COMMUNITY-ENGAGED SCHOLARSHIP
Definitions and Types at the University at Albany

Preliminary Discussion Draft
November 23, 2011 Revised

Prepared by

The Community-Engaged Scholarship Working Group
Campus Committee on University-Community Engagement
CAMPUS COMMITTEE ON UNIVERSITY–COMMUNITY ENGAGEMENT

Community-Engaged Scholarship Working Group

Chair: Philip Nasca, Dean, School of Public Health

- Robert Bangert-Drowns, Dean, School of Education
- Ray Bromley, Vice Provost for International Education
- James Castracane, Senate Chair of Council on Research; Professor and Head, Nanobioscience Constellation
- Daniel Goodwin, Chair and Associate Professor of Digital Media & Photography, Art Department
- Richard Hamm, Chair and Professor, Department of History
- Janine Jurkowski, Associate Professor, Department of Health Policy, Management and Behavior, School of Public Health
- Diana Mancini, Assistant Dean, School of Criminal Justice
- Theresa Pardo, Director, Center for Technology in Government and Associate Research Professor of Public Administration and Policy
- Sanjay Putrevu, Associate Dean, School of Business
- Lawrence Schell, Director, Center for the Elimination of Minority Health Disparities, Professor, Department of Anthropology, and Associate Dean (Research), CAS
- Miriam Trementozzi, Associate Vice President for Community Engagement, President's Office
## CONTENTS

A. Introduction  
- Purpose  
- Background  

B. Community Engagement: An Evolution  

C. Defining Community-Engaged Scholarship  

D. Evaluating Community-Engaged Scholarship  

E. Partnership Principles  

F. Examples of Community-Engaged Scholarship at UAlbany  
   - Arts and Humanities  
     - *Talking History* Program  
     - History – Exhibition and Keynote Address  
   - Business/Economic Development  
     - Corporate Social & Environmental Responsibility  
     - Small Enterprise Economic Development Program  
   - Community Development  
     - New York State Scenic Byways Project  
   - Health and Well-being  
     - Communities for Healthy Living  
     - St. Regis Mohawk Nation at Akwesasne Environmental Studies  
     - Service Outcomes Action Research (SOAR)  
   - Science/Technology  
     - NASA Astrobiology Institute  
     - Nanotechnology example (to be added)  
   - Government/Technology  
     - Advancing New York State’s Broadband Goals  
     - Assessing Mobile Technologies in Child Protective...  

## APPENDICES

Appendix: A. Examples of Community Engagement Types  

Appendix: B. Examples of Community Engagement Types (on diagram of Community Engagement Conceptual Model)
A. INTRODUCTION

Background

The University at Albany’s commitment to addressing the pressing needs of society is long-standing, growing from our roots as a state normal school (1844) and our strategic location in New York’s Capital City. Today, UAlbany is a statewide partner with the public and private sectors addressing critical challenges in hundreds of ways [link]. Several schools and colleges were, in fact, created to respond to state needs, e.g., in public policy, social welfare, and public health. Our research, teaching, and service mission drive engagement in fields ranging from autism to economic development.

For the last three years, the University has been steadily working to advance and leverage the impact of our community engagement efforts on a campus-wide basis. A steering committee developed an action plan in 2008/09 that documented the nature and types of community-engaged activities, adopted a definition, proposed a vision statement and recommended action steps to strengthen efforts. One such step was the recommendation for a campus-wide coordinating committee. Instituted by the President and Provost in January 2010, the Campus Committee on University-Community Engagement (CCUCE) is working to build on our distinctive strengths in engagement for the greater benefit of UAlbany and our partners. Several working groups are addressing strategic areas such as community-engaged learning, community-engaged scholarship and cultural events and quality of life.

An important recent development has been the recognition of community engagement as one of six key goals of the new University at Albany Strategic Plan.

Engage Diverse Communities in Strategic Partnerships to Increase Public, Scholarly and Economic Benefits

We will be a leader among research universities in strategic partnerships and engagement involving faculty, students, alumni, and local to global communities for university advancement, societal and scholarly benefit, and economic development. We will be recognized for our work to create and apply new knowledge relevant to addressing the critical issues of the 21st century. We will leverage our distinctive strengths and the competitive advantage of our strategic location in New York’s capital city to enhance our reputation, influence and impact.

Purpose

Within this context, CCUCE created a working group, chaired by School of Public Health Dean Philip Nasca, to explore how scholarship and community engagement can be integrated at the University, along with a review of definitions and the forms such integrated scholarship may take in different disciplines. The following draft discussion statement responds to this charge, beginning with a brief overview of how community engagement and community-engaged scholarship have been evolving within the higher education field in recent years. It is CCUCE’s hope that this draft will offer a foundation for better understanding and future discussion of community-engaged scholarship at the University.

B. COMMUNITY ENGAGEMENT: AN EVOLUTION

In 2006 the Carnegie Foundation for the Advancement of Teaching launched an Elective Classification in Community Engagement. Carnegie called it “a significant
affirmation of the importance of community engagement in the agenda of higher education."¹ Today, over 300 colleges and universities have received the classification. In 2008/09 UAlbany’s Steering Committee on Community Engagement formally reviewed the classification, adopting its definitions with one modification. In brief community engagement “describes the 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.” SCCE clarified “communities” as also including those of diverse interests and types. The full definition includes both outreach and partnerships recognizing a spectrum of engaged activities (see table below)².

<table>
<thead>
<tr>
<th>DEFINITIONS FROM THE CARNEGIE ELECTIVE CLASSIFICATION IN COMMUNITY ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engagement: “describes the 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.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CARNEGIE CLASSIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Engagement and Outreach &amp; Partnerships (2006, 2008, and 2010) includes institutions with substantial commitments in both areas described below.</td>
</tr>
</tbody>
</table>

Curricular engagement: “includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.”

