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A NERCHE Annual Report: Profiles of Public Engagement: Findings from the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty

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A NERCHE Annual Report

***Profiles of Public Engagement:
Findings from the Ernest A. Lynton
Award for the Scholarship of
Engagement for Early Career Faculty***

**John Saltmarsh
Elaine C. Ward
Patti H. Clayton**

2011 Report

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Introduction

Community-campus engagement has evolved significantly over the past quarter century, shaped by a number of factors. One has been the effort to reclaim the civic mission of American higher education. Frank Newman, while at the Carnegie Foundation for the Advancement of Teaching in the early 1980s, asserted that "the most critical demand is to restore to higher education its original purpose of preparing graduates for a life of involved and committed citizenship," and concluded that "the advancement of civic learning, therefore, must become higher education's most central goal" (1985, xiv). Another factor has been the increased understanding that colleges and universities serve as "anchor institutions" (Axelrod & Dubb, 2010) and thus have responsibilities to their neighbors to act as "stewards of place" (American Association of State Colleges and Universities, 2002). There is also the influence of research in the cognitive sciences and developmental psychology that has provided a deep understanding of how students learn, highlighting the importance of validating prior experiences and gaining higher-order thinking skills through inquiry-based, problem-posing teaching and learning strategies that involve students in addressing important, trans-disciplinary issues in communities (National Research Council, 2000). Finally, there is an emerging awareness that generating knowledge increasingly requires new epistemological frameworks and research methods that honor and emphasize the "ecological" or interconnected nature of knowledge generation that includes but go well beyond the academy (Bjarnason & Coldstream, 2003; Gibbons et al., 1994; Saltmarsh, 2011). This last factor, in turn, is being driven especially by a new generation of scholars who are fundamentally oriented to networked knowledge generation and are creating integrated academic identities as engaged scholars (Sturm, Eatman, Saltmarsh, & Bush, 2011).

In many ways, the *Ernest A. Lynton Award for the Scholarship of Engagement* is a product of this set of influences, particularly the evolution of perspectives on knowledge generation and the scholarly work of faculty. NERCHE created the annual Ernest A. Lynton Award in 1996 to recognize excellence in what was then called "Faculty Professional Service and Academic Outreach." In 2007, it was renamed the Ernest A. Lynton Award for the Scholarship of Engagement to reflect shifts during the intervening decade toward a fundamentally more collaborative, integrative conceptualization of faculty work. What has not changed is the recognition of Ernest Lynton's key contributions to engaged knowledge generation and its implications for faculty work and institutional change.

Ernest A. Lynton

Ernest A. Lynton (1926-1998) is widely recognized as one of the key intellectual architects of the current community-engagement movement in higher education. He received degrees from Carnegie Mellon and Yale and began his academic career as a member of the physics faculty at Rutgers in 1952. His strong commitment to socially responsible teaching, research, and service led to his becoming the founding dean of Livingston College, an innovative school at Rutgers dedicated to student learning through engagement with the serious problems of a changing society. The Ernest Lynton Towers, student residences at Rutgers, are named in his honor.

Lynton served as Senior Vice President of Academic Affairs for the University of Massachusetts' system from 1973 until 1980 and later was Commonwealth Professor at the University's Boston campus, teaching in the McCormack Institute of Public Affairs. It was at this time that he assisted in creating the New England Resource Center for Higher Education (NERCHE) in the then Graduate College of Education (now the College of Education and Human and Development), helping regional campuses to navigate change, draw on their collective knowledge and experience, and remain true to their core mission and identity.

Lynton's interest in reclaiming higher education's civic mission led him to affiliations with the Carnegie Foundation for the Advancement of Teaching and the American Association for Higher Education (he served as one of the architects of AAHE's Forum on Faculty Roles and Rewards). Lynton devoted the last years of his life to reconsidering the recognition and reward of the "professional service" work of faculty. *Making the Case for Professional Service* (1995) and *Making Outreach Visible* (1999)—co-authored and

completed by Amy Driscoll after his death—served as a foundation for what is now referred to as the “scholarship of engagement.” His national leadership extended well beyond enabling the individual scholar-practitioner; he orchestrated the emergence of a new model of excellence for American universities—the “Metropolitan University” (Lynton, 1995b). He saw such universities as comprising a distinctive group of institutions dedicated to working with their surrounding regions and forging effective links between campus, community, and commerce. From this work, he helped to create the Coalition of Urban and Metropolitan Universities (CUMU) and served as the founding editor of CUMU’s journal, *Metropolitan Universities*.

In the early 1980s, Ernest Lynton began writing and speaking about the “crisis of purpose” in the American university. He was one of the first academic leaders to focus attention on the lack of alignment between the priorities established for faculty work and the central—i.e., public—missions of academic institutions in an era when campuses were (and are) being shaped by market forces and the priorities of research. Particularly striking was his contention that many universities are striving to be what they are not and “falling short of being what they could be.” His special concern was with the disjuncture developing between academic knowledge generated by faculty in the university and the critical needs for useful knowledge in a growing, diverse democracy increasingly dependent on the intellectual capital of its citizens. These concerns formed the basis for his *New Priorities for the University: Meeting Society’s Needs for Applied Knowledge and Competent Individuals* (1987), co-authored with Sandra Elman. Grounded in the fundamental belief that “the essence of universities” was “to be the prime source of intellectual development for society” (p. 1), Lynton and Elman examined the institutional structures that created incentives—or disincentives—for faculty to use their expertise to address social concerns. Beyond basic research, they argued for more public dissemination of knowledge and more value assigned to the faculty service role, as it involves “professionally based technical assistance and policy analysis” (p. 148).

In his 1994 article “Knowledge and Scholarship,” Lynton fundamentally challenged the core epistemological assumptions of the academy. He explored two key, interconnected ideas: “the flow of knowledge” and an “ecosystem of knowledge.” Interrogating the flow of knowledge, Lynton noted that “the current primacy of research in the academic value system” fostered a “persistent misconception of a uni-directional flow of knowledge, from the locus of research to the place of application, from scholar to practitioner, teacher to student, expert to client” (p. 87). Such a “linear view of knowledge flow,” he added, “inevitably creates a hierarchy of values according to which research is the most important, and all other knowledge-based activities are derivative and secondary” (p. 88). “In short,” he wrote, “the domain of knowledge has no one-way streets” (p. 88). The logic of a multi-directional flow of knowledge led Lynton to conceptualize an “ecosystem” in which “knowledge...is everywhere fed back, constantly enhanced” (p. 88). “We need to think of knowledge in an ecological fashion,” he wrote, “recognizing the complex, multifaceted and multiply-connected system” and to recognize that “knowledge moves through this system in many directions” (pp. 88-89). At the heart of this socially responsive reorientation of the academy was an awareness of how knowledge was best generated—i.e., not within the walls of the university alone—and a recognition that this shift in epistemology had significant implications for institutional culture and change.

The Lynton Award

As one of the ways NERCHE honors and extends the legacy of Ernest Lynton, the *Ernest A. Lynton Award for the Scholarship of Engagement* recognizes faculty for their engaged scholarly work—faculty who connect their teaching, research, and service to community-based, public problem-solving. NERCHE’s conceptualization of the scholarship of engagement emphasizes an integrated view of faculty roles in which teaching, research, and service overlap and are mutually reinforcing.

Since 1996, NERCHE has received nearly 1,000 nominations of exemplary faculty members whose work has had a significant impact on scholarship, teaching, and social issues in communities. Award recipients represent disciplines as varied as sociology, philosophy, medicine, library science, anthropology, chemistry, English, engineering, education, and American Studies. They teach at universities, both public

and private, at liberal arts colleges, and at community colleges. They mentor undergraduate and graduate students, collaborate intensively with members of local and international communities, and provide leadership in institutional change efforts on their own campuses. The quality of their work and the example they set regarding what is possible for faculty who seek integrated, impactful, community-engaged careers in higher education contribute significantly to the transformation of the academy.

The scholarship of engagement is characterized by scholarly work tied to a faculty member's disciplinary or interdisciplinary expertise that benefits the broader community, is visible and shared with community stakeholders, and reflects the mission of the institution. Most importantly, it is grounded in:

- 1) a *process* of “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Carnegie Foundation for the Advancement of Teaching, 2012); and,
- 2) a *purpose* of creating partnerships of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

As noted above, the original title of the Lynton Award embodied the more traditional characterization of faculty work in communities and recognized faculty members who connected their expertise and scholarship to community issues through “outreach.” When the award was renamed the Ernest A. Lynton Award for the Scholarship of Engagement in 2007, the revised language more authentically reflected the evolution in Lynton’s own intellectual contributions. Specifically, it reflects a shift from the position that faculty “outreach” should be given more legitimacy by emphasizing the faculty “service” role to the rationale that “engagement” is enacted across the faculty roles of teaching, research, and service in such a way that these roles are seamlessly integrated and community engagement can (and should) be valued in research and teaching as well as in service. Lynton was developing this argument in the mid-1990s. For instance, in 1993 he wrote:

In an age of growing complexity, subject to accelerating technological, social and political change, colleges and universities need to engage increasingly in professional service activities....The details of this outreach will vary according to the nature of the academic institutions and of the clientele for its services. However, the common element is that inclusion of professional outreach in the mission of the institution means that it must become, as well, a dimension of faculty work, and a factor in the system of faculty incentives and rewards. (Hirsch, 2000, p. 58)

Under this conceptualization, scholarly community-campus engagement is a potential dimension not only of “service” but of all aspects of faculty work.

