

Defining the Engaged Campus

Introduction

In the history of American higher education there have been alternating periods of both optimism and disillusionment relative to the relationship between universities and their communities as well as the broader society (Hackney, 1986). In recent decades a number of scholars have examined various aspects of these relationships (Bok, 1982; Bringle et. al., 1999; Maurrasse, 2001; Rowland, 1995; Rowley, 2000). The consistent finding of less than optimal interactions and relationships between universities and their various communities has led other scholars to analyze the divergence of universities' dual roles as economically-oriented bureaucratic organizations (i.e., an industry) and as social institutions that serve important educational and democratic functions (Gumport, 2000).

In balancing these dual roles, many institutions have made attempts to become more integrated into the lives of their local communities and to articulate the important functions that they serve in the broader society. Numerous institutions have made efforts to accomplish this goal by attempting to become more "civically engaged" (Holland, 2001). The ideal notion of the *engaged campus* has in some respects become a near panacea for addressing the decline in public trust for higher education, strained relationships between universities and communities, and the increasing angst that has beset institutions that give the appearance of existing solely for economic reasons (Kellogg Commission, 1999). This study was an initial attempt at both conceptualizing and empirically assessing the characteristics (and correlates) of the engaged campus.

Conceptual Framework

Before analyzing institutional dispositions toward improving their relationships with their communities by becoming (or claiming to become) *engaged campuses* we provide a guiding framework for institutional social relationships. According to Weber (1947) there are two types of social relationships: 1) associative relationships and 2) communal relationships. A social relationship is *associative* when "the

orientation of social action within it rests on a rationally motivated adjustment of interests or a similarly motivated agreement, whether the basis of rational judgment be absolute values or reasons of expediency” (p. 136). By contrast, a social relationship is *communal* when “the orientation of social action—whether in the individual case, on the average, or in the pure type—is based on a subjective feeling of the parties, whether affectual or traditional, that they belong together” (p. 136).

In the case of colleges and universities, the distinctions can be deemed roughly parallel in those instances where the relationship is based solely on some economic or political *quid pro quo* that accrues to the university and the community out of self interest (i.e., associative) or where the relationship is based upon more altruistic and mutually beneficial partnerships that grow out of a reflexive and reinforcing nature of the relationship (i.e., communal) (Maurrasse, 2001; Slaughter & Leslie, 1997). The *engaged campus* can be viewed as an attempt at properly managing and articulating its social relationships vis-à-vis various communities and constituents.

Dimensions of the Engaged Campus

The idea of an *engaged campus* has been one of the more popular attempts by leaders and scholars of higher education to improve the nature and balance of the defining aspects (e.g., political, economic, social) of the relationships of universities with their communities. According to Holland (2001) “the term engagement or civic engagement has been gradually defined and applied to a variety of institutional/community relationships and a range of institutional strategies meant to link the work of the academy with public action and societal priorities” (p. 4). She further argues that “the engaged institution is committed to direct interaction with external constituencies and communities through the *mutually-beneficial* exchange, exploration, and application of knowledge expertise and information” (emphasis added, p. 7).

By this standard an *engaged campus* is one that takes seriously the “communal” dimension of the relationship while maintaining the rationally sought benefits that emerge from the relationship. These involve economic, political, and social benefits that may accrue to both the community and the educational institution. In other words, it would seem that the *engaged campus* seeks an appropriate balance between

the associative and communal aspects of its relationships with the community as well as the achievement of economic, political and social ends. The capacity to manage these dimensions of university-community relationships must therefore entail an organizational effort to maintain this balance at both the macro- and micro-levels of interaction between universities and communities. Moreover, it will be necessary to articulate and manage that balance across the various levels of the organizational context (Bolman & Deal, 1997; Gumport & Sporn, 1999).