Outreach & Partnerships: “includes institutions that provided compelling evidence of one or both of two approaches to community engagement.

- Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community.
- Partnerships focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).”

Recent additions to the literature have stressed a number of characteristics which distinguish new forms of community engagement from the old extension models or the unidirectional model where the university bestows various types of expertise upon the community. The new models stress that community-university relationships should be viewed as true multidirectional partnerships where the benefits to be derived are mutual.

The Kellogg Commission emphasized that engagement represented a multidirectional process:

Engagement goes well beyond extension, conventional outreach, and even most conceptions of public service. Inherited concepts emphasize a one-way process in which the university transfers its expertise to key constituents. Embedded in the engagement ideal is a commitment to sharing and reciprocity. By engagement the Commission envisioned partnerships, two-way streets defined by mutual respect among partners for what each brings to the table.

The concept of creating university-community partnerships and linkages between community-engaged scholarship and student learning was also emphasized by Fitzgerald et al in the following terms:

Engagement is the partnership 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.

These reports emphasize the multi-dimension nature of engagement and clarify how both the university and the community can contribute to and benefit from effective community engagement. They also emphasize the degree to which community engagement can serve to enrich scholarship and research and provide excellent opportunities to expand student’s academic experiences.

C. Defining Community-Engaged Scholarship

The 1990 report by the Carnegie Foundation, entitled “Scholarship Reconsidered: Priorities of the Professoriate” compared the concepts of citizenship with community-engaged scholarship:

Clearly, a distinction must be drawn between citizenship activities and projects that relate to scholarship itself. To be sure, there are meritorious social and civic functions to be performed, and faculty should be appropriately recognized for such work. But all too frequently, service means not doing scholarship but doing good. To be considered scholarship, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this

---

professional activity. Such service is serious, demanding work, requiring the rigor – and the accountability – traditionally associated with research activities.6

This statement clearly separates good citizenship from scholarship that is rooted in a community setting and which contributes not only to the public good but to the advancement of the researcher’s field of study. These types of research by their very nature tend to be applied. The Boyer report further discusses how the process of application can lead to new knowledge in a field:

New intellectual understandings can arise out the very act of application – whether in medical diagnosis, serving clients in psychotherapy, shaping public policy, creating an architectural design, or working with the public schools.7

The report entitled, “Scholarship in Public: Knowledge creation and tenure policy in the engaged university”8 speaks of a “continuum of scholarship” and defines public scholarship and creative work:

Publicly engaged academic work is scholarly or creative activity integral to a faculty member’s academic area. It encompasses different forms of making knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value.

In 2010, North Carolina State University issued a report created by a task force formed by the Vice Chancellor of Extension, Engagement, and Economic Development to “develop recommendations to encourage, recognize, and sustain the scholarship of engagement at North Carolina State University.”9 The report contained a very useful definition of engaged scholarship which reads as follows:

The scholarship of engagement is the collaborative generation, refinement, conservation, and exchange of mutually beneficial and societally relevant knowledge that is communicated to and validated by peers in academe and the community.10

The report also acknowledges that this definition of engaged scholarship challenges traditional, narrower definitions of academic scholarship, but emphasizes the concept that engaged scholarship ‘creates an intellectual environment that stimulates knowledge

---


7 Ibid.


10 Ibid.
discovery, integration across disciplines, application to significant problems, and teaching that encourages public service."\(^{11}\)

The Boyer report set the stage for drawing a clear distinction between good citizenship and scholarship rooted in community engagement. A number of groundbreaking definitions of community-based scholarship emphasize the mutual benefits the community and the university can derive from successful bi-directional partnerships. The definition further clarifies that the success of these activities can be measured by many of the typical metrics used in academic institutions to judge the value of scholarship.

**D. Evaluating Community-Engaged Scholarship**

Underlying all is the quality of the scholarship. The Boyer report\(^{12}\) emphasizes the need for faculty to continue to "establish credentials as researchers", have an active research program in place, and maintain the highest standards of integrity. The statement that "Excellence is the yardstick by which all scholarship is measured" underscores the need to assess all research, including that which involves community engagement, by the application of high performance standards.

The measures used in more traditional scholarship in the disciplines are applicable to community-engaged scholarship. Depending on the discipline, these include:

- Books, book chapters, and peer-reviewed publications,
- Research grants,
- Presentations at disciplinary or interdisciplinary meetings and conferences,
- Honors, awards, and other forms of recognition,
- Patents, licenses and copyrights in applied research,
- Solo and group exhibitions or performances at quality venues.

A 2007 conference report exploring engaged scholarship in research universities identified three possible dimensions of community-engaged research: "purpose, process and product".\(^{13}\) The report examined community-engaged research as differing from other forms of scholarship in that it has an explicit public purpose with community benefits, a research process that can include a range of methods with varying levels of collaboration, and products that can both advance knowledge and have community impact/benefit. It explores the range in each of these three dimensions.\(^{14}\)

These aspects are relevant for UAlbany. Community-engaged scholarship here often entails translational research and collaborations that will enhance the ability of policy

\(^{11}\) Ibid.
\(^{12}\) Boyer, *Scholarship Reconsidered*.
\(^{14}\) Ibid.
leaders, practitioners, and diverse communities to improve outcomes. The portfolio of products that results from engaged scholarship may be more diverse than the traditional portfolio, reflecting the need to communicate effectively with the intended communities. Thus in addition to the relevant disciplinary measures, scholarly products might include:

- Reports, white papers, articles in professional practice publications,
- Presentations at public forums,
- Adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems,
- Contributions to public policy,
- Contributions to professional practices,
- "Artistic, critical, and historical work that contributes to public debates"\(^{15}\) or public understanding,
- Expert testimony, technical assistance,
- Production of scholarship in other media, such as public exhibitions hypermedia productions, film documentaries, aural documentaries, computer programs.

