

Design Education Reconsidered: Faculty Perceptions of Community Engagement in
Landscape Architecture

Cermetrius Lynell Bohannon

Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State
University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
In
Architecture & Design Research

Patrick A. Miller, Chair
Mintai Kim
Terry L. Clements
Brian F. Katen

September 4, 2014

Blacksburg, Virginia

Keywords: community engagement, pedagogy, scholarship, perception

Copyright © 2014 Cermetrius L. Bohannon

Design Education Reconsidered: Faculty Perceptions of Community Engagement in Landscape Architecture

Cermetrius Lynell Bohannon

ABSTRACT

Colleges and universities have been linked to society since their inception. In recent times this linkage has come under scrutiny as society's expectations of higher education have become more expansive and diverse. Over the past decade, there have been various shifts in pedagogy and scholarship in higher education, including the shift towards increased civic responsibility. One such shift is the role of universities and the communities they serve. This shift toward partnership and reciprocity is termed engagement. Community engagement has emerged as an important academic strategy used to enhance and complement traditional learning methods in higher education. According to the Campus Compact, the number of faculty members who include community engagement as part of their teaching, research, and service has increased (Campus Compact, 2012). While faculty are encouraged to incorporate community engagement into their work (Colby, Ehrlich, & Stephens, 2003), nominal research focuses on the perceptions of faculty members in landscape architecture on community engagement. This research explores the current state of community engagement within landscape architecture and identifies the benefits and barriers that foster or inhibit faculty from using community engagement as part of their teaching, research, and service.

This study employed a mixed methods research design. Two sequential phases were utilized. The first phase consisted of faculty responses to the Community Engagement in Landscape Architecture Education (CELAE), which consisted of 70 questions. The second phase consisted of in-depth interviews with faculty who self selected to participate in the qualitative phase of the study. Descriptive and inferential statistics were used to analyze the quantitative data, and content analysis was used to analyze the qualitative data.

Findings indicate faculty members in landscape architecture believe that community engagement has a positive impact on student's educational experiences, provides opportunities for research and scholarship. Faculty also reveal how faculty in landscape architecture define community engagement in regards to other terminology that is currently used in higher education to describe working with communities to solve problems. Findings from this study may be used to help landscape architecture faculty members design and develop efforts to help promote community engagement as part of their teaching research and service.

Acknowledgements

I would like to begin by acknowledging the people who have helped me on this journey toward obtaining a PhD. To start I would like to thank my four committee members who have provided an invaluable amount of wisdom, insight, perspective, and assistance throughout this process so I would like to acknowledge the support of Dr. Patrick Miller, Dr. Mintai Kim, Terry Clements and Brian Katen. I would also like to thank Dr. Randolph Grayson for the inspiration he provided me as a MAOP intern to continue my studies at Virginia Tech. I also want to acknowledge the Multicultural Academic Opportunities Program (MAOP) for their continued support and encouragement throughout the years, in particular Dr. Jodi Thompson-Marshall and Peni Ratcliffe. I also thank Teresa Phipps for her help and support that made my time as a student very easy.

Second, I want to thank my family who share with me an affinity for life long learning; Mom, Samuel, Aaron, and Jennifer for the patience and sacrifice they have given me throughout this journey. I truly would not have made it through this process without their support, encouragement and love. Lastly, I want to recognize my friends and colleagues who have helped me throughout my program. Firstly to my fraternity brothers Dr. Marco Barker, Todd Cromedy, Darren Calamese, Dr. Johnathan Gaines, Leemar Thorpe, Josh Echols, and Stephen Cox for their support and brotherhood. I would like to thank my colleagues in the Architecture Design Research program Adel Alzahrani and Christine Calorusso for their support and encouragement at various points along the way.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background	1
1.2 Theoretical Framework	4
1.3 Statement of the Problem/Research Purpose.....	6
1.4 Personal Reflexivity.....	7
1.5 Research Questions	8
1.6 Importance of the Study/Scope of the Study	9
1.7 Definition of Key Terms	10
1.8 Study Organization	11
CHAPTER TWO: LITERATURE REVIEW	12
Introduction.....	12
2.1 Community Engagement in Higher Education	12
2.1.2 Confusion of Terminology and Practices.....	15
2.1.3 History of Community Engagement	19
2.2 The Role of Faculty in Community Engagement.....	22
2.3 Engaged Scholarship and The Scholarship of Engagement.....	23
2.3.1 Engagement in Landscape Architecture	28
2.4 Reward System: Tenure and Promotion and Engaged Scholarship	30
2.5 Faculty Motivation to Engage.....	32
2.6 Literature Review Summary	34
CHAPTER THREE: METHODOLOGY.....	37
3.1 Research Design.....	37
3.2 Research Questions.....	38
3.2.1 Research Question 1	39
3.2.2 Research Question 2	39
3.2.3 Research Question 3	40

