

**External Observations of Public Engagement
University of Washington, Bothell**

**Building a Forward-Looking Agenda for Securing
UWB's Position as a Leading 21st Century Institution
of Higher Education**

*Andrew Furco, University of Minnesota
Barbara Holland, Portland State University
February 10, 2014*

The University of Washington, Bothell's current mission, vision, and values position it to be a leading higher education institution in the 21st Century. Building on a mission of securing educational access for a diverse student body, this relatively young institution is emerging as a prominent player in addressing the needs of the local region through the institution's research, teaching, and public service. The University's current strategic plan lays out a contemporary framework that presents a set of forwarding looking goals, which if achieved, will secure the institution's position as leading exemplar of a 21st Century public university. In particular, the emphases on interdisciplinary work, community engagement, engaged scholarship, and access/success for a diverse student body all represent important directions that foreshadow success and leadership in the changing world of higher education.

What is needed most at this time of unprecedented growth and development is a declaration that describes, clarifies, and firmly anchors the institution's identity and character, so that there is broad institutional understanding and excitement about a clear path going forward. New, bold strategic action initiatives that focus on advancing the broad goals of the current strategic plan will guide the shaping this more specific and clear identity. In considering the campus's strategic plan, we recommend that public engagement not be presented as a separate initiative, but rather be woven into each of the strategic goals. Whatever new strategic action initiatives are implemented to revitalize the institution's strategic plan, public engagement should be seen as integral strategy that has potential to optimize the initiatives' goals along many dimensions.

As public engagement continues to play a more central role in advancing institutional priorities, the genuine and continued involvement of a broad mix of faculty in community engaged work will become increasingly essential to secure success. To garner a broad-based involvement of faculty, there will need to be a deepening of the understanding of the scholarly aspects of campus-community partnerships in ways that cut across the institution's disciplines as well as research and teaching missions. This is not to say that all disciplines or faculty will be engaged scholars but that there is wide understanding that high quality engaged scholarship is essential to the mission and directions of the institution and offers

opportunity to build on the commitment to interdisciplinary work, to enhance student learning and outcomes, and to contribute intellectually to development in the region.

To date, the UW Bothell's public engagement work has been impressive as it has begun to become more integrated into the colleges and schools core academic programming. However, the sustainability and deeper institutionalization of public engagement at UW Bothell remain precarious primarily because the public engagement appears under many guises, sometimes with unclear purposes and intentions, is highly dependent on individual interests and participation, and is operationalized quite haphazardly across the various academic and administrative units. These conditions limit the institution's ability to capitalize on the collective power of public engagement to advance the institution's priorities for research, teaching, learning, academic programs, and the external community.

The institution is fortunate to have uncommon, broad-based support from some key internal stakeholders, including senior management, faculty, staff and students.

The distribution of the public engagement work is a bit uneven across the disciplines, with most of the visible engagement activities occurring within the Interdisciplinary Arts and Sciences units. However, several of the individuals with whom we spoke informed us that they came to work at UW Bothell specifically because of its strong commitment to student access, regional development, social justice, and the belief in having a balance between providing high quality teaching and conducting significant research. In many regards, these are the elements of the institution that give it its distinction and can help secure its status as a leading "engaged university" of the 21st Century. Higher education trends increasingly value these qualities, and UWB will be advantaged by adopting them now, rather than imitating academic cultures of the past.

All of our recommendations are influenced by the founding and ongoing expectations and purposes of the institution, and are intended for the institution to be successful on the local, state, and national levels. Our focus is to help the University position itself to be successful in capturing the emerging trends in higher education in ways that will lift its prominence, position it as a leading exemplar of the engaged university and contemporary academic culture, thus securing the institution's full achievement of its mission.

Observations and Recommendations

Mission Alignment. The University's founding commitment to student access, its stated mission, its espoused values, and current strategic priorities provide fertile ground for public engagement to thrive and play an important role in advancing the institution's research, teaching, and public service agendas. However, our observations revealed that much more needs to be done to demonstrate and showcase the ways in which public engagement can serve as a strategy to advance

institutional goals. Too many in the campus community see public engagement as extra or optional activities that carry little reward or connection to teaching and research goals. Nothing could be further from the truth.