*The Research University Civic Engagement Network (TRUCEN)*, a network of research universities working to implement a vision of civic and community engagement has developed a toolkit for developing and evaluating community engagement and community-engaged scholarship.\(^{16}\)

**E. Partnership Principles**

The level of community collaboration can vary considerably with engaged scholarship. At one end of the spectrum, the faculty researcher may take the traditional "extension" approach where expertise is simply provided to the community to address a public need with minimal collaboration. At the other end, the faculty member could engage in a true partnership with mutually defined goals and benefits.

As with many fields of study, community-engaged research projects need to follow the ethical principles of conduct that are common to academic inquiry. In addition, community-based participatory research projects pose special ethical consideration especially when members of the community are directly involved in the conduct of the research project. A number of disciplines have created standards of practice regarding the conduct of community-engaged scholarship. An example is the document, "Principles of Good Community-Campus Partnerships Adopted by the CCPH board of directors, October 1998" (Community-Campus Partnerships for Health).\(^{17}\)

\(^{15}\) Ibid.

\(^{17}\) Principles of Good Community-Campus Partnerships Adopted by the CCPH board of directors, October 1998, [http://ccph.info/](http://ccph.info/)
Through conference sessions, focus groups, surveys, interviews and literature reviews between January 1997 and April 1998, CCPH involved its members and partners in developing principles of community-campus partnerships. The principles below were discussed at the April 1998 CCPH conference and approved by the CCPH board of directors in October 1998. The principles are also available in Spanish and Portuguese. The articles listed below discuss how to put the principles into practice and are available in printable form with Adobe Acrobat Reader.

1. Partners have agreed upon mission, values, goals, and measurable outcomes for the partnership.
2. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
3. The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
4. The partnership balances power among partners and enables resources among partners to be shared.
5. There is clear, open and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
7. There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
8. Partners share the credit for the partnership's accomplishments.
9. Partnerships take time to develop and evolve over time.

F. Examples of Community-Engaged Scholarship at UAlbany

The following entries are intended to serve as examples of community-engaged scholarship currently being conducted at the University at Albany. While the list by no means represents the totality of community-based research and scholarship occurring at the University, it shows some of the diverse forms such scholarship can take in different fields.

Arts and Humanities

Talking History Program

PI or Lead Faculty Member Name(s) and Unit: Dr. Gerald Zahavi, Prof. of History and Director of the Documentary Studies Program, and Susan McCormick, M.A., History Department/Documentary Studies Program, Media and History Program, Dept. of History.

Partners: Rensselaer Polytechnic Institute (WRPI-Troy radio station); and contributing radio producers from public and non-commercial radio stations in the U.S., Canada, Great Britain, the Netherlands, and Australia.
Location: 1) University at Albany, Dept. of History, History & Media studio facilities & 2) studio facilities at WRPI-TROY, Rensselaer Polytechnic Institute.

Funding: Self-funded for the most part (by Zahavi and McCormick), with additional funding support from the Department of History, and with broadcasting support from RPI.

Type of community-engaged scholarship: Applied historical research, community-based research, and public dissemination of scholarship via radio.

Short Overview of Goals, Method, Activity: One of the strongest examples of engaged scholarship in History and Media is the far-reaching Talking History program. Talking History is a production, distribution, and instructional center for all forms of "aural" history http://www.talkinghistory.org/. Its mission is to expand our understanding of history by exploring the audio dimensions of our past, and it works to enlarge the tools and venues of historical research and publication by promoting production of radio documentaries and other forms of aural history.

For well over a decade, Talking History has provided teachers, students, researchers and the general public with a broad and outstanding collection of audio documentaries, speeches, debates, oral histories, conference sessions, commentaries, archival audio sources, and other aural history resources. The weekly broadcast/internet radio program, Talking History, focuses on all aspects of history and how as teachers, researchers, archivists, museum curators, and documentarians we recall, preserve and interpret it. The radio show is aimed at a non-professional audience and is dedicated to bridging the communication gap between those in the history profession and a history-hungry public. The hour-long programs include one or more historically-focused segments (documentaries, speeches, interviews, or archival recordings) that shed light on important and/or lesser known aspects of U.S. and world history, as well as a shorter piece (usually archival) used as the basis of a weekly history audio quiz.

Program segments for Talking History come from a variety of sources: university media departments, independent producers (affiliated and unaffiliated with Talking History), and radio stations from around the world. Some of the contributors include Dan Collison, Marc Cooper, Curtis Fox, Charles Hardy, and David David Isay.

Scholarly products produced or anticipated: A major product is the weekly radio program that is also available on the internet (at our website -- which includes a fully retrievable archive of weekly Talking History programs).

In addition to researching background and identifying appropriate segments on a weekly basis, we also produce in-house programming -- extended productions of a half-hour to two hours, which have included the following (just a sampling):

- "Allen B. Ballard: An African American Life," Parts 1 and 2," produced and hosted by Gerald Zahavi
- "Sam Adams Darcy on the San Francisco Strike of 1934"
- "Claire Parham on the Construction of the St. Lawrence Seaway"
- "An Interview with former administrator of the Florida Federal Writers Project, Stetson Kennedy"
- "The Story of Sosua: A Tale of Two Racisms (Sosua was a Jewish war refugee community established in the late 1930s in the Dominican Republic)
- "Christine Ehrlick on Radio Femenina and Women and Radio in the Puerta del Sol"
- "World War II Radio Propaganda"
In addition, *Talking History* works with National Public Radio contributing producers – especially NYC-based Joe Richman (Columbia University faculty member and *Radio Diaries* producer) – most recently on an NPR piece titled "George F. Johnson and the Square Deal." Johnson was a corporate giant who advocated progressive labor policies. Prof. Zahavi was an interviewee and a consulting oral historian for the project and he prepared supplementary on-line materials linked to the NPR program website. See the NPR website and Zahavi's page at: http://www.npr.org/2010/12/01/131725100/the-legacy-of-george-f-johnson-and-the-square-deal & http://ejhistory.org.