Further, the change in title reflects a deeper understanding of engagement, recognizing a greater emphasis on genuine collaboration and reciprocity in community-campus relations. This second dimension acknowledges the position Lynton articulated in “Knowledge and Scholarship,” identifying a shift from unidirectional “outreach” or “application” to multi-directional “engagement” that is reciprocal, collaborative, “embedded in democratic ideals,” “of benefit to the external community, [and]...shared with community stakeholders.”

By the late 2000s, evidence from Lynton Award nominations indicated strongly that a younger generation of faculty—often women and individuals from other underrepresented populations—were gravitating toward the scholarship of engagement. Moreover, it became obvious that many of these engaged faculty members had encountered resistance from advisors, disciplines, colleagues, chairs, departments, and institutional reward systems as they navigated the cultures of the academy in their early years as faculty.

Thus, in 2009, NERCHE focused the Lynton Award specifically on early-career faculty in an effort to acknowledge and legitimize the emergence of this new generation of scholars who have created their professional identities with public commitments and who approach knowledge generation and teaching

and learning as deeply collaborative scholarly work. Additionally, the shift to an early-career award opened the possibility that the Lynton Award could potentially influence the promotion process for recipients and finalists.

This report offers an analysis of data from the Lynton Award nominations for this new generation of engaged scholars. It examines institutional and individual data, and draws findings from the nomination materials. The report will be issued annually, providing a snapshot of the exemplary engaged scholarly work of faculty, and over time both the implications of the findings and trends will become more apparent. This publication is intended for faculty, staff, and administrators responsible for implementing the engagement mission of their campus. The small number of faculty in the sample is clearly a limitation of the report; however, few studies exist that help us understand the dimensions of engaged scholarship for this next generation of engaged faculty. It is our hope that this report will contribute to that understanding and its institutional implications.

2009 Lynton Award

2009 Lynton Award Recipient Profile



Nick Tobier

*Assistant Professor, School of Art and Design
University of Michigan*

"I act in public. I want to be clear, that I am not an actor, but rather that I believe that my role as an artist citizen-educator rooted in public life demands action. I begin with an assumption that if I start with public engagement, I can end up genuinely engaging a public."

Key Institutional Context for Recipient's Engagement

Arts of Citizenship supports faculty in public scholarship and connects students, faculty, and staff with community members and organizations on projects related to the practice and study of linkages between culture and citizenship.

Recipient Bio

- Master in Design, 1999, Landscape Architecture, Harvard Graduate School of Design
- Selected partners: Capuchin Soup Kitchen; taxi driver in Beijing; Care Center on Age and Community, University of Wisconsin Milwaukee; Boll Family Center Y, Detroit, MI; Earthworks; residents of Meldrum Street, Detroit, MI; Toronto Transit Commission; drivers and riders of the 22 Fillmore bus line; graduate students, merchants, and residents of Paramaribo, Suriname
- Executive Committee member, Arts of Citizenship, University of Michigan; Advisory Board member, Ann Arbor Art Center; Advisory Board member, Festifools

Comments from Nominator

"Nick's perspective is that unexpected, nuanced, artistic projects in public, often accompanied by performance, can enhance public spaces for everyone and stimulate reflection on fundamental issues. His artistic work causes the observer to think about why public spaces are used as they are, why we expect certain behaviors in some places and not in others, and how race, class, and income profoundly affect us in these public spheres. He makes people question why we accept the strictures of race and class and reflect on how we can change these."

"Nick is unusual as an artist who eschews the personal, individualistic, elite position of the solo artist in his studio in favor of messy, temporary, collaborative projects."

-- Margaret Dewar, Faculty Director, Ginsberg Center, University of Michigan

Overview of Recipient's Scholarship of Engagement

Nick's actions and those of his students in concert with their communities range in scale and scope from performances aboard a city bus to collaborations with urban farmers, and they take form in and from the public sphere(s) for and with whom they are created.

"Each of my engagement courses stresses that a creative education is an opportunity to learn how to communicate with the world rather than an individual privilege."

In his public transportation works (e.g., *22 Fillmore*, *Street Car Attendant*, *Bus Stop for Detroit*), Nick collaborates with transit agencies and bus riders on projects that lend an air of officialdom to a street corner or a bus stop. Appearing in elaborately trimmed and formal attire in neighborhoods off-the-beaten-tourist-track to offer a custom built place to sit and wait for a bus with ceremony and greetings, his appearance is an aberration that asks why this work is expected in some places but not others.

"On the Road" is a project in which Nick's students worked with the riders, drivers and administrators of the Ann Arbor Transit Authority to write, construct, and stage a sequential puppet show aboard a city loop bus whose future was threatened due to low rider numbers. Four years later, the bus is an integral and successful route.

"From the Ground Up" is a residential course Nick taught in Detroit in which students collaborated with community residents to reclaim a vacant lot by transforming it into an outdoor classroom. The central belief of the course was that cities are rich and complex cultures that can and need to be cultivated through the optimistic and inherently generative creative activism of a garden like this.

Nick's practice and his students' fieldwork in Detroit are rooted in a single neighborhood where he spends two to three days a week working, eating with guests at the soup kitchen, attending block meetings, and working side by side in the gardens and in the classrooms with neighbors. Such deep connections within a concentrated area—for example, through a partnership with EarthWorks, an urban farm run by the Capuchin Soup Kitchen—have created a collaboratively built and community run outdoor classroom (used weekly for food justice meetings, youth education forums, and block meetings). This in turn generated the idea for and design of a Mobile Market; in collaboration with a core group of guests of the Capuchin Soup Kitchen who initiated the idea and met regularly through the winter to develop the concept, Nick and his students have produced a mobile structure used to distribute produce on neighborhood streets.

"My engagement courses propose an alternative model to the prototypical path of creative work as the stuff of individualized inspiration or genius, offering instead that Art & Design are made of and for society. I ask students to actively define their roles as integral, rather than apart from a creative society—so that we who study and work in art and design cease to concentrate solely on masterpieces, and acknowledge that creative work is part of something morally complex, daily, necessary, useful, scary, critical, vital."

"The work of our work, so to speak, was building relationships as much as it was building a building."

Recipient's Understanding of Engagement

Nick writes: *"One of the aspects to my work in public I value most is not naming what I am doing as art or public service so as not to either establish a hierarchy or set myself apart from the individuals I engage with..."*

"When they function best, the relationship between the artist/creator and the community connection is one of reciprocal dialogue and mutual education in which conversation is both the basis and the outcome of the work..."

"With a net of trust, we build connections among individuals and can engage the world outside the realms of the studio and the classroom. This in turn allows student-artist-citizens to see themselves and their work as part of systems--social systems, formal systems, power systems, race and class relations, trades, neighborhoods--rather than as isolated acts. This awareness, too, brings responsibility as well as possibility. These connections are opportunities for all involved, and a true exchange by design involves transformation in more than one direction..."

"By inserting my work into public places, I interrupt daily life—hopefully as some sort of useful irritant—and give pause to the rhythms of routine, offering alternate possibilities for places we thought we knew. I see the creative role as one that asks questions with communities rather than offers pre-existing formal solutions. I am interested in expanding the definitions of what creative work can be beyond conventional forums, and so utilize broad cultural and social bases of creative collaboration, co-creation and expression—from performances and parades through food and gardens as creative expressions in my research and pedagogical practices..."

"The service aspect of this work—offering something for someone else—is based in the interest of generosity and interaction. The mirror of these services is that they offer me a chance to connect to a place..."

"Ultimately, public is a social place where life is endured, suffered and eroded, and power is constructed. My work acknowledges this alongside the potential that connected work enables public to be a place wherein the complexities of daily life are enjoyed, created and nourished..."

Journey as an Engaged Scholar

"I used to have a fairly avant-garde, alienated-from-society studio practice where success was measured by the square footage of an art gallery. This was at odds with the scenarios and objects that caught my attention on my path to the studio, which were in perpetual play with the world around them. In order that my work is part of the world rather than about it, and recognizing that the white walls and controlled environment of my studio seemed lonely and isolated in contrast to the city, I gave up my studio and began to work directly with and on the streets I walked. Eschewing my field's conventional support system, I have built my own network of support and success through public projects..."

"Each year I have taught, I am reminded of a mixed blessing: the joys of being autonomous and the concurrent real needs and desires to be part of something outside of yourself—that which is effectively waiting at the other side of a life threshold. This pursuit of making your own job, after all, is a radical process of what might be—a utopia where anything is possible, grounded in a world of real needs that necessitates building a practice of inquiry."

Select Scholarship Products

Public and Community Projects

- Tobier, N. (2010). *New Newsstand for New News*, ArtWork/Detroit, Contemporary Art Institute of Detroit curator for the exhibition and panel discussions focusing on the role of art, race, and the image of the city of Detroit, MI.
- Tobier, N. (2009-10). *Field of Our Dreams*, design, building, and operation of a mobile produce market designed with and operated with guests of the Capuchin Soup Kitchen to distribute produce to underserved neighborhoods.
- Tobier, N. (2009). *A Shadow Cabinet for a Sanluche*, a collaboration with a Beijing taxi driver turning his taxi into a mobile shadow puppet theater, featuring rider/passenger participation.
- Tobier, N. (2008). *Outdoor classroom, EarthWorks Urban Farm*, design and building of an outdoor classroom in collaboration with EarthWorks and Meldrum Street residents, Detroit, MI.

