

The Scholarship of Engagement: Understanding it, Doing It, Documenting It, and Rewarding it

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the Scholarship of Engagement as An Imperative for Colleges & universities of the 21st century

"...colleges and universities are one of the greatest hopes for intellectual and civic progress... I am convinced that for this hope to be fulfilled, the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement."

Boyer, E.L. (1996). The Scholarship of Engagement. *Journal of Public Service & Outreach* 1(1), 9-20.

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"Engagement implies strenuous, thoughtful, argumentative interaction with the non-university world in at least four spheres: setting universities' aims, purposes, and priorities; relating teaching and learning to the wider world; the back-and-forth dialogue between researchers and practitioners; and taking on wider responsibilities as neighbours and citizens."

Association of Commonwealth Universities

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Creating a Counterbalance

The first elective category to be developed was, significantly, community outreach and engagement. If the effect of Carnegie's efforts (and those of Dupont Circle and AAUP) in the first three quarters of the 20th century was to inscribe in academic structures and in the consciousness of faculty a national orientation, those organizations are increasingly emphasizing the value of the local. (p.12)

Rhoades, G. (2009) Carnegie, Dupont Circle and the AAUP: (Re)Shaping a cosmopolitan, locally engaged professoriate, *Change*, January-February, p. 8-13.

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Bringle et al. (1999) Community Engagement as Faculty Work

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The conversation...

- The Case for Engagement and Engaged Scholarship
- The Faculty Case for Promotion Based on Engaged Scholarship: Approaches to Documentation
- The Institutional Case: Issues in Facilitating, Evaluating and Rewarding Engaged Scholarship

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The Context & Case for Engagement

Why Engagement in H.E.?

The Civic Purpose of Higher Education

"Unless education has some frame of reference it is bound to be aimless, lacking a unified objective. The necessity for a frame of reference must be admitted. There exists in this country such a unified frame. It is called democracy."

John Dewey (1937)

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Why Now?

- External Pressures
 - Demographic pressures on higher education
 - Accountability to achieve social & economic purposes
 - Education of social capital for a democratic citizenry
 - Growing interdependent, global, transnational consciousness
 - Emergence of diversity as an educational value and catalyst
 - Workplace—work collaboratively & solve problems in teams
- The New Academy
 - Expanding ways of knowing
 - Broadening definitions of scholarship and what is rewarded
 - Development in the disciplines and creation of new (problem-centered) interdisciplinary fields
 - Changing nature of faculty work
 - Millennial faculty

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Engagement Landscape

- Punctuations—Evolving into a multifaceted field
- Engagement Defined
- Engagement as Teaching, Research, Econ. Dev.
- Engagement as a Scholarly Expression
- Engagement Institutionalized & Socialized
 - Carnegie community engaged institutions
 - 2006—107 applications, 76 classified
 - 2008—147 diverse applications



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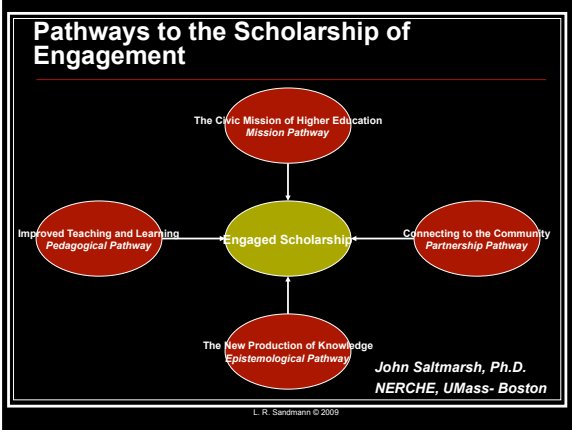
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- Civic Education
- Civic Engagement
- Community Engagement
- Community-based Learning
- Community Service
- Economic Development
- Engaged Scholarship
- Experiential Learning
- Extension
- Outreach
- Participatory Action Research
- Partnerships
- Professional Service
- Public Scholar(ship)
- Public Service
- Scholarship of Engagement
- Scholarship on Engagement
- Service
- Service Learning
- Voluntary Service
- ...Others?