---

**Arts and Humanities**

**History – Exhibition and Keynote Address**

**Short Title of Program or Initiative:** "Wind, Steam, Electricity, Gasoline: Energy in the Hudson Valley"

**PI or Lead Faculty Member Name(s) and Unit:** David Hochfelder, Ph.D., Assistant Professor, History Department

**Partners:** Museum Village

**Location:** Monroe, NY

**Funding:**

**Type of community-engaged scholarship:** Museum exhibit

**Short Overview of Goals, Method, Activity:**

Museum Village is an outdoor museum located in Orange County, NY with an annual visitorship of about 14,000. An important part of the museum's collections are artifacts related to energy and power, such as steam engines and electric dynamos. Because of my background as an electrical engineer and historian of technology, Museum Village asked me to curate an exhibit drawing on those artifacts. I reviewed the existing literature and drew upon my prior work as an editor of the Thomas A. Edison Papers. The resulting exhibit contained about twenty large artifacts and many smaller artifacts documenting the history of energy in the Hudson Valley.

**Scholarly products produced or anticipated:**

Museum exhibit on display from November 2009 to March 2010.

---

**Short Title of Program or Initiative:** "Do We Still Need a Postal System? Thoughts on a 21st Century Federal Communications Policy"

**PI or Lead Faculty Member Name(s) and Unit:** David Hochfelder, Ph.D., History Department.

**Partners:** National Postal Museum and American Philatelic Society
Location: Bellefonte, PA

Funding:

Type of community-engaged scholarship: Keynote address at Sixth Annual Postal History Conference.

Short Overview of Goals, Method, Activity:

At the September 2011 meeting of the Blount Postal History Conference, I gave a keynote address outlining the history and likely future of the U.S. postal system. The presentation will appear in the conference proceedings, to be published by Smithsonian Institution Press in early 2012. The audience for this presentation was composed of philatelists and collectors and the conference is the premier conference for this audience.

Scholarly products produced or anticipated:
Address delivered at Postal History Conference and published in the conference proceedings.

---

**Corporate Social and Environmental Responsibility**

PI or Lead Faculty Member Name(s) and Unit: H.G. Parsa, University of Central Florida; Kenneth Lord, University of Scranton; Sanjay Putrevu, University at Albany, SUNY; and Gunae Choi, Johnson and Wales University

Partners: Commercial restaurant chains and local community partners
Location: Respondent homes and offices in Southeastern US (Study 1); Commercial Restaurants in Midwestern US (Study 2)

Funding: None

Type of community-engaged scholarship: Applied research using community-based survey research.

Short Overview of Goals, Method, Activity: This research investigates consumer awareness of and response toward socially and environmentally responsible practices in the hospitality industry. Results suggest that consumers exhibit more positive response toward establishments exhibiting higher levels of social responsibility, although many are uninformed of the extent to which the organizations they patronize engage in such practices. In addition, most consumers seem to be willing to incur a modest price increase while patronizing an organization that behaves in an environmentally and socially responsible fashion, but that willingness declines dramatically as the price premium escalates. Consumers with high involvement in CSR practices and those who hold strong positive attitudes toward environmentally responsible practices are most willing to pay a premium to patronize establishments that engage in various CSR initiatives.
This research suggests that, despite the increasing interest in CSR, the range of flexibility that restaurateurs have in setting prices to cover the costs of such practices is significantly constrained.

**Scholarly products produced or anticipated:** Refereed conference proceedings and a journal article. The manuscript is currently under revision for submission.

---

**Business/Economic Development**

**Small Enterprise Economic Development Program (SEED)**

**PI or Lead Faculty Member Name(s) and Unit:** Katharine Briar-Lawson, Ph.D., Dean, School of Social Welfare, Donald Siegel, Ph.D., School of Business, William Brigham, Director, Small Business Development Center.

**Partners:** SEFCU (credit union), Empire State Development (ESD)

**Location:** Capital Region and surrounding counties in New York State

**Funding:** $96,700 for staffing; revolving loan fund from SEFCU of $2.5 million

**Type of community-engaged scholarship:** Development of replicable model for microenterprises and economic development for low income populations involving program development, technical assistance and evaluation

**Short Overview of Goals, Method, Activity:** SEED is designed to improve local economies in the Capital Region and surrounding counties by promoting and fostering small business and microenterprise development. Major program features are a $2.5 million revolving loan fund providing “character-based” microloans, peer services, social work and business mentors and an 8-week training component. Entrepreneurs learn the key elements of small business ownership including planning, marketing, financial management and addressing legal matters. They also receive technical assistance in developing their business models. They are helped in addressing barriers to success often involving social supports and issues. Graduates from the training program are assisted in developing a business plan and preparing financial projections for their loan applications.

Integrated with these economic supports are social supports such as those to help build capacity and overcome obstacles. Entrepreneurs are assigned mentors including the SEED program coordinator, UAlbany faculty, students, and alumni. SEED also has numerous community partners for outreach and capacity building, including other higher education the institutions, regional banks, local chambers of commerce, the Center for Economic Growth, United Way, local counties and municipalities, and numerous social service agencies and non-profit organizations.