Following social theory and conceptions in higher education, we identified several continuums upon which campuses can be classified as “engaged” by virtue of the nature of their relationships with communities and level of commitment to the public service mission. The first is an indicator of campus engagement in community partnerships. We asked chief academic officers to report how often their campus: 1) Shares important knowledge and resources with civic partners, 2) Actively works to improve the social and economic conditions of surrounding community, 3) Engages stakeholders in examining how the institution can augment community development, and 4) Monitors how the conditions of surrounding communities have improved. In addition we asked these leaders to indicate the institution’s level of participation in creating long-term, strong relationships with any of the following constituents: Local community-based organizations, K-12 schools, state and local government, and business and industry. Together they constitute an index (see Table 3), where the public service mission of institutions is characterized by the strength and commitment embedded in their communal relationships.

Even though we argue that no relationship is purely economic, as there are social and political benefits embedded in these institutional relationships, we tested the use of objective information about the level of spending among institutions for the public service mission relative to overall expenditures that include teaching and research. Because the resource-rich campuses may be able to spend more on their public service mission, this measure takes this into account by understanding the ratio dedicated to this particular function as part of the institutional budget “pie.” It also may be important to monitor this spending in the future as lingering effects of the current budget crisis may greatly affect the level of public

service activity if relationships are viewed as purely associative in nature and no return on investment in this area is evident to campus administrators.

Evidence of other institutional commitment is necessary to sustain and integrate (as opposed to marginalize) the public service mission. Figure 1 illustrates our analytic model that hypothesizes both internal and external influences on institutional performance on these public service indicators. In particular, we hypothesize that *core leadership support* for civic engagement activities is essential as is the level of *institutional priority placed on civic engagement*. We also test whether other priorities for enhancing institutional prestige contribute or detract from the level of community partnership or investment in public service. Our view of an “engaged” campus is that such institutions view their public service work as one method of defining excellence and critical to the shaping of institutional identity. In addition, we are interested in whether structures exist to further goals of public service. We asked chief academic officers to indicate which public service programs and structures were actually in place on campus to engage students, staff and faculty in campus efforts, including such things as formal policies to govern or guide public service activity, the existence of a formal unit to oversee public service, and the existence of institutes or centers for applied research and public service programming. Finally, institutional change often does not come without some external contextual influence, for this reason we examined how the local demographics in terms of racial/ethnic diversity and percentage of families living at or below the poverty level in adjoining communities are associated with an institution’s public service activity. Our ideal version of an “engaged” campus is responsive to communities in need of their expertise and has shaken its image of “the ivory tower.” All of these measures were used as independent predictors of the Level of Community Partnership and Spending on Public Service and are detailed in the Methods section of this paper with reference to operationalization these concepts on Tables 1 (measures) and 3 (items in each index used in the analysis).

Place Figure 1 about here

Methods

Data Source

The data for this study came from a nationwide survey, which was part of a research project entitled *Preparing Students for a Diverse Democracy*. The *Institutional Survey on Civic Engagement and Diversity*, administered in 2001, examined institutional approaches that developed institutional civic engagement initiatives and activities. The institutional survey was distributed by mail to approximately 1400 chief academic officers at four-year institutions using the Directory of Higher Education institutions. In order to increase the sample size, a follow-up reminder card was sent to non-responding institutions.

The CensusCD 2000 Long form database provided sample data that contained area demographics data for each institution. The database contained community racial/ethnic population demographics, and percentage of families living below poverty for a five-mile radius area surrounding each institution¹. Additional institutional classification was obtained from the 2001 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics survey (i.e. HBCU status and financial data).

Sample

The final sample dataset contained 744 institutions, which resulted in a 52% return rate. The institutions represented diverse types of Carnegie classified institutions. The sample was similar to the population of four-year institutions representation in the country, indicating 20% of all institutions were doctoral level institutions (i.e. research extensive and intensive), 42% were Masters level, and 38% were Bachelor's level institutions. A majority of the institutions (57%)

¹ A five-mile radius was based on the geographic or global positioning coordinates used to obtain data based on census tracts that surrounded the border of each institution.

were under private control (with the remainder public). Five percent of the sample contained Historically Black colleges or universities (See Table 1).