Focus, Emphasis, Intent

Giles, 2008

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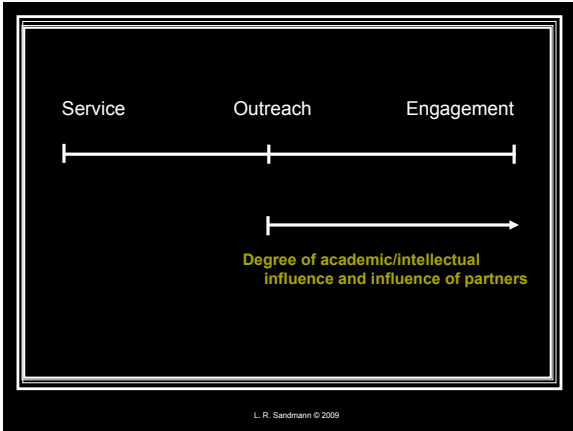
- ### Engagement Defined
- Substantiating the need for higher education's engagement with the communities
 - Defining characteristics, values, principles—location and process
 - Emphasizing bidirectional interactions, reciprocity, and mutual respect to expand the traditional concept of outreach, public service
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Carnegie Classification...

Community Engagement describes the collaboration between higher education institutions 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, 2006

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A Typology of Institutional Responses to the Scholarship of Engagement

Type Engagement	Primary Educational Mission	Definition of
Liberal arts college	Citizenship training for democracy Character formation	Engaging with ideas of value Training citizens for public life
Research university	Expanding the knowledge base	Applying knowledge to solve social problems and issues
Professional school	Teaching applied, concrete skills	Training professionals to perform needed social functions Clinical training
Community college	Providing access to nontraditional populations	Access to ed. opport. Access to employ. opport. (Ward, 2003)

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- ### Not everything is...
- Engagement
 - Effective Engagement
 - Engaged Scholarship
 - what is quality—criteria & standards
 - what is worth rewarding
 - how is it assessed
 - Scholarship about Engagement
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Engaged Scholarship-

Dynamic Tension

Existing views of faculty work

Driver for the re-examination of traditional approaches for defining, documenting and evaluating scholarship

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The Case for Engaged Scholarship

Challenge #1-

Defining engaged scholarship
Framing faculty work as
quality engaged scholarship

Principles of Engagement
+
Standards of Scholarship =

Engaged Scholarship

What is Engaged Scholarship?

RPT

- Faculty work that is scholarly—good teaching, good research, good professional service (well-informed)
- Faculty work that is a basis for scholarship (contributing to a knowledge base)

Bringle, Hatcher, Clayton, 2006

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What is Engaged Scholarship?

- Scholarship – What
- Engaged Scholarship – How
- For the Common, Public Good – Toward What End

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Scholarly Engagement is the creation, integration, application and transmission of knowledge for the benefits of external audiences and the University and occurs in all areas of the University Mission: research, teaching and service. The quality and value of Scholarly Engagement is determined by academic peers and community partners

UMass Faculty Senate Outreach Council, 2006

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Engaged Scholarship

- Scholarship—practices that cut across the categories of academic scholarship (discovery, teaching, application & integration) +
- Engagement—reciprocal, collaborative relationships with partners external to the university. (Boyer, 1996)
- Scholarly engagement consists of
 - Research, teaching, integration and application scholarship that
 - Incorporates reciprocal practices of civic engagement into the production of knowledge. (Barker, 2004)

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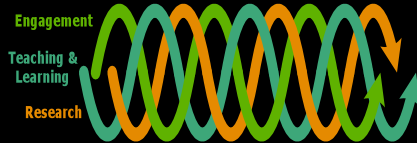
The foundation of academic public health practice in schools of public health is the traditional academic paradigm of research, teaching, and service—infused and motivated by scholarship that includes discovery, synthesis, integration, and application. (p. 2)