Character-based lending will be one of several criteria used in determining creditworthiness based on the applicant’s entrepreneurship, knowledge in key areas, and crisis management ability. The use of character-based assessments will be tested in the pilot program. The goal is to expand the access to credit of those who have historically been excluded. A critical feature of the pilot will be an evaluation to determine the program’s effectiveness and the utility of character-based screening tools.
Scholarly products produced or anticipated:

- Evaluation design model
- A program design for state and national replication
- Published findings in major academic journals

Community Development

**New York State Scenic Byways Project**

**PI or Lead Faculty Member Name(s) and Unit:** David Lewis, Ph.D., Corianne Scally, Ph.D., Gene Bunnell, Ph.D., and students Timothy Malone, Megan Loveday, Anna Arzrumtsyan, Department of Geography & Planning, College of Arts & Sciences

**Partners:** Hudson River Valley Greenway, New York State Department of Transportation

**Location:** Hudson Valley and New York State

**Funding:** Almost $153,000 from the New York State Department of Transportation

**Type of community-engaged scholarship:** Policy analysis, technical assistance

**Short Overview of Goals, Method, Activity:** The Hudson River Valley Greenway partnered with the University at Albany to create an extensive web-based resource to aid communities across New York State seeking to enhance the quality of life through participation in the "Scenic Byway" program.

A scenic byway is "a public road having special scenic, historic, recreational, cultural, archeological, and/or natural qualities that have been recognized as such through legislation or some other official declaration". This designation of a road corridor, highway or highway segment offers benefits to the communities in which it is located. A Corridor Management Plan (CMP) is the key document for a nominated site to achieve designation as a Scenic Byway. Creating this plan enables communities the opportunity to garner federal support in addition to other resources for its implementation.

The guide book “Building Your Byway from the Ground Up: A Guide Book for New York State Scenic Byway Planning,” focuses on the creation of the corridor management plans, providing a thorough discussion of the scenic byway program and its opportunities. The guide book emphasizes the required elements of a CMP and offers tools for creating a useful plan such as inter-municipal cooperation and early, meaningful public participation.

Research for the guide book included a review of all available CMPs, an analysis of various state and federal laws, as well as other relevant documents. In addition, the Research Team conducted case studies of the state’s communities that have completed their plans. These studies include examples of communities that have successfully navigated the policy and planning process to develop a corridor management plan for a scenic road designated under the state’s program.
Scholarly products produced:

- The website: “New York State Scenic Byways: Building Your Byway from the Ground Up” www.buildingyourscenicbyway.org
- A database of information available on the website in the form of Geographic Information System (GIS) layers, shape files. This information is to help communities develop resource inventories along proposed or existing byways.
- An online interactive map application to enable users to construct maps showing local features exhibiting scenic byway qualities or themes.

Health and Welfare

Communities for Healthy Living

PI or Lead Faculty Member Name(s) and Unit: Janine Jurkowski, Ph.D. and Kirsten Davison, Ph.D., School of Public Health

Partners: Commission on Economic Opportunities, Head Start parents, Seton Health, Holy Serenity Church of God in Christ
Location: Rensselaer County, New York

Funding: Over $1.1 million from the National Institutes of Health

Type of community-engaged scholarship: Community-based participatory research (CBPR)

Short Overview of Goals, Method, Activity: Communities for Healthy Living (CHL) targets childhood obesity and its differential distribution among children in low-income and ethnic minority families. CHL has two core features:

1. It uses Community-Based Participatory Research (CBPR) to empower low-income families to be actively involved throughout the research process. The resulting multi-component program caters to families’ beliefs, needs and interests. It builds on their strengths, responds to their constraints, and utilizes existing resources available.

2. It responds to low-income caregivers’ multiple time demands, child care challenges, and transportation constraints in that it is embedded in existing systems of care. This strategy facilitates family engagement and sustained involvement.

The development, implementation and evaluation of CHL are guided by the Family Ecological Model (FEM) in combination with Empowerment Theory. Utilizing the FEM as a framework for the assessment and subsequent intervention ensures the acknowledgement that daily living strategies are shaped by social and environmental contexts in which people live and interact.
Empowerment Theory provides the fundamental roots upon which CHL was envisioned and developed. Empowerment is defined as the understanding of forces that affect life situations and the ability to gain power or control over these forces. Our approach to empowerment requires that family caregivers and community members be engaged as experts and equal partners in the research and intervention process.

The resulting CHL intervention is multifaceted. The components address issues at different levels of the FEM. It embraces empowerment as one of the key outcomes in addition to traditional behavioral outcomes. Thus, the evaluation incorporates gold standard measures in childhood obesity research as well as innovative measures of empowerment tailored towards a childhood obesity prevention project. Sustainability of the intervention within the community without university-based funding is a key priority of the project. This will be facilitated by partnerships developed with organizations listed above.

Scholarly products produced:


Scholarly products anticipated:

*Manuscripts under review*

Health and Welfare

St. Regis Mohawk Nation at Akwesasne
Environmental Studies

PI or Lead Faculty Member Name(s) and Unit: Lawrence Schell, Ph.D., College of Arts and Sciences (CAS), the Center for The Elimination of Minority Health Disparities (CEMHD) and School of Public Health; Mia Gallo, Ph.D., CEMHD and (pending) CAS; David Carpenter, M.D., the School of Public Health and Institute for Health and the Environment.

Partners: St. Regis Mohawk Nation at Akwesasne; St. Regis Health Service

Location: St. Regis Mohawk Reservation, Akwesasne, New York

Funding: More than $2 million in funding to CEMHD for over 5 years -- includes a subcontract to the St. Regis Mohawk Health Service. This type of power- and finance-sharing is important in community partnership work. Funded by the National Institute of Minority Health and Health Disparities (NIH).

Type of community-engaged scholarship: These studies use both applied research and community-based research.

Short Overview of Goals, Method, Activity: Faculty from the University at Albany have collaborated with the St. Regis Mohawk Nation at Akwesasne for more than 20 years on studies of health effects from pollutants in the federal and state Superfund sites that are adjacent to Akwesasne. The current project investigates how PCBs, other persistent organic pollutants and lead are associated with characteristics of the menstrual cycle in 20-35 year old Mohawk women living in Akwesasne. This study is a major project of the University's NIH-funded Center for the Elimination of Minority Health Disparities (CEMHD), and it has special significance for the community.