Place Table 1 about here

Measures

Several data reduction methods were used to develop dependent and independent variables for this study. A factor analysis using Principle Access Factor Analysis (PAF), and Varimax rotation developed factor scaled indices. A factor analysis was conducted and a regression method was used to save rotated factor scores and develop a standardized z-score for each factor index. The internal consistencies of the survey items were determined using Chronbach's alpha reliability tests.

Dependent Variables

The dependent variables used for this research study came from two different sources. Institutional responses from survey items were used to develop one factor-scaled index that served as a key dependent variable. Senior academic administrators reported the level of institutional partnerships with local community organizations to describe one dimension of the engaged campus. Level of Community Partnerships described the commitment and type of relationships with community partners based on five survey items with an alpha reliability of 0.85. (See Table 2).

Place Table 2 about here

The second dependent variable, Level of Funding for Public Service Activities, was developed using IPEDS data from each institution. Each institution reported financial data about institutional expenditures in three primary areas: Instruction, Research, and Public Service. The outcome variable represents the ratio of institutional funds dedicated to public service divided by the total expenditures of the three primary areas. This objective measure represents the institution's financial commitment to public service. Institutions that did not report these data points in 2001 (when our institutional survey was administered) were not included in the data. These two dependent variables assess various areas of institutional engagement, priorities, and activities through survey data and objective institutional data reported to the federal government.

Independent Variables

The independent variables were obtained from survey responses and institutional data. The variables were divided into four blocks in the regression: Institutional category, institutional characteristics, institutional commitment and priorities and contextual demographics. Each block contained variables that reflect different internal and external aspects of each institution.

The institutional category variables included the institution's Carnegie classification, the fiduciary control, and a count of institutional policies and structures in place dedicated to the public service mission. The Carnegie type identified the institution by the 2000 Carnegie classification scheme. This classification was divided into three main groups: Doctoral, Masters, and Baccalaureate-granting institutions. The Doctoral and the Masters groups were dummy coded and the bachelors institutions were the reference group for the analysis that followed. The fiduciary control variable divided the institutions by public or private control, with private institutions as the reference group. The civic engagement programs and structures measure represents a count of the institution's number of programs and structures that specifically addressed civic engagement activities and guide public service activity.

The institutional characteristics were entered as controls for institution race, selectivity, and size and were represented by variables that describe the institution according to HBCU status, percent of students admitted as a ratio of total applicants or admission rates, size of the undergraduate enrollment, and a comparison between an institution's student and local area demographic population. The HBCU variable, from the 2001 IPEDS database, was dummy coded and non-HBCU institutions served as the reference group. The admission rate was calculated from the 2000-2001 academic year for each institution. The admission rate reflects the ratio between the number of admitted undergraduates and the total undergraduate application pool. The enrollment size variable represents the institution's undergraduate enrollment for the 2000-2001 academic year reported in categories by the chief academic administrator. Another reported measure represents each administrator's assessment of whether the demographics of the undergraduate student body reflect the demographics of the institution's surrounding community.

Institutional commitment and priorities are represented by three factor indices that reflect the institution's commitment to civic engagement activities, and priorities placed on institutional prestige (Institutional Prestige Priority), and on civic engagement (Institutional Priority for Civic Engagement). (See Table 3 for survey items that composed each factor index). The institution's commitment to civic engagement activities factor is composed of five survey items that reflects central leadership's support for civic engagement activities. The institutional prestige factor is composed of three survey items that reflects the institution's strong priority for attaining and maintaining its national prestige. The institutional civic engagement priority factor is composed of five survey items that reflects the institution's commitment to civic engagement.

The final set of measures, entered in the regression model for predicting the level of community partnerships and public service expenditures, was composed of census demographic

data. These data were collected in three stages using the IPEDS and U.S. Census 2000 database. The first stage required us to obtain the zip code for each institution from the 2000 IPEDS institutional characteristics dataset. In the second phase, we used the zip codes for each institution to obtain each institution's longitude and latitude coordinates from the census database. In the third stage, we used the longitude and latitude geographic coordinates to collect census data from a five mile radius surrounding the institution. For each institution, we collected the racial/ethnic demographics of the surrounding area to compute the percentage between the total number of racial minorities and the total population of the census tracts that bordered each institutional boundary. The Census-based measure we collected described the poverty level in the communities surrounding each campus. This variable represented the percentage of the total number of families living below poverty level relative to the total number of families living in the five mile radius surrounding each campus.