ASPH, (1999)

Demonstrating Excellence in Academic Public Health Practice

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Triple Helix of Knowledge



Teaching, learning and research activities are strengthened through collaborative knowledge-exchange relationships

University of Western Sydney, AU

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New Approaches to Knowledge Production and Research

- Mode I—traditional—pure, disciplinary, homogeneous, expert-led, hierarchical, peer reviewed, university-based
- Mode II—applied, problem-centered, transdisciplinary social and economic contexts, heterogeneous, hybrid, demand-driven, entrepreneurial, network-embedded, not necessarily led by universities

Gibbons, et al. (1994)

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Quadrant Model of Scientific Research

		Consideration of use?	
		No	Yes
Quest for fundamental understanding?	Yes	Pure basic research (Bohr)	Use-inspired research (Pasteur)
	No		Pure applied research (Edison)

Stokes, D. (1997). *Pasteur's quadrant*

Five Practices of Engaged Scholarship

Practice	Theory	Problems Addressed	Methods
Public scholarship	Deliberative	Complex "public" problems requiring deliberation	Face to face, open forums
Participatory research	Participatory democracy	Inclusion of specific groups	Face to face collaboration with specific publics
Community partnership	Social democracy	Social change, structural transformation	Collaboration with inter-mediary groups
Public information networks	Democracy broadly understood	Problems of networking, communication	Databases of public resources
Civic literacy scholarship	Democracy broadly understood	Enhancing public discourse	Communication with general public

Barker, D. (2004). *The Scholarship of Engagement: A Taxonomy of Five Emerging Practices. JHEOE*

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Engaged Scholarship

- Scholarly boundary crossing
- Scholarship in engagement
 - Engaged scholarship *in* teaching
 - Engaged scholarship *in* research
 - Engaged scholarship *in* service
 - Scholarship guided by an engagement ethos—connect in coherent, thematic, scholarly ways

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Architecture of engaged Scholarship: *Same Questions, Different Answers*

- Purpose
- Questions
- Research Design
- Data Analysis
- Dissemination

Sandmann, L. R. (2006). Scholarship as architecture: Framing and enhancing community engagement. *Journal of Physical Therapy Education*, 20(3), 80-84.

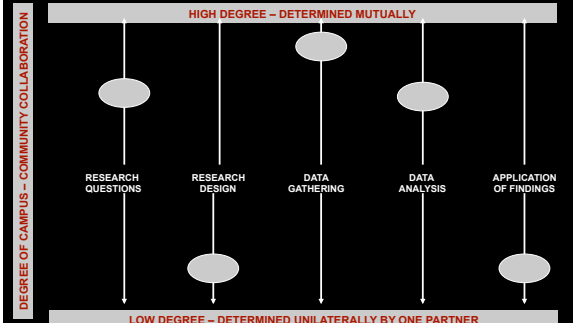
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Engaging *with* Community



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Degree of Collaborative Processes in Engaged Scholarship



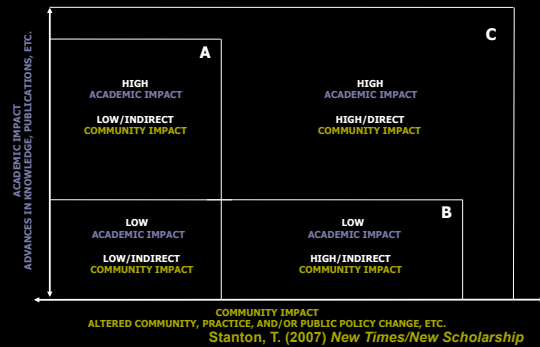
Stanton, T. (2007) *New Times/New Scholarship*
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Quality— Evaluation Criteria

- Goals/questions
 - Context of theory, literature, best practices
 - Methods
 - Results
 - Communication/dissemination
 - Reflective critique
- National Review Board Scholarship of Engagement, 2001