The project is a direct collaboration with the St. Regis Health Service. The community seeks knowledge of how, or if, the pollutants they have been exposed to have affected their reproductive health. Exposure can occur through activities that express and reaffirm Mohawk identity so avoiding those activities is not desirable. At the same time, preserving reproductive health is essential for the preservation of the Mohawk people.

The findings of this study will have great significance not only for the promotion of good reproductive health (critical to the survival of the nation as a culture and a people) but also for understanding the risk possibly related to activities that have been traditionally associated with Mohawk ways of life.
At the CEMHD, the Research Core and the Outreach Core cooperate to ensure collaboration between faculty and community. The Community Engagement/Outreach Core partners with the local communities to facilitate the development of strategies and the management of culturally and linguistically sensitive resources aimed at empowering the community to improve health. This has been accomplished via e-mail groups, facilitation of community health task forces, and forums where guest speakers have provided their expertise in the areas of health reform and local, state and federal mandates for the provision of culturally and linguistically appropriate services to community-based organizations and health care providers.

**Scholarly products produced or anticipated:** Completed results from the currently funded study are not yet available. A few of the most recent publications are listed below based on analysis from previously funded applied research projects with Akwesasne. These reflect a 15-year partnership with the community.


Examples of community-based research within the Akwesasne Community

Health and Welfare

Service Outcomes Action Research (SOAR)

PI or Lead Faculty Member Name(s) and Unit: David Duffee, Ph.D., School of Criminal Justice – Emeritus; Dana Peterson, Ph.D., SCJ; Amanda Nickerson, Ph.D., School of Education; Heather Larkin, Ph.D., School of Social Welfare; and Laura Hopson, Ph.D., SSW

Partners: Saint Anne Institute and LaSalle School

Location: Albany, New York

Funding: New York State Office of Children and Family Services (OCFS), New York State Division of Criminal Justice Services (DCJS), Welfare Workforce Initiative (a partnership of the School of Social Welfare and COFCCA, funded by the Children’s Bureau)

Type of community-engaged scholarship: Applied research using community-based participatory research

Short Overview of Goals, Method, Activity: Service Outcomes Action Research (SOAR) is a national leader in developing practitioner-generated information for evidence-based practice with youth and their families. The project involves faculty, graduate students, and undergraduate students from the Schools of Criminal Justice, Social Welfare and Education. It was initiated by two Albany-based family and youth service agencies, LaSalle School and St. Anne Institute. The agencies requested assistance in understanding which interventions worked best with which clients. The goal of SOAR is to provide treatment practitioners with direct knowledge of how each agency’s work affects client outcomes on a regular, periodic basis, using the clinical data routinely recorded about each family in each program. Providing staff with direct and frequent evidence of program impact on client results is absolutely critical to the development of effective family and youth treatment, which is too sensitive, complex, and interactive to be guided effectively by one-time impact studies or the adoption of "best practices."

SOAR conducted a pilot study of 130 youths and their families as the youths go through the Residential Treatment Centers (RTC). Residential treatment clients were interviewed four times, using both quantitative closed-ended and qualitative open-ended questions. The first interviews were conducted four weeks after admission to the agencies (Wave 1). The second and third interviews took place during the stay; one at the halfway point (Wave 2) and one within the final four weeks before discharge (Wave 3). Three months after discharge, clients were interviewed for the fourth and final time (Wave 4). Supplemental data was collected from three additional sources: 1) interviews with each client’s parent(s) or primary caregiver(s) at Waves 1 and 4, 2) questionnaires completed by each client’s education coordinator, childcare/unit manager, and clinician at Waves 2 and 3, and 3) case records.

The project received initial support through the NYS Juvenile Justice Committee and has been supported by State agencies and the University since 2004. SOAR is also developing a model for measuring services and results in LaSalle’s Family Preservation Program and has done some preliminary work with its Evening Reporting Center. An extensive and ongoing search of practice and research literature has uncovered no other program in the country providing similar levels of knowledge about the RTC treatment process and its results.
Scholarly products produced or anticipated:


---

**Science/Technology**

**NASA Astrobiology Institute (NAI)**

**PI or Lead Faculty Member Name(s) and Unit:** One of 12 NAI's in the United States, this NAI is headquartered at Rensselaer Polytechnic Institute (RPI). It has both research and education and public outreach (EPO) components.

*Research principals:* Drs. Douglas Whittet (Director), James Ferris, Linda McGown, Wayne Robarge, and Bruce Watson at RPI; Dr. John Delano, Associate Director of this NASA Astrobiology Institute, E/PO Lead, and scientific co-investigator on three scientific projects with this grant; Dr. Suzanne Baldwin at Syracuse University; Dr. Timothy Swindle at University of Arizona; Dr. Michael Gaffey at University of North Dakota.

*Education and Public Outreach:* Dr. John Delano, Education and Public Outreach (EPO) Director; Dr. Cynthia Smith (RPI Education Specialist and Assistant Dean of Students)
**Partners:** Research: RPI, UAlbany, Syracuse University, University of Arizona, and University of North Dakota. **Education and Public Outreach:** The Cooperative Advancement of Science and Education (ACASE) headquartered in Saratoga Springs, NY

**Location:** Not relevant for research; Education and Public Outreach: NYS, Connecticut, and Vermont

**Funding:** NASA grant of ~$6M (total) for the period from 2009-2014. 90% of the funding is for biochemical, astrophysical, and geochemical research and 10% for education and public outreach.