Solo Exhibitions and Performances

- Tobier, N. (2011). *Marvelous Guests*, SiteLab and locations throughout the city, Grand Rapids, MI.
- Tobier, N. (2008). *Crossing Guards for Crossing Cultures*, performance Art in Odd Places, New York, NY.
- Tobier, N. (2008). *everyday amazing*, exhibition and performance, University of Indiana/Kokomo, Kokomo, IN.

Group Exhibitions/Performances

- Tobier, N. (2011). *Existence*, Melbourne, Australia.
- Tobier, N. (2010). *Wallpaper*, Art+ Design, Barcelona, Spain.
- Tobier, N. (2010). *Variable Economies*, ArtSway, Sway, England.
- Tobier, N. (2008). *NewLife*, exhibition, Wooloo Productions, Berlin, Germany.
- Tobier, N. (2008). *Urban Actions*, exhibition, Foundation Noordkaap, Dordecht, Netherlands.

Selected Writing

- Tobier, N. (2012). *Open Goal for Reds*. Architectural Inventions, Laurence King, London.
- Tobier, N. (2010). Detroit Bureau of Tourism. *Netherlands Institute of Architecture*, 22.
- Tobier, N. (2009). Field of our dreams. *FUSE Magazine*, 33 (4).
- Tobier, N. (2009). Why is that park so quiet?: A call for clamor. In *FutureParks, practice and practice*, San Francisco, CA.
- Tobier, N. (2008). *Lose an Elephant, Find a Needle*, EVENTS, Danish Academy of Design, Copenhagen, Denmark.
- Tobier, N. (2005-present). thedetroiter.com, selected reviews on art and theater in Detroit, MI.

2009 Nominations: Institutional Context

Institutional Type

In 2009, there were 24 higher education institutions represented among the 25 nominees. Two individuals were separately nominated from one institution. All 24 are four-year institutions, 14 are public colleges and universities, and ten are private not-for-profits.

Basic Classification

Twenty-nine percent of the institutions are Master's Colleges and Universities, Larger Programs (ML). Thirteen percent are Master's Colleges and Universities, Medium Programs (MM), and four percent are Master's Colleges and Universities, Smaller Programs (MS). Twenty-five percent of the institutions are Research Universities with high levels of research activity (RU/H), and 17 percent are Research Universities with very high research activity (RU/VH). Together, 42 percent of the institutions represent research-intensive institutions. Eight percent are Doctorate-granting institutions (DRU), and another four percent are Bachelor's-granting institutions (Bac).

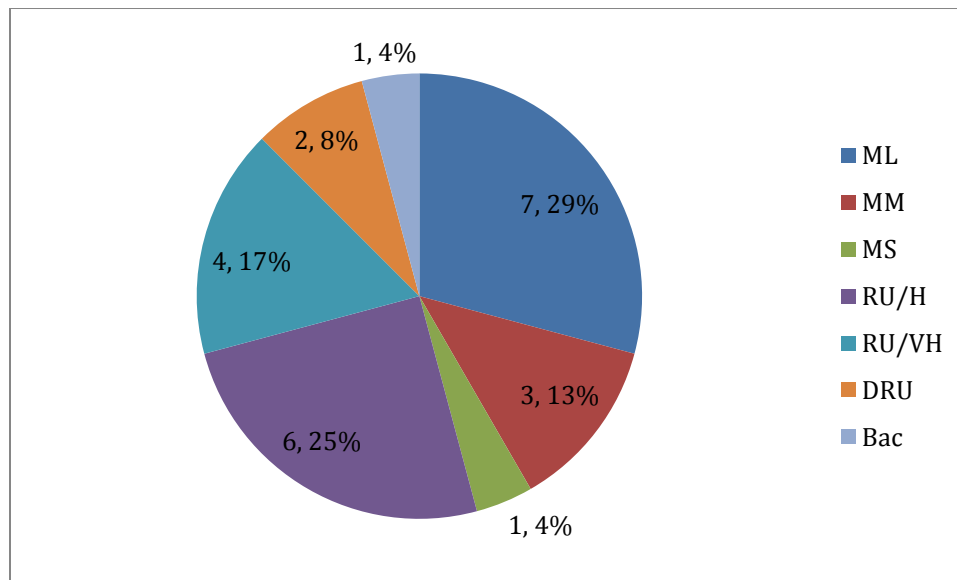


Figure 1. Basic Carnegie Classification of 2009 Institutions

Size and Setting

Of the 24 institutions represented, the greatest number, six (or 25%), are medium-sized and primarily residential institutions (M4/R). Five (21%) are large, primarily residential institutions (L4/R), and four (17%) are large, non-residential institutions (L4/NR). Three (13%) are medium-sized, highly residential institutions (M4/HR). Together, 21 percent of the institutions represented are classified as non-residential and 79 percent are residential institutions.

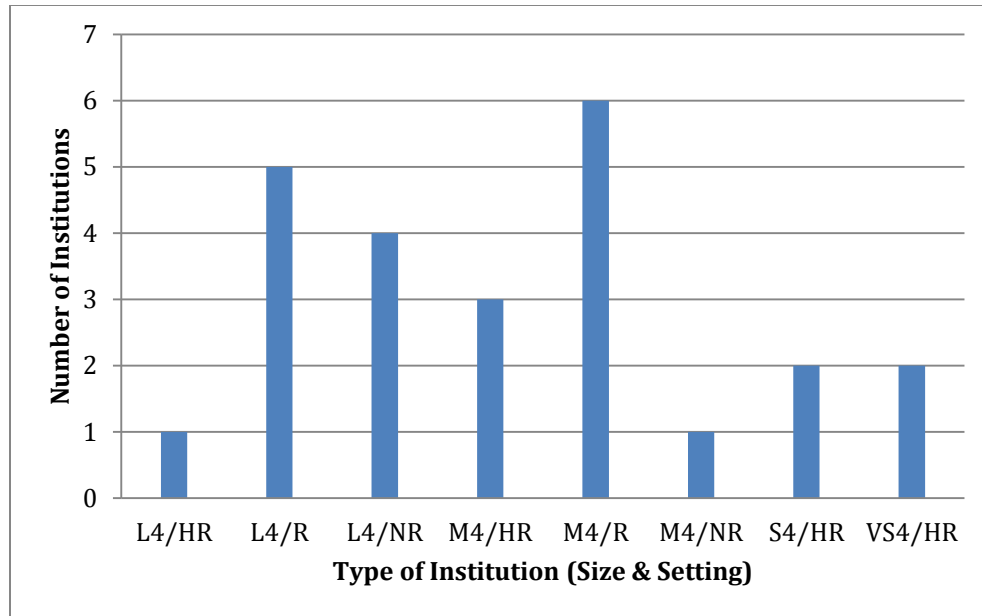


Figure 2: Institutional Size and Setting, 2009

Carnegie Classification for Community Engagement

Nine of the 24 institutions have received the Carnegie Elective Classification for Community Engagement, eight in the category of Community Engagement and Outreach and Partnership and one in the area of Community Engagement. Of these nine institutions, five represent Research institutions with high or very high research activity (three RU/H, two RU/VH). Three represent Master’s-level institutions (one M/L, two M/M), and one institution is a Bachelor’s-granting institution.

Institutional Type	Number receiving Carnegie Community Engagement Classification
RU/H	3
RU/VH	2
ML	1
MM	2
BAC	1

Table 1. Carnegie Classified for Community Engagement, 2009

2010 Lynton Award

2010 Lynton Award Recipient Profile



N. Eugene Walls

*Assistant Professor, Graduate School of Social Work
University of Denver*

“I want to ensure that my approach to engaged scholarship and to my community partners enables the process of our collaborative research to mirror the social justice goals of our jointly-created research agenda.”

Key Institutional Context for Recipient’s Engagement

The Public Good Fund and Public Good Fellows, provided by the University of Denver provost through the Center for Community Engagement and Service Learning to support faculty and staff who are creating innovative community-based research.

Recipient Bio

- Ph.D., 2005, Sociology, University of Notre Dame
- Key partners: GLBT Community Center of Colorado; Urban Park (a homeless youth-serving organization); HIV Division of the Colorado Department of Public Health and Environment
- Editorial Board, *Journal of Children and Poverty*
- Over \$150,000 in research and education grants; over \$5,000,000 in social work practice grants

Comments from Nominator

“Eugene engages in daily conversations with those on the front lines of service. He maintains great focus on connecting scholars with community practitioners ... and on giving a voice to those who have been marginalized and dehumanized.

“When Eugene began working with us, the internal survey was paper and pencil only, but now our reach is statewide and our need to collect relevant data is beyond what our internal capacity would have ever allowed. His expertise has allowed our agency to build that capacity, refine programs to appropriately meet the needs of our community, and learn how to engage in academic dialogue on behalf of the GLBT community.

“He teaches professionals with community expertise that we have an obligation to support new graduates by teaching them and supporting them in their professional growth.... “I feel appreciative that a person with academic passion earned a PhD in order to use his skills to advance issues of social justice. I am relieved to know that my future colleagues are sitting in his classes and learning how to engage communities with true social work values that call for respectful community engagement.”