RECOMMENDATION: We recommend making overt and intentional connections between public engagement and University's mission and values by integrating goals and actions throughout the strategic plan as it is renewed and updated. Faculty and staff development, based on literature, research and practice examples from other institutions will enhance understanding of its quality and relevance to the goals of the institution.

Institutional Identity. The University is promoting various identities simultaneously. Our discussions with a broad representation of the campus community made it obvious that there are many different views of the institutional mission, identity and direction. Some believe the institution is an access institution so that the teaching goals are of primary important, especially as enrollments grow. Others believe that institution is a research institution that must adhere to the scholarship standards of the broader University of Washington, and the focus should be on raising the research profile of the university. Others feel that the University is a community-focused institution that has a strong commitment to the region, and needs to be more responsive to community issues. Given that the institution is in transition and continues to see rapid growth, there is much questioning among faculty and staff regarding what the University seeks to ultimately become and how they should best position their work.

This lack of clarity over institutional identity results in disagreement about what the goals, purposes, and role of public engagement should be, and about how it is assessed as academic work. A generational tension is emerging, with some senior faculty focused on traditional values and strategies and many younger faculty interested in scholarly approaches that align well with trends in higher education (interdisciplinary, engaged work that brings teaching, learning and research into closer interaction). For example, while the University touts engaged scholarship as an institution value, junior faculty shared concerns with us that their mentors are encouraging them to avoid community-engaged work and focus on a more traditional scholarly agenda. There is a need for a clear institutional identity regarding academic cultural values, aims and processes.

RECOMMENDATION: The proposed strategic plan progress assessment (Chancellor's suggestion that there will be an analysis of the progress made on the goals of the current strategic plan) should focus on clarifying and articulating the institution's identity. Given that growth goals create an intensive teaching load yet research is also important to progress, it will be useful to create a model that encourages a greater convergence of scholarly roles. We believe this is a ripe opportunity for UW Bothell to establish a cutting edge identity that values more integrated views of the connections between research and teaching, that incorporates new and forward looking

trends in higher education (online learning, interdisciplinary research and teaching, community-engaged pedagogy and scholarship, links between research and regional economic impact, the development of global sensibilities, etc.). Public engagement as a method of teaching and research is a key strategy to help the university learn and embrace these contemporary academic values. This approach will help UWB set itself up as a campus that upholds the expected standards of the University of Washington by operating in ways that emphasize innovative and cutting edge work that is different in method from Seattle. In this time of great change in higher education, we firmly believe that the more UW Bothell can distinguish itself as a high quality, high-performing cutting edge university (rather than relying on 20th Century strategies no longer available) the more it will succeed in achieving its goals and strengthening its overall stature as a leading institution of higher education. A robust public engagement agenda that integrates research and teaching with public engagement will make the university increasingly competitive and respected, while also addressing issues important to the region as one of the University's distinguishing features.

Public Engagement Agenda. There was general consensus among interviewees that the UW Bothell would benefit from having an intentional public engagement institutionalization agenda. Currently, public engagement activities are diverse, unconnected, and reflect the interests of individual or groups of faculty. While such self-initiative is often valuable and successful, the lack of an overarching institutional agenda of engagement represents a lost opportunity to have both individual activity and broad, interdisciplinary and multi-faceted agendas of sustained public engagement that generates positive outcomes internally and externally over time. There is benefit to crafting a strategic agenda of public engagement that will invite broad faculty and student involvement, create sustained programs and initiatives, generate public and private resources, deepen campus-community relationships, and attract future faculty and students to UWB. An intentional agenda of work also facilitates capacity to monitor and measure the impacts and outcomes of these efforts.

