after they get what they want, leaving the promises unfulfilled. She says that though one branch of ESLARP, namely the University of Illinois U-C is an institution located outside of East St. Louis, that their

record in East St. Louis has been different. She cites the fact that ESLARP has been working in East St. Louis for almost twenty years as testament to the university's commitment. Turner has seen two organizations "go to new levels" during the time she has worked within ESLARP as a community liaison. She notes that one of these partners has been working within ESLARP since the early 1990s and now introduces faculty and staff from University of Illinois U-C as 'family' at public meetings, saying, "They aren't our guests, they're part of our family."

Calhoun identifies the length of faculty members' involvement with her and Opal's House as a telling sign of their commitment to the East St. Louis community. She says, "I feel like it's real. If it were not real, they wouldn't have been involved with me for so long." She sees the fact that faculty bring their students to work with her semester after semester as an indication that they believe in her work. She speaks with great emotion of the integral role that University of Illinois U-C faculty have played in every phase of opening Opal's House. She notes that each faculty member brings something special, contributing without duplication. These contributions include traveling to East St. Louis on the weekends to work with her on board development and grant writing, working with the university's legal office to help her address issues that have risen in dealings with a contractor, and working alongside her and the students in physical work on Opal's House.

Bridge to learning in engaged scholarship

Calhoun recognizes that many of the students who participate in engaged scholarship in East St. Louis come from what she terms 'well to do families' and that few have ever been to a predominantly Black, low income community. She identifies the opportunity to work with her and other community partners in East St. Louis as playing a critical role in students learning how other people live and survive. She adds that this opportunity also gives students a glimpse of, "...what we are about in urban areas and what people do in urban areas."

Calhoun cites that working closely with her and other community partners offers students insight into the broader context of why hers and other community based organizations exist and what purpose they serve in the community. She adds that the act

of working with community partners in a hands-on manner is critical to students seeing that the role they play is vital to the community partner being able to pursue their objectives. In addition to benefiting from the hands-on work that partnering with community partners can offer, Calhoun says, “When they see what’s happening and that they are really part of this, that makes a difference.” Calhoun shares that several students she developed relationships with through ESLARP tapped into their social networks on campus to raise funds for Opal’s House. To Calhoun, such unprompted gestures of generosity indicate that working with Opal’s House has had a major impact on students.

Calhoun believes that university faculty benefit through having the opportunity to take part in work that can expand their perspective on issues such as those encountered within East St. Louis. She shares that actually working with her in the neighborhood and seeing what kinds of struggles people face can lead faculty away from tunnel vision.

Deuweke adds that University of Michigan students who take part in engaged scholarship courses working with community partners in Detroit are most often not from the neighborhoods they work in and as such are not versed in their history and environment. Dueweke says that it is not uncommon for community partners to assume that the students are from Michigan and thus know how state and local government works.

According to Turner, the opportunity for students to work closely with a community partner can help them to gain firsthand insight into the barriers to action that community partners in East St. Louis face that one might not face in other places such as the city their university is located in. In so doing, students can also begin to understand the origins and evolution of the community partner’s project. She says,

Students get a combination of hands-on as well as traditional learning. They get a chance to interact with people and see how their work has effected people in a positive way. Graduate students often work with the same community partner for the full two years of their degree. Within student-community partner relationships, students see why it is difficult to get certain things done in East St. Louis that might come about more easily in a city like Champaign. Grad students get to know how the project came about, why it’s in the shape it is at present.

Turner emphasizes that she does not use the term ‘service learning’ to describe the engagement of students in East St. Louis. She says, “This is just what we’re doing.”

Turner's comment that no work is too menial for students affirms what Calhoun shares regarding students' eagerness to work with her in any capacity needed. Community partners express extremely positive regard for the energy and increased capacity that students bring to the work of their organizations. The ability to simply "get more done", to have people who are willing and able to do work that the community partner does not have the resources to do in-house, and the sincere commitment that they bring are very powerful in terms of the impact on the community partner's day to day operations and their long term relationship with the university.

Summary

Though they play different roles in university-community partnerships, community partners and community liaison staff frequently work closely with one another, share common social networks, and have a first hand understanding of the history and culture of life in the community. Community partners and community liaisons emphasize the role of direct, candid communication in partnership formation and growth. This communication figures prominently in community partners and community liaison accounts of their interactions both within the community and with university partners. Community partners and community liaisons describe engagement with university partners in terms of both the concrete benefit that cooperative work can bring to community organizations and more abstract impacts such as increased understanding and engagement among community members, and the leverage and credibility that partnership can bring to their work.

Chapter 4: Student Reflections on Engaged Scholarship

Chapter 4 Preview

*Student reflections on their participation in engaged scholarship reveal an intricate web of preparation for professional practice and personal growth that is woven through sustained interaction and relationship building with faculty and community partners. The first section of this chapter, *Becoming the Practitioner*, discusses students' expectations entering engaged scholarship and the role played by their ensuing experiences in informing their self concept as a future planning practitioner. The second section, *Community Benefit and Student Anxiety*, presents reflections which speak to the commitment that students develop to their work with community partners and the uncertainty that they harbor as to whether or not community partners experience benefits as robust as those which they glean from engaged scholarship. The third and final section, *Students and the Academe*, offers accounts of the role which faculty members play as instructors, mentors and guides in engaged scholarship and the challenges which students face in balancing other academic obligations with their desire to pursue engaged scholarship.*

Becoming the Practitioner

Hands-on preparation for professional practice

Expectations and Experience

Students' motivation for enrolling in engaged scholarship courses center upon a desire to gain what they term hands-on, professional experience and an interest in working in a particular city or type of urban environment. Students speak of their desire to gain hands-on experience resoundingly in terms of what they identify as the deficiency of classroom and textbook based learning to prepare them for professional practice in the field of planning. Whether or not a class is formally billed as a service learning or engaged scholarship opportunity seems less relevant to students than what the class offers as an opportunity to learn planning through taking part in planning practice. Regarding his expectations entering an engaged scholarship course based in New Orleans, Marcel Ionescu-Heroiu says, "I hoped to learn something from it. But I can tell you off the bat my expectations were exceeded far and beyond. I didn't expect it to be so intense." Having now been in the professional world for over fifteen years, Raphael Cestero offers that in his view, the most important educational and career preparation objective is that

students engage in real work. To him, whether students enroll in a service learning course or work in an internship is of less concern. He says,

At least in my memory, it was never really pitched to me as being service learning. So I didn't really think of it in that way. I thought of it as, we're going to get some – this is the closest we're going to come before we graduate to getting some real life experiences in dealing with community members and setting up community meetings to determine their priorities for what they want to see happen to their neighborhood. You know, working with a real life client. So I was thinking of it more in those terms...we're actually going to do something real. So that's kind of what my expectations where – you know, wow, we're actually going to get out in the field and get exposed to actually meeting with people.

In describing how their expectation of gaining hands-on experience was met, students make frequent reference to what it meant for them to participate in planning processes that are unpredictable in nature. A major theme running through students' reflections on hands-on learning experiences is recognition of the impossibility of always knowing in advance what one will need to learn and do in order to contribute to work with community partners in ways that further their objectives. Michelle Whetten reflects that she and her classmates learned neighborhood planning by actually doing it. Students at Cornell University who participated in engaged scholarship work with ACORN and ACORN Housing in the Upper and Lower Ninth Wards of New Orleans immediately following Hurricane Katrina indicate that their prior knowledge and experience and widely accepted planning methodology were not sufficient to prepare them for the challenges of working in post-Katrina New Orleans and navigating the complex reality of funding priorities within their department and university. Ionescu-Heroiu says,

Again, learning things by just like jumping into cold water. Because that's what we basically did. Ok, here's a problem, we need to address it, go on and do it. Most of the students had no experience – I'd previously worked on stuff like this, but most of the students had no experience with plan writing, and they all of a sudden were like ok, you're part of this process, figure things out.

Most students' reflections on their initial expectation and their subsequent experiences in engaged scholarship speak primarily to preparation for professional practice in the field of community development planning. However, Ionescu-Heroiu

indicates that though his academic and professional ambitions were not appreciably altered by his experiences working on disaster recovery in New Orleans, that he has gained skills related to working with people which he anticipates will be invaluable as he continues his doctoral research and subsequently practices professionally in the field of economic development in his home country of Romania.

Students speak with great conviction of the role that participating in engaged scholarship has played in their preparation for professional practice. Learning specific planning skills and developing a sense of how to work with people in the context of planning practice are the themes of career preparation expounded upon most frequently. Cestero holds that taking part in this type of practical learning provides an invaluable foundation for students to quickly make an impact in the professional world and subsequently grow in their career. Kirk Goodrich's account of his work with ESLARP hints at why this may be the case. Goodrich says, "The things that you would do as an entry level planning professional in the field of social planning or community development, I was doing before I left Illinois." Students interviewed who currently practice professionally offer reflections consistent with these. Whetten says that she was offered her first job after completing the graduate program at University of Illinois Urbana-Champaign based on a presentation she gave on her engaged scholarship work in East St. Louis. Burdick shares that many of the activities he first had the opportunity to do as a graduate student at the University of Michigan through the university's partnership with neighborhoods on the east side of Detroit are much the same as the work he does now in Flint Michigan as a professional planner.

Students indicate that the ability to be physically present in the community during the course of their work with community partners is critical to developing an understanding of the complex, context based nature of the issues at hand. Johanna Contreras shares, "It wasn't until I was actually in the park land picking up garbage that I realized what we were doing," and, "I feel like you can study something until you're blue in the face. But until you're actually there you may not have the context which will allow you to understand the situation." Other students express similar sentiments about the important link that hands-on work done in cooperation with community partners can offer. Burdick notes that he finally felt like he was learning something pragmatic while

working with community partners in Detroit. In a similar vein, Ionescu-Heroiu shares that the experience of working with community partners in an engaged scholarship context helps him to develop skills that he feels one cannot gain in the classroom such as what he terms a “sixth sense of how to work with people”.

Differences in background between students and community partners

Several students indicate that the engaged scholarship course they took offered the opportunity to work in a community that is different in many regards from the places they grew up or had previously spent time. Whetten describes her first experience with the ESLARP program on an orientation trip to East St. Louis as jarring and as an experience that opened her eyes to issues that she had never before encountered. This initial trip to East St. Louis influenced her to shift the academic and career path that she had imagined for herself in the field of planning. She says,

I actually started grad school thinking that I would focus on environmental planning and environmental policy because that was what my undergraduate degree was in. And I still had a big interest in that, but it was sort of after that first rip that I decided – I kind of knew – found my passion for the first time in community development. So, it kind of changed my focus for my studies, and eventually my career.

Students note that differences in racial, ethnic and economic background between students and community partners can present challenges during the course of engaged scholarship. Cestero notes that in particular, regional cultural differences between students and community partners often necessitates that students learn how business within the community is conducted. This knowledge is critical to students understanding how they can appropriately and effectively support community partners as they pursue their objectives. Cestero notes that in the case of his work in East St. Louis, he and his classmates learned that critical discussions about community goals and visions took place among the elder leaders of the community once a week at 7am over breakfast in an East St. Louis diner. Students realized that the most effective way to keep up to speed on certain community matters was not to invite these elders to an evening meeting, but to attend these early morning sessions.

Role of students in work with community partners

Working in capacities that support community partners in achieving their objectives is the basic framework within which students describe their role in engaged scholarship within university-community partnerships. Goodrich remarks that, “In the end, meeting our learning objectives was important and me being a better professional is important. But these are less important if you are not really delivering a real deliverable to the community.” It is important to note however that by and large, students do not draw a distinction between activities which allow them to pursue their own career objectives and those which further community partners’ objectives. The two seem to converge.

Activities undertaken by students in cooperation with community partners vary according to the specific project and exhibit a broad range of competencies. A sample of these activities include leading neighborhood meetings, soliciting input from neighborhood business owners regarding what should be included in a neighborhood plan, conducting research, performing physical labor, raising money, and providing specific technical skills such as GIS.