-- Hope Wisneski, Deputy Executive Director, The Gay, Lesbian, Bisexual, and Transgender Community Center of Colorado

Overview of Recipient's Scholarship of Engagement

Partnerships: Eugene has established lasting partnerships with several agencies in Colorado focused on issues faced by the gay, lesbian, bisexual, and transgender (GLBT) community. Partnerships include working with the GLBT Community Center of Colorado to educate non-GLBT faculty on risk and resilience factors of sexual minority youth; with the Colorado Department of Public Health and Environment around HIV prevention for gay men in rural settings; and with Denver's youth shelter, Urban Peak, to understand the psychosocial risks for GLBT and non-GLBT homeless youth. Eugene helps grassroots agencies improve their data collection methods and develop tools to enhance funding opportunities. Much of their work results in reports—for the general public and the communities most directly impacted—as well as manuscripts for academic audiences, published in peer-reviewed journals.

Research: Eugene's research at the intersection of race, gender, and sexual orientation has helped partners to better understand the multifaceted experiences of their constituents and to create programs closely aligned with the experiences of people whose voices are often unheard. Through participatory data analyses, community members read transcripts, identify emerging themes, and grapple with the meaning and implications of data. Eugene and his partners have co-published numerous articles and reports that have elevated the reputation of the community-based organizations and brought greater visibility to issues impacting marginalized groups.

Teaching: Eugene invites students to think through the multicultural impacts of their community-engaged work, facilitates their work with marginalized communities, and engages them in discussions of how privileged identities impact their research. One of his courses, "Disrupting Privilege through Anti-Oppressive Practice," requires students to explore a type of privilege that they personally embody, and, in doing so, to identify the issues that keep them from speaking up as allies to people who are marginalized. Each year, Eugene recruits and works with community members as co-instructors who shape the content and direction of the course by developing exercises utilized to deepen students' understanding of issues of privilege and by grading students' work and participation.

Service: Eugene provides training in both academic and non-academic settings on issues related to multiculturalism. On campus, he has worked with the Student Life Diversity Action Team, Center for Multicultural Excellence, Housing and Residential Education, Morgridge College of Education, and Iliff School of Theology. Within the local community he has worked with Project PAVE (Providing Alternatives to Violence through Education), the Symposium on Working with Homeless Youth, the Office of Economic Development of the City of Denver, and Fight with Tools (a nonprofit started by the Denver-based band, the Flobots, that focuses on using music to inspire young people to make a difference in themselves and their world through positive social change). At the national level, he founded and organizes an innovative biennial conference on teaching, learning, and research about issues of privilege: the Pedagogy of Privilege conference.

"While this approach necessitates significant effort at logistical coordination, training of community members, and trusting the community voice, it helps to ensure that my perspective as researcher does not overshadow the voice of community members who are intimately more knowledgeable about the topic."

"I challenge my students and myself to be cognizant of how the matrix of privilege and oppression in which we are all embedded shapes our interactions with one another... This examination also raises the issue for students about how the parallel power differences are at play in their work (whether research or practice) in the community."

Recipient's Understanding of Engagement

Eugene writes: "While the connections between my practice and teaching (e.g., using practice examples and experience to add texture and a real life application to my teaching) and the connections between my research and service (e.g., most of my service work is related to supporting community organizations in

"The centrality of the concept of power, the commitment to addressing social inequality, and the underlying belief that many social problems are the result of social injustice impact the way in which I structure and approach the classroom, community partnerships, and my research. Making power differences visible is critical in my mind if I am to truly live the values of social justice that I profess."

their research and evaluation activities) are the most obvious, there are ways in which there are, likewise, connections across these two dyads of faculty roles. My research/service is frequently pulled into my teaching through the use of case studies, illustrating dilemmas that can arise in practice and community-based research and integrating substantive findings about the communities with which I work to inform content and to raise future questions. Similarly, my practice/teaching informs my research/service through structuring classroom projects to address specific community needs or to answer questions that have arisen from community partners, coordinating independent studies for students to support their educational goals while concomitantly working on new or existing community-based projects, and tapping

into student knowledge and expertise to brainstorm possible solutions and approaches to community issues identified by community partners..."

"I argue that in order to qualify as truly being community engaged research, practice, and education, our endeavors must go beyond their applied nature to embody an approach that values the public good, trusts the wisdom of communities, and commits to social justice. It is only in the values that are reflected in how the work is done, and the value of the outcomes of that work to the community that work can come to be called community-engaged work..."

"Through building of long-term relationships with the capacity for trust and collaboration between myself and my community partners, an engaged scholarship model can emerge that I believe is the best hope for a model of research that is socially just, and that has the greatest capacity for true social change. It is a model that invests the privilege inherent in the academic world into structural change so that communities' voices have as much power as our own..."

Journey as an Engaged Scholar

"In addition to the integration of research, teaching, and service in my work, I would add a fourth category of practice – given my eight years of work as a community-based social worker prior to pursuing my doctoral education..."

"When I began my doctoral program, I committed myself to building a career based on work that mattered to me and the communities with which I engaged. Coming out of a program that did not value community-based work, I often felt as if I were fighting a strong current in order to do the work that I am passionate about. My hope is to give doctoral students with whom I work a very different experience so that they will enter the academic world knowing that community engaged scholarship is possible and with the skills to be successful at this work..."

"In order to thrive in the academic world, I have ignored my well-meaning colleagues and attempted to craft a career that integrates the notion of community throughout my faculty life..."

Select Scholarship Products

Peer-reviewed Publications

- Nickels, S. N., Walls, N. E., Laser, J., & Wisneski, H. (2011). Differences in motivations of cutting behavior among sexual minority youth. *Journal of Child & Adolescent Social Work*. doi: 10.1007/s10560-011-0245-x
- Nicotera, N., & Walls, N. E. (2010). Challenging perceptions of academic research as bias free: Promoting a social justice framework in social work research methods courses. [Special issue on Teaching Culturally Competent Practice]. *Journal of Teaching in Social Work, 30*, 334-350.
- Nicotera, N., Walls, N. E., & Lucero, N. (2010). Understanding practice issues with American Indians: Listening to practitioner voices. *Journal of Ethnic and Cultural Diversity in Social Work, 19*, 195-216.
- Walls, N. E. (2010). Religion and support for same-sex marriage: Implications from the literature. [Special issue on recognizing same-sex relationships.] *Journal of Gay & Lesbian Social Services, 22*, 112-131.
- Walls, N. E., Freedenthal, S., & Wisneski, H. (2008). Suicidal ideation and attempts among sexual minority youth receiving social services. *Social Work, 53*, 21-29.
- Walls, N. E., Griffin, R., Arnold-Renicker, H., Burson, M., Johnston, L., Moorman, N., Nelsen, J., & Schutte, E. C. (2009). Graduate social work students' learning journey about heterosexual privilege. *Journal of Social Work Education, 45*, 289-307.
- Walls, N. E., Potter, C., & Van Leeuwen, J. (2009). Where risks and protective factors operate differently: Homeless sexual minority youth and suicide attempts. *Child & Adolescent Social Work Journal, 26*, 235-257.

Additional Scholarly Artifacts

- Walls, N. E. (2011). *National HIV behavioral surveillance system: Men who have sex with men (NHBS-MSM3), Primary data report*. Denver, CO: Denver Public Health.
- Walls, N. E. (2010). Issues of privilege in practice and education. *Reflections: Narratives of Professional Helping, 16*(1). Special Issue Editor.
- Walls, N. E., Wisneski, H., & Purvis, L. A. (2009). *Knowledge of tobacco usage and consequences: A survey of gay, lesbian, bisexual, & transgender people in Colorado*. Denver, CO: The Gay, Lesbian, Bisexual, and Transgender Community Center of Colorado.
- Walls, N. E., Woodard, J., & Wisneski, H. (2008). *Evaluation of the Last Drag smoking cessation classes offered to the lesbian, gay, bisexual, and transgender communities of Colorado*. Denver, CO: The Gay, Lesbian, Bisexual, and Transgender Community Center of Colorado.

2010 Nominations: Institutional Context

Institutional Type

In 2010, there were 20 institutions of higher education represented among the 21 nominees. One institution nominated two people for the Award. All 20 of the institutions are four-year institutions. Thirteen are public colleges and universities, and seven are private not-for-profits.

Basic Classification

Twenty-five percent of the institutions are Research Universities/Very High. Ten percent are Research Universities/High. Together, 35 percent of institutions are either high or very high Research Universities. Thirty percent are large Master's-granting institutions, and five percent are medium-level Master's-granting institutions. Fifteen percent are Doctorate-granting Research Universities, and 15 percent are Bachelor's-granting institutions (10% representing Arts and Science Bachelor's-granting institutions and 5% percent representing diverse fields).

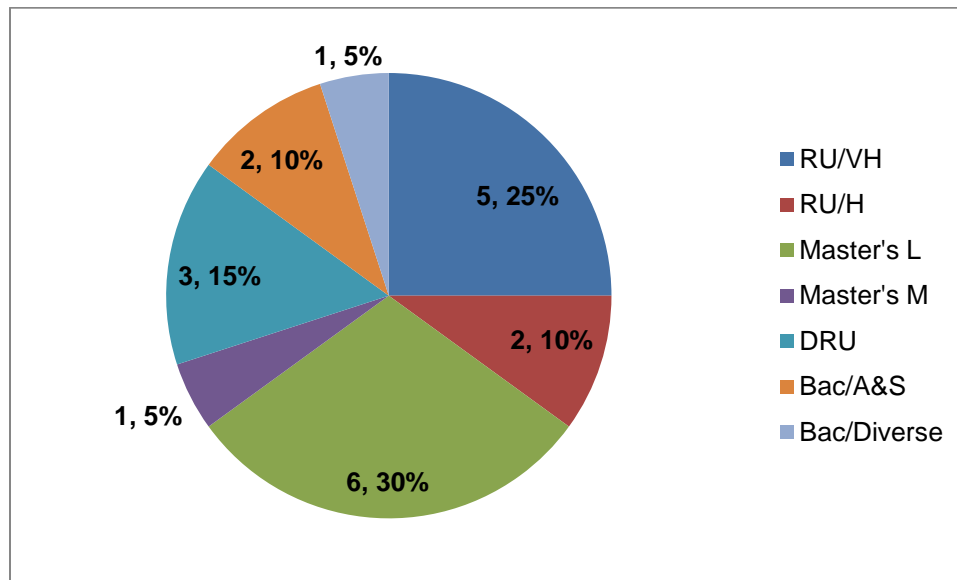


Figure 3. Basic Carnegie Classification of 2010 Institutions

Size and Setting

Of the 20 institutions represented, 14 are residential campuses. Of these, five are highly residential and nine are primarily residential. Also of these 14 residential campuses, 12 are either medium or large four-year institutions, while two are small four-year institutions. Six of the 20 institutions are non-residential with five of these being large four-year institutions and the sixth a very small, primarily non-residential institution.