RECOMMENDATION: We recommend establishing an agenda for public engagement, which lays out the diverse and complementary ways the university and external partners will work together to generate outcomes of benefit to both academia and the public. Given the university will soon update action initiatives for its strategic plan, the timing is good to study, in deep consultation with external partners, the alignment of UWB academic goals and strengths with regional community issues and opportunities; broad issues that will energize an array of activities involving diverse disciplines and multiple community connections. The development of the agenda between campus and community will, in and of itself, be a valuable opportunity to develop greater understanding of the potential role of engagement in developing UWB going forward. Such an agenda will help

inform new goals for engaged learning for students, policies for partnerships, structures and values that assess and reward faculty involvement in quality public engagement. This focus approach will also contribute to recruitment, retention, alumni involvement, grant-making and fundraising. In the context of experiencing the implementation of such an agenda, the institution will more naturally recognize solutions to the persistent confusion about scholarly values. This public engagement focused agenda should include goals and benchmarks for campus and community, informed by stakeholders internally and externally. Having a more strategic agenda to guide the institutionalization of public engagement will help UW Bothell be more intentional with the actions it takes and programs it implements regarding growth and reputation. The public engagement plan should be guided by the campus's overall vision and values, as well as the goals presented in the University's strategic plan. A focused agenda will generate strategic action steps that will optimize the institution's available resources, time, and energy in ways that will enhance the campus's research and teaching activities. To repeat, developing such an agenda does not restrict individual engagement or work on other community engaged issues. The agenda (perhaps one or two themes at first) will help, through experience, observation and experience, to clarify the role of public engagement in academic culture and as a method of teaching, learning and research based in partnerships.

Defining Public Engagement. Public engagement at UWB seems to have strong support in some quarters but less in others. Different units and individuals approach public engagement activities through different lenses; some appear to be high quality engagement and others may be closer to acts of charity (not a form of public engagement). Quality practices as a form of teaching and research, and the unique purposes and intentions that undergird forms of public engagement need to be better understood. Some of the resistance to public engagement is generated by observation of diverse projects which exhibit a wide array of models, purposes and intellectual quality.

RECOMMENDATION: Public Engagement, at its core, is a method of teaching, learning, and research that involves mutually beneficial exchange of knowledge in a context of partnership and reciprocity (see Carnegie definition). Traditional public service is still defined as it always has been in higher education and is not a form of public engagement unless it involves the characteristics mentioned above. The definition of public engagement is driven by the interaction of academic and external community entities to work together to create and exchange knowledge for mutual benefit. It involves doing work “with” communities as opposed to “to” or “for” communities.

Like all forms of scholarly work, public engagement can operate in different modes and forms, and address a wide array of topics and goals, all within a

context of quality practice and principles. This is the way universities organize research, teaching and learning; public engagement is no different. Whatever mode or purpose or outcome is chosen, quality practices and outcomes are expected and can be assessed. Research conducted by Battistoni and others suggest that different disciplines ascribe to different models or forms of public engagement. In general, we recommend that UW Bothell be open to a variety of modes forms of public engagement. For example, much of the work of IAS focuses on activities meant to engage students and community working together on social justice issues. Other disciplines might be interested in other broad issues such as sustainability or economic development or health disparities – these might have some focus on social justice, but some may have other specific outcomes desired by the community. Aligning public engagement will only one particular lens or framework will only alienate those who, because of the norms and expectations of their disciplines, view public engagement through other lenses. In the context of the definition of public engagement offered above, UWB should ask each discipline (college, school, or department) to explore what public engagement means to the discipline and what might be the primary purposes, intentions, and goals are for community-engaged research, teaching, and public service. These goals could include, but not be limited to, goals such as increasing student recruitment and retention or increasing research activity on a particular topic. Such goals must then be aligned, through dialogue with community, issues and opportunities available in the region, which will lead toward partnership and program development. Public engagement is a scholarly method for teaching and research and is applied where it is appropriate for the questions and goals.

Thus, public engagement is not suited to every faculty member's agenda and expertise. More faculty development and constructive discourse are needed to build a campus-wide understanding that the engagement agenda is about expanding the kinds of scholarship that are produced at UWB and that for some questions and topics of work, engaged scholarship can enhance both the academic and the social impact of the scholarship that the University produces.

Public Engagement as a Strategy. Currently at UW Bothell, public engagement is seen primarily as a set of separate activities and programs, rather than as a *strategy* that can be used to accomplish major institutional goals. At the same time, there is a widespread sense that public engagement is something important and useful - something the University should do because it will help realize the mission and advance the institution's academic performance and profile.