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Outcomes of Engaged Scholarship



Stanton, T. (2007) *New Times/New Scholarship*
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Criteria for Review of Proposals: National Science Foundation

- What is the intellectual merit of the proposed activity?
- What are the **broader societal impacts** of the proposed activity?
 - *Public understanding*
 - *Application to policy, practice*
 - *Use of research as an education asset*
 - *Broadening of participation*

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Engaged Scholarship

- Way to think about work
- Way to frame
- Way to implement
- Way to assess
- Way to communicate

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Faculty Case Based on Engaged Scholarship: Approaches to Documentation

Challenge # 2
Documenting the scholarship;
especially integrative engaged
scholarship

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"Quality..."

*in any area should be rewarded,
but mediocrity, even if it is
published, should not."*

Maynard Mack,
Metropolitan Universities

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"The promotion and tenure review has basically three components: the documentation that the candidate provides, the materials that the committee collects, and the process by which the committee reviews these materials and conducts its deliberations. A well-prepared faculty member can go a long way in making his or her "case" by providing strong context and solid documentation for the committee to consider.."

Diamond, R.M. (1995). *Preparing for Promotion and Tenure Review: A Faculty Guide*. Anker Publishing pg.14

How to Prepare the Case

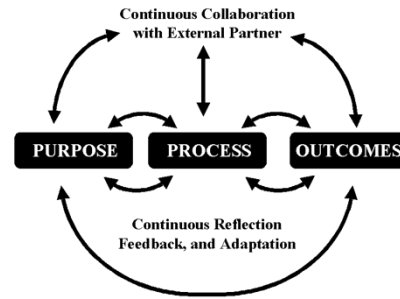
- Substance
 - Purpose/ Process/Outcomes
- Format
 - Portfolio
 - Narrative
 - Other

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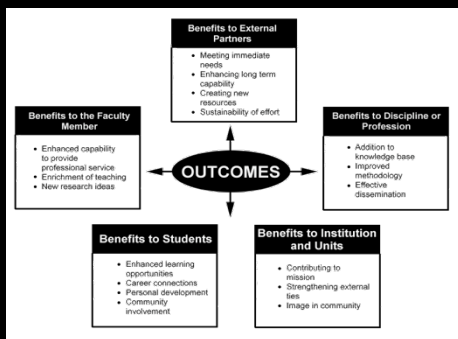
Evidence Based

- Is this an “**engagement**” effort? To what extent does this project/portfolio/dossier provide evidence of “quality” engaged scholarship? What is its:
 - Significance
 - Community collaboration resulting in mutual benefit
 - Scholarly and intellectual contribution
 - Impact/ “broader impacts”

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Traditional	Expanded Outcomes
<ul style="list-style-type: none"> ■ 3 Articles under review ■ 6 National conference presentations ■ 1 Grant funded 	<ul style="list-style-type: none"> ■ Delivered individual feedback reports to 32 human service organizations ■ Influenced interorganizational relationships within the county ■ Influenced countywide policies on client confidentiality. ■ Data helped county procure additional funds for service intervention ■ Presented findings to <ul style="list-style-type: none"> - 32 organizational leaders, Local county funders, - Over 100 county service providers and managers - Over 500 human service delivery leaders and providers across Michigan, - State policy makers ■ Article published in <u>Perspectives</u> ■ Data used to build technical support for counties across Michigan. <p>Ponnie Foster-Fishman, Ph.D., Michigan State University, 1998</p>

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Resources

- Jordan, C. (Ed). (2007). *Community-engaged scholarship review, promotion & tenure packages*. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health. <http://www.communityengagedscholarship.info/>
- Ellison J. & Eatman, T. K. (2008) *Scholarship in public: Knowledge creation and tenure policy in the engaged university*. Imaging American: Artists and Scholars in Public Life, Tenure Team initiative on Public Scholarship <http://www.imagingamerica.org/T11/T11.html>
- Driscoll, A. & Lynton E. A. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC: American Association for Higher Education