**Type of community-engaged scholarship:** A seamless integration of new research discoveries and the scholarship of engaged teaching. New discoveries developed through the Institute's projects, as well as all other NASA Astrobiology Institutes (NAIs), are regularly translated and made useful for rapid integration into college courses and high school (content aligned with New York State learning standards), teacher development programs, and other educational applications. At the same time the Institute is studying the effectiveness of engaged teaching models as well as their use of cutting-edge discoveries to increase the numbers of young people studying and entering STEM fields. NASA's principal educational goal is to inspire and engage students in STEM courses and STEM disciplines.

Activities are assessed and regularly reported to NASA regarding their effectiveness. This region's NAI, considered the model for assessment, is leading all NAIs nationally in this effort. The regular assessment reports are communicated in part via teleconferences at NASA's invitation in order for Dr. Delano to discuss with the other NAIs how the assessment should be done.

**Short Overview of Goals, Method, Activity:** Each NAI must answer critical research questions through specific projects. Prof. Delano is conducting research on the processes, environments, and materials on Earth that lead to the origin of life and to its occurrence on planets elsewhere in the galaxy. NASA puts a premium on the infusion of the cutting-edge knowledge being generated at its NAIs to help achieve the educational and public outreach goals of: 1) strengthening NASA and the national future workforce, 2) attracting and retaining students in STEM disciplines, and 3) engaging Americans in NASA's mission.

As part of the grant, NASA requires scholars to be in the community to engage young people and the general public using new discoveries to inform and to inspire. The Institute based in this region has developed and is assessing the effectiveness of a set of 12 educational and public outreach strategies in achieving desired NASA outcomes. The educational components are particularly key and span the pipeline from a summer science camp for 6-8th graders to improved curriculum and research opportunities for college undergraduates to an Astrobiology Teachers Academy. The latter is a primary initiative addressing NASA's interest in leveraging the efforts of a small group of scientists through dedicated partnerships with high school teachers to improve the STEM curriculum and align it with both NASA and state standards (in this case the New York Regent's standards).

The **Astrobiology Teachers Academy** at the NAI in this region was developed in close collaboration with the Association for the Cooperative Advancement of Science and Education, and a cohort of teachers who have been competitively selected from applications submitted to the Center. Drawing on national best practices, it consists of a professional development course and a one-week Summer Science Workshop with content provided by the national NAI, as well as frequent meetings with the participating teachers to ensure continued momentum. Through an on-going collaboration among the scientists and participating high school teachers,
the astrobiology content of these courses are aligned with the Regent standards. To address sustainability, the Academy includes several components to create a self-reinforcing cycle of learning. These include stipends for teachers completing the courses to develop curricula aligning the topics with Regents standards as well as presentations of results at the annual conference of Science Teachers Association of New York State (Rochester, NY), and the national Astrobiology Science Conference (Atlanta, GA) in April 2012. Competitively awarded Astrobiology Teachers Fellowships along with a leadership role for Fellows in professional development are other important program aspects that are aimed at obtaining the highest quality of content, sustainability, and classroom engagement from teachers.

**Scholarly products produced or anticipated:** Products will advance the understanding of effective STEM education nationally and provide field-tested strategies and resources for engaging educators and students alike.

- Abstracts and presentations by teachers and scientists associated with this NASA Astrobiology Institute at regional, state, and national conferences describing the results of the EPO strategies.
- Rigorously assessed educational products (e.g., curricula, professional development programs) to enable educators nationally to replicate effective strategies and content advancing the study of and entry of young people into STEM fields.
- The development of outcome measures and assessment methods for determining the effectiveness of educational strategies in STEM fields developed during this grant.
- A report that documents and analyzes findings on the use of interrelated education strategies to stimulate study of and entry into STEM fields.
- Future articles in peer-reviewed science and science-education journals.

**NOTE:** NANOTECHNOLOGY EXAMPLE TO BE ADDED

---

**Government/Technology**

**Advancing New York State's Broadband Goals**

**PI or Lead Faculty Member Name(s) and Unit:** Anthony M. Cresswell, Deputy Director, Center for Technology in Government

**Partners:** NY State Office of Cyber Security, Division of Homeland Security and Emergency Services and several other state agencies, local governments and organizations.

**Location:** Albany and multiple locations in New York State

**Funding:** $373,076 from The NY State Office of Cyber Security

**Type of community-engaged scholarship:** Partnering with state government to develop new data collection methods and analyses of broadband internet services and adoption by NY State households.

**Short Overview of Goals, Method, Activity:** The New York State Office of Cyber Security (OCS) requested the Center for Technology in Government to assist in three main components
of the agency's responsibility for broadband research and support of state policy development. New York State is working to fulfill the National Telecommunications and Information Administration (NTIA) requirements for New York's portion of the national broadband map, at the same time gathering information to support important broadband policy work within New York State as laid out in the state's Broadband Strategic Roadmap. As part of this initiative, OCS has also launched the New York State Broadband Mapping website, where visitors can query the map by street address to discover the types of broadband services available at any New York State location, with accompanying provider contact information.

Working directly with CTG, OCS is supporting a broad New York State effort to ensure broadband is universally available so that every New Yorker can fully participate in the modern digital economy. One of the first steps toward achieving this goal is to clearly understand the existing broadband landscape. In support of activities by the New York State Broadband Development and Deployment Council, CTG's work with the OCS includes several initiatives to help the state develop a clear picture of where broadband service gaps exist. The results of these initiatives will be used by the state to help guide policy decisions and direct future resources and investments in broadband infrastructure.

Project Components

1. **NYS Broadband Speed Test:** CTG developed a website with a speed test tool to independently test the speed of broadband service available to New York State residents. CTG is collecting, analyzing, and reporting the results to OCS, which is using the results to validate the data on its interactive NYS Broadband Map. This project is ongoing.