Self-concept as planning practitioner

Many students reflect on the impact that their participation in engaged scholarship has had on how they understand themselves as planning practitioners. Goodrich shares that his experiences in East St. Louis taught him that community development is not solely something one does as a planner, but something that everyone must do as a resident and citizen of their community. Ionescu-Heroiuu emphasizes that students must recognize that they enter communities with their own biases. He notes that the work students to do document community visions and goals in the form of a written plan must be done in such a way that the community voice is most prominent. Similarly, Goodrich recalls that it was important for students to work in the background due to the fact that being highly visible often led people within East St. Louis to assume that the community’s voice was not being heard. He shares though that maintaining their position in the background could prove to be challenging as it was sometimes necessary for students to be in the front. Thu Nguyen notes that her participation in engaged

scholarship with community partners in New Orleans following Hurricane Katrina has expanded how she understands the planning profession and in turn has shifted how she envisions herself as a practitioner.

In addition to gaining skills that one would utilize as a professional planner, several students indicate that their experiences in engaged scholarship courses precipitated a shift in how they view the field of planning and their future roles as planners. Nguyen shares that working in the New Orleans' Ninth Ward with community partners ACORN and ACORN Housing was a formative experience that contributed to a shift in the way she understands the field of planning and how she envisions herself as a planning practitioner. She says,

So I think in the last year or so I've realized that there is a lot more in this field than I expected, which is a good thing. Because now I don't think I could just sit down in a desk downtown somewhere and just look at maps and look at routes and change them. I think planning – it's definitely more interesting now than I thought before.

Community Benefit and Student Anxiety

Identifying outcomes of engaged scholarship

Student reflections on the benefit that they think community partners derived though working with them and their classmates reveal a distinct tension between short-term and long-term outcomes of engaged scholarship within university-community partnerships. Students express great appreciation for what the experiences of working with community partners afford them in terms of both personal and professional growth. They express concerns however as to whether or not their participation facilitates community partners in achieving outcomes of similar impact and longevity.

Both faculty and students share that it is difficult to immediately know the degree to which engaged scholarship within a university-community partnership contributes positively to community partners' objectives and overall change within the community. While faculty speak of these concerns within the context of what it means for them as they attempt to convey the impact of engaged scholarship in the brief window of the promotion and tenure cycle, students anxieties seem to land squarely on the perennial challenge posed by the academic calendar to attaining a continuum of engagement.

Students describe their engagement with community partners through coursework as an intense four month period which ends abruptly and somewhat unnaturally. Students communicate uncertainty and in some cases, anxiety about whether or not community partners are able to carry on with projects once the semester of work with their class has come to an end. Burdick says,

The one thing I did sort of get the feeling was that we were all going to graduate right when this was done and that there wasn't going to be really any of us that were going to be around to carry any of these ideas, this plan that we'd formulated to implementation besides the CDC. So it was kind of like we cut off our ties right when the semester ended because we all graduated. So I felt sort of bad about that. I wondered if this is how it is in real life where if you're a consultant you come and do something and you just leave, cut ties. I guess that was a little bit of- something I really felt unfulfilled by – the lack of follow up after we were done. It was done in one – a four month period, so it was pretty intense.

Ionescu-Heroiu raises that though the community partners with whom he and his classmates worked in New Orleans' Ninth Ward did benefit in the sense that they received a considerable amount of monetary support from the city for recovery following Hurricane Katrina, that it is very difficult, if not impossible to discern whether this positive outcome was in any way potentiated by students' involvement. He says,

After we wrote the plan and submitted it to the city, the Lower Ninth was the part of the city that received the most money given out for reconstruction. Whether it was because of what we wrote, or whether it was because other people and other stakeholders raised their voice...did we play an important role, or minor role, or no role at all? I can't really say.

Linked to the tension between short-term and long-term community benefit is the anxiety shared by several students regarding the implementability of the plans that they worked to create with community partners. Students whose involvement with community partners was limited to a single semester express particular anxiety about knowing from the beginning that they would not only be absent for the implementation phase of the community partner's work, but that they had basically no previous experience upon which to base their recommendations to community partners for implementation. Burdick says, "...we'd learnt about how to plan by the end of this, but not how to implement plans." He continues that,

...We knew we weren't going to be that after it was done and we wanted to create something that wasn't just going to sit on a shelf. I think we sort of did that, but I don't know...Coming up with implementation steps so that someone could carry it forward was a challenge for us I think as well. Especially since we were sort of new and never did this before.

Additional ways that community partners can be seen to benefit from working with students stem from their sheer energy and earnest desire to connect positively and to do whatever is necessary to pursue their objectives. Cestero notes that in his experience, students' persistence in the face of situations that seemed to be at a point of impasse proved beneficial for community partners in East St. Louis. He reflects on one such instance when students jumped through a series of hoops in order to help community partners attain a goal initially deemed impossible due to seemingly immovable political boundaries. Whetten shares that it seemed at times that sitting through student presentations may have required patience on the part of community partners, but that it is quite possible that they were able to make quicker progress on certain activities with the extra hands and energy of students. Ionescu-Heroiu shares that though he is uncertain about the extent to which the presence of students helped community partners pursue their objectives in either the short or long-term, he thinks that students' sincere desire to learn about community partners' experiences and the issues they faced may have been beneficial to them. He notes that community partners shared that countless people had driven through the Ninth Ward to survey the devastation following Hurricane Katrina, but that he and his classmates were the first to get out of their cars and speak to them.

Accountability, Working dynamic with community partner

Students' reflections on the working dynamic between faculty, students and community partners brings to light several key insights pertaining to issues of accountability in planning practice. Cestero emphasizes the importance of establishing mutual understanding regarding the work that the partners can reasonably accomplish within a given time frame. He says that the worst thing a university partner can do is to raise expectations beyond what can be delivered and further emphasizes that students must develop an awareness of the historic cycle of expectation and disappointment which communities such as East St. Louis have experienced.

Whetten's reflections on the appropriate role of university faculty and students in engaged scholarship within university-community partnerships raises important questions pertaining to the role of planning practitioners in the process of community agenda setting. She shares that in one of her engaged scholarship experiences, that the trajectory of the community partners' work may have been more directed by university partners than would have been ideal. She attributes this in part to the fact that the community partners' organization was in the very early stages of establishing their leadership and at the same time was trying to define their role as a CDC in the neighborhood and in the city. Though Whetten does not think that this working dynamic necessarily could or should have been different than it was, she says that in cases where the community partner organization is more mature that, "...the local partner is going to be a lot more directive in how they want to work with the students and what kind of projects the students work on."

Subsequent years of work as a professional practitioner seems to facilitate students in reflecting critically on their experiences in engaged scholarship with community partners. Both Cestero and Burdick note that seeking input from practitioners during the course of their collaboration with community partners might have helped them and their classmates to gain useful insight about the best course of action for the project at hand. Based on what he has learned through his years as a practitioner, Cestero shares that he now recognizes that the plans he and his classmates worked to craft with community partners in East St. Louis were overreaching. He notes that students did not recognize this at the time because they had little or no experience that might help them to gauge the practicality of certain proposals.

Students share that their newness to planning practice and the lack of practical experience that some faculty bring to engaged scholarship courses can act as drawbacks for community partners. Students note that unfamiliarity with the political dynamic of the community may lead to unintentional political missteps. Something as seemingly innocent as whether or not students either talk to or do not talk to a specific person in regards to the project at hand can have negative ramifications. One can envision that establishing the type of continuum of engagement that several students discuss might

enable the partnership to build its institutional memory in ways that allow those who engage to effectively navigate local politics.

Students and the Academe

Faculty support and leadership

Relationships with faculty

Students indicate that strong investment, commitment, and caring on the part of their faculty instructors play a critical role in their learning through engaged scholarship contexts. They also note that the expertise in professional practice held by some faculty often contributes positively to the project at hand. Students cite smooth running of the process of work with community partners and the quality of the final product as among the positive impacts of faculty participation. Student interviewees from the University of Illinois Urbana-Champaign and Cornell University speak with great admiration of the commitment and caring exhibited by Professor Kenneth Reardon towards the communities he works in and all with whom he works – both community partners and students. Ionescu-Heroiu reflects that Professor Reardon’s leadership was critical to the work of him and his classmates with community partners in New Orleans’ Ninth Ward running as smoothly as it could and likens him to “the glue that held the pieces together.”

Contreras’ reflections suggest that some students who participate in engaged scholarship courses may take cues from their faculty instructors on ethics pertaining to collaborative work with community partners. When asked how she and her classmates managed a minor disagreement pertaining to an element of the park plan they were working to create Contreras replied,

Well basically, our instructor Yanni, what she always stresses to us is that the community is always right and that’s pretty much our strategy. It’s like whatever they say goes because they’re the ones who are going to have to live in the park. I mean that’s pretty much all we’re taught – we’re taught to listen, hear what they say, don’t disregard anything or don’t lose any information that they give us, to record everything and to basically go off of what they prefer.

The reality outside of engaged scholarship

Faculty dissent

Students indicate that they receive a high level of support from faculty who teach engaged scholarship courses within the university-community partnership. However, the level of support that they encounter outside of this faculty cohort is in some instances very low. Cestero recalls that it was not uncommon to encounter professors in his department at the University of Illinois Urbana-Champaign who neither supported nor cared about the engaged scholarship work that other faculty and students were doing through ESLARP. Cestero recalls the words of a professor who said that he not only did not understand why students did this kind of work, but that if his car had a flat tire in East St. Louis, he would just continue driving and not change it. He says, “And part of it is that they’re very committed to ivory tower learning. And part of it is that they never see kids as excited about their class as they saw kids excited about the work that Ken was doing in East St. Louis.”

Balancing engaged scholarship and other obligations

Whetten and Cestero share that balancing their participation in engaged scholarship through ESLARP with their other responsibilities as graduate students sometimes proved challenging. They cite the three hour car ride between Champaign and East St. Louis as among the factors that could make this balance difficult. However, both students note that these long car trips served as excellent venues for informal learning through conversations amongst students and faculty.

Three of the four students interviewed about their experiences with ESLARP are now fifteen years removed from the project. One of these students, Michelle Whetten, offers reflections which speak to issues of balance in planning education. Whetten says that though her work with ESLARP powerfully impacted her in ways that to this day strongly inform her as a professional, that she sees in retrospect the importance of a balance between theory based classroom work and practice oriented engaged scholarship. She says, “...It’s important to have both. Not just hands on experience, but also classroom education. I think there’s value in a good mix of both.”

Summary

Students speak of their participation in engaged scholarship through university-community partnerships largely in terms of what working in a hands-on manner with community partners has afforded in the way of personal transformation and preparation for professional practice. Similar to those offered by faculty, students' reflections speak to the complex challenges posed by participating in engaged scholarship while also being a member of a university community whose priorities for professional education are differently aligned. Student reflections also speak strongly to the difficulty of ascertaining exactly how community partners benefit from participating in engaged scholarship in both the short-term and long-term.

Chapter 5: Reflections of an MIT@Lawrence student participant

My introduction to Action Research

I trace the beginning of my personal investment in engaged scholarship to an experience in my final year as an undergraduate. It was through this experience that I really began to come alive as a student and feel a sense of purpose regarding how I wanted to contribute in the world beyond the Ivory Tower. I think that I had always wanted to be the type of learner, thinker and doer that I discovered myself to be through this course, but had previously just not come upon a context or group of people that helped me to discover it. The experience I speak of is my enrollment in a course about Action Research taught by Professor Davydd Greenwood at Cornell University. I vividly recall the semester spent in this class as one of the only periods of time during my four years as an undergraduate where learning expectations were not based on intaking information through lectures and readings planned months if not years in advance and then essentially re-stating to professors and graders in the form of tests and papers. In this course the entire group, both Professor Greenwood and the students, became responsible for creating the syllabus and process through which we would engage with the overarching theme of the practice and theory of Action Research. The class grew into a process in which the responsibilities and expectations pertaining to the facilitation of teaching and learning were spread across the group. Together, undergraduate and graduate students specializing in disciplines such as international agriculture, education, human development, psychology, history, anthropology, and biology simultaneously taught and learned by participating in the process.