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Developing the Case

- Career Statement
- CV
- Portfolio
 - Project Title, Description, Participants
 - Academic Fit (with faculty assignment)
 - Purpose, Goals, Significance
 - Context (fit with unit, appropriate resources/methods, degree of collaboration)
 - Scholarship
 - Critical Reflection of the Process (lessons learned, unanticipated oppor/challenges, problem solving/goal refinement, deeper understanding)
 - Products, Outcomes, Impacts (Internal, external)
 - Artifacts (evidence of impacts, collaborations,...)

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Guidelines for Documentation

- Consider documentation as an ongoing process rather than a summary of outcomes
- Clarify the intellectual questions that guided your work
- Describe the context of your work (national trends, campus mission, departmental priorities, etc.)
- Document individual contributions (rather than the project) and distinguish from roles of other collaborators

Driscoll, A., & Lynton, E. (Eds.) (1999). *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach*. Washington, D.C.: AAHE

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Guidelines for Documentation

(Cont.)

- Balance reflections pertaining to the process and outcomes
- Be selective—only include information that helps make your case for scholarship; balance brevity with completeness of description
- Demonstrate how the engagement activity provides a platform for future scholarly work

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The Institutional Case: Evaluating and Rewarding Engaged Scholarship

**Challenge #3—
Viewing scholarship broadly
but evaluating it narrowly**

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Issues with Institutionalization of Engaged Scholarship

- Disorganizes an institution organized around the disciplines
- Warrants interdisciplinarity when there are not structures
- Warrants team work when reward structures focus on individuals
- Requires institutional adaptation
- Expects democratic processes and lessons from a non-democratic institution

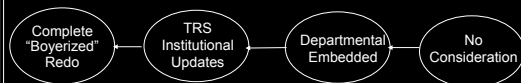
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Creating a Culture Supportive of Engagement

- Beyond hubris—beyond clear mission statements & administrative proclamations
- P& T guidelines and faculty handbooks = define what engaged works looks like, how it will be evaluated & rewarded
- Change is occurring—long term commitment, intentionality, clear understanding of purposes and outcomes

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Changes in Review, Promotion & Tenure Guidelines



- conceptual clarity around engagement
- engagement across faculty roles
- grounded in reciprocity

Saltmarsh, Giles, Ward, & Buglione,
(In press)

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Systems to Support the Engaged Scholarship

- Develop a learning community
 - Common understanding of terms
 - Rationale of reasons and rewards
 - Other models adapted
- Collaborative
- Processes that are rigorous, reliable, understood by traditionalists, yet appropriate
- Capacity building
- Culture change and alignment

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System Support: Engaged Scholarship via Disciplines

- Public Sociology (Burawoy, 2004, 2005)
- Public Scholarship (Peters, 2005)
- Community Engaged Scholarship in Health Professions (CCPH, 2005)
- Engaged Scholarship (Van de Ven, 2007)
- Others—transdisciplinary, translational... CA, UK, Australia



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System Support: Prepare Evaluators for Engaged Scholarship

- What is
 - the institutional standards/policies/procedures?
 - the common conceptualization of scholarship?
 - recognized and valued?
- Who are the evaluators?
 - Mentoring committees
 - Role of department P&T committee
 - Role of department chair
 - Communities of practice
- What is the most convincing format?
- Training: IUPUI, CSU Monterey Bay

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Institutional Transformation

- Broader than engaged scholarship—how knowledge is constructed and legitimated; how knowledge is organized for curriculum and delivered; shifts in faculty work, creating culture change
- Lessons learned—
 - Clearly define parameters of engaged scholarship as a precursor to creating clear and specific criteria for the kinds of evidence faculty need to provide to demonstrate community engaged scholars
 - Construct policies that reward engaged scholarship across faculty roles so the research activities will be integrated in T & S as seamlessly connected scholarly activities
 - Operationalize the norms of reciprocity in criteria for evaluation; what is a publication

Saltmarsh, Giles, Ward, & Buglione. (in press)

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The Scholarship of Engagement at Memorial...