RECOMMENDATION: We recommend that conversations about public engagement shift *from* talking about public engagement as something the University should do *to* talking about the goals and priorities for students, faculty, units, the University, and the community and then explore how publicly-engaged research, teaching, and/or public service might help

achieve those goals. For example, the institution is heavily invested in interdisciplinary work. How can public engagement help strengthen the institution's interdisciplinary goals? The University seeks to provide greater access to diverse students. How can public engagement help increase diverse students' interest in choosing this University? Research shows that engaged learning strategies increase recruitment and retention – how much should community-engaged instruction be a hallmark of the UWB learner? How much community-based learning activity is enough to meet institutional goals for students? In what ways does engaged learning confer unique traits on UWB graduates? Ultimately, the goal is not “to do public engagement”.

Rather, the goal is to advance the University's priorities and goals by implementing a strategic agenda of public engagement in teaching, learning and research, and building the community partnerships to guide and frame that work. Public engagement is just one vehicle to achieve some of the goals, and consideration should be given to setting goals regarding when and where it can be best applied to advance these goals.

Student Demographics. The students we interviewed believe that public engagement experiences are an important and much-valued component of their educational experience at UW Bothell. They acknowledge however, that for some students, more intentional and accessible opportunities are needed and that more structures to support students' community-engaged work need to be put in place. Current programming largely attracts traditional students, and the institution's large and diverse student body with diverse characteristics is not as involved – this presents risks to the growth strategy. Research shows that students who are first generation, underrepresented, commuting and working are among those students who place the greatest value on community-based learning experiences. In addition, the students participating in public engagement were described as primarily traditional age students. This raised questions about how non-traditional age students are engaged in community-based learning.

RECOMMENDATION: We recommend developing a more complete and visible list of opportunities for students to participate in community engagement experiences (especially experiences that are connected to their academic work) and establishing a mechanism that informs all students about the opportunities. First and foremost, the university needs to map where all of its current community-based learning classes are in the curriculum, and aim for a more even and consistent level of access and opportunity across majors. An effective approach would be to conduct an analysis and map of ALL forms of experiential learning to students, which would identify gaps and opportunities to be strategic and more successful in reaching more and a more diverse mix of students. A critical institutional reflection question that must be asked regularly: “Which students are getting the benefits of community and experiential learning and which are not?” As

part of an access and recruitment strategy, the University might institute a community engagement scholarship program that awards scholarships based on students' prior commitment to community engagement. Another scholarship might be given to students who commit to leadership and facilitation activities in support of community-based programming, and act as community ambassadors. Another scholarship might be earned while at UWB based on enrollment in community-based learning classes and co-curricular endeavors (any of these scholarships could be named/endowed). We also recommend that attention be given to providing professional development to faculty members and departmental leaders to increase their capacity to encourage and engage students in community-based experiences as an integrated component of the curriculum. The introduction of greater numbers of community-based learning classes need not require great investment (although it requires some infrastructure) because it is shifting teaching methods from one mode to another. The main questions are where should such learning occur to help students succeed and progress, and how do we ensure all students have access to such learning if they desire it?

In addition, given the expanding enrollments of underrepresented and non-traditional age students, we suggest that more careful consideration be given to how public engagement opportunities are dispersed across the curriculum, in required in elective courses (majors, general education), and in co-curricular opportunities. Equity of student participation will support institutional goals for growth, improvement and retention, visibility in the region, and alumni satisfaction. Having a data collection system in place will help provide the data that will be needed to make strategic decisions about public engagement offerings. In addition, we recommend holding discussions about opportunities for premajor students to use public engagement as a way to explore majors. In regards to commuter students, internal discussions and focus groups that explore ways to best engage and involve them would prove valuable in developing strategies that can better support their involvement. One option to engage commuter students is to expand opportunities for in-class engagement, and for students to do engagement work focused on campus needs and issues; this can help student stay on campus during the day and engage in meaningful, educational activities between classes, etc. We also recommend taking a look at similar institutions to explore strategies for involving commuter students.