Analyses

We conducted two separate, multiple hierarchical regression analyses for both outcome variables. Each of the regression models contained four blocks that were entered in a hierarchical fashion. The first block, institutional category, examines how different institutions by Carnegie classification, fiduciary control, and the count of the institutional public service programs and structures relate to the outcome variables. The second block, institutional characteristics, represents variables that define the institution's enrollment diversity, size and selectivity. The third block, institutional commitment, represents the central administration support for and priority for civic engagement, as well as a potentially competing priority—institutional prestige. The final block, contextual demographics, represents the diversity and economic health of the population of each institution's surrounding community.

Results

Two multiple regression equations were conducted for each of the following outcomes measures, Level of Community Partnership and Level of Funding for Public Service. Our intention is to help further define the “engaged” campus by examining institutional category, organizational characteristics, institutional commitment expressed by leaders, and contextual demographics of the local community. The first regression model (Table 4) explained 47% of the total variance in the Level of Community Partnership index, $F(13,609) = 41.95$ this is significant at $p < 0.0001$. Each block entered produced significant changes to the model ($p < 0.0001$).

Results indicate that public institutions were less likely than private institutions to report a high level of community partnership. Masters degree-granting institutions had a higher level of community partnership than Baccalaureate-granting institutions. Doctoral degree-granting also have high community partnership relative to Baccalaureate-granting institutions, but only after controlling institutional commitment in the form of core leadership support and institutional priorities (see comparison of Block 1, 3, and 4 models). It is important to note that the level of structures and programs in place is strongly associated with a high level of community partnership (Blocks 1 & 2), until controls are introduced for key organizational factors of leadership support and institutional priority. This strongly suggests that administrative structures and policies are shaped by institutional leaders and priorities and, therefore, structures and policies do not have an effect on the level of community partnership independent of these other organizational features.

In terms of institutional characteristics, a campus' race, undergraduate enrollment size, or admissions selectivity are not significant predictors of the level of community partnership. This indicates that virtually all types of campuses can engage in a high level of community partnership as part of their public service mission. However, it is important to note that campuses whose

student enrollment represents the demographics in the local area are more likely to engage in a high level of community partnerships—perhaps attracting students as a result of their level of engagement with local communities.

By far, the strongest organizational factor in predicting this communal form of institutional relationships is a clear demonstration of institutional commitment on a campus. Specifically, central leadership support for civic engagement or Core Leadership Support and institutions that report placing high priority on campus for civic engagement are strong predictors of the level of community partnership ($p < .001$). It is also important to note that (although somewhat weaker effects are evident) an institutional priority for increasing its prestige is positively and significantly associated with the level of community partnership. This indicates that the most engaged campuses also place an emphasis on institutional prestige—and perhaps use this engagement to further their regional and national reputation.

External demographic factors play an influential role on the level of community partnership. Specifically, a higher level of community partnership was evident among campuses located near communities with a higher percentage of families living at or below the poverty level. However, once poverty levels are controlled, institutions have a higher level of community partnership in areas where the racial/ethnic diversity is low. This is the result of a suppressor effect where the racial/ethnic diversity context is not an influential predictor of the level of community partnerships until controls for the level of poverty are introduced. This will be further discussed in the conclusion of this paper.

For the second regression model, the level of funding for public service expended by each institution (relative to spending in other areas) was used to assess the commitment and investment or campus associative relationships. Table 5 shows our regression model explained 23% of the

total variance of institutional spending for public service activities with $F(13,538) = 12.47619$ and significance at the $p < 0.0001$. Results indicate public institutions are less likely than private institutions to spend money on public service activities and this finding is strong and consistent throughout the model. The number of civic engagement policies and structures was a predictor of funding for public service activities. It is important to note that these effects of institutional category held regardless of institutional leadership support, institutional priorities, and the demographics of the local context. Moreover, none of the organizational features that include internal influence regarding institutional commitment or external influence regarding contextual demographics had a significant direct effect on the level of funding for public service among institutions. This suggests that there may be a disconnect between the institution's mission statement about civic engagement and how it is funded. However, there is one exception—Historically Black Colleges and Universities are more likely than other types of institutions to fund activities for public service ($p < .0001$). This is further discussed in the conclusion of this paper.