- *What's working/ strengthened or what needs to be changed?*
- *What will work?*

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Stewards of Place

"Exercising "stewardship of place" does not mean "limiting the institution's worldview; rather, it means pursuing that worldview in a way that has meaning to the institution's neighbors, who can be its most consistent and reliable advocates."

AASCU (2002) *Stepping Forward as Stewards of Place*

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Striving to be Stewards of Place

"Arguably the campuses in the study, all have redefined what it is that they are striving to become – an institutional model of excellence that privileges the local. Thus, for an institution to be a "steward of place," means that even as the "demands of the economy and society have forced institutions to be nationally and globally aware, the fact remains that state colleges and universities are inextricably linked with the communities and regions in which they are located."

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Case Study of Making the Case

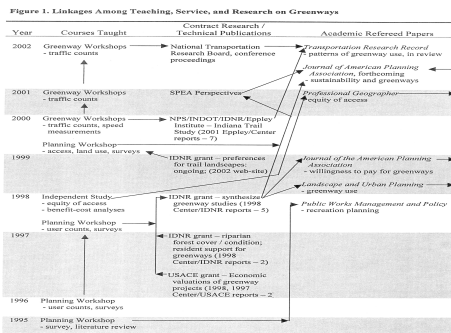
Dr. Greg Lindsey, Promoted: Full Professor

Now Assoc. Dean HHH Institute of Public Affairs
at U. of MN



- Former Associate Dean, School of Public & Environmental Affairs – Indianapolis Programs; Professor of Public and Environmental Affairs
- Ph.D., Geography & Environ. Engineering, Johns Hopkins University
- M.A., Systems Analysis & Economics for Public Decision Making, Johns Hopkins University
- M.A., Geography and Environmental Studies, NIU

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Dr. Mary Beth Lima Promoted: Assoc. & Full Professor; E. Lynton Award

- Department of Biological & Agricultural Engineering, LSU
- Position:
 - 53% LSU AgCenter (bioprocess engineering research)
 - 47% LSU A&M (teaching first and second year courses in BE, developing graduate courses)
 - Engineering education research was encouraged by chair
- Built a service-learning program from the ground up: Reflections on ten years



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Dr. Mary Beth Lima Learning & Documentation Evolution

- Learning about the scope of the problem (**research**)
- Shift from focus on my students to focus on meeting a critical community need (**growing SL pedagogy**)
- Shift from one playground at a time to one community at a time (**institutionalization**)



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Dr. Mary Beth Lima Documentation

- Case:
 - 26 refereed journal articles
 - 15 bioprocess engineering
 - 11 engineering education (7 on service-learning)
 - 1 textbook (SL)
 - 11 playgrounds built
 - \$1.7M in funding



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Dr. Mary Beth Lima Advice

- Make it count!
 - P&T is about counting; find out what your dept, college, university wants
 - create "countable" products
 - frame your work in the dept, college, and univ. missions
- Find ways to engage your colleagues
- If you get to choose external evaluators, pick people that are familiar with and support community engagement

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Dr. Shelly Jarrett Bromberg

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TABLE OF ACCOMPLISHMENTS

DEFINED BY THE MIAMI UNIVERSITY HAMILTON, EVALUATION OF SERVICE FOR REGIONAL CAMPUS FACULTY FOR PROMOTION AND TENURE GUIDELINES

Shelly Jarrett Bromberg, PhD, prepared for tenure and promotion to Associate Professor

Criteria for tenure and promotion are based on "productive professional service" in one or two areas. I have chosen service primarily in three of the four areas with profound engagement in two. Criteria are ranked in order of depth of engagement.

I. Public service

1. Outreach

A. *Su Casa* - Hispanic Outreach Center for Greater Cincinnati Area

■ *Faculty liaison* - Since 2002, I have worked to connect Miami students and faculty with *Su Casa* and the organization's work in the local Hispanic communities.