Accounting and Assessment. The vast majority of key stakeholders we interviewed—faculty members, department leaders, central administrators, and important community partners—expressed support for developing a comprehensive system that can account for the scale and scope of the University's community engagement efforts. An accounting and assessment system is essential for furthering the institutionalization of public engagement. Such a system is needed to ensure rigor, maintain high quality standards, and optimize the impact for all involved. In

particular, such a system can help ensure equity of opportunity for student involvement, inform the identification and recognition of community partners, provide data for donor and alumni involvement and cultivation, and identify areas for improvement, growth or change. Public engagement is a unifying activity for institutions that do it well – it can create a more common view of the mission and academic culture, create collaborations across the disciplines, link the university to new sources of revenue and funding, raise pride and satisfaction among students, and transform communities. All this requires program oversight, accounting and assessment data gathered in an ongoing and systematic manner.

RECOMMENDATION: Garnering campus-wide data on community engagement initiatives can be extremely challenging, especially when there is scattered activity and little motivation on the part of the units to share the data and information they hold. We recommend two employing two complementary strategies that can begin to build a database of community engagement programs, projects, and activities while also securing some buy-in from key stakeholders. The first strategy involves identify existing campus-wide data collection systems (e.g., student enrollments, annual faculty activity reports, course descriptions, sponsored research proposal forms, campus events calendar, and others) and insert particular items or questions within those existing systems that can help provide data on public engagement issues of concern. This strategy avoids setting up a separate system for collecting community engagement data, which is likely to garner only modest responses at best. The second strategy is to convene representatives from units, offices, and programs that conduct community-partnered work to spend a day (or two) learning about each other’s public engagement work. As preparation for this gathering, ask each unit to provide some descriptive information about its public engagement work. These data can then be compiled and shared with the group; sharing and discourse can lead to new activities. In both strategies presented, the data collection has meaning and purpose for those who are to provide the data, and thus the likelihood of garnering more complete and robust data will be higher. Data from students can be collected through a few questions integrated into course evaluations or the creation of a unique evaluation for community-based learning courses. Co-curricular events can be evaluated using short surveys distributed at the event or using social media. In any case, the aim of the evaluations should be to capture the impact of the experience on student learning and development in line with UWB learning and graduate outcomes. Community descriptive and contact data can be collected using the faculty/staff strategies described above. Once partners are identified, best practice reveals that while surveys are simple and easy, response rates from partners are low; a better method is to convene partners in focus groups to discuss their views on impacts, benefits, areas for improvement, and their satisfaction or feedback information. All these data are useful not only for internal planning purposes, preparation for accreditation reports, and external relations, but also will facilitate the university’s successfu

involvement in recognition programs such as the President's Honor Roll and the Carnegie Elective Classification.

Establishing a Central Campus Public Engagement Office. Public engagement as a form of scholarly work needs some infrastructure. The work is based in relationships and is guided by principles of good practice. Partnerships can be time intensive, and community-based learning and research can involve considerable logistical matters that are best managed centrally. While faculty, staff and students are the primary deliverers of public engagement activities, there is need for an accountable, centralized function with academic and community credibility to facilitate these elements of the engagement agenda. The establishment of a dedicated central campus office that both supplements the work of existing outreach-focused units and connects community-engaged work more fully with University's academic work and research mission has been an important step forward in advancing Bothell's status as an engaged university. While the work of the current Community-Based Learning (CBL) Office has been effective and important, and it is (wisely) an office located within central campus administration, the office is associated primarily with public engagement in Interdisciplinary Arts and Sciences and is characterized by some faculty as promoting a social justice-oriented agenda for public engagement. Consequently, members in some units do not believe that the work of the CBL Office meets their definition of public engagement or is interested in working with them. As the public engagement agenda advances, it is important to have central campus public engagement office that has visibility, broad-based buy-in, academic credibility, community connections, and clout. The office should have the responsibility and authority to propose policies, set expectations for standards of practice, approve programs and institutional direction for public engagement (e.g., courses designated as community engagement, etc.), and set overall priorities for public engagement advancement.