Discussion

In order to explore aspects of the multiple relationships between higher education and the wider society, it is necessary to understand that although colleges and universities are bureaucratic entities they should not be thought of as totally separate from their external communities and wider societal contexts. These institutions are integral components of the communities and contexts in which they are located. Thus, the conceptual framework we employed in this study was designed to help improve our understanding of the dual roles of American colleges and universities as both complex organizations and as important social/cultural institutions. The Weberian framework also enabled us to determine the organizational factors that have an effect on

two key dimensions (i.e., communal and associative) of the “engaged campuses.” Therefore, our results provide both conceptual and empirical contributions to the organization-environment research as well as to the higher education literature on university-community relationships.

First, our findings provided strong support for the commonly held notion that leadership and institutional priorities are important factors for determining whether or not institutions give attention to the social needs and conditions of their local communities. In fact, leadership was found to be more important than organizational structures and policies in predicting the level of community partnerships. Second, in terms of the communal dimension of our framework, our findings demonstrated that race and class are interrelated variables that continue to have a significant impact on how colleges and universities interact with their local communities. Third, in terms of our measure of the more associative aspects of civic engagement (i.e., dollars spent), our findings provided insights into the differences among institutional types regarding the proportion of financial resources allocated for public service initiatives.

In terms of organizational types, although public institutions have historically been charged with a mandate to serve the greater public good, they were found to be less likely than their private counterparts to engage in high levels of community partnerships and less likely to spend money on public service activities. This may have to do with the fact that public institutions, when faced with financial constraints, are more likely to first focus their attention and resources on their research and teaching missions. An additional explanation may be that private institutions have more long-term community partnerships and investment in public service as a result of religious affiliations and wealthy benefactors in their local communities.

Historically Black Colleges and Universities (HBCUs) were found to consistently spend more on public service activities than other institutions. Yet, HBCUs did not report higher or

lower levels of community partnerships relative to other institutions. This likely has to do with the fact that traditionally HBCUs have viewed community partnerships as integral to their overall missions and are thus likely to spend a larger proportion of their relatively meager budgets on public service (Jones, 1999).

One of the most interesting findings of this research had to do with the impact of race and class of the local context on both the level of community partnerships and public service spending at institutions. The good news is that campuses appear to be responsive in terms of building long-term partnerships in areas where there are more families living below the poverty level—implying significant efforts to lower the boundaries between town and gown. However, institutions located near low-income communities are not more likely to invest in public service. It may be that campuses respond with more communal rather than associative relationship solutions to external pressures or problems that arise as a result of being located near low-income communities (e.g. creating service learning opportunities for students, establishing relationships with schools). Further research is needed to understand the link between public service spending, priorities, and institutional commitments that are characteristic of an “engaged” campus.

While campuses located near low-income communities appear to be responsive on one of our indicators, it is important to note that they are not significantly more (or less responsive) in contexts that are racially/ethnically diverse. Clearly, race alone is not a motivating factor for institutions. However, after controlling for the poverty level of surrounding communities, we found institutions located in less racially/ethnically diverse communities had higher levels of community partnership. It is important to note, however, that the diversity of a community and poverty level are highly correlated and the next step in research will be to test whether campuses are more responsive in low-income, highly diverse communities (interaction effects).

