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# OBuilding a Two-Way Street: Challenges and Opportunities for Community Engagement at Research Universities

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#### Abstract

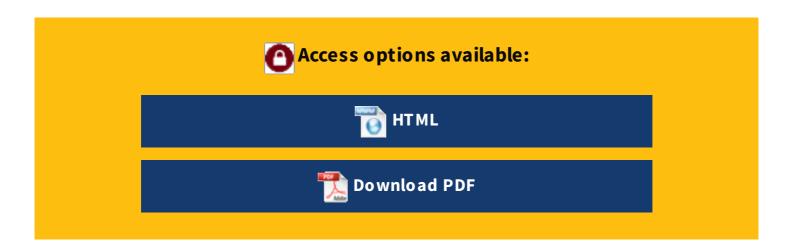
Recent reforms in the Carnegie Foundation classification system and regional accreditation standards have fueled momentum for community engagement in higher education. This study employs a knowledge-flow conceptual framework to identify barriers and facilitators that influence the adoption of an engagement agenda at land-grant and urban research universities. With data drawn from six cases, broad the mes related to institutional setting, history, epistemologies, leadership, structures, and boundary-spanning roles of faculty and staff emerged as key levers or inhibitors of community engagement at research universities. Implications for practice and future research are discussed. The Review of Higher Education Fall 2008, Volume 32, No. 1, pp. 73–106 Copyright © 2008 Association for the Study of Higher Education All Rights Reserved (ISSN 0162-5748)

## Building a Two-Way Street: Challenges and Opportunities for Community Engagement at Research Universities

#### David J. Weerts and Lorilee R. Sandmann

During the last decade, a national movement has emerged to renew the civic mission of U.S. colleges and universities. Major professional organizations, including the National Association of State Universities and Land-Grant Colleges, the American Association of State Colleges and Universities, and the American Association of Community Colleges, have developed significant initiatives to promote a civic-oriented agenda among campus presidents, faculty, staff, and students with community stakeholders and partners. Foundational works such as Scholarship Reconsidered: Priorities of the Professoriate (Boyer, 1990), Scholarship Assessed (Glassick, Huber, & Maeroff, 1997) and Making the Case for Professional Service (Lynton, 1995)

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