3.2.4 Research Question 4	40
3.2.5 Research Question 5	40
3.2.6 Research Question 6	41
3.3 Data Collection and Analysis Procedures.....	41
3.4 Participant Selection.....	42
3.5 Phase One: Quantitative	43
3.5.1 Variables	43
3.5.2 Instrument Design.....	44
3.5.2.1 Information about Community Engagement.....	45
3.5.2.2 Faculty Teaching/Research and Community Engagement.....	46
3.5.2.3 Student Learning and Community Engagement Pedagogy	47
3.5.2.4 Community Partners Engaged with Faculty and Students	48
3.5.2.5 Barrier and Factors to Community Engagement.....	49
3.5.2.6 Faculty and Institutional Information.....	50
3.6 Survey Procedures.....	51
3.6.1 Pilot Survey	52
3.6.2 Survey	52
3.7 Statistical Procedures for Data Analysis	53
3.7.1 Descriptive Statistics.....	53
3.7.2 Univariate Analysis	53
3.7.3 Content Analysis for Open-ended Questions.....	54
3.7.4 Reliability	55
3.8 Phase Two: Qualitative	55
3.8.1 Participant Selection	56
3.8.2 Interview Protocol.....	57
3.8.3 Interview Questions	57
3.9 Interview Procedures	66
3.9.1 Interview Location	66
3.9.2 Interview Length and Recording.....	67
3.9.3 Informed Consent and Confidentiality.....	67
3.9.4 Pilot Interviews	67
3.10 Qualitative Data Analysis	68
3.11 Trustworthiness, Reliability, and Validity	69
3.12 Researcher Bias	70
3.13 Summary of Study Methods-Phases One & Two	70
CHAPTER FOUR: RESULTS.....	71
4.1 Description of Sample.....	71

4.1.1 Institutional Type.....	73
4.1.2 Teaching Experience and Faculty Rank.....	73
4.1.3 Faculty Exposure to Community Engagement	75
4.2 Results: Phases 1 & 2	77
4.2.1 How do Landscape Architecture Faculty Define Community Engagement?	78
4.2.2 Interview Results: How Faculty Define Community Engagement	79
4.2.3 Parsing Out Terminology Surrounding Community Engagement in Higher Education	83
4.3 What are Faculty Attitudes Towards Community Engagement in Landscape Architecture?	87
4.3.1 Effect of Faculty Rank And Experience on Perception of Community Engagement in Landscape Architecture.....	89
4.3.2 Interview Results: Community Engagement as a Design Tool	92
4.3.3 Interview Results: How the Community Engaged Design Process is Different From the Traditional Design Process.....	93
4.3.4 Interview Results: Critical Thinking in Community Engagement.....	95
4.3.5 Interview Results: How Community Engagement Improves Institutional Perception	97
4.4 Faculty Perception of Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors	98
4.4.1 Effect of Faculty Rank and Experience on Perception of Community Engagement in Landscape Architecture Interpersonal and Departmental Factors	100
4.4.2 Interview Results: How Community Engagement is Viewed by Colleagues	102
4.4.3 Interview Results: When is it Appropriate for Landscape Architecture Students to Participate in a Community Engagement Process	103
4.5 How Does Community Engagement Affect Teaching, Learning, and Scholarship in Landscape Architecture Education?.....	105
4.5.1 Effect of Faculty Rank on Community Engagement Learning in Landscape Architecture	107
4.5.2 Impact of Community Engagement on Design Pedagogy and Scholarship in Landscape Architecture.....	108
4.5.3 Faculty Rank and Community Engagement Learning in Landscape Architecture	110
4.5.4 Interview Results: How Community Engagement Improves Faculty Teaching	111