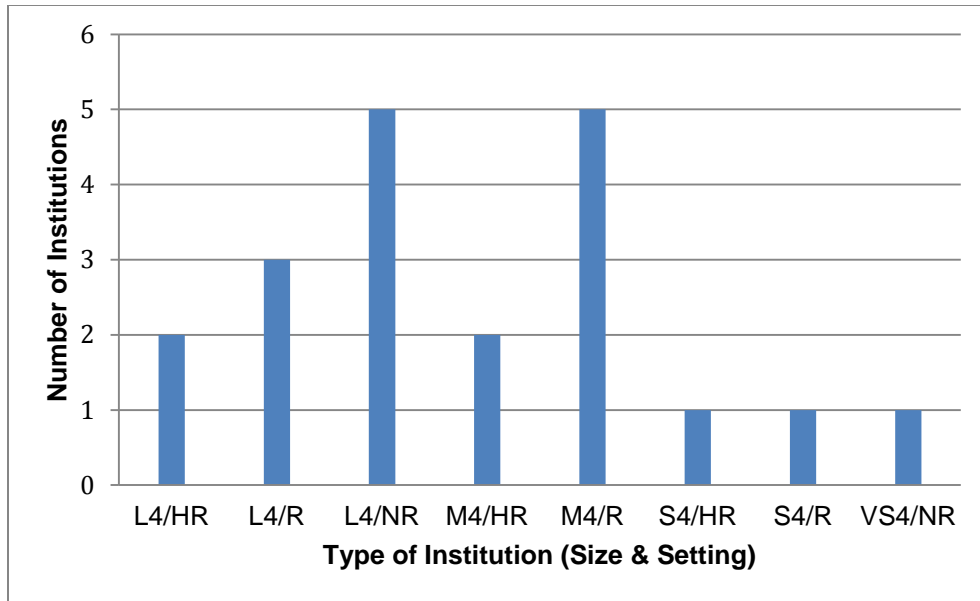


Figure 4. Institutional Size and Setting 2010

Carnegie Classification for Community Engagement

Ten (50%) of the institutions in 2010 were awarded the Carnegie Elective Classification for Community Engagement. All ten of the institutions were awarded in the Community Engagement and Outreach and Partnership categories. Of these ten institutions, four (40%) were large Master’s-granting institutions, three (30%) were Research Universities with high or very high research activity, two (20%) were Doctorate-granting institutions, and one (10%) was a Bachelor’s-granting institutions.

Institutional Type	Number receiving Carnegie Community Engagement Classification
BAC/A&S	1
ML	4
R/VH	2
RU/H	1
DRU	2

Table 2. Carnegie Classified for Community Engagement, 2010

2011 Lynton Award

2011 Lynton Award Recipient Profile



Katherine Lambert-Pennington

*Assistant Professor, Anthropology
University of Memphis*

“By conducting research in collaboration with community partners, both valuing their expertise and sharing my specialized knowledge, and by providing opportunities for students to learn how to contribute to grassroots information gathering and action through active participation, I strive to contribute to building a more fair and democratic society.”

Key Institutional Context for Recipient’s Engagement

The Anthropology program at the University of Memphis encourages research that is interdisciplinary and collaborative in nature and that enhances the quality of life in the communities in which faculty work.

Recipient Bio

- Ph.D., 2005, Cultural Anthropology, Duke University
- Key partners: St. Andrew AME Church and South Memphis Revitalization Action Project; St. Patrick’s Catholic Church and Vance Avenue Collaborative
- Choice Neighborhoods Planning Grant from the U.S. Dept. of Housing and Urban Development; Strengthening Community Grant from the Community Foundation of Greater Memphis
- South Memphis Farmers Market, highlighted as a best practice on the White House website
- Faculty Advisory Board, Benjamin Hooks Institute for Social Justice

Comments from Nominator

“One of the hallmarks of Katherine’s scholarship has been her extraordinary ability to transcend important racial, class, and cultural barriers to establishing trusting relationships with leaders of communities that have often been marginalized by powerful institutions in our community.

“She has maintained a partnership with a community of Australia’s Aboriginal people for over a decade. Recently, she brought her family to Australia to spend time getting to know the community.

“Students who participate in [Katherine’s] projects look for opportunities to continue their involvement beyond her classes, often by selecting related topics for their undergraduate and graduate theses. Katherine has become one of the department’s most active thesis supervisors, helping students connect their scholarship to resident-led neighborhood improvement projects.

“Her success within the promotion and tenure process has encouraged other junior faculty to embrace Boyer’s notion of engaged scholarship.”

*-- Kenneth Reardon, Professor and Director, Graduate Division of
City and Regional Planning, University of Memphis*

Overview of Recipient's Scholarship of Engagement

Integrated scholarly identity: Katherine's anthropological training in ethnography and participatory action research enable her to assist campus and community members in crossing significant social boundaries to undertake challenging economic and community development projects.

Two projects in particular highlight the integration of research, teaching, and service in her community-engaged work. She serves as Co-Director of the South Memphis Revitalization Action Project and the Vance Avenue Collaborative, in which she, her students, and colleagues use participatory action research methods to assist residents of a once-thriving community to prepare and execute a comprehensive neighborhood revitalization plan. In South Memphis, she and her student and faculty colleagues work with local residents and organizations to support a neighborhood-oriented farmers market. The team's efforts in the Vance Avenue neighborhood include an initiative that involves dozens of low-income families in a community garden located near the city's remaining public housing project. She focuses her service on opportunities that further her department's educational goals and commitment to engaged scholarship and community-based research; that support her research and teaching in the areas of community building, neighborhood development, social justice, and urban education; and that increase the networks available to graduate students for practice and future employment

"Four central themes run through all of my teaching, scholarly, and service activities:

- 1) identity, culture, and power,*
- 2) community building and development, with a particular emphasis on education, neighborhoods and community led organizations,*
- 3) social justice and civil rights*
- 4) community - university partnerships."*

A variety of products and dissemination strategies have resulted from Katherine's engaged scholarship activities, including actions, planning documents, journal articles and presentations, white papers, posters, pamphlets, and videos which have been disseminated via the Internet, through community partners, and face-to-face at community meetings, festivals and other events.

Partnerships with students and community members: The questions and activities that drive Katherine's work in these projects have come from partnerships with faith-based organizations, a broad cross-section of residents, and other key stakeholders. Both projects originated as requests from local church leaders who wanted assistance figuring out the most effective approaches to expanding their organizations' community development and outreach.

A significant amount of the fieldwork within these projects is being carried out through Katherine's courses. Each semester, community members orient students to such projects, connect them with residents and other participants, lead tours, make presentations, and give students feedback. During focused data collection phases of these projects, students and community members work together to develop interview protocols and surveys and timelines and to conduct research. Her students collaborated with residents to envision, draft, and disseminate a directory of local health and social services and with a charter school to investigate the question: "What does it take to make education an effective anti-poverty strategy?"

"In some cases students are the primary architects of the form their service learning takes."

Recipient's Understanding of Engagement

Katherine writes: "I believe that social justice can only be achieved through genuine and frequent civic participation by under-represented communities..."

"Within the discipline of anthropology applied/practitioner focused work has often been criticized as a-theoretical and not academic enough. Over the past two decades, however, public anthropology has become an important aspect of the discipline. With this shift, ways of putting anthropology to work have extended anthropologists' reach beyond the academy. Engaged anthropology focuses on collaboration, outreach, and public policy, which means that to do it successfully requires different types of products and methods of dissemination..."

"From a disciplinary perspective, an anthropological sensibility to the politics of collaboration and the dynamics of power are particularly important. Expert-driven, developer focused urban planning and

Journey as an Engaged Scholar

"As a graduate student, I drew on Feminist Praxis, with its focus on redefining the researcher-participant relationship toward shared production and ownership, as a key paradigm for doing research with Indigenous people in Australia. As a faculty member, I have parlayed my commitment to the democratization of research and knowledge into my local community based work through a Participatory Action Research (PAR) framework..."

"In the classroom, I have transitioned from a service model of student involvement as a value-added volunteer activity in my classes to involving students in ongoing community-based work and requiring it in two of my classes in ways that allow students to explore the ideas in a local, on-the-ground way and further community partners' long term goals..."

development have marginalized and silenced those most likely to be impacted by city's redevelopment agendas. Applying anthropology to neighborhood revitalization efforts means creating avenues for cultural critique in order to facilitate the development of empirically-based, community derived solutions. Methodologically, participant observation and attention to everyday experiences through systematic and multi-layered data collection and analysis can help provide spaces for diverse, and often unheard, voices to be part of decision-making processes. Drawing on and operationalizing theories of power enables us to appreciate the ways that discourses of development, poverty, and public safety intersect with race, class, and gender to shape the everyday life and survival strategies of residents, as well as the decisions that city administrators make with regard to redevelopment..."