Reciprocal learning, dissolution of the barriers and distinction between teacher and student, and emphasis on critical thinking in regards to questions of research ethics and motivation are aspects of taking part in this process which resonated strongly with me during the course and that led me to the field of planning. The benefit, enjoyment and frustration I derive from practicum courses and engaged scholarship in general within the MIT@Lawrence university-community partnership stem largely from the struggles that arise as I cling to these personal ideals while working with other students, faculty and

community partners who see these or the purpose of practicum classes and planners differently than do I.

I recall speaking excitedly to friends, peers and anyone who would listen in the months and years immediately following this course. I would invariably be asked to recount specifically what I learned and always found myself fumbling for the words to articulate exactly what being a member of this class had taught me. It turns out that almost three and a half years later, conveying the impact of this course can still be a tall order. However, I have found that the experiences of my year as an Americorps VISTA and the two years I have spent working as both a student and a staff member within the MIT@Lawrence program have brought context and meaning to the personal ideals of co-ownership of processes and co-production of knowledge which I first began to recognize through this course. Continuous reflection, both passive and planned, during and after the course of all of these engaged scholarship experiences have served as the touchstone for tapping in more deeply to the personal meaning behind the power and excitement of this first Action Research experience. Reflecting now on this course and what it has meant for my practice as a student and future professional has led me to identify more strongly with the series of events and experiences that have transpired since as a continuum of learning. The experiences are now marked less in my mind as successes or failures, fun or frustrating, but rather as a continuous path of reflection inspired by learning through practice with other people.

My experiences working within the MIT@Lawrence partnership represent a continuity of engagement that has spanned my entire time as a student in DUSP – I was involved with MIT@Lawrence as both a student and staff person from the first day of classes in 2006 and am fulfilling my thesis requirement by writing on questions inspired by my engagement in MIT@Lawrence. Similar to my experience in trying to make sense of the powerful experience of Davydd Greenwood's Action Research course, it is much easier to make sense of all of these experiences by looking at them in the context of this continuum of engagement rather than as distinct, independent episodes.

Lawrence Practicum Fall 2006

Decision to enroll

Alumni, Extremes and Intrigue

My decision to enroll in the Lawrence practicum course during my first semester as a graduate student at MIT was informed by my desire to both learn more about a place which seemed fundamentally interesting and to take a course that held the promise of hands-on, process oriented work that the department's required core of courses for first year students did not. My intrigue with Lawrence was informed by what I had learned about the city through applying for a graduate assistantship with the MIT@Lawrence program and what DUSP alum and then Deputy Director of Lawrence Community Works Kristen Harol shared at an orientation event for first year students. I suspect that my initial intrigue regarding the city of Lawrence was so strong because of the extremes that it seemed to represent. During the 1990s, Lawrence was known as the arson capital of the United State. In 2003, the city was dubbed the auto insurance fraud capital of Massachusetts. Next, the city became a prime target of predatory lenders peddling subprime or completely illegal mortgages. During my first week at MIT, I distinctly remember hearing for the first time of the impending foreclosure crisis and learning that it had already begun to hit Lawrence. I remember being absolutely dumbstruck that such extremes of economic debacle had all taken hold in the same, medium sized former mill town.

Finding synergy

I felt that taking the course would be excellent in and of itself, but imagined that if I were offered a graduate assistantship, that the two might complement each other and help me gain insights about work in both that might only come through their synergy. I also found it enticing to have the opportunity to develop some experience with practice that would allow me to bounce in meaningful, interesting ways between the seemingly distinct worlds of practice and theory; the world of practice being my own experiences working in the field, and the world of theory, at least as I understood it in the first semester of graduate school being writing and reading on what others had written on planning practice and theory. Both were enjoyable to me in their own rite, but the combination served as a path that seemed potentially helpful in developing a better understanding of what exactly I would do with this planning degree. I remember a specific moment early in the semester when a classmate shared that a Lawrence

community member who they had interviewed said that they were glad that our class was involved in the issue at hand because as outsider entities, we could escape the influence of local politics and maintain objectivity. I remember then being unexpectedly struck by how closely this sentiment resembled something that I had learned in the core course called Gateway Planning Action and Theory, namely that in post-colonial India, many of the newly elected government officials thought it best to employ foreign parties to manage planning matters because they were thought to be less prone to bend to the influence of Indian politics.

Client, Community and Class

Becoming familiar with the context

The City of Lawrence Department of Planning was the client for the Lawrence practicum course in the fall of 2007. Prior to the beginning of the semester, the instructors met with staff of the Planning Department to gauge their interest in taking part in a semester long process with the students. The instructors and city staff subsequently worked together to identify a project whose product would be of use to the Planning Department. The project chosen focused on the process of property disposition in the City of Lawrence.

Though the city had over 900 vacant or abandoned lots and its own day in land court each month to push properties back into productive use, the city did not have a documented process for property disposition. The first several weeks of data collection revealed a labyrinthine array of exceptions and inconsistencies regarding how the process is carried out in Lawrence. In fact, the process was opaque to the extent that both those trying to acquire property and those within city government whose participation was required at various junctures in the process were unable to definitively say how the process functioned. The far reaching impacts of the matter of the incredible excess of vacant, abandoned, and tax delinquent properties in the City of Lawrence make the rather mysterious nature of the process of property disposition resonate strongly with people from across the city. Whether one's primary interests are situated in increasing the city's tax revenue base, facilitating healthy neighborhood life, creating affordable housing, or increasing the stock of real estate available for small businesses, the process of property

disposition stood and still stands as both the gateway and the barrier to certain economic development and community based initiatives in the city.

Classmate Collaboration and Client Disengagement

Members of the practicum class worked together to devise a plan through which the exact steps of the property disposition process would be brought to light. Students conducted interviews, combed through files of RFP submissions, mapped the location of disposed properties throughout the city, and tracked which private and non-profit developers acquired these properties. Approximately midway through the semester students began to see spatial patterns and identify trends and disparities between the accounts of interviewees' experience with the property disposition process. Communication with staff in the Planning Department became increasingly difficult as students shared these findings. It remains somewhat unclear as to what exactly transpired between the staff members of the Planning Department and those higher up in city government, but it seems that the potential for debate and upheaval that they saw the information uncovered by students bringing created anxiety as to how they ought to handle it. Late in the semester, the client decided to no longer work with the students.

Reflections on practicum education

The stakes and classmates

I learned through my experience in this practicum course how challenging it can be for students who bring different ambitions, expectations and styles of engagement to work constructively with one another. I had done plenty of group work in college, but all of it is what I would call 'low stakes' group work. This practicum class was my first exposure to what I now refer to as 'high stakes' group work. I see this as the type of group work that ramps up in intensity as a function of both the fact that the work actually matters to a community partner and that students internalize and act upon this heightened intensity in ways that frequently clash. I recall in one instance getting into fairly intense verbal tango with a classmate over the wording and style of a particular section of the final report. Several days later, this person and I had a really great learning moment about the importance of the city council acting on the recommendations our class put

forward. We sincerely wondered and worried about exactly how and when this would happen. Early in the next semester, our class was invited to present the findings and recommendations at a city council meeting broadcast on the city's cable access channel.

Inquiry and practice contexts

My experiences with engaged scholarship as a first year graduate student included enrollment in the Lawrence Practicum during the Fall of 2006, a second practicum based on work with a community partner in New Orleans during the spring of 2007, and work as a staff member for MIT@Lawrence. I discovered during the course of this first year that engaged scholarship types of experiences are a better fit for my learning needs and style of inquiry than courses whose methods align more closely with traditional teaching and learning expectations. I find that my attitude is more action oriented and positive, my thinking more creative yet also grounded in reality, and my desire to put forth maximum effort the greatest when the work at hand entails working cooperatively with others to address an issue that actually has an impact on people.

I learned through these engaged scholarship experiences that what I learn has more meaning both in present and later contexts. In addition, the learning that takes place within the immediate context of the practicum barely begins to scratch the surface of what I realize through another context maybe years later that I've learned. It's almost as if some of the things I learn through this type of work are only accessible through some type of contextual prompt in later work. For example, I vividly recall having the realization almost seven months after completion of the Lawrence practicum course that my classmates and I had practiced a method of data collection which, though it seemed fairly basic and logical to us, was in other professional settings an option of last resort. The method I speak of is gathering information by means of talking to the people. My work in this internship revolved exclusively around tasks separated in time and space from the work of people and organizations whose objectives my employer sought to support. I had the recurring thought that I ought to just contact the organizations and talk to them about how they were either able or unable to secure and effectively apply the resources granted by my employer. Though this turned out to not be possible, I do think that the growing understanding of community organizations' capacity issues that came as

a result of my experience working within the MIT@Lawrence partnership may have helped me infuse my reports with the types of considerations that are gleaned most effectively through actual work. Had I not had these experiences, I am certain that my thoughts and questions about organizations' reporting issues, ability to secure adequate outside funds, and ability to actually apply the funds granted would have been less sensitive.

Experiences as an MIT@Lawrence Staff Member

Frustration and curriculum

Progression of expectations and anxiety

My first experience as a staff member of MIT@Lawrence was in academic year 2006-07 with Groundwork Lawrence, an environmentally focused non-profit organization. I was hired by Groundwork Lawrence to create an environmental stewardship curriculum for their youth group (also known as The Green Team) and to work with the organization's staff to plan field trips for the youth geared towards environmental awareness. Shortly into the semester, I asked members of the Green Team to complete a survey about their interests that included questions about what they like to do and learn about both in and out of school and about environmental issues that they find interesting or are concerned about, both in the specific context of their community and the world in general. In these initial stages of my work, I envisioned that the Green Team's responses would serve as a template upon which to build the environmental stewardship curriculum. I planned to do web-based research on the environmental topics that Green Team members expressed interest in exploring and structure the curriculum around connections between environmental issues within Lawrence to issues faced by communities across the globe.

At various points throughout the year of my work with Groundwork Lawrence, I felt a strong sense of anxiety. Much of this anxiety stemmed from the challenge of communicating effectively with the organization's staff. My supervisor at the organization was supportive and available to the extent that was possible given the other pressures on her time. She unexpectedly left the organization shortly into the spring semester of 2007. The ideas that I bounced off of my supervisor and other staff were

positively received in almost all cases. I had the impression that the staff saw my ideas as 'good' and 'doable'. However, I realize now that what I really needed to work effectively was critical feedback and discussion pertaining to my role vis-à-vis the Green Team's overarching agenda.

Realizations facilitated through learning in action and reflection

I frequently felt like I did not know what I was supposed to do. It is interesting in retrospect to think of all of the basic questions that I should have asked and that would have really helped me to get a better grasp on things. For example, asking how much time would be devoted to a given lesson within the curriculum and when the Green Team would begin to use the curriculum are two basic queries that might have led to discussion about expectations earlier than later.

In retrospect, I see that developing a curriculum based on the input provided in a single, impersonal survey was not the best way to go about this work. Though I greatly enjoyed the diversion from the first semester core curriculum presented by this research and grew more and more excited about the potential to present various issues to students in the framework of a system of social, economic and environmental factors, I grew increasingly uneasy. I attribute this unease primarily to the way that I was going about the task of creating the curriculum, namely that *I* was the person deciding what the members of the Green Team should learn about environmental stewardship in *their* community. I gradually came to realize during the course of the year that this curriculum would be most useful and meaningful to the students and myself if it were approached in a co-creation fashion. I believed that I would learn more from them about what they already know and have experienced and be able to contribute more positively in helping them get additional information and coordinate field trips. I also believed that they would learn more from one another if the responsibility for creating the curriculum was spread across the group. I envisioned that this would entail all of us learning from one another as we explored the multifaceted environmental issues faced by Lawrence – from the vantage of the Green Team as young members of the community and through outside resources that weave science and technology into the picture.