4.5.5 Interview Results: How Community Engagement Creates New Knowledge	113
4.5.6 Interview Results: What is the Relationship Between Community Engagement and Scholarship?	114
4.5.7 Interview Results: What Does a Faculty Member Need to do to Make Their Engagement Scholarly?.....	116
4.6 How Faculty Members in Landscape Architecture Share Their Community Engagement Work	118
4.6.1 Effect of Institution Type on How Faculty Share Community Engagement in Landscape Architecture.....	119
4.6.2 Interview Results: How Faculty Share Their Community Engagement Work	121
4.7 What Roles do Community Members Play in Community Engagement Projects?	123
4.7.1 Effect of Faculty Rank and Teaching Experience on Working with Community Partners in Community Engagement.....	125
4.7.2 Interview Results: How do Faculty Members Develop Relationships with Community Members?	127
4.7.3 Interview Results: How do You Develop Trust with Community Members?.....	128
4.8 What are the barriers or factors that keep faculty members from engaging with communities? What are the benefits and challenges of community engagement in landscape architecture?	129
4.8.1 Barriers to Faculty Members with Communities	129
4.8.2 Faculty Rank and Community Engagement Learning in Landscape Architecture	132
4.8.3 Interview Results: Community Engagement and Tenure and Promotion in Landscape Architecture	133
4.8.4 Interview Results Benefits of Community Engagement in Landscape Architecture.....	135
4.8.5 Interview Results: Challenges and Barriers to Community Engagement in Landscape Architecture.....	138
4.9 Summary of Results	142
CHAPTER FIVE: CONCLUSION.....	144
5.1 Introduction	144
5.2 Finding One: Four Components of Community Engagement.....	145
5.3 Finding Two: Deciphering “Community Engagement” Terminology	146

5.4 Finding Three: Positive Perceptions.....	147
5.5 Finding Four: Effects on Pedagogy	150
5.6 Finding Five: Community Engagement, Scholarship, Tenure & Promotion.....	151
5.7 Finding Six: The Role of Community Partners.....	152
5.8 Finding Seven: The Barriers and Benefits of Community Engagement Work in Landscape Architecture.....	153
5.9 Researchers Bias and Limitations of the Study.....	155
5.10 Recommendations and Implications for Policy and Practice	156
5.11 Recommendations for Future Research.....	162
5.12 Summary	164
BIBLIOGRAPHY	166
APPENDIX A: IRB Approval Letter.....	175
APPENDIX B: Research Cover Letter	176
APPENDIX C: Consent Form.....	177
APPENDIX D: Email Prompt.....	179
APPENDIX E: Survey	181
APPENDIX F: Interview Protocol.....	188

LIST OF TABLES

Table 2.1 A Seven-Part Test	14
Table 2.2 A Community Engagement Continuum	18
Table 3.2 Variables Used as Grouping Factors Affecting Faculty Perceptions of Community Engagement in Landscape Architecture	44
Table 3.3 Interview Participant Section Criteria	57
Table 4.1 Distribution of Participant’s Backgrounds Based on Ethnicity and Gender	72
Table 4.2 Distribution of Participant’s Institutional Type.....	73
Table 4.3 Distribution of Participant’s Teaching Experience, Faculty Rank, and Tenure Status	74
Table 4.4 Distribution of Number of Courses with a Community Engagement Component: by Faculty	76
Table 4.5 Distribution of Course Types with Community a Engagement Component	76
Table 4.6 Distribution of Types of Students That Have Participated in Community Engagement Projects	77
Table 4.7 Frequencies of Responses for Community Engagement Terminology.....	79
Table 4.8 Comparison of Means for Community Engagement When Successfully Done in Landscape Architecture.....	87
Table 4.9 Frequencies of Responses for Community Engagement When Successfully Done in Landscape Architecture.....	88
Table 4.10 Anova for Community Engagement When Successfully Done in Landscape Architecture: by Faculty Rank.....	90
Table 4.11 Anova for Community Engagement in Landscape Architecture by Number of Courses Faculty Teach with Community Engagement Component...	90