"My experience with participatory action research (PAR) has demonstrated the ways that theories of power can be operationalized for the purposes of intervention in relationships of inequality. Bringing PAR together with an asset-based approach, the Vance Avenue Collaborative and the South Memphis Revitalization Action Project focus on residents' felt needs and the assets and on opportunities they identify. This approach puts community members' voices, ideas, and expertise at the forefront of decision making, research questions, and actions rather than "experts" telling communities what is wrong and what can/should be done. The complexity of the issues facing urban communities today requires input and ideas from many disciplines, agencies, and individuals..."

Select Scholarship Products

Peer-reviewed Publications

- Brondo, K. V., & Lambert-Pennington, K. (2010). "Coalition of trust" or "Trust me I know what's best": When Southern Progressivism meets PAR-informed engaged scholarship. *Urban Anthropology*, 39(3), 299.
- Lambert-Pennington, K., (2010). Practicing what we preach: The possibilities of participatory action research with faith-based organizations, *NAPA Bulletin*, 33, 143-160. [Special Issue on Faith-Based Development]
- Lambert-Pennington, K., & Pfromm, J. (2010). Faith-based development and community renaissance: Tradition and transformation in South Memphis. In J. Adkins, L. Occhipinti & T. Hefferan (Eds.), *Not by faith alone: Social services, social justice, and faith-based organizations* (pp. 69-90). Lanham, MD: Lexington Books.
- Lambert-Pennington, K., Reardon, K., & Robinson, K. (2011). Creating an interdisciplinary community development assistance center: The South Memphis Revitalization Action Project. *Michigan Journal of Community Service Learning*, 17(2), 59-70.
- Norris-Tirrell, D., Lambert-Pennington, K., & Hyland, S. (2010). Imbedding service learning in engaged scholarship at research institutions to revitalize urban neighborhoods. *Journal of Community Practice*, 18(2-3), 171-189.

Additional Scholarly Artifacts

- Brondo, K., A. Mrkva, & Lambert-Pennington, K. (2008). *Beltline Community Action Process Report*. Submitted to Jacob's Ladder Community Development Corporation and Beltline Neighborhood Association.
- Hyland, S., Norris-Tirrell, D., Lambert-Pennington, K., & Schmidt., S. (2009). *Strengthening communities status report 2009*, Submitted to Community Foundation of Greater Memphis, United Way of the Mid-South, and University of Memphis Research Foundation.
- Lambert-Pennington, K. (2008). *From hope to home: An evaluation of homeownership in College Park*. Submitted to United Housing, Inc.
- Lambert-Pennington, K., & Reardon, K. M. (2010) Vance Avenue Collaborative: Preliminary planning framework. Retrieved from http://www.memphis.edu/planning/student_projects.htm
- Lambert-Pennington, K. & Reardon, K. M. (2009). South Memphis Revitalization Acton Plan: A people's blueprint for building a more vibrant, sustainable, and just community. St. Andrew AME Church. Approved by the City of Memphis, March 9, 2010. Retrieved from http://www.memphis.edu/planning/student_projects.htm

2011 Nominations: Institutional Context

Institutional Type

In 2011, there were 16 institutions for the 16 nominees. All institutions were four-year institutions, 12 of which were public institutions and four private not-for-profits.

Basic Classification

Thirty-one percent of the institutions represented by the 2011 nominees are Research Universities with high levels of research activity. Nineteen percent are Research Universities with very high levels of research activity. Together, 50 percent of the institutions have either high or very high levels of research activity. Thirty-eight percent are large Master's-granting institutions and six percent are small Master's-granting institutions. Six percent are Doctorate-granting institutions.

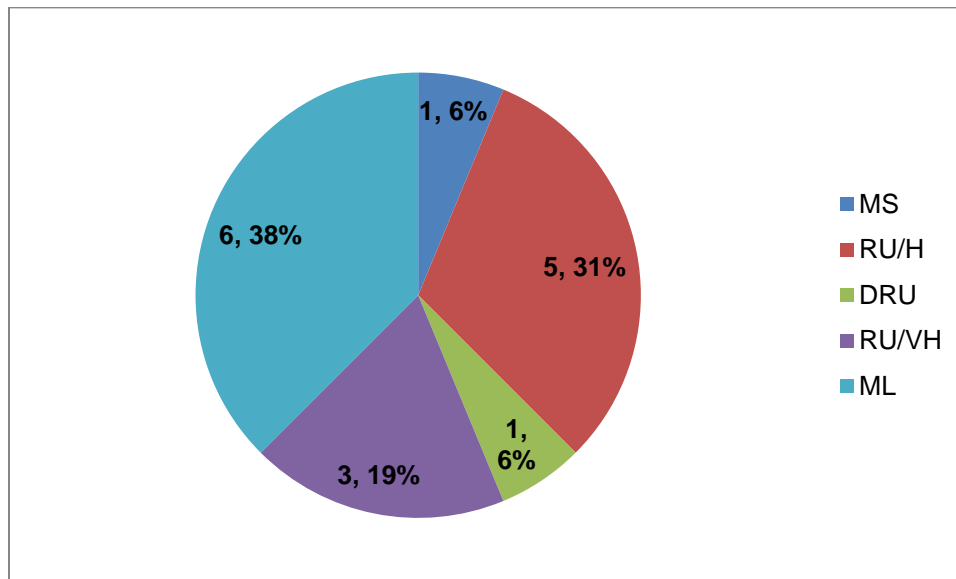


Figure 5. Basic Carnegie Classification, 2011 Institutions

Size and Setting

Of the 16 institutions represented, 10 (62%) are residential campuses. Six (38%) are non-residential campuses. Of the ten residential campuses, seven are large four-year institutions that are either primarily or highly residential, and three are medium, highly or primarily residential. Of the six non-residential campuses, there is equal distribution (three each) of large and medium-sized institutions.

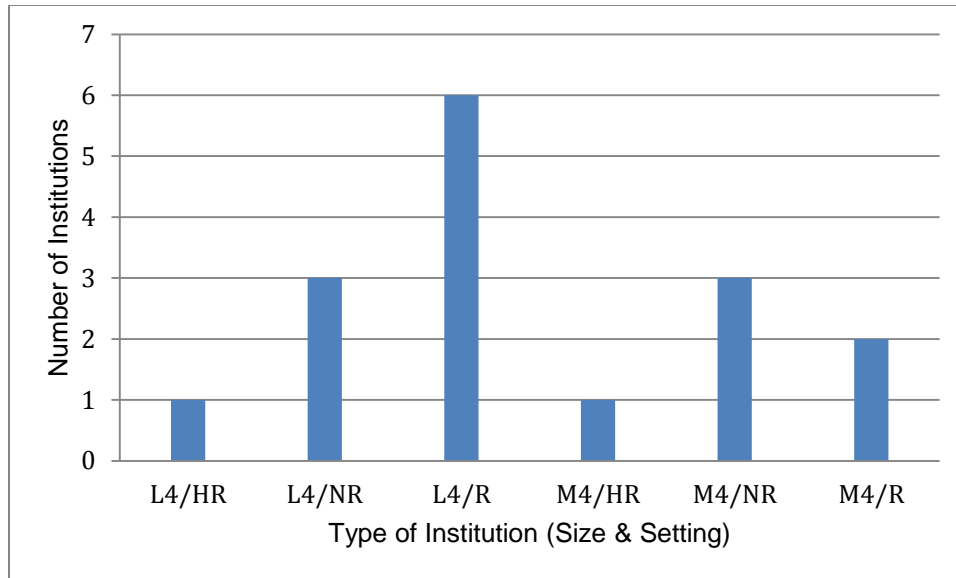


Figure 6. Institutional Size and Setting, 2011

Carnegie Classification for Community Engagement

Ten (62%) of the 16 institutions in 2011 were awarded the Carnegie Elective Classification for Community Engagement. All ten were awarded in both the Community Engagement and Outreach and Partnership categories. Of these ten institutions, three (30%) were large Master’s-granting institutions; one was a small Master’s-granting institution. Another three (30%) were Research Universities with high levels of research activity. Two (20%) were Research Universities with very high levels of research activity and one (10%) was a Doctorate-granting institution. Sixty percent of the institutions were Research Universities with high or very high levels of research activity.

Institutional Type	Number receiving Carnegie Community Engagement Classification
MS	1
ML	3
RU/H	3
RU/VH	2
DRU	1

Table 3. Carnegie Classified for Community Engagement, 2011

Overview of Lynton Award Nominees: 2009-2011

From 2009 to 2011, 62 early-career faculty were nominated for the Lynton Award—25 in 2009, 21 in 2010, and 16 in 2011. During this three-year period, 18 of the nominees (29%) were men and 44 (71%) were women. This significant percentage difference between female and male applicants remained consistent over the three years: In 2009, 69 percent were women and 32 percent were men; in 2010, 76 percent were women and 24 percent were men; and in 2011, 69 percent were women and 31 percent were men.

Year	Number of Nominees	Male	Female
2009	25	8	17
2010	21	5	16
2011	16	5	11
Total	62	18	44

Table 4. Number of nominees by gender, 2009-2011.