During my work with Groundwork Lawrence, my ambitions evolved somewhat as I learned more about what MIT could offer in terms of resources for youth and educators. I saw organizing field trips to MIT and helping students connect with resources that might pique their curiosity or help them more deeply pursue current interests in environmental sciences as a one of the key contributions that I could make through my work. Prior to my supervisor's departure from the organization, we were working together to plan a day of workshops on MIT campus for the Green Team to participate in during their school vacation week in February. Upon their arrival to campus, the students toured the Media Lab and the Stata Center. Next, they worked with Leo Burd, then a PhD candidate in the Media Lab, on a project called 'What's Up?' Leo had based much of his doctoral work on media, youth activism and civic engagement. 'What's Up' is the project that came out of his work with the youth of the Movement City program at Lawrence Community Works. Afterwards, they did a workshop on Star Logo which focused on creating computer simulations of ecological phenomena and environmental issues. The main feedback on the day was that it was fun and interesting, but too long. This was quite understandable, especially given that the Green Team and their adult staff supervisors had traveled from Lawrence to Cambridge via the commuter rail, arguably the most inconvenient mode of getting between the two cities. The staff and I subsequently discussed doing more field trips of shorter duration. However, it turned out that the 15 hours per month to allocate to all Green Team activities was not sufficient to accommodate additional field trips and all of the other items already on their agenda. However, we did settle on a second, optional field trip to MIT during school vacation week in April. Each of the three students who had intended to come on the trip had unexpected conflicts arise – one was ill, another had to baby-sit for a younger sibling and another did not want to be the only student on the trip. However, the staff person who was going to drive them did come on the trip and we had a very enjoyable, interesting day going through the workshops together.

I see in retrospect that had I been in tune with all of these qualms earlier in the fall, or been better equipped to communicate effectively with people who are absolutely crunched for time, that I might have felt more positive about my contribution to this organization. I had to first dive in and start doing things one way to realize how I

actually thought it would be best to go about the work. It is easy to see in retrospect how things might have worked better but I had to actually have the experience to glean these insights.

Working with Rebecca, establishing bridges

Connecting and disconnecting

Midway through the Fall semester of 2006, I met Rebecca Veilleux, a biology teacher at Lawrence High School who at that juncture was also a member of the Groundwork Lawrence Board of Directors. She has since transitioned off of the board to work as the organization's Education Manager. The staff of Groundwork Lawrence told me that Rebecca had extensive experience in curriculum development. I contacted her in the hopes that she might be willing to share some insight and tips that could apply to my work. She was not only willing to share her insights, but also suggested that we work on the Green Team curriculum in a collaborative fashion. Based on what Rebecca has told me and what I have observed, it seems that in her professional practice, teaching and curriculum development go hand in hand. She does not view curriculum development as a process that terminates in the delivery of a product, but rather as an ongoing process of fine tuning in time with the needs and interests of students. This is the approach that we took to our work in curriculum development with the Green Team during the spring of 2007 when Rebecca was hired as the organization's Education Manager.

Because I have since lost touch with all of the students with whom Rebecca and I worked during the spring of 2007, I do not know how and whether or not they benefited from my helping with the urban ecology curriculum. My inability to know one way or the other whether my participation in engaged scholarship with Groundwork Lawrence was good for anyone but myself reminds me of what Cornell graduate student Marcel Ionescu-Heroiu shares about his work in New Orleans, namely that it is very difficult to discern the extent to which one's work actually has a positive impact.

Urban Ecology at Lawrence High School

As it turned out, Rebecca had in fact wanted for some time to teach an Urban Ecology class at Lawrence High School. She felt very strongly about the need for this type of course at Lawrence High School and envisioned that this Urban Ecology

curriculum would help her to connect with students who may have become disinterested in science as a result of mediocre or poor experiences within the traditional high school science curriculum. Students in her Urban Ecology course would learn about ecology through exploring Lawrence's urban environment in personally meaningful ways.

As our work together progressed into the spring of 2007, I recall being very excited that Rebecca was taking steps to institute this curriculum at her school. The principal of the Math, Science and Technology the sub-school of Lawrence High School where she was teaching in at the time did not think that the curriculum fit well with the school's purpose. This led Rebecca to approach the principal of the Humanities and Leadership Development sub-school, telling him that she was working on this curriculum with someone at MIT and that she wanted to teach it at the school. He was very receptive to this idea and Rebecca transferred to this sub-school in the Fall of 2007.

Lawrence Practicum 2007

Trying to connect

Though it was tempting, I did not enroll in the Lawrence practicum class again in the Fall of 2007. However, I did maintain my connection to the Lawrence practicum course by working with class members to help them find a way to connect with youth around the issues of flooding and property foreclosure in the Arlington neighborhood of Lawrence. In late summer I began communicating with staff of Groundwork Lawrence about the possibility of the Green Team working with the practicum during the Fall. I worked closely throughout the Fall with a new MIT@Lawrence staff member who also happened to be a member of the class to maintain communication with Groundwork throughout the semester. We tried to be in close contact from the very beginning and be as clear as possible in communicating what the practicum students were doing and how they envisioned youth participation fitting into the project. The Groundwork Lawrence staff in turn also communicated their interests and concerns in a very clear manner. However, we were ultimately unable to make the connection between the practicum class' work and the youth.

This proved to be challenging and at times extremely frustrating. In retrospect, I respect that it was not as easy as I thought it would be for Groundwork Lawrence and the

practicum class to make this connection. The practicum wanted a youth component, but did not really know what form that would take because they were in the process of formulating their project. Groundwork Lawrence seemed to still be in the process of setting the Green Team's agenda for the year and was hesitant to commit them to something so seemingly ambiguous. The other MIT@Lawrence staff member and I tried very hard to intimate to the staff of Groundwork that it was important, even during the formative stages of the project to have youth participation. There were a lot of back and forth exchanges touching upon these issues, and after a while, it really began to feel like we were trying to sell them something. Our supervisor, Professor Lorlene Hoyt said that we should not be pushing them. I didn't really understand this at the time. The community partner never really gave a definitive response, but it finally became clear at the very, very end of the semester that they really were not interested. I wonder why the people at Groundwork Lawrence did not just take a more aggressive approach to this potential partnership situation. They could have told us 'No' and that the Green Team needed to direct its time in other directions. They were aggressive in terms of telling us that they wanted more information, but when we gave it, it did not seem to inspire a decisive response.

Thesis process engenders understanding

The process of conducting interviews and writing this thesis has led me to reflect more self critically on this experience and the challenges and risks to those who participate in engaged scholarship. I have developed a much greater appreciation for what the Groundwork staff might have been feeling when we approached them about potential partnership with the Green Team. They, as the adult facilitators of the youth group, have a vested interest in doing whatever they can to ensure that the youth have a positive, meaningful experience through their work as Green Team members. The Groundwork staff agreed with us in many regards as to why youth participation in this type of work is valuable to both the youth, the process and the community in the future. However, sharing these sort of 'feel good' beliefs on the value of youth ownership of community processes could not guarantee that their youth would derive any benefit from working with the practicum students on a project that was at most junctures in a very

iterative form. This particular experience reminds me strongly of what Professor Marcia Feld shares about the sequence of partner and problem identification, namely that she learned through practice that identification of a problem should happen in cooperation with the community partner. In the case of the practicum, the faculty and students had worked with their community partner to identify the problem to be addressed. However, the sequence was completely off with the youth, giving the adult facilitators good reason to think very critically about how the youth would contribute and if this contribution would be of value to them.

Educators Across Lawrence

Continuum of engagement becomes tangible

Rebecca and new community partners

The relationship that developed between Rebecca and I during my first year as an staff member in may ways acted as the catalyst which led me to pursue work with additional educators during summer of 2007. Late in the spring of 2007 I suddenly became preoccupied with how important it was for MIT@Lawrence to seek out other educators throughout Lawrence who, like Rebecca, want to explore ways that partnership might support their objectives. I learned during this first year that if one is to hit the ground running at the beginning of the fall semester (which my first year I did not), that it is imperative to have meaningful communication with community partners during the summer months. I initiated personal contact with the educators who had been in touch with the MIT@Lawrence program manager, Jesse Kaminsky, in the past year and invited all of them to consider participating in an educator summit of sorts in Lawrence on a Saturday in July. I saw this meeting as a way to meet educators face-to-face and to learn firsthand about ways that they think partnership with MIT@Lawrence might support their work. Three people attended, namely Rebecca; Patricia Karl, then Superintendent of Lawrence Family Development Charter School (LFDCS); and Frank Powers, the grant writer for Our Lady of Good Counsel School (OLGCS). Subsequent to the meeting I connected with the principals of these schools, Connie Tarsook of LFDCS and Maureen Cocchiaro of OLGCS.

Reflections and lessons on relationship building

At the time I began working in early September with Principal Cocchiaro, both she and Frank Powers had hopes that I would be able to find a way for MIT students to come to their school on a regular basis to tutor students in math and assist teachers with classroom activities such as laboratory experiments. Though this was not feasible, we did begin making progress towards establishing a weekly after school Star Logo workshop.

Rebecca's introduction to Star Logo on the day she came to MIT in April of 2007 inspired her to integrate the program into her AP Biology and Urban Ecology courses. She has been working since the Fall of 2007 with the Star Logo team and Hal Scheintaub, a high school physics teacher who has integrated Star Logo extensively in his courses and has observed very positive impacts on students' learning. Rebecca and Hal plan to apply peer learning to the workshops that will take place in Rebecca's classes. This will entail Hal's students sharing what they have done using Star Logo with Rebecca's students.

Intentions, guilt and growth

I began the 2007-2008 academic year with the intention of working with all three of these community partners. I realized soon into the Fall semester how challenging it can be to devote full time and energy to working in the early stages of partnership with more than one community partner at a time. Given what faculty, community partners and community liaisons share about the high level of involvement required early on in a partnership to establish mutual understanding regarding one another's objectives and how each would like the partnership to function, it does not come as a surprise that working at full capacity with each of these partners while also attending to other obligations as a student was not a reasonable expectation.

Midway through the semester, I found myself devoting almost all of my time and attention to one particular community partner, namely Principal Tarsook at LFDCS. Principal Tarsook knew precisely what she wanted to derive from the partnership, communicated her intentions very clearly and was also able to contribute through specific key resources and staff capacity to bringing her ideas to fruition.

I felt very guilty for quite a long time about not being able to be as involved with Rebecca and Maureen to the extent that I felt was appropriate. The experience of writing this thesis has led me over the past several months to reflect in a more in depth manner about *precisely* why such feels of guilt and anxiety arose. I had of course already developed a strong relationship with Rebecca, but felt that even though the ideas she wanted to pursue were in a sense a continuation of the work that we had already done together that it was important for me to play a more active role in the process through which she would work towards implementation. In the case of Principal Cocchiaro, we had both realized that though we may not have ever been able to bring MIT students to work with her teachers and students several times a week, that there were other options we could explore. We began pursuing one such option together, namely the Star Logo workshops, but then in the early stages of these workshops, fell out of close communication.

I now see that the feelings of guilt that arose on account of not being as involved with these two community partners as I felt appropriate are consistent with what several students share about the importance to them of working with community partners through the entire process of idea formation, planning and implementation and the anxiety they feel when they are unable to know whether or not a community partner has benefited from working with their university.

As it turns out, my initial involvement in helping these two community partners to connect with university partners around a shared objective was more critical to the implementation of their ideas than my continued involvement in the process. I still wish that I could have been engaged as fully with these two partners as I have been with the third partner, but have learned invaluable lessons this experience about community partners and university partners finding a fit through which their combined resources and capacity are sufficient to pursue both partners' objectives. The three basic steps that I took with these two partners are as follows: 1) Initial meetings and communication with the community partner to find out how I might help them in connecting with people and resources at MIT who can in turn work with them on pursuing a specific objective, 2) Meetings with people at MIT about what the community partner is looking for, and 3) Putting the university partner and the community partner in direct contact. It is now clear

that if my continued involvement in every aspect of scheduling coordinating could have hindered the process that the university and community partner needed to establish a plan that works for both of them and to subsequently pursue their objectives.

LFDCS@MIT

Principal Tarsook and Lawrence Family Development Charter School

Principal Tarsook knew from basically day one of our partnership that she wanted to establish a monthly field trip for her students to do workshops at MIT. She knew the dates that she wanted her students to come, the type of activities she wanted them to participate in, and had several specific objectives for what she wants students to get out of the field trip series. The level of satisfaction on the part of this community partner and my feeling of playing a role in supporting her objectives for students' learning reminds me strongly of what Seidman and Summers share regarding the quality of the product and the importance of students having a concrete function that is highly valued by the community partner.