RECOMMENDATION: Studies of institutionalization of public engagement have found that having a central campus office that builds and facilitates the policies, structures, and support systems to advance public engagement across units is essential. While the CBL Office has been and remains an important asset for advancing the institution's public engagement agenda, we believe that a unit that is perceived to have a broader public engagement focus be named as a central campus administration unit to oversee the public engagement agenda. One option is to give the current CBL office a new, broader name and expand its focus and purview. Responsibilities of the central campus unit (perhaps called the Bothell Center for Public Engagement or named and endowed by a donor) might include: conducting interface with other administrative units to promote the integration of public engagement in their agendas; providing faculty development and partnership facilitation; overseeing the campus's accounting and assessment system for public engagement; managing the work of the Engagement Council; running minigrant programs that support units or faculty interested in community-engaged work; serving as a first stop station for community

members interested in partnering with the campus; operating a fellows and scholarship program (focused on research and assessment of public engagement); convening multi-disciplinary representatives and community to encourage new endeavors; plan for recognition of successful projects; serve as arbitrator when conflicts arise; advise chairs and deans on public engagement matters; providing space to situate campus-wide interdisciplinary initiatives focused on community engagement; among other campus-wide responsibilities that will help advance the overall public engagement agenda. This is important for influencing all other strategies and will help garner information that will ensure the success of linking public engagement to student recruitment, alumni relations, and the overall profile of the institution. This new office can help the University tell its story about community involvement and bring more attention to the University's work.

The focus of the office needs to embrace the broad range of frameworks that define public engagement and support all forms of public engagement. Some additional authority and resources are going to be needed.

Project-oriented Engagement. The current engagement agenda is quite diffuse; it covers many topics addressed by different disciplines and is operationalized in many different ways and in different locales and communities. The current effort is focused primarily on running projects, led and managed by individual investigators or units, rather than focused on building broad-based, multi-unit partnerships. In addition, too many of the current engagement initiatives hold tenuous positions within the academic units; several initiatives are not owned by the academic programs and are led by and supported by units outside of academic departments. This structure poses challenges and some risk to faculty who wish to conduct community-engaged work. Given trends in higher education trends and expectations, it is important to involve more of the institution in public engagement scholarship. In addition, further integration of public engagement into research and teaching of the various academic programs and other units will strengthen the academic legitimacy of public engagement.

RECOMMENDATION: Partnership-focused community engagement, which is formed around a set of related projects and connected themes or topics, can be a way to promote more sustained and deeper engagement. One strategy to make this happen is to convene community and campus members to explore common areas of interest and identify one or two central issues around which different units and partners can coalesce to build joint engaged partnerships. This approach is about moving away from projects to building more interdisciplinary and broad based, sustained partnerships. It is suggested to start with one initiative, pilot it, and then build on it with other issue. One idea is to expand the Research Interest Group idea to include relevant external voices from government, business, industry from the community at large. This will help forge a multifaceted, interdisciplinary, intersegmental coalition to address complex issues through various project

that can promote collective action and impact. The goal is not to deepen understanding and explore potential points of alignment for campus/community partnerships.

Strategic Hiring. Among the faculty, there is some tension between individuals who want to conduct and promote engaged scholarship and their departmental colleagues (who are often more senior), who question the value and legitimacy of these engaged scholars' work. We heard how some faculty came to Bothell with the promise of being able to do community-engaged work only to be encouraged to do more traditional scholarship. This scenario puts the institution at risk of losing the faculty who are actually living up to UW Bothell's mission and values.

RECOMMENDATION: As this young institution builds out its faculty core, it is in an envious position to hire a critical mass of faculty who will shape the institutional identity and culture. Most of the new faculty will come from Generation X and Y (see Cathy Trower's paper on changes in faculty expectations and values in work and rewards). With exceptions, there is a difference between some senior faculty who hold on to familiar scholarship values and ways of working, and a more junior faculty whose interest align well with the emerging trends that foreshadow a new, emerging academic culture. Therefore, consideration should be given to developing a forward looking hiring plan that sets out goals for hiring scholars whose values and scholarly work align with Bothell's values. Given the space to thrive and succeed, these scholars can help further shape UW Bothell's identity and position the institution to play a leading role in academia. In this regard, public engagement should be included as key area of focus in job interviews, calls for positions, position criteria, etc. This will help attract the kind of faculty who will conduct and support engaged scholarship and the overall public engagement agenda.

Engagement Council. The current Engagement Council is composed of supportive individuals who serve as champions for Bothell's public engagement agenda.