Nominees' Disciplines: 2009-2011

2009	2010	2011
Art and Design	Biology	Architecture
Biology	Communication	Anthropology
Biological & Environmental Sciences	Core Studies	Business
Chemistry & Chemical Biology	Dance	City and Regional Planning
Communication	Education	Environment Sciences
Communication & Journalism	• Elementary and Bilingual	Gerontology
Education	• Music Education	Health Sciences
• Teacher Education	English	Higher Education
• Child Life	Environment Law	Marketing
• Curriculum & Instruction	Gerontology	Nursing
• Art Education	History	Physical Therapy
• Special Education	Psychology	Psychological Sciences
English	Social Sciences	Rehabilitation Sciences
Geography	Social Work	Social & Behavioral Sciences
Gerontology	Sociology	Sociology
Public Administration	Youth Development	Theology
Reading		
Rhetoric and Composition		
Social Work		
Sociology		
Sociology & Asian American Studies		
Supply Chain Management		

Table 5. Disciplines of Nominees, 2009-2011

Overview of Institutional Contexts: 2009-2011

The work of engaged scholars takes place within both community and institutional contexts. Institutional context is significant, since it serves as an indicator of institutional support for this form of scholarship. In this section of the report, we begin to map the landscape of institutions at which the recipients work, so that over time we might contribute to a greater understanding of the institutional types, contexts, and cultures that are supportive of community-engaged scholarship. This section of the report comprises a collective portrait of the higher education institutions that nominated faculty for recognition of their community-engaged research and scholarship between 2009 and 2011.

Year	Number of Institutions
2009	24
2010	20
2011	16
Total:	60

Table 6. Number of Institutions of Higher Education Represented by the Lynton Award Recipients 2009-2011

Institutional Type: 2009–2011

In 2009, 14 of the nominating institutions were four-year public institutions and ten were four-year not-for-profits. In 2010, 13 of the 20 institutions (65%) were four-year publics and seven (35%) were four-year not-for-profits. In 2011, 12 (75%) were four-year public institutions and four (25%) were four-year not-for-profits. In total, our sample for the three years studied included 60 institutions ($n=60$): 39 four-year public institutions (65%) and 21 four-year not-for-profit institutions (35%). (See Figure 7).

Institutional Type	2009	2010	2011	Total
4-year Public	14	13	12	39
4-year Private Not-For-Profit	10	7	4	21

Table 7: Institutional Type 2009, 2010, and 2011

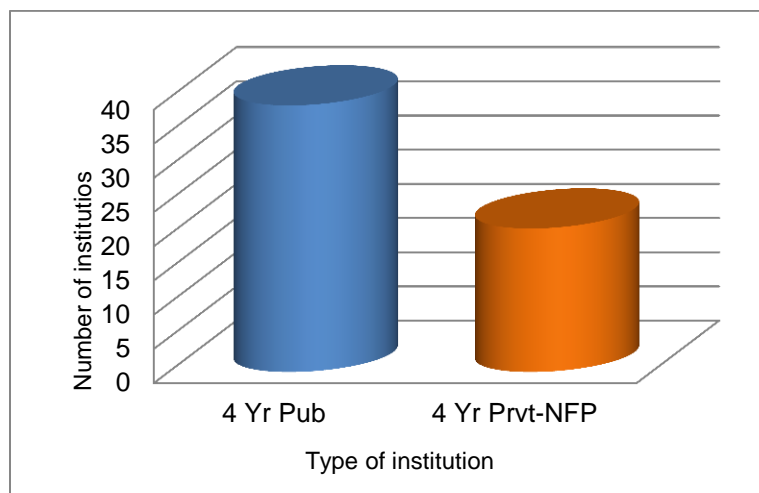


Figure 7. Lynton Award Nominations, Institutional Type, 2009–2011.

Basic Classification: 2009-2011

Over the three-year period, the highest percentage (32%) of institutions represented by our nominees are large Master’s-granting institutions, and a further nine percent ($n=6$) represent medium- and smaller-level Master’s-granting institutions. In total, 41 percent are Master’s-level institutions. Twenty-two percent of our institutions are Research Universities with high levels of research activity, while 20 percent are Research Universities with very high levels of research activity; in total, 40 percent represent Research Universities. Ten percent are Doctorate-granting institutions and seven percent represent Bachelor’s-granting institutions. (See Figure 8.)

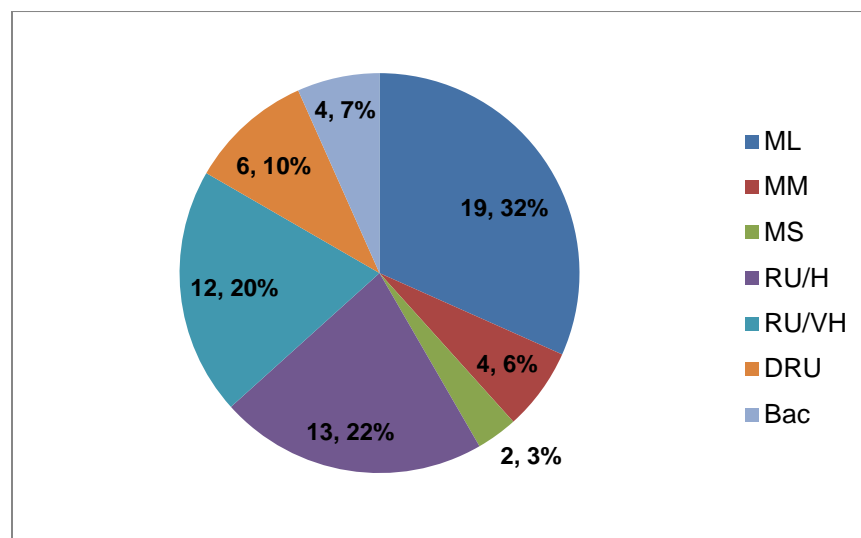


Figure 8. Basic Classification of Institutions, 2009-2011

Size and Setting: 2009-2011

Over the three years, there has been a wide distribution of nominees across institutions of varying size and setting. There has been consistent distribution of large, primarily residential and large non-residential institutions. In 2009 and 2010, there was an equal distribution of medium-sized, primarily residential institutions; in 2011, however, representation in this area dropped. Representation by small and very small residential institutions also dropped, and they were not represented at all in 2011.

Size & Setting	2009	2010	2011	Total
L4/HR	1	2	1	4
L4/R	5	3	6	14
L4/NR	4	5	3	12
M4/HR	3	2	1	6
M4/NR	1	0	3	4
M4/R	6	5	2	13
VS4/HR	2	0	0	2
S4/HR	2	1	0	3
S4/R	0	1	0	1
VS4/NR	0	1	0	1
Total	24	20	16	60

Table 8. Institutional Size & Setting, 2009-2011

Of the 60 institutions represented, the largest percentage, 23 percent (or 14 institutions), are large, primarily residential institutions, and 22 percent (or 13 institutions) are medium-sized residential institutions. Twenty percent (or 12 institutions) are large, non-residential institutions. Ten percent (or six institutions) are medium-sized, highly residential institutions, and seven percent are medium-sized non-residential institutions. Another seven percent are large, highly residential institutions, three percent are very small, highly residential, and one percent is small, primarily residential.