In my experience working with Principal Tarsook, there has always been some element of co-creation of what the partnership between her school and MIT will do and how it will function. It is very difficult to pinpoint who is driving or facilitating this partnership at any given moment in time. I think this is because we have really reached a functional understanding through working together about how things need to happen. Principal Tarsook and I are both committed to connecting the students at LFDCS to people and resources at MIT. Her motivation is several fold. She envisions that students' engagement in math, science and technology workshops at MIT will support them in scoring higher on the MCAS exam. This is critical to measuring certain aspects of students' academic growth. These test scores also happen to be the standard measure of a school's performance and in some cases can be used to determine whether a school remains open or closes its doors. Test scores aside, Principal Tarsook also believes that field trips to MIT act as an opportunity for students to see and do things that they have not before, thereby creating a situation where students' interest in math and science can be piqued, paving the way for further inquiry.

In my experiences with Principal Tarsook, I find myself relating strongly to what Bruce Wicks shares about believing that the community partner knows what the problem is and knows what needs to be done to address it. However, through my work with Principapl Tarsook, I have also come to believe that it can be appropriate at times for the problem statement to be arrived upon through a cooperative process with both the community and university partners. This did not really happen in my relationship with Connie. She identified the problem (access to extracurricular science and math education), proposed a general solution (field trips to MIT) and then I rolled with it from there – working with her to decide which workshops would be a good fit for her objectives. As the student staff person in this context, I was in a sense acting as would a community liaison to help the community partner connect to the appropriate entities within the university. In this case, I supported Principal Tarsook in addressing her objectives by connecting her with people and programs at MIT. I in turn supported the MIT partners in fulfilling research objectives that necessitate working with youth by connecting them with Principal Tarsook and her students.

The initial steps of finding people and programs at MIT who wanted to work on a consistent basis with the LFDCS students during academic year 2007-2008 were challenging and time consuming. I sent countless emails to programs in all corners of the institute that I had either established contact with the previous year during my attempts to coordinate Green Team field trips, heard about from other people, or discovered through my own research. The MIT partners who have taken part in facilitating workshops this year include:

- MIT Teacher Education Program
- MIT Museum
- Project for New Media Literacies
- Edgerton Center
- Massachusetts Academic Games League of America
- MIT Toy Lab
- MIT@Lawrence staff

Though at times in the partnership I have felt frustration that maybe we weren't exploring as much as we could, Goodrich and the sentiment that there is not a distinction between the partner's benefit and the student's benefit comes to mind. For example, I thought initially that it would be great to incorporate urban planning skills and methodology into the field trip workshops. This turned out to not be feasible this year. Principal Tarsook was very satisfied with the workshops that we had already integrated into the field trip series and the support in math, science, engineering, critical thinking that they offered. The partners at MIT running the workshops wanted to keep working with the students on a consistent basis. In addition, it takes an entire semester for students to rotate through each of the workshops.

Experiencing benefits

The contrast between the success of the LFDCS field trip series and my field trip aspirations for the Green Team raise important questions about how the ability of university and community partners to have more abbreviated, but more frequent contact with one another can support long term relationship building. I organized a day long field trip for Green Team students in February of 2007. Everyone seemed to really enjoy it but the main feedback was that the day was too long. By no fault of theirs, Groundwork Lawrence could not allocate much more time to this kind of activity due to the array of other priorities in the Green Team's spring schedule. This is interesting to reflect on now as the school that I have worked most closely with this year has established a once monthly field trip to MIT that runs from 8:00am when the students get on the school bus to MIT and ends when they return to school after a round of two workshops and lunch around 2:00. Administrators at LFDCS seem extremely happy with the work that we are doing together to connect their students and teachers to MIT. They share that students greatly look forward to and enjoy working with the people from MIT, be it on MIT campus or at their school.

Though I have not spoken with them about this, it seems that administrators at Lawrence Family Development Charter School may be able to leverage the fact that they are currently partnering successfully with a university as proof that they are able to apply resources effectively and have a vision for connecting their students to people and

resources beyond the school's walls. They have invited both their superintendent and their grant writer to the field trips at MIT. In fact, a beautiful photo of the school's 55 8th graders was placed in the LFDCS' annual report (at least I think this is the case). The school has also gained access to a network of people and programs across MIT. These people are not only passionate about supporting youth in achieving academically, but in several cases, actually have research objectives that can be fulfilled only by working with students.

Completing and expanding the cycle

With the help of the reflections which interviews for this thesis inspired, I have seen through my own work this year that achievement of mutual benefit through these partnerships relies in large part on each partner bringing strong, personally meaningful objectives to the relationship. The relationships that have been built between people at LFDCS and people in the MIT Teacher Education Program working on Star Logo initiatives have transcended my role as a convener. In this case, the partners on the LFDCS side (principal, guidance counselor/technology coordinator, teachers, and students) and the partners on the MIT side have established a relationship that meets each of their current objectives and that they have a strong stake in not only maintaining, but also growing. In order for this partnership to work so well and to grow as it has, it was necessary for each partner to bring the capacity and willingness to cooperate and problem solve in order to pursue their objectives. Each partner saw through the initial monthly workshops at MIT during the Fall semester that their objectives could be met. The decision to expand this particular partnership to include an additional monthly series of workshops at LFDCS was informed by the recognition on the part of both partners that this collaboration was facilitating the pursuit of both their objectives. The idea to expand the relationship to include workshops at LFDCS was first inspired by a comment made by MIT@Lawrence staff member Pedram Mahdavi. He shared during a staff meeting late in the Fall semester that establishing this two way transmission would convey to LFDCS students that MIT (students, faculty, staff) believe that knowledge exchange between the two institutions and fun learning activities can and should take place on the LFDCS campus as well.

In addition to the partnership with the MIT Star Logo people, the school is beginning to develop a relationship with Hal Scheintabu, the high school physics teacher with whom Rebecca is currently partnering. During one of the Star Logo workshops at LFDCS, Hal observed that even the school's new computers were slightly slow and did not allow the computer program to run in such a way that the students could see some of the more dramatic, interesting aspects of the computer simulation at hand. Without prompt on the part of LFDCS staff, Hal offered that he would keep the school in mind for donation of his current (and faster) computers when he gets new ones. It is interesting to see that in this case, the work with MIT@Lawrence is not only creating a network of resources within MIT that support the school's objectives, but also enables the school to establish potentially beneficial relationships outside of the immediate network on MIT campus.

Continuity and Conclusions

Career preparation

Though work within the MIT@Lawrence partnership has not drastically altered the ethics of practice that I envision myself applying in the world outside graduate school, it has helped me to identify the realm within which I think that my passions and ethics of practice can be most effectively applied. I do not really know how to define this realm other than to say that I am absolutely excited and optimistic about the potential of university-community partnerships to transform the knowledge held by the university and the community. I am also very hopeful about the potential of university-community partnerships defined by mutual benefit to transform how we understand public education and in so doing, not just open doors, but support students in creating and opening their own doors to academic and career success. My work with educators in Lawrence has been an important factor contributing to how I see myself acting on the belief that high quality public education is a right, and a right that cannot be acted upon solely within the walls of a school. I have come to believe that universities can talk all they want about social change and recruiting a student body that is economically and racially diverse, but that this discourse is in many cases hypocrisy. I think it is wonderful that so many colleges and universities across the country are now getting rid of tuition for those who

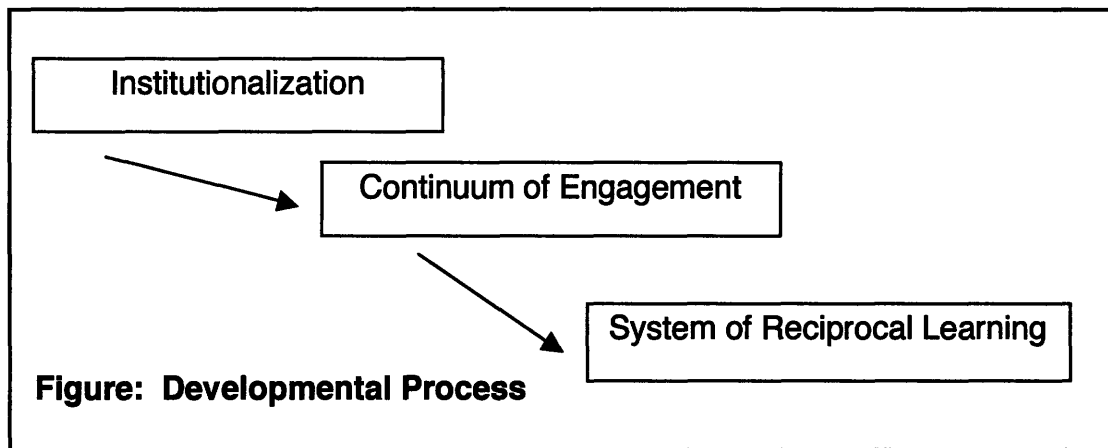
they consider middle- and low-income students. The next step is for these institutions to make a meaningful commitment work to cooperatively with communities to address disparities in access to opportunities, quality of education available to students in the public school system, and the factors outside of the school walls that influence students' ability to learn and in turn can mean the difference between acceptance or rejection from these universities.

Working within this partnership and writing this thesis has also led me to ask questions that I did not anticipate about my future role in university-community partnerships and about ways to effectively transfer knowledge gleaned from practical experience across contexts. I often think about the potential to stay linked in a meaningful way to the MIT@Lawrence partnership while at the same time working in other settings to pursue my interest in the role of universities in supporting students and teachers within public schools. At times it is exceedingly hard, and really quite painful to think about moving on from the work I am doing now. I feel like I am just beginning to 'get it', establish strong relationships, make meaningful impacts, and understand how to work cooperatively across MIT and Lawrence to make things happen. Michael Andrejasich and Brian Orland gave accounts of how their work in ESLARP has impacted their professional practice in new roles. This strongly speaks to me and leads me to be somewhat hopeful about my ability to apply the ethics of partnering that I have learned through MIT@Lawrence to other settings.

Chapter 6: Continuity within engaged scholarship shapes personal and institutional transformation

Chapter 6 Preview

The contents of this chapter elucidate the impact that attaining a personal continuum of engagement in engaged scholarship can have on a student's comprehension of the system of people and institutions at work in university-community partnerships. This chapter will walk the reader through the developmental process comprised of partnership institutionalization, continuum of engagement and system of reciprocal learning which engender the personal and institutional transformation related by interviewees and experienced through my personal continuum of engagement in the MIT@Lawrence partnership.



The first section, Institutionalization – Setting the Stage for a Continuum of Engagement, discusses the impacts of partnership institutionalization across the university and the community and presents insights pertaining to the institutionalization of MIT@Lawrence. This section will speak to the crucial role played by institutionalization in availing students of the opportunity to establish a personal continuum of engagement that spans the years of their degree program as well as the practice of ethics of engagement within university-community partnerships. Finally, this section will describe the role played by my personal continuum of engagement in expanding the network of partners across both MIT and Lawrence in the field of youth education. The second section of this chapter, System of Reciprocal Learning, discusses the role played by institutionalization of partnerships in laying the groundwork for cultivation of a system of reciprocal learning that facilitates personal and institutional transformation. The final section of this chapter, Continuum of Engagement and Student Voice, seeks to integrate the foregoing sections with the reflections raised by faculty, students, community partners and community liaisons throughout the thesis. This section presents four elements of engaged scholarship within university-community partnerships that pertain to the continuum of engagement which both university and community partners must attain in order for everyone within the partnership to benefit maximally. The presentation of these elements focuses largely on addressing challenges posed to students' ability to derive maximal benefit from engaged scholarship and calls attention to the role that expansion of the concepts of student continuum of engagement and student voice can play in the long-term benefit of all partners and institutions.