Having such a Council provides an opportunity for members of the University community to build a strategy for advancing the institution's public engagement agenda. Given the University's current need to build an institutional identity and clarify the role of public engagement within that identify, the Council can play a key role in securing that the voices of important stakeholders are heard so that the institutional goals can align with the needs and expectations of those will be key to securing the future success of the institution. Members of the University community, especially faculty and institutional leaders, need to have opportunities to engage in dialog about how the trends and developments in higher education affect institutional decisions, and how these trends (including public engagement) will position the University in new directions that will meet the needs of growing student body and faculty.

RECOMMENDATION. We recommend that the Council be reconfigured and be given a more prominent role in advancing the institutional priorities. The Council should be charged as the institution's official body for proposing policy, structural changes, and strategic goals for public engagement at UW Bothell. To be effective, the Council must have authority to establish norms, promote definitions, develop principles of good practice, establish metrics, offer recognition, and review of quality of the work. The Council should be composed of people with influence and decision-making roles who represent key administrative offices, colleges and schools, and constituency groups (faculty, staff, and students).

Retaining Faculty. Several of the junior faculty expressed some concern about their potential for success, despite the fact that they are conducting high quality scholarly work. Because their work is taking on different forms that are not always welcome or appreciated by their senior faculty advisers, they feel pressured to move in directions that are not compatible with their intellectual interests and desires.

Attracting and retaining new faculty across disciplines will be increasingly difficult as more of the new faculty seek to conduct scholarship in the public interest.

RECOMMENDATION: Consideration should be given to convening junior faculty members on a regular basis to have them explore their needs and expectations, and to develop partnerships. Faculty leaders should make attempts to be aware of current trends in scholarship and academic culture, and support junior faculty in efforts to build successful scholarly agendas.

Similarly, both faculty leaders and ranked faculty need to be more aware of trends in higher education. Senior leadership can communicate views of contemporary developments and invite disciplinary and policy experts to campus (from relevant institutions) to raise awareness and provide examples. A framework or set of guidelines for reviewing engaged scholarship should be developed, perhaps drafted by the Engagement Council and faculty governance together. We note that the current guidelines and pathways for promotion and tenure review are not antithetical to the advancement of community-engaged scholarship; however, there needs to be discussions about how publicly-engaged scholarship should be presented and assessed within the established promotion and tenure guidelines.

Professional Development. Our conversations with faculty and staff revealed that they are hungry for opportunities to engage in professional development activities that can enhance their capacity to conduct community-engaged work. Some current practitioners and others who would like to take up engaged methods are hungry for insights into new and best practices and examples. Student affairs personnel would like to have opportunities to work more with faculty to discuss issues of student involvement in public engagement. Faculty would like to have more opportunities to build learning communities where they can share work with other engaged scholars

and build collaborations across academic units and disciplines. Students need diverse curricular and co-curricular engagement opportunities that align with their diverse lives.

RECOMMENDATION: We recommend that consideration be given to reworking and reconfiguring the fellows program and perhaps using the funds to support some of the following developmental needs of the university: the building of cross-disciplinary teams that conduct community-engaged work on a thematic issue; support for professional development focused on high quality practice; research on the impact of public engagement on student learning and development, or funding for new department or college-level efforts to explore purposes and develop new public engagement strategies within their disciplines. These efforts could include invitations for engaged scholars from other institutions to come to UW Bothell as visiting scholar or consultants to examine how the various forms of public engagement are operationalized in different disciplines and community contexts.

Interdisciplinary Engagement. While interdisciplinary work is a hallmark of UW Bothell, much more can be done to use interdisciplinary work to promote public engagement teaching and scholarship, especially among units outside of IAS. Internationally, interdisciplinary work is taking the lead in strategies driving the most important research agendas. Given that major public and private funders are putting more emphasis on interdisciplinary work that is conducted in partnership with external entities, UW Bothell's focus on interdisciplinary work can play an important role in leveraging external support and strengthening the institution's reputation and prestige.

RECOMMENDATION: Given that societal issues are inherently interdisciplinary, public engagement can be an effective strategy for engaging units to participate in interdisciplinary work. As was noted earlier, we recommend identifying one or more societal issues or themes on which a set of interdisciplinary community-engaged projects can be cultivated and implemented, with community input at every stage. A theme-based approach can help form broad-based, sustained partnerships through the incorporation of various projects to which various units (faculty, students, and community partners) can contribute.