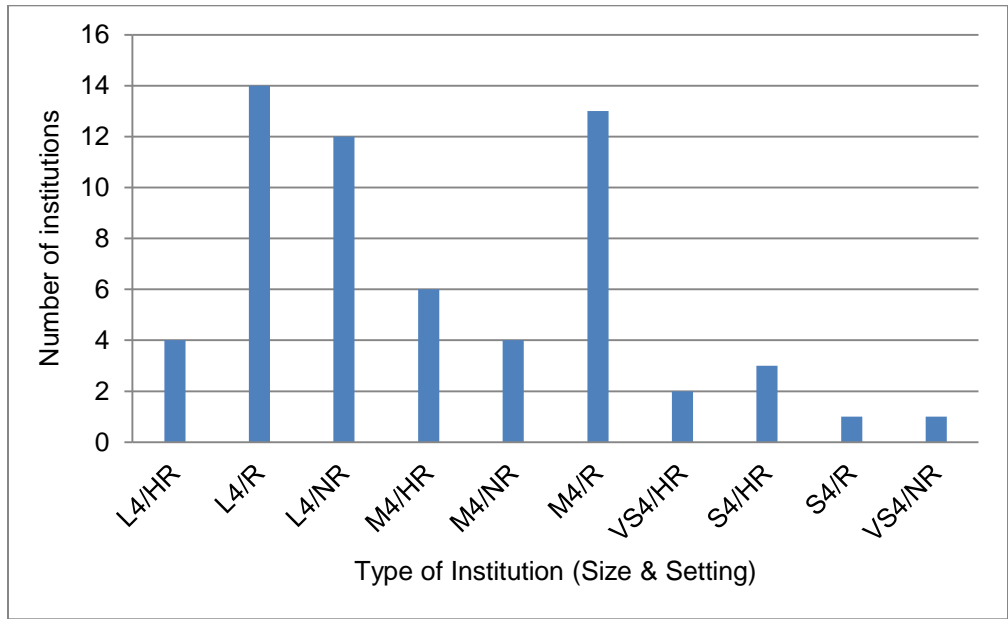


Figure 9. Institutional Size & Setting (numbers), 2009-2011

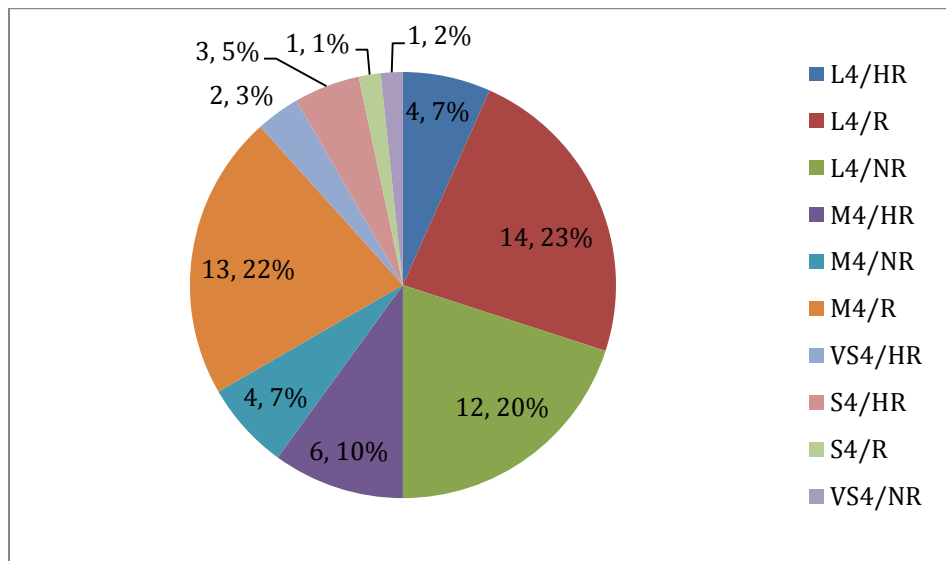


Figure 10. Institutional Size & Setting (percentage) 2009-2011

Taken together, 27 percent (or 16 institutions) are highly residential, and 45 percent (or 27 institutions) are primarily residential. Therefore, the majority of the sample institutions—72 percent—are either highly or primarily residential, while 28 percent are non-residential institutions.

Carnegie Community Engagement Classification: 2009-2011

Over the three-year period and across the 60 institutions, 29 of the institutions (or 48%) were awarded the Carnegie Elective Classification for Community Engagement. Fifty-two percent of the institutions did not hold the classification. Of the 29 classified institutions, eight (29%) are large Master's-granting institutions, two (7%) are medium-sized Master's-granting institutions, and four percent are smaller Master's-granting institutions. Twenty-five percent (or seven institutions) are Research Universities with high levels of research activity, and 21 percent (or six institutions) are Research Universities with very high levels of research activity. Seven percent (or two institutions) are Doctorate-granting institutions, and seven percent are Bachelor's-level institutions. Taken together, 40 percent of the Carnegie Community Engagement Classified institutions are Master's granting institutions and 53 percent are Research-level and Doctorate-granting Universities.

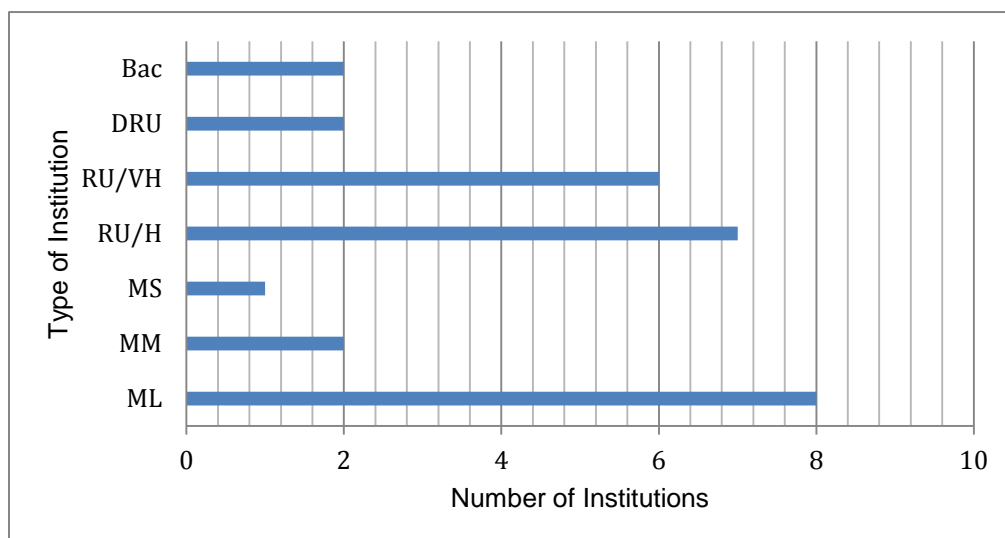


Figure 11. Carnegie Community-Engaged Classified Institutions, 2009-2011

Analysis and Implications

While the profiles and institutional data in this report allow for some observations about engaged scholarship and provide an opportunity for reflection, the overall numbers of nominees, institutions, and recipients are too small to allow generalization from the data. At the same time, there are perhaps insights that can be gained about both the engaged scholars and the institutional environments that support their engagement.

What kind of institutions do nominees for the Lynton Award come from? Just over a third comes from institutions that offer a large number of Master's degrees. These are campuses that tend to be regional comprehensive institutions with professional schools. They often are not dominated by a culture of striving toward becoming a higher research university. In that context, they often value teaching and learning as well as research. Community engagement often takes root on these campuses in deeper ways because it offers a high-impact teaching and learning practice and provides a way for the campus to both connect to and shape the civic life of the local community. Of the three tiers of research universities—doctorate-granting, research high, and research very high—the culture of striving can narrow the research profile and constrain the institutional identity, such that community engagement is perceived to be in potential conflict with research prestige. In total, 42% of the Lynton nominations from 2009 to 2011 come from either research high or research very high campuses. Only 10 percent of the nominations come from doctorate-granting campuses. The data seem to suggest that for campuses that have achieved the higher research status, community engagement is not positioned in conflict with research prestige and a culture of engagement is institutionalized; yet for campuses at what might be perceived as the bottom rung of the research ladder, they strive for higher research status, and the culture of engagement may not be as strong.

While one faculty member from a campus cannot tell us anything generalizable about the culture of a campus, all of the recipients of the award are from either research high or research very high campuses, and all of those campuses also have achieved the elective Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching, indicating that these research universities see community engagement as an essential part of their institutional identity. The achievement of the classification also indicates that campuses with an intentionality around creating a culture and identity of engagement also commit resources to it that provide supports for faculty who undertake community-engaged scholarship. Future research could explore the relationship of institutional research cultures with faculty engagement, institutional striving to higher research status with faculty engagement, and institutional type with faculty engagement.

These institutional supports and structures on campus are referenced in the institutional profiles of the recipients. The profiles also reveal some additional emergent features of engagement. For two of the three recipients, there is a distinct global dimension to their engagement work, suggesting that globalization in education recognizes that the global is local and the local is global. Similarly, implicit attention to race, class, ethnicity, gender, and sexual orientation is linked to cultural competencies, which can be gained locally and globally as an integral part of social justice education. With all the recipients, it is apparent that navigating the reward structure on campus—and in their disciplines—has led to a deliberate and careful balancing of scholarly products, or scholarly artifacts, between what might be considered traditional products (e.g., peer-reviewed journal articles in disciplinary journals, book chapters, and academic books) and products produced with and for non-academic audiences (e.g., reports, public art, evaluations, etc.). Successful navigation of institutional systems that raise questions of what counts as a publication and who is a peer in the peer-review process seems to require scholarly productivity that counterbalances research and creative activity that is viewed as legitimate within the existing system with challenging norms by producing scholarly products that expand notions of legitimate knowledge generation and dissemination. At the time of this writing, one of the three recipients is in the process of promotion and tenure review—the other two successfully received tenure when they came up for review—and their portfolios included their national recognition for engagement through the Lynton Award.

The successful navigation of institutional reward systems apparent in these profiles appears to be a part of a larger narrative that collectively describes the professional identity and career path of these engaged scholars. For an earlier generation of academics who found their way to community engagement, the narrative that resonated strongly was that framed by Parker Palmer in his 1992 essay “Divided No More.” The narrative told of mid-career faculty who reached a painful realization that the way they practiced their profession was grossly separated from the values that had brought them into their work earlier in their careers. They had reached a crisis in their lives requiring a deep inner healing, a healing that was brought about by connecting their professional practice to their deeply held values so they would be divided no more. For faculty who had begun their careers in the academy with the ideals of educating for social justice and the belief in the transformative potential of education, now, post-tenure and well into their established careers, they both experienced deep angst and rediscovered these values, and put them into practice through community-based education. This was a powerful narrative explaining the personal and professional experience of a generation.

The profiles here suggest a different generational narrative. None of these early-career faculty comes to this work post-tenure; they were all shaping their identities as engaged scholars during their graduate studies (if not earlier). They entered into their faculty careers with an expectation that they would be able to be engaged scholars—that they would be able to do engaged scholarly work in all aspects of their faculty role. And they expected that the institution would provide the intellectual space and support to allow them to thrive as engaged scholars. They did not enter their faculty careers with a sense of delayed fulfillment or with a resignation built on accommodation to traditional norms only to be able to thrive later in their post-tenure careers. They would not have to heal the divisions in their inner life because they would resist the disciplinary and institutional cultures that fostered such division. The faculty profiled here laid claim to lives as engaged scholars as they shaped their professional, personal, and civic identities and found academic homes that created space for them to deepen the work around civic engagement, public scholarship, and campus-community partnership.

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