Institutionalization – Setting the Stage for a Continuum of Engagement

Institutionalization and its associated impacts

Faculty and community partner interviewees indicate that steps which affirm the commitment of university and community partners to sustained engagement can increase the legitimacy and visibility of the partnership. These impacts in turn further institutionalize the role of the partnership in the day-to-day activities of both the university and the community. Examples of steps which can precipitate these impacts include deciding to attach the name of the university to the partnership and securing funds that allow for maintenance and expansion of partnership activities. This expansion frequently comes as a result of the partnership using the funds to increase its staff capacity. Paid graduate assistants and community liaison staff who work year round with community partners in a variety of capacities enable partnerships to transcend the bounds of a traditional one-semester engaged scholarship course. The partnership is able to further assert its role within the university by sustaining this year round continuity year after year. Attaining this level of institutionalization can in turn enable partnerships to withstand times of resource scarcity within the university.

Faculty accounts suggest that steps associated with institutionalization can facilitate increased understanding of the partnership's purpose, both in the department within which the partnership is housed and across the university. This understanding can in turn engender higher levels of faculty participation in engaged scholarship based teaching and research. It remains unclear as to whether or not institutionalization similarly impacts levels of participation within the partner community. However, the increase in faculty participation can translate into more potential partnering opportunities with community members and organizations that may have previously not worked within the partnership. Community partners do note that affiliation with a university frequently brings greater credibility to the work of their organization. This credibility can manifest in increased awareness and perceived legitimacy across the community and can also aid community partners in securing additional material support and establishing additional capacity building relationships with other partners and funders.

Insights on institutionalization in case of MIT@Lawrence

Brief history of partnership formation and growth

I have seen through my participation in engaged scholarship within MIT@Lawrence the impact that increased institutionalization has had on the growth of the partnership's network across both MIT and Lawrence. Students and faculty from the Department of Urban Studies and Planning (DUSP) at MIT had been working with members of the Lawrence community since the early 1980s through client based coursework. In 1999 DUSP alumni Kristen Harol, Tamar Kotelchuck, and Jessica Andors moved to Lawrence and began working to revive Lawrence Community Works, then a nearly defunct community development corporation (Rothrock and Sparks, 2008). The integration of these alumni members of the DUSP community into the Lawrence community can be seen as the first of several steps which solidified DUSP's commitment to partnership with the Lawrence community on a year-round basis.

The first major steps towards institutionalization of the partnership between MIT and Lawrence were taken in 2002 when as a new faculty member in DUSP, Professor Lorlene Hoyt was approached by Kristen Harol. Kristen asked Professor Hoyt if she would consider establishing a partnership with Lawrence Community Works (LCW). The engaged scholarship based partnership between DUSP and LCW thus formally began in 2002 with a seven week course offered in DUSP entitled *Advanced Geographic Information Systems*. Professor Hoyt taught this course in both 2002 and 2003, and in 2004 collaborated with Professor Langley Keyes to teach a practicum course also centered upon work done in partnership with LCW called *Information, Asset Building and the Immigrant City*. This annual commitment to partnership in the context of an engaged scholarship course with LCW served to solidify Professor Hoyt's personal commitment to sustained engagement within the Lawrence community. The fact that this coursework has since become a mainstay in the department's course catalogue represents a strong step of institutionalization of the part of DUSP. This particular step speaks strongly to the role that faculty and students within the department see engaged scholarship with community partners in Lawrence playing in preparing the departments degree candidates for professional practice.

Receipt of HUD's Community Outreach Partnership Center grant in 2006 marks the most significant step thus far in affirming the commitment to sustained engagement between university partners at MIT and community partners in Lawrence. The actions which this grant has enabled university and community partners to take has further solidified the role of this partnership in the institutional fabric of DUSP, MIT and institutions across Lawrence. Funds made available through this grant have allowed the partnership to employ a part-time staff person at MIT as program manager as well as twelve graduate assistants who work year round with community partners. The creation of these staff positions has been among the most significant factors contributing to the expansion of the partnership network across MIT and Lawrence. The value that DUSP places in MIT@Lawrence was affirmed in the spring of 2008 when two incoming masters of city planning students were offered full tuition and stipend to work within the partnership during their two years in the program. The MIT@Lawrence partnership now has a stronger presence across both MIT campus and the Lawrence community and has received both institution wide and national recognition.

Enter ethics of engagement

Interaction and feedback within partnership

Ethics of engagement are not static within a university-community partnership nor are the personal ethics of engagement that faculty, community partners, and students bring to the partnership. Faculty reflections indicate that their personal ethics of engagement and those of the partnership evolve in concert with what community partners convey about whether or not the partnership is meeting their objectives, and how it is doing so. Based on interviews, it appears that people within a university-community partnership who traditionally have both an immediate and long-term stake in the partnership, namely faculty and community partners, play a critical role in establishing the unifying ethics of engagement that underlie all work done within the partnership. Students, whether they are fully aware of them or not, bring their own ethics of engagement to the partnership. They test and further develop these ethics of engagement through engaged scholarship that entails learning and working alongside other students, faculty and community partners. Faculty and community partners each bring the unique

experiences, knowledge and training that underlie their personal ethics of engagement. Through participating in engaged scholarship together, these ethics of engagement interact with one another and the context at hand to crystallize into the partnership's underlying ethics of engagement.

Engaged scholarship practice between university and community partners acts as a host to constant interaction between each individuals' ethics of engagement and the overarching ethics of engagement of the partnership. These interactions act to both affirm and challenge the partnership's overarching ethics of engagement and those held by individuals. In addition, these interactions also facilitate university and community partners in co-evolution of their ethics in a direction that is responsive to shifts in objectives, needs and visions within the partnership. Expansion of the partnership network across the university and community through the sustained engagement of students, both those who engage for a single semester of coursework and those who establish a personal continuum of engagement across all semesters of the degree program, draws in additional people who bring different personal ethics of engagement to bear on the overarching ethics of the partnership.

The means of attaining mutual benefit through engaged scholarship are relatively constant across all models of university-community partnership. Attainment of this benefit depends upon university and community partners cultivating a relationship grounded in three primary ethics of engagement. The interface of these ethics of engagement is critical to all phases of partnership formation and growth. These ethics of engagement are as follows:

- Open, honest dialogue
- Jointly held understanding of one another's roles and expectations
- Understanding and valuing the process

Lessons from ethics of engagement on attaining balance

At the time I started graduate school, I had exactly one year of work experience following college and little concept of what I was capable of or good at doing. I knew

though that I wanted to learn whatever it is that planners need to know in order to contribute constructively and positively through work with communities. On the other hand, many of my classmates students who have entered this graduate program with several years or more of prior work experience tend to have a much stronger, more concrete concept of what they intend to get out of graduate school as well as how they want to direct their current skills and career ambitions towards work within the MIT@Lawrence partnership. Many of the students who work as graduate assistants for MIT@Lawrence are rather seasoned professionals and have developed extremely high competency in one or several areas during their years of work prior to graduate school. Their experience, knowledge and skills are an incredible asset to MIT@Lawrence, but also present a slight challenge. I have both experienced first-hand and observed instances where community partners are either not interested or currently unable due to other organizational constraints to integrate the skills and knowledge that these students wish to offer into the pursuit of their objectives.

Such dilemmas raise critical questions about the purpose of engaged scholarship within university-community partnerships as well as about how and why relationships within these partnerships are established. Does a student or faculty member move from one potential community partner to the next until they find a perfect match between the issues and methods that they and the community partner wish to pursue? Or does one take the approach of Marcia Feld and find a community partner with whom to define the problem and then jointly discover the tools that will be required to appropriately address the problem?

The key to addressing this dilemma seems to lie in university and community partners finding an appropriate balance between flexibility and remaining steadfast in their objectives. Accounts offered by faculty and community partners pertaining to the process of vetting and negotiation in partnership formation combined with the three key insights into mutual benefit which crystallized from interviewees reflections pertaining to ethics of engagement offer a good starting point. The process of vetting and negotiation serves as a venue for application of the ethic of open, honest dialogue that must be practiced in order for the university and community partners to reach a point where they can begin to see the compatibility between one another's strongly held objectives for

organizational, personal and professional development. Practicing the ethic of open, honest dialogue in this context can allow partners to begin to practice the other two ethics, namely developing a jointly held understanding of one another's roles and expectations and understanding and valuing the process of engagement. Alternatively, if vetting and negotiation do not happen, both the university and community partners have benefited from learning about the resources, knowledge, goals, visions that each bring to the table.

Continuum of engagement and growth within MIT@Lawrence

Attaining a continuum of engagement

My personal continuum of engagement in the partnership led in academic year 2007-08 to a burgeoning growth in the range of people and programs across the institute whose objectives are compatible with the youth development and educational objectives of community partners in Lawrence. The continuum of engagement that I have attained during the course of this degree program has helped me to develop the know-how needed to establish relationships with new community partners across Lawrence and MIT. Engaging in year round work with educators in Lawrence has enabled me to recognize and the extensive array of possibilities for partnership between people and programs across MIT and educators in Lawrence.

Extensive efforts to network across MIT contributed greatly to the success that this partnership saw in its first year. This networking allowed me to identify people whose objectives for honing the delivery and substance of their particular program are compatible with those of Principal Tarsook and her students, namely to gain exposure to a university setting and to access people and resources at MIT that can support them in integrating curricular material and pique their interest in studies and careers in math, science, and technology. Building an awareness of Principal Tarsook's objectives that I could present accurately and with impact to partners across MIT was facilitated by our frequent dialogues about the intentions and visions of this partnership for her students and the school. It is now clear that this communication represents our mutually held value in the ethic of open, honest dialogue in partnership formation and growth.

My experiences working with community partners in Lawrence through graduate assistantships reinforce what community partner and faculty interviewees share about the leverage and credibility that community partners can gain through partnering with a university. For example, Principal Tarsook, has distinct objectives for student educational attainment that she believes the partnership can support. She also sees the partnership as critical to the school receiving credibility from those who evaluate its performance and judge its ability to effectively utilize resources. In one instance, Principal Tarsook successfully leveraged the commitment to partnership between LFDCS and MIT in a case for funding. These funds allowed the school to purchase computers with the capability to run the Star Logo software that her students use in monthly daylong workshops with staff of MIT's Teacher Education Program.

The previously established meta level institutionalization of MIT@Lawrence has facilitated efforts on the part of Principal Connie Tarsook and myself to establish a year long commitment with various programs across MIT to hold workshops with Lawrence Family Development Charter School (LFDCS) students and educators on a twice monthly basis. The buy-in on behalf of the MIT people who took part in the first year of this initiative speaks to the value that they believe partnership with LFDCS holds for their research and programmatic objectives, and in turn reinforces Principal Tarsook's trust in me. This trust allows us to speak not only about the present of the partnership, but also the future.

Innovation and transformation

My first hand experiences and the interviews conducted for this thesis indicate that institutionalization can facilitate the formation of partnerships which exemplify the innovative outcomes of collaboration between university and community partners. These partnerships yield rigorous academic research and community benefit through cooperative processes of knowledge production. In so doing, they stand as examples of how the proliferation of engaged scholarship throughout a university might evoke a substantial shift in funding priorities and research objectives.

The potential for innovation seen in the process of MIT Teacher Education Program (TEP) staff and Principal Tarsook cooperatively addressing the educational

needs of students at LFDCS is an example of how the compatibility of partners' objectives can facilitate formation of long-term relationships based in joint problem solving within the context of research based in practical application. Among the primary objectives of the Star Logo staff of the TEP is to continually develop their educational software program such that it is responsive to the emerging needs and goals of students and educators. Attainment of this objective requires that TEP staff work directly and on a consistent basis with students and educators. Establishing a relationship of this nature allows TEP staff, educators and students to develop a rapport that is conducive the type of open communication that facilitates teachers and students in raising new challenges and questions. The co-production of knowledge which this collaboration entails is critical to the TEP, Principal Tarsook, teachers and students attaining mutual benefit through the partnership between LFDCS and TEP.

The relationship between LFDCS and the TEP developed in new ways at the beginning of 2008 when TEP staff and Principal Tarsook decided to hold daylong Star Logo workshops at the school on an additional Friday each month. The success of these workshops led Principal Tarsook and staff members of the TEP to initiate dialogue about the current and potential future benefits of this element of their relationship. They are now working together to write grants that will enable them to continue the in-school workshops as well as integrate teacher training. The success and optimism for long-term growth and mutual benefit now embodied by the relationship between the TEP and LFDCS suggests that long-term mutual benefit depends on both partners bringing strongly held objectives for research, development and student growth to the process of partnership formation and growth.