Activities/Projects

1. Cincinnati Coalition for Immigration Reform (2004)

At the request of *Su Casa*, I helped to bring together area leaders interested in learning more about the proposed McCain-Kennedy Bill. I designed the informational postcards and flyers, created the information packet for each participant and moderated the meeting. Several Miami students were involved in this effort as well.

2. Meeting with State Senator Courtney Combs
Working with *Su Casa* and the Archdiocese of Cincinnati, I organized a meeting with Leo Anchondo (then director of the "Justice for Immigrants" campaign for the National Council of Catholic Bishops) and State Senator Courtney Combs at St. Julie Billart in Hamilton, Ohio.

Equal Outcomes
This initial meeting led to the creation of a Cincinnati Coalition for Immigration Reform under the auspices of the Archdiocese of Cincinnati.

The purpose of our meeting was to speak with Mr. Combs about his "English First" bill and his often anti-immigrant rhetoric in the local press. Along with Mr. Combs and Mr. Anchondo, several faith leaders were present. While Mr. Combs continued to pursue the bill, to date, no English Only bill has been successful in Ohio.
This meeting was significant in terms of communal cooperation on immigration reform as it was the first time these faith leaders had gathered for this purpose.

TABLE OF ACCOMPLISHMENTS (continued)

DEFINED BY THE MIAMI UNIVERSITY HAMILTON, EVALUATION OF SERVICE FOR REGIONAL CAMPUS FACULTY FOR PROMOTION AND TENURE GUIDELINES

Shelly Jarrett Bromberg, PhD, prepared for tenure and promotion to Associate Professor

Teaching and Research related to Service

A. TEACHING

1. Development of courses related to public scholarship

1. Latin American Studies

1. LAS260 - Latin Americans in the United States: In the Spring 2004, I made significant changes to the existing course by integrating public and course work together. Unlike the LAS277X, which is an extra credit option, this LAS 260 asked that students either complete 10 hours of civic learning or develop a community based project. While I continued to offer service learning option 1, likewise, designed a Community Project alternative based upon requests by community organizations. The findings of these students were shared with community representatives at the end of the semester. In the Fall of 2007, I made one more change in the course in terms of the integrated component. Based on what I have learned through the Wilks Think Tank, I realized that the most valuable civic engagement experience for a class takes place in one particular site focused on one particular project. Working with students from the Wilks program, many of whom served as mentors, we started a second Language Exchange at Princeton Park Hispanic Church of God in Hamilton with the LAS260 group. Our two day a week course, thus, became evenly divided between formal academic class work and civic work. Although there were some minor adjustments to be made I believe, overall, that this was a much deeper experience for students and the community than a random hodgepodge of various projects.

2. LAS315 - The Latin American Diaspora: Communities, Conditions and Issues (see Appendix F.3 for a copy of the 2008 syllabus of the course) This course was an outgrowth of the Title VIIA Grant: "Building Bridges to Global Citizenship through Latin American Studies at Miami University" - Approved 22 of March 2004

As one of the principle participants in the development of the Title VIIA Grant, along with Susan Paulson, I was asked to collaborate upon our initial Service Learning course proposal, ultimately titled "The Latin American Diaspora: Communities, Conditions and Issues". LAS315 was offered for the first time in the Spring 2005 semester at Miami University's Hamilton campus. While all of Latin America is represented in the greater Cincinnati area, in Hamilton, the Mexican community is, by far, the largest followed by substantial populations from Guatemala, and the Dominican Republic. Taking these three countries as a point of departure, the course was divided into 3 sections of 5 weeks each. For each section, students read a novel or collection of essays along with readings drawn from anthropology, political science and sociology. Additionally, students were given the choice of working with one of three local non-profit agencies or of participating in an "applied community research" project. Dr. Arturo Aron, Evaluator of the Title VIIA Grant described the