Given these empirical findings, we return to our initial research question: What is an “engaged” campus and what are the key organizational features in place on these campuses? Our measures begin to identify several dimensions for developing a working definition of the engaged campus. An engaged campus has not only lowered the boundaries between the institution and its communities, it has established long-term partnerships that create both communal and associative relationships. Ideally, spending on public service activity is not simply a high proportion of an institutional budget, but it reflects institutional priorities for civic engagement and is associated with policies and structures in place that guide and direct activities for students, faculty, and staff. In this regard, core leadership support is important in creating a vision of establishing an institutional identity that is engaged in furthering the civic mission of higher education. This suggests engaged campuses not only articulate a civic mission, but provide tangible markers for progress and success in achievement of its mission to demonstrate how the institution is making a difference in various communities. This study represents an important systematic attempt at measuring dimensions of “engaged campus” behaviors. With better-defined measures of campus priorities, activities, and various levels of support across units, campuses will be able to gauge their progress if they wish to further their civic mission. Institutional researchers can begin to use similar measures presented here as a benchmarking strategy to identify how their campus contributes to the national dialogue on advancing the civic mission of higher education.

Figure 1.

Conceptual Model Predicting Campus Engagement in Public Service

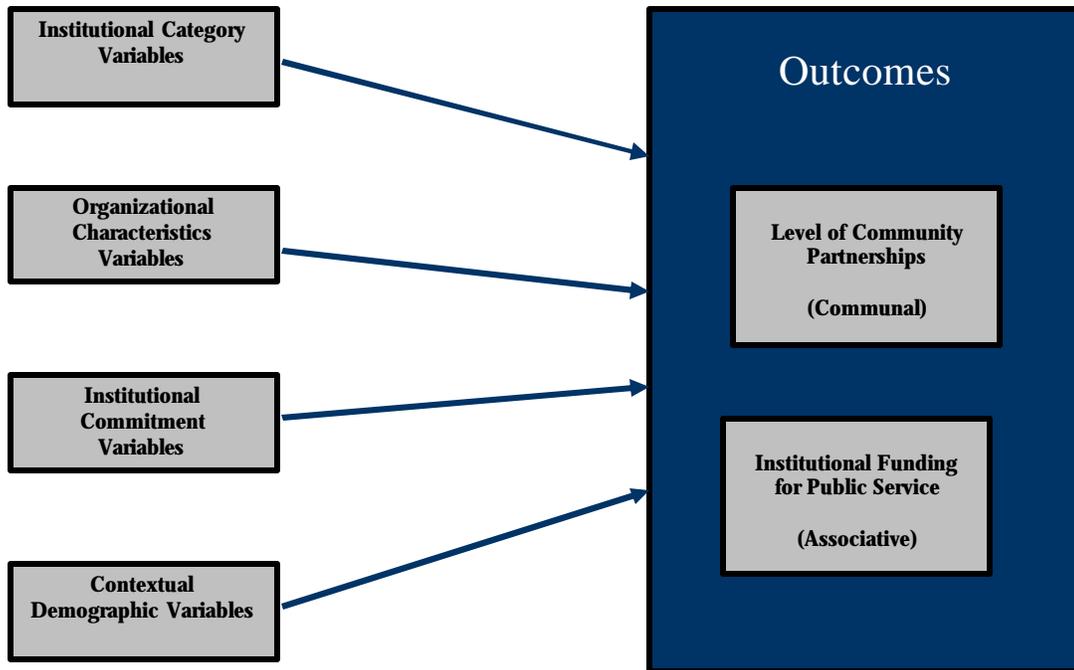


Table 1. Summary of Variables and Indices in the Regression

Variable name	Variable type	Scale Range
<u>Dependent outcomes variables</u>		
Level of Community Partnerships (Communal)	Scaled index	Standardized z-scores
Level of funding for Public Service 0-100 activities (Associative)		Continuous
<u>Independent variables</u>		
<i>Institutional Category</i> Carnegie Classification	single item, discrete	Dummy coded: Doctoral, Masters, and Bachelor institutions (as reference group)
Institutional Type	Single item, discrete	Public and Private (as reference group)
Public service programs and structures	single item, Categorical	0= no structures/programs, 5=high level of structures and programs
<u>Organizational Characteristics</u>		
Historically Black College or University group)	Single item, discrete	0=No HBCU, 1=Yes HBCU (as reference group)
Admission rates	Single item, continuous	0-100 admitted students to institutions
Institutional size	Single item, categorical	1= less than 5000 5=greater than 20 000
Student enrollment reflects demographics of the local area	Single -item, categorical	1=Not representative 3=More representative
<u>Institutional Commitment</u>		
Core leadership support for civic engagement activities	Scaled index, five items	Standardized, z-scores
Institutional Prestige priority	Scaled index, three items	Standardized, z-scores
Institutional priority Civic Engagement	Scaled index, five items	Standardized, z-scores
<u>Contextual Demographics</u>		
Percentage of racial/ethnic diversity of local area	Single item, continuous	0-100
Percentage of families below poverty level	single item, continuous	0-100