System of Reciprocal Learning

Community partners' organizational self-awareness

Community partners indicate that working with university faculty and students supports them in strengthening organizational self-awareness in a number of ways. Critical to strengthening this awareness is the actual act of convening with faculty and students around articulation of organizational objectives and community visions in a context where the capacity to take actionable steps towards attaining them is available.

Convening around actionable steps with university partners often attracts community members who have previously not been engaged in this type of work to take part in the process. Community partners share that once these community members are involved, they bring new insights to the table and often stay involved for years to come. This increased civic participation brings previously unconsidered insights and needs to bear on the process which can in turn challenge community partners to evolve in their organizational self-awareness and perception of the role that their organization should play in the community. By taking part, these community members become co-creators of the process with the community partners and thus also co-creators of the university-community partnership and the transformative knowledge that is gleaned through it.

Principal Tarsook's articulation of objectives in context of action

My experiences working with LFDCS reinforces what community partner interviewees share about the impact that convening with university partners can have on community partners' awareness of the relationship between their general objectives and the actionable steps that can be taken to attain them. Convening in such a context facilitated Principal Tarsook in stating precisely how she envisioned acting upon her objectives in the context of a partnership that would bring additional resources and opportunities. Principal Tarsook holds strong objectives as both an educator and an administrator. She feels a great sense of responsibility to ensure that the education students receive at LFDCS facilitates their learning in ways that prepare them for future success in high school, college and beyond. Intrinsicly tied to this vision for student success is the objective of the school meeting the state performance standards that it must in order to remain open and continue to offer the highest quality education to future generations of Lawrence youth.

Principal Tarsook strongly intimated from our very first meeting that her objectives for a potential partnership with MIT include making sure that each of her students gets the support they need to attain MCAS benchmarks and supplementing the school's math and science curriculum with opportunities for students to integrate the skills and knowledge they gain in school with new experiences outside of school. Once it became clear that partnership with MIT could support these objectives, she articulated

exactly how she wanted to move forward given what I shared about the capacity within the institute to do so. This dialogue served as the first step in us cultivating a jointly held understanding of one another's roles and expectations for engagement in this partnership.

Learning and teaching through action

Reflections of students, faculty and community partners are consistent with Schön's assertion that classroom knowledge is merely part, and not even the most important part of the knowledge that 'counts' in professional practice (Schön 1995). These reflections resoundingly indicate that students learn and apply important planning skills and gain critical insights into professional practice in response to the needs and objectives presented by the community partner within the context of practice. In addition, reflections of students, community partners, community liaisons, and faculty echo Schön's assessment that the best way to discover what somebody knows in action is to put oneself in the position to observe them (Schön, 1995). Interviewees' accounts indicate that students learn through engaging with community partners and community liaisons why implementation and realization of community visions is not an overnight operation. At the same time as they gain skills and insights into professional practice through engagement with community partners, students gain important perspective on how the complex system comprised of the history and present of a particular issue and the interconnectedness of this issue with others poses challenges which make rapid change unrealistic. The act of actually delving into the problem in a very tangible way can have a very powerful impact on students' understanding of why community partners feel the problem needs to be addressed. Engaging in such contexts with community partners who act simultaneously as guides, educators and coworkers leads students to think more critically about their future roles as professional practitioners in communities and the impact they might have within these roles.

Personal continuum and education in Lawrence

My experiences working in the MIT@Lawrence partnership strongly echo this. I was relatively familiar with the challenges faced by public school students and educators in implementing initiatives that are responsive to students' educational needs. Through

actually working with educators as they grappled with the realities of high stakes testing, bureaucracy, the state of the community outside the school walls, and myriad other personal challenges that students may face, I developed a much deeper understanding of why community partners objectives for their schools and students are held so strongly. I in turn developed a much greater sense of urgency surrounding how I might support them. Being unable to fully support and work with all of the educators who want to connect with MIT has brought a rather great sense of personal anxiety.

Through my continuum of engagement with MIT@Lawrence, I have come to see that applying skills as I am learning them helps me to gain a more critical perspective on the pros and cons of a tool given the specific context at hand. The community partners with whom I have worked aide my learning by acting as both a teacher and a guide. What they convey regarding their specific goals can require that I tailor the skill so that their needs are met. This process of skill and knowledge acquisition through practice is reminiscent of Boyer's assertion that rather than being developed in a linear manner, knowledge comes forth dynamically and constantly and is given shape through immediate interaction with issues and concerns (Boyer in Lynton in *Knowledge and Scholarship*). This is not to say that one loses all sense of objectivity while working with community partners. Rather, one becomes sensitized to the fact that a one-size-fits-all approach in applying skills is most often not an appropriate way to engage as a practitioner.

Faculty contributions through engaged scholarship

Reflections from faculty, students, community partners, and community liaisons indicate that participating in real-world problem solving in cooperation with community partners and students can have profound impacts on faculty members' priorities as educators, researchers, and practitioners. Community partners' reflections indicate that similar to students, faculty can gain a heightened awareness of both the context and issues at hand. This in turn can be seen to make faculty members' research and teaching agendas more targeted, sensitive, and practical. At the same time as they shift in the aforementioned ways, these agendas can also become more open and potentially more interdisciplinary as faculty work with students, community partners, and other faculty to

simultaneously learn about as well as innovatively and sensitively address problems. It may thus be fair to assume that the influence which engaged scholarship can have on research and teaching can create a feedback cycle of sorts which precipitates transformative impacts within the discipline, the university and the academe. The impacts of this cycle might lead to reassessment of universities' methods and priorities pertaining to the education of future practitioners. Shifts in the way that students of planning are prepared for professional practice might in turn contribute in critical ways to the profession of planning having a more positive and meaningful presence within communities and cities.

These impacts can also be felt within the academe as a whole as faculty gain recognition and respect for their engaged scholarship teaching and research through university-community partnerships. The movement of such faculty members to positions of greater influence either within the same university or at another university creates a network effect of potential transformation across institutes of higher education. This network grows as these faculty members continue to practice and build upon the ethics and knowledge that they gained through their participation in engaged scholarship and in turn support other faculty and students in doing the same. In establishing a personal continuum of engagement similar to that seen in students who structure their professional degree program around engaged scholarship, faculty members gain the practical training and insights that they will need to contribute effectively to the organizational learning which Schön cites as so pivotal to the transformation of priorities pertaining to promotion and tenure and achieving legitimacy for engaged scholarship within the academe (Schön, 1995).

Continuum of Engagement and Student Voice

The following and final section of this thesis presents four elements that present challenges to students attaining the full range of benefits that participation in engaged scholarship within a university-community partnership can offer. Identification of these elements and the rationale as to how they might be aptly addressed came about through the interaction of reflections and insights shared by interviewees and my own reflections

on the continuum of engagement that I have attained through engaged scholarship in MIT@Lawrence. Addressing these elements is critical not only to students realizing the full short-term and long-term benefits of participation in engaged scholarship, but also to the partnership growing in a direction that is beneficial to present and future university and community partners.

Addressing student uncertainty through continuum of engagement

Students share keen insight into the role that engaged scholarship with community partners has played in their education and preparation for professional practice. Students' accounts of their experience and their subsequent reflections on these experiences reveal that engaged scholarship facilitates them in developing an awareness and respect for the continuum of steps which comprise planning processes in communities. Connected to the value that students begin to see in collaborative process is a strong sense of anxiety that develops when they are unable to maintain working relationships with community partners through each step of the process from initiation to implementation. This anxiety is informed by a sense of obligation to support community partners in each step of their work and in the uncertainty that develops when students can no longer see a connection between their initial participation and the short-term and long-term outcomes of community partners' work.

Though their immediate involvement is abbreviated relative to that of community partners, faculty and community liaisons, students in fact act as the critical agents of continuity between the short-term and long-term time frames which comprise the partnership's overarching continuum of engagement. The participation of students gives living form to the purpose of the partnership. However, the issue of students' anxiety and uncertainty regarding the extent to which community partners derive benefit from their participation persists whether or not they recognize the important contribution of their short-term engagement to the commitment between the university and the community and thus the long-term viability of the partnership. Simply telling students that they play this role, part of which they neither experience directly nor see the impacts of, may not be sufficient to allay the concerns and doubts that arise.

This raises the question then of how students can gain a tangible appreciation for the role of their engagement in the work of community partners. Part of the answer to this question lies in students attaining a personal continuum of engagement spanning the entire duration of their degree program. The ability of students to pursue such a continuum depends in part on the commitment of their university and the availability of resources needed to facilitate them in doing so. These two elements are characteristic features of a university-community partnership which has taken steps to establish itself within the university's institutional fabric. This institutionalization can serve to convey that engaged scholarship acts as both an important contribution to student education and preparation for professional practice, as well as a means of co-production of innovative theory testing knowledge grounded in the realities of practice.

Alumni relations and institutional memory

Just as students do not feel that it is 'good enough' for them to leave the partnership having gained insights that they can apply later, neither should those who engage directly on a long-term basis. Lynton asserts that the attributes used to describe the process of all scholarly work, namely reasoning, reflection, learning and dissemination, "...are neither sequential nor distinct. They overlap, they intermingle, they are not fully separable" (Lynton, 1994). This insight aptly captures the role that a students' continuum of engagement with community partners plays in both their immediate preparation for professional practice and later as a touchstone through which they will glean further insights via the interface of their past engaged scholarship experiences with new professional contexts. The insights that crystallize through this interface will benefit both the student and the people with whom they engage through their professional practice. However, unless a meaningful connection persists between this student and the university-community partnership, these insights will not in turn circle back to benefit those who continue to work within the partnership.

This being said, it is critical to devise a means through which alumni who have participated in engaged scholarship through university-community partnerships can continue to contribute to the partnership in ways that facilitate creation of a living, multidirectional institutional memory. Devising a vehicle through which alumni can

contribute in this manner can also be seen as a means of addressing the anxiety and uncertainty that many students are left with following the end of their direct engagement with community partners. This will aid both the graduate and those who continue to engage directly in the partnership in more closely examining the process by which engagement of faculty, students and community partners contributes to the co-production of knowledge and outcomes that happen through the long-term process of engagement. The long-term partners within the university-community partnership must think critically about the best way to facilitate their alumni in interlacing the continuum of engagement they established as students with their current professional practice and sustained relationship building with faculty, students and community partners who engage directly in the partnership.

Bidirectional flow critical to co-production of knowledge

The partnership between MIT and Lawrence has up to the present been largely built around the movement of people from MIT to Lawrence. The partnership as we know it today began with the arrival of several DUSP alumni at Lawrence Community Works. The engaged scholarship courses taught through the partnership center upon students going to Lawrence to work with community partners. This unidirectional flow poses several limitations to the partnership's potential to facilitate personal and institutional transformation. A unidirectional flow of people from MIT to Lawrence limits the possibilities for the types of relationships that can form between university and community partners. Additionally, a unidirectional flow may unintentionally affirm misconceptions about the creation and application of knowledge and the nature and purpose of research within the university. This in turn can undermine efforts to present engaged scholarship as a rigorous method of knowledge production and compromise the full potential of all partners to derive benefit through participating in engaged scholarship endeavors. Lynton warns that such misconceptions can create the illusion of a linear view of knowledge flow and in turn reinforce the hierarchy of values pertaining to research within the academe. These values hold scholarship typified by the movement of knowledge from locus of research to the place of application as most important and other knowledge-based activities as derivative and secondary (Lynton 1994).

The first year of partnership between MIT@Lawrence and Lawrence Family Development Charter School (LFDCS) catalyzed a rather large scale proliferation of the network of partners across MIT and Lawrence. Establishment of the relationship between the MIT@Lawrence program and LFDCS has led to expansion of a previous relationship between MIT@Lawrence and MIT's Teacher Education Program and the initiation of five new relationships with programs across MIT. This expansion has strengthened the knowledge held within the MIT@Lawrence program pertaining to the opportunities through which people and programs across MIT and youth and educators across Lawrence can engage on a regular basis. This expansion can also be seen as yet another key step on the part of MIT@Lawrence to further ingrain itself in the institutional fabric of the university.