2. **Broadband Adoption Survey:** In partnership with OCS and Stony Brook University, CTG conducted a survey of NYS residents to collect data about availability of broadband and factors affecting decisions by households and individuals to subscribe to such services. After analyzing the data and survey findings, CTG issued a report that included recommendations to the state for future broadband planning, policy, and programming. This project was completed in 2011.

3. **Community Anchor Institutions:** The OCS has extended the work with CTG to include collecting data about broadband services used by what the NTIA calls "community anchor institutions": libraries, community centers, and similar government and non-government organizations that serve the needs of the broad community. CTG is developing a data collection strategy to identify and obtain broadband use data from these institutions. That project will extend into 2012.

**Scholarly products produced or anticipated:**

- Center for Technology in Government. *Broadband Speed Test Website.* CTG designed and implemented a website to host the broadband speed test at [http://www.nyspeedtest.org/](http://www.nyspeedtest.org/).
- Development of data collection strategy related to community anchor institutions (forthcoming)
More information on the project and the completed products is available at:
http://www.ctg.albany.edu/projects/broadband

Government/Technology

Assessing Mobile Technologies in Child Protective Services

PI or Lead Faculty Member Name(s) and Unit: Anthony M. Cresswell, Deputy Director, Center for Technology in Government

Partners: New York State Office of Children and Family Services (OCFS) along with over 40 Local Districts for Social Services (LDSS) in New York State.

Location: Albany and multiple locations across New York State

Funding: $939,000 from the New York State Office of Children and Family Services

Type of community-engaged scholarship: Research and program evaluations in partnership with a state agency and over 40 local Social Services Districts (county). The project involved direct participation with the agencies for design, execution, and reporting of results.

Short Overview of Goals, Method, Activity: Beginning in 2006, OCFS, local districts, and the state legislature embarked on a coordinated effort to deploy and assess mobile technologies in child protective services (CPS). New York is among a handful of states examining the use of mobile technologies to enhance child welfare and child protection service delivery. The state legislature charged OCFS with assessing the use of mobile technologies as part of each yearly appropriation. To conduct these independent assessments, OCFS partnered with the Center for Technology in Government. Since 2006, CTG has annually conducted assessment studies of additional laptop deployments, the most recent of which was completed in October 2011.

Working with OCFS and selected LDSS staff, CTG developed four data collection methods: 1) surveys, 2) extracting administrative data from CONNECTIONS, the statewide child welfare information system, 3) district level questionnaires, and 4) group interviews of CPS workers and supervisors. Two types of surveys were used. One was administered directly to CPS caseworkers and supervisors. The other was administered to the mobile project administrator identified by each of the participating districts. The administrative data included records of CPS worker activity in the field, documentation of investigations and case administration. Over the five years of research a total of over 750,000 records were collected and analyzed. In addition over 500 surveys were complete by CPS workers and 15 group interviews were conducted in local districts.

In the summer and fall of 2006, the first deployment and assessment, the NYS Portable Information Technology Pilot, was carried out with three local districts: the New York City Administration for Children’s Services (NYC/ACS), Monroe County Department of Human Services, Child and Family Services Division, and Westchester County Department of Social Services, Family and Children's Services. During this time, mobile technologies were deployed to approximately 60 CPS caseworkers to support casework and related documentation activities. A range of mobile technologies were tested, including: laptops, notebooks, tablet PCs,
Personal Digital Assistants (PDAs), telephonic dictation services, digital pens, and dictation software. The purpose of the assessment in this first deployment was to evaluate how technology was used in the work setting and the impact of technology use on the work itself.

From July 2007 to October 2007, CTG worked with OCFS on a second deployment and assessment, the Extended Pilot in New York City’s Administration for Children Services, focused exclusively on network connected laptops and expanded the number of caseworkers testing the technology. Connected laptops were selected based on findings from the NYS Portable Information Technology Pilot, which highlighted connected laptops as enabling information entry and retrieval to the state central database while out in the field. Two field offices from NYC, Manhattan and Staten Island, were selected and approximately 200 CPS caseworkers, supervisors, and managers received laptops and wireless cards. The objective of the assessment was to examine in greater depth the use of connected laptops in CPS work and to learn more about laptop use in large urban areas.

The New York State legislature continued to provide funding in SFY 2007-08 to test mobile technologies in more local districts across the state. In May 2007, OCFS issued a call for proposals to all LDSS interested in applying for funding to pursue mobile technology strategies in CPS work. In October 2007, following the completion of the extended pilot in New York City, a third deployment and assessment, the Demonstration Project in 23 NYS Local Social Service Districts, issued over 450 laptops and tablet PCs to 21 selected LDSS in rural, suburban, and urban areas across the state. The objective of the assessment was to examine the opportunities and barriers for statewide deployment of connected laptops as well as the impact of laptops on CPS work in various settings across the state. As with the previous projects, CTG worked with OCFS to assess the impacts of this deployment.

In SFY 2008-09, the state legislature provided additional funding to examine mobile technologies across the state. This assessment entitled, An Extended Assessment, focused on three LDSS that previously deployed laptops as part of earlier deployments. In SFY 2009-10, the legislature again supported more funding to examine the use of mobile technology in child protective services. During that year, two types of devices were used: the Dell E6410 laptop and the Dell Latitude 2100 (Netbook) and deployed to CPS caseworkers, supervisors, and managers. The goal of the CTG assessment was to conduct a cumulative analysis to examine how well laptop use had become integrated into CPS work and to see to what changes in productivity and satisfaction were occurring with longer experience with these devices. The result was a report summarizing the results across the five-year effort.

Scholarly products produced or anticipated:

Publications and more information is available on the project web site: http://www.ctg.albany.edu/projects/mobile


Examples of Community Engagement Types:

- Community-Engaged Service
- Community-Engaged Teaching and Learning
- Community-Engaged Research
Community Engagement Conceptual Model