TABLE 2 Descriptive Statistics for Selected Variables in the Regression Model (n=577)

Variable name	Mean
Public Institutions	.565
Doctoral	.191
Masters	.430
Institutional civic engagement priority	2.27
HBCU (Historically Black Colleges and Universities)	.047
Admission rate (selectivity)	73.20
Enrollment undergraduates	2.241
Core leadership support for civic engagement activities	.048
Institutional Prestige priority	.029
Institutional priority for civic engagement initiatives	.026
Percentage of racialethnic diversity of local population	.28.85
Percentage of families living at or below poverty level	10.40

TABLE 3. Factor Loadings and Reliabilities for Variables

Factor and Survey Items	Factor Loadings	Internal Consistency (Alpha)
Institutional Prestige Priority²		.88
Increasing the ranking of college/university	.874	
Increasing or maintaining institutional prestige	.841	
Enhancing the institutions national image	.826	
Institutional Priority for Civic Engagement²		.82
Fostering greater civic engagement among students	.675	
Working to create and sustain long-term partnerships with communities	.685	
Increasing institutional and community capacities for Public work	.844	
Allocating institutional resources to faculty to participate in service activities	.675	
Addressing societal problems	.600	
Core Leadership Support for Civic Engagement³		.84
This institution directs resources towards civic engagement	.728	
This institution has a long-standing commitment to civic engagement	.794	
Strategic planning documents contain goals to achieve the civic	.778	
University leaders clearly articulate public service commitment	.733	
Faculty are encouraged by our institutions academic leaders participation	.562	
Level of Community Partnership⁴		.85
Shares important knowledge and resources with civic partners	.692	
Actively works to improve the social and economic conditions of surrounding community	.760	
Engages other communities and stakeholders in examining how the institution can augment community development	.802	
Creates long term relationship with external constituencies	.753	
Monitors how the conditions of surrounding communities improved	.667	

² Indicate the extent to which you think the following are priorities at your institution: 1=not a priority to 5=Highest Priority.

³ Indicate the extent to which you agree with the following potential descriptions of your institution: 1= Strongly disagree to 5=Strongly agree

⁴ Indicate your institution's level of participation in each activity: 1= Never to 5=Always

Table 4. Standardized Beta Coefficients for Blocked Entry Regression on Predicted level of Community Partnerships (N=623)
(Communal)

<i>Variable name</i>	<i>Block 1</i>	<i>Block 2</i>	<i>Block 3</i>	<i>Block 4</i>
<u>Institutional category</u>				
Doctoral Institutions	.092**	.121*	.136**	.141***
Masters Institutions	.108*	.112**	.084*	.093**
Public Institutions	-.185***	-.165***	-.182***	-.163***
Civic Engagement Policies and Structures	<u>.307***</u>	.315***	.045	.046
<u>Institutional Characteristics</u>				
HBCU ¹	<i>.043</i>	.051	.003	.007
Admission Rate	-.067	-.0910*	-.028	-.042
Undergraduate Enrollment Size	-.026	-.026	-.071	-.065
Student enrollment reflects demographics of the local area	<i>138***</i>	<u>.161***</u>	.116***	.117***
<u>Institutional Commitment</u>				
Core Leadership Support for Civic Engagement	<i>.514***</i>	<i>.498***</i>	<i>.321***</i>	<i>.301***</i>
Institutional Prestige Priority	<i>.164***</i>	<i>.166***</i>	<i>.077*</i>	<i>.070**</i>
Institutional Priority for Civic Engagement	<i>.496***</i>	<i>.489***</i>	<u><i>.275***</i></u>	<i>.293***</i>
<u>Contextual Demographics</u>				
% Racial/Ethnic diversity	<i>.002</i>	<i>-.017</i>	<i>-.013</i>	<i>-.103*</i>
% Families living at or below Poverty Level	<i>.092*</i>	<i>.089*</i>	<i>.076*</i>	<i>.138***</i>
R2	.190	.220	.461	.472
Change in R2	.190	.029	.240	.005
F	36.457***	21.698***	47.577***	41.958***