The success and notoriety of the partnership between MIT@Lawrence and LFDCS has led other educators in Lawrence to inquire assertively about the prospect of their school partnering with MIT in a similar manner. The insights that people who participated in the first year of this partnership gained will be of great value as people across Lawrence and MIT work together to establish similar relationships structured around meeting the unique needs and objectives of other schools and partners. The problem solving that will be required to apply a similar model will in turn create new knowledge that will contribute to the institutional memory of the partnership and in turn act as a foundation and aid for future work within the partnership. MIT@Lawrence hopes to begin partnership on a similar imitative with Our Lady of Good Counsel School in the fall of 2008. The establishment of this bidirectional flow of Lawrence youth and educators and people across MIT has facilitated the production of collective knowledge that would not have come about otherwise. This knowledge will aid partners at MIT and LFDCS as they build upon the foundation they have laid and will also be invaluable to current and future MIT partners and graduate assistants as they work with other schools to establish relationships and to integrate a similar model of university-school partnership into their process of engagement.

The first year of partnership between MIT and LFDCS has also led many students to develop a strong interest in maintaining and building new relationships with people and programs across MIT. Four students from LFDCS who will be entering high school

in the fall of 2008 were accepted to the Science Technology Engineering and Math (STEM) Program. These students will spend five weeks on MIT campus during the summer of 2008 taking college preparation courses in calculus, robotics, physics, chemistry, probability and statistics. Following this summer session, students will participate in a mentoring program during the academic year through which they will be paired with MIT undergraduates studying for careers in math, science and engineering. A seminar program that brings STEM students' family members together with leaders in the field of education research to discuss ways to support students in attaining academic success will also be held during the academic year. The participation of these four students in the STEM Program represents an important step in institutionalizing the practice of supporting Lawrence youth in developing a continuum of engagement with MIT.

The first year of partnership with LFDCS and the coming participation of Lawrence students in the STEM Program represents the first in a series of ways that MIT@Lawrence will seek to expand the concept of student voice to include future as well as current and past students. Lawrence youth who engaged with MIT@Lawrence in academic year 2007-08 will begin to develop their own continuums of engagement through relationships and co-production of knowledge with people and programs across MIT. Through participating in this manner, Lawrence youth can contribute in new and powerful ways to the institutional memory of MIT@Lawrence and also take advantage of resources that support them in preparing to attain their academic and career goals. The hope is that these students will one day apply, be accepted and matriculate as students at MIT. Inclusion of Lawrence youth who have engaged with MIT@Lawrence in the MIT community as students represents one of the next logical steps to complete the university-community partnership cycle that began with the arrival of several MIT alumni in Lawrence.

Engaged scholarship and attaining tenure

The necessity of faculty establishing a continuum of engagement in engaged scholarship within a university-community partnership is underscored by the impact of faculty engagement on the preparation of students for professional practice, the benefit which community partners derive through partnership with a university and the potential which engaged scholarship holds for the transformation of the university. In addition, faculty who establish a continuum of engagement in engaged scholarship within university-community partnerships develop personally and professionally in ways that enable them to contribute directly and positively to the organizational learning which Schön posits as critical to transformation of the scholarship and priorities within higher education.

Risks and challenges associated with faculty participation in engaged scholarship

Reflections from faculty interviewees substantiate Boyer's claim that faculty who devote time to applied work through engaged scholarship frequently jeopardize their careers (Boyer, 1996). Junior faculty dangerously risk job security whether they gingerly attempt to integrate their teaching and research through engaged scholarship into their case for promotion and tenure or seek to base their entire case on the continuum of engagement they develop as an active participant in the day-to-day activities of a university-community partnership. Complicating matters is the fact that large, easily tangible outcomes which would speak loudly and clearly to those who may neither respect nor understand the value of engaged scholarship to the academe and society at large generally do not come about in the time of a promotion and tenure cycle. Lynton notes that fixation within the academe on the outcomes of scholarship is to the detriment of understanding the intellectual process by which these outcomes come about. This imbalance will in turn continue to stunt the development of a consistent definition and set of standards to apply to the full range and potential of scholarly work (Lynton, 1995). This situation will only be exacerbated as the disconnect persists between those who base their careers around engaged scholarship and those who evaluate the fruits of this work.

The choice that faculty make between traditional scholarship and engaged scholarship within a university-community partnership is aptly captured by Schön's metaphor of the highlands and swampy lowlands representing rigor and relevance.

Schön argues that while those who vie for the familiar territory of the highlands often display great alacrity in applying research-based theory and technique to problems, these problems tend to be relatively unimportant to individuals or to society at large. On the other hand, those who opt for the swampy lowlands encounter problems of the greatest human concern whose solutions transcend the culture of technical rationality and are difficult to articulate in the accepted language of academic rigor (Schön, 1995).

Faculty interviewed offer that if junior faculty want to structure their teaching and research around engaged scholarship, then they should go to a university that will support them in doing so. Some university-community partnerships indeed have established practices which both ensure the smooth running of the partnership and act as support mechanisms for faculty to ascend through the ranks of promotion and tenure. These include coordinating logistical elements of the partnership and establishing connections with potential community partners with whom to work on projects. Though the presence of these support mechanisms in one program in one department of the university may help a junior faculty member to produce high quality research based around engaged scholarship, this faculty member's work must still stand up against the scrutiny of those who may deem that no matter the innovations or rigor of this work, knowledge derived through engaged scholarship does not merit promotion or tenure.

Faculty offer pragmatic suggestions about measures junior faculty might take to increase the odds of attaining tenure status while pursuing research and teaching agendas situated in engaged scholarship. However these measures seem cautionary to the extent that one must wonder how engaged scholarship is to precipitate transformative change in the academe. If faculty are unable to work unabated and in earnest from day one to produce work which speaks to the value of engaged scholarship as a viable method of learning, teaching and discovery, how will they make a strong case for themselves and others as to why such scholarship merits tenure? Faculty thus encounter the conundrum of Schön's double impediment, typified on one hand by the power of disciplinary in-groups which have grown up around the dominant epistemology of the research university and hold sway over junior faculty members' careers, and on the other hand by the difficulty posed by the compromises they must make to working in earnest to build a career around engaged scholarship (Schön, 1995).

Student voice is part of the answer

Boyer says that there is a growing feeling in the United States that higher education is part of the problem rather than the solution (Boyer, 1996). As long as faculty are unable to fully immerse themselves in engaged scholarship for fear of reprisal in the form of both loss of a job and the opportunity to contribute to the transformation of the academe, engaged scholarship cannot live up to its potential to support universities and communities in innovatively addressing complex, serious issues. In order for engaged scholarship to attain its potential, faculty must be able to develop relationships with community partners and establish the initial phase of the continuum of engagement that will lead to steps of institutionalization and cultivation of the system of reciprocal learning. Dialogue surrounding the place of engaged scholarship within the academe and the challenges posed by higher education's standard process of promotion and tenure to the proliferation of engaged scholarship through the disciplines has up to the present largely been one among university faculty and administrators. Through analysis and reflection upon interviews with those who have attained personal continuums of engagement within university-community partnership as well as through reflection upon my own continuum of engagement within the MIT@Lawrence partnership, it has become apparent that student voice can add an invaluable dimension to this seemingly intractable dilemma. However, in order to play an instrumental role in calling for this change, students must have the opportunity and the support to develop a personal continuum of engagement in university-community partnerships.

Summary

The developmental process identified through this thesis research elucidates the role of people and institutions in engaged scholarship within university-community partnerships. The components which comprise this developmental process, namely institutionalization, continuum of engagement, and system of reciprocal learning create a framework through co-production of knowledge between university and community partners engenders personal and institutional transformation. Institutionalization of the university-community partnership in the day-to-day life of the university and the community increases the perceived legitimacy of the partnership within these respective venues. The funding support which institutionalization frequently entails plays a critical role in a university-community partnership's establishment of year round commitment to work in engaged scholarship capacities with community partners year after year. The personal continuum of engagement that students are able to attain thanks to the partnership's ability to transcend the traditional bounds of the academic calendar can in turn facilitate expansive growth of the partnership network across both the university and the community. The commitment that students are able to convey to community partners through their continuum of engagement in turn reinforces the trust and value that each place in long-term processes of co-production of knowledge.

In the most basic expression of the developmental process, institutionalization and continuum of engagement set the stage for the creation of a university-community partnership's system of reciprocal learning. The power of the system of reciprocal learning to create knowledge and innovation is dependent upon the partnership's capacity to support both university and community partners in attaining a continuum of engagement. Within this system of reciprocal learning, community partners experience further development in their organizational self-awareness. Students' engagement within this system enables them to learn and apply new skills in response to the needs and objectives of community partners and to develop an awareness and sense of urgency of community partners' objectives that in turn shapes their personal concept as a future practitioner. The continuum of engagement that faculty establish and subsequently derive personal and professional growth from through the system of reciprocal learning plays a pivotal role in the potential of engaged scholarship to transform the priorities and

function of institutes of higher education. The influence which participation in engaged scholarship can have on faculty members' teaching and research priorities can play a critical role in shifting the way that students are prepared for professional practice through degree programs at institutes of higher education. A faculty member's continuum of engagement also enables them to produce research which speaks convincingly to the role that engaged scholarship can play in both student education and in the potential of university-community partnerships to address pressing social concerns.

The continuum of engagement that I have attained through my work with MIT@Lawrence during the two years of my degree program at MIT in the Department of Urban Studies and Planning has culminated in an acute awareness of the potential role of engaged scholarship within university-community partnerships to engender personal and institutional transformation. Reflection upon my continuum of engagement in the context of this thesis writing process has enabled me to identify elements of engaged scholarship within university-community partnerships that present challenges to both university and community partners attaining maximal benefit. These elements are presented from the vantage of a student looking inward and outward upon the role played by their continuum of engagement in personal development and the role of student continuum of engagement in general on university-community partnership growth. The challenges posed by these elements are most aptly addressed through further exploration of the role of student continuum of engagement and student voice in university-community partnerships.

Conclusion

The preliminary findings of this thesis revealed that the means of attaining mutual benefit in engaged scholarship does not vary considerably across the models of university-community partnership studied. Mutual benefit within these contexts is predicated upon the following three fundamental ethics of partnership engagement: open, honest dialogue; jointly held understanding of one another's roles and expectations; and understanding and valuing the process. Accounts of university and community partners reveal that the question of mutual benefit can act as a lens through which one can glean insight into the processes of partnership formation and growth and the specific ways that engaged scholarship within university-community partnerships can potentiate personal and institutional transformation. Examination of the relationship between partnership formation and growth, and the transformative potential of engaged scholarship reveal a developmental process comprised of the following three elements: 1) Institutionalization, 2) Continuum of Engagement, and 3) System of Reciprocal Learning. In the most basic manifestation of this process, one element sets the stage for another in a linear progression. Institutionalization most frequently entails a decision on the part of the university to ascribe the university name to the partnership or receipt of a funds which allow the university-community partnership to expand the breadth and depth of its activities. Institutionalization sets the stage for students, faculty and community partners to attain a continuum of engagement that transcends the traditional bounds of the academic calendar. Over time, these year round relationships become expressed as a system of reciprocal learning through which co-production of knowledge engenders personal and institutional transformation.

Much of the direction and purpose of this thesis were crafted by the flow of experiences presented through my personal continuum of engagement within the MIT@Lawrence partnership. I came to recognize the critical role played by continuum of engagement through parallel reflection upon my own experiences and the accounts of faculty, students, community partners and community liaisons. I have come to believe more firmly in the power of engaged scholarship to transform relationships in ways that allow them to meet the pressing needs of the present at future – relationships between students and educators, professionals and clients, students and society, universities and

communities, and public schools and universities to name a few. The critical thinking that I was able to apply to experiences once marked exclusively by feelings of ineptitude, anxiety, and uncertainty have helped me attain a new level of understanding regarding the relationship between students and all other human and institutional factors that one encounters through engaged scholarship. Reflections derived through the interface of my personal continuum of engagement with university and community partner accounts has inspired the realization that the insights which one gains as a student immersed fully in the academic, interpersonal, and institutional aspects of engaged scholarship make a strong argument for the role of student voice in shaping the relationships between universities and communities.

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