Orientation. We heard from the discussants that orientation is successful in helping students connect to curricular and co-curricular public engagement. However, as mentioned above, only some more traditional students are taking advantage of these opportunities. Now is the time for the institution to take time to make decisions about the goals for the degree to which experiential learning and public engagement will be a hallmark of their experiences at UW Bothell. It appears to

already be developing a reputation for students that UW Bothell is a place to conduct public engagement. This can help recruit and retain students.

RECOMMENDATION: Through the Engagement Council and other strategic conversations, public engagement curricular and co-curricular experiences, need to become more intentionally sequenced and visible to students and need to create clear strategies to recognize and celebrate student achievement in public engagement. A productive strategy is to analyze majors and courses associated with drop-outs and failure rates as well as classes that have obvious community partnership potential but are not engaged at this stage. CBL is a powerful tool for achieving learning goals through experience. We suggest the institution look at its total portrait of experiential learning and its accessibility to all students who want to partake. In such a diverse and growing institution, equity of access to experiential learning, which confers advantages, is an important issue and warrants the deliberate analysis and planning attention of leadership at every level.

The Broader Engagement Field. UW Bothell could benefit much from engaging in visits to other institutions that are developing their engagement agendas and that are struggling with similar issues. In addition, there are many national groups that can provide resources and support to campuses that are advancing their public engagement agendas.

RECOMMENDATION: There are two categories of institutions that can serve as guides for public engagement development. The first group is composed of institutions founded in 1960's to 1980's that had engagement as a central feature and have been successful in securing their status as engaged universities (e.g., IUPUI, South Florida, UM Baltimore, George Mason, Rutgers-Camden and Newark, campuses of Arizona State, etc.). The second category is composed of institutions that are relatively young and have community engagement as a central feature of their vision and mission. In this category there are 40+ institutions that were started about the same time as UW Bothell. It would be valuable to see how they are faring with public engagement and to explore what strategies have provided successful in their engagement efforts. We also recommend maintaining connections and showcasing UW Bothell's engagement work with national and international engagement associations such as Campus Compact, Talloires Network, AAC&U initiatives and civic learning work, the Coalition of Urban and Metropolitan Universities, among others. We also encourage faculty to present their research at the annual meeting of the International Association for Research on Service-Learning and Community Engagement, and at their disciplinary conferences, many of which support engaged scholarship.

Recognition and Awards. Rewards and recognition of public engagement work play an important role in raising the value and legitimacy of community-engaged teaching, research and scholarship.

RECOMMENDATION. Attention should be given to acknowledging, honoring, etc. of all stakeholders involved in public engagement, including community partners. We recommend establishing a set of campus-wide awards that are part of a prestigious recognition event. In regards to honoring community partners, rewards can include something like: providing access to library, discounts at book store or campus events, sponsoring an award in the community, and having senior administrators attend community events to show their support, interest, and commitment to community issues. Attending and presenting scholarships at high school graduations is also powerful. Also, to help raise the legitimacy and importance of community-engaged scholarship, consideration might be given to revising the current “Distinguished Research, Scholarship, and Creative Activities Award” by adding “impact on community” or “addressing a societal issue” as a criterion for award eligibility.

Fundraising: There is a well-developed relationship between established public engagement agenda and fundraising success, and the following recommendation can help produce additional fundraising.

RECOMMENDATION: Initially, as the engagement profile gets underway, we recommend raising funds for scholarships to give to high schools graduates who demonstrate commitment to engagement to come to UW Bothell.

Another option is to raise funds to support students who receive special recognition for engagement work (e.g., University ambassador, support campus engagement work, etc.), which students can apply for. Since 1990, dozens of universities have been able to get endowment gifts for naming engagement centers and for endowed chairs for engaged work on particular issues (e.g., achievement gap, small business viability, etc). One of the ways that public engagement has a day to day benefit to fundraising is that it links the University to donors who will give their money to community issues, but will not give funds to a university unless the university is doing something about community issues with which the funder is concerned. This reinforces the importance of having an intentional engagement agenda that demonstrates the University’s commitment to critical and important causes for the community, region, etc.