¹ Historically Black College and University

Note: *p<.05, **p<.01, ***p<.001; Italics indicate variables not yet in the equation.

Table 5. Standardized Beta Coefficients for Blocked Entry Regression on Predicted level of Funding for Public Service Activities
(Associative) (n=552)

Variable name	Block 1	Block 2	Block 3	Block 4
<u>Institutional category</u>				
Doctoral Institutions	.023	.002	.007	.010
Masters Institutions	-.060	-.062	-.061	-.057
Public Institutions	-.423***	-.354***	-.354***	-.348***
Civic Engagement Policies and Structures	<u>.088*</u>	.072	.098*	.098*
<u>Institutional Characteristics</u>				
HBCU ¹	.129***	.149***	.155***	.159***
Admission Rate	.024	.023	.0165	.011
Undergraduate Enrollment Size	.068	.095	.102	.103
Student enrollment reflects demographics of the local area	.039	<u>.051</u>	.054	.055
<u>Institutional Commitment</u>				
Core Leadership Support for Civic Engagement	-.043	-.054	-.056	-.061
Institutional Prestige Priority	-.042	-.055	-.052	-.054
Institutional Priority for Civic Engagement	-.011	-.030	<u>.013</u>	.019
<u>Contextual Demographics</u>				
% Racial/Ethnic diversity	.022	-.012	-.014	-.036
% Families living at or below Poverty level	.027	.007	.011	.033
R2	.201	.226	.230	.231
Change in R2	.201	.024	.004	.0007
F	34.554***	19.831***	14.733***	12.476**

¹ Historically Black College and University

Note: *p<.05, **p<.01, ***p<.001; Italics indicate betas not yet in the equation.

References

- Bok, D. (1982). Beyond the ivory tower: The social responsibilities of the modern university. Cambridge: Harvard University Press.
- Bolman, L. G. & Deal, T. E. (1997). Reframing organizations: Artistry, choice, and leadership. San Francisco: Jossey-Bass.
- Bringle, R. G., Malloy, M. A., & Games, R. (1999). Colleges and universities as citizens. Boston: Allyn & Bacon.
- Gumport, P. J. (2000). Academic restructuring: Organizational change and institutional imperatives. Higher Education, 39: 67-91.
- Gumport, P. J. & Sporn, B. (1999). Institutional adaptation: Demands for management reform and university administration. In M. W. Peterson (Ed.) ASHE Reader on Planning and Institutional Research, 176-205. Needham Heights, MA: Pearson Custom Publishing.
- Hackney, S. (1986). The university and its community: Past and present. Annals of the American Academy of Political and Social Science, 488: 135-147.
- Holland, B. A. (2001). Measuring the role of civic engagement in campus missions: Key concepts and challenges. Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Richmond, Virginia.
- Kellogg Commission (1999). Returning to our roots: The engaged institution. Washington, D. C.: Author.
- Maurrasse, D. (2001). Beyond the campus: How colleges and universities form partnerships with their communities. New York: Routledge.
- Rowland, H. R. (1999). The rewards of neighborliness. In J. L. Bess & D. S. Webster (eds.) Foundations of American higher education, Vol. 2: 647-657.
- Rowley, L. L. (2000). The relationship between universities and black urban communities: The clash of two cultures. The Urban Review, 32 (1): 45-65.
- Slaughter, S. & Leslie, L. L. (1997). Academic capitalism. Baltimore: Johns Hopkins University Press.
- Weber, M. (1947). The theory of social and economic organization. New York: The Free Press.