Table 4.12 Comparison of Means for Community Engagement in Landscape Architecture: Interpersonal and Departmental	99
Table 4.13 Responses for Community Engagement in Landscape Architecture: Interpersonal And Departmental Factors	100
Table 4.14 Anova for Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors by Faculty Rank	101
Table 4.15 Anova for Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors by Teaching Experience.....	102
Table 4.16 Comparison of Means for Community Engagement in Landscape Architecture: Learning	106
Table 4.17 Frequencies of Responses for Community Engagement in Landscape Architecture: Learning	107
Table 4.18 Anova for Community Engagement in Landscape Architecture: Learning by Faculty Rank.....	108
Table 4.19 Comparison of Means for Community Engagement in Landscape Architecture: Pedagogy and Scholarship	109
Table 4.20 Frequencies of Responses for Community Engagement in Landscape Architecture: Pedagogy and Scholarship	110
Table 4.21 Anova for Community Engagement in Landscape Architecture: Pedagogy and Scholarship by Faculty Rank.....	111
Table 4.22 Distribution of How Faculty Share Community Engagement Work	119
Table 4.23 T-Test for How Faculty Share Community Engagement Work by Institution Type.....	120
Table 4.24 Comparison of Means for Community Engagement in Landscape Architecture: Community Partners	124
Table 4.25 Frequencies of Responses for Community Engagement in Landscape Architecture: Community Partners	125

Table 4.26 Anova for Community Engagement in Landscape Architecture: Community Partners by Faculty Rank	126
Table 4.27 Anova for Community Engagement in Landscape Architecture: Community Partners by Teaching Experience	127
Table 4.28 Comparison of Means for Barriers to Community Engagement in Landscape Architecture.....	130
Table 4.29 Frequencies of Barriers to Community Engagement in Landscape Architecture	131
Table 4.30 Anova for Barriers to Community Engagement in Landscape Architecture by Faculty Rank.....	132

LIST OF FIGURES

Figure 3.1-Research Design Diagram.....	42
---	----

CHAPTER ONE: INTRODUCTION

1.1 Introduction/Background

Colleges and universities have been linked to society since their inception. In recent times this linkage has come under scrutiny as society's expectations of higher education have become more expansive and diverse. Over the past decade there have been various shifts in pedagogy and scholarship in higher education. One such shift is that of the role of universities and the communities they serve. This shift toward partnership and reciprocity is termed engagement. Several factors have emerged in the landscape of higher education that are impelling institutions towards a scholarship of engagement¹ First, there is mounting criticism of higher education's insensitivity to societal problems such as; urban deterioration, social injustice, and environmental inequalities (E. Boyer, 1990; Boyte, 2005; Rice, 2003). Second, is the perception that much of scholarly work done in the past is narrow and irrelevant to societal needs (Benson, Harkavy, & Puckett, 2000; Strand, Marullo, Cutforth, Stoecker, & Donohue, 2003) Ernest Boyer characterizes this criticism in his book 'Scholarship Reconsidered' where he states:

“...the academy must become a more rigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reform its historic commitment to what I call the scholarship of engagement (Boyer, 1990).”

¹ The 'scholarship of engagement' is rooted in the broadening of the definition of scholarship beyond research to include the scholarship of teaching, discovery, and application (Boyer, 1990, Baker, 2004). This type of scholarship incorporates components of reciprocity and practices that cut across disciplines when faculty members work with communities in the production of knowledge.

Boyer is suggesting that discovery, integration, and application² are not highly valued in higher education, but have the potential to provide a framework for scholarly work that is relevant for society – a scholarship of engagement. The third factor driving institutions towards engagement is recognition by faculty that students are ill equipped to take on an active and productive role in civic life upon graduation. Institutions must first, be aware of how students are prepared to engage with communities, and second, know what students are learning when participating in an engaged process. (Strand et al., 2003).

In response to Boyer's work, through the Carnegie Foundation, the Association for Higher Education (AAHE) held a national forum in 2000, entitled '*Scholarship Reconsidered*', that examined faculty roles and rewards in an effort to expand the understanding of scholarship, faculty roles, and primary missions of institutions of higher education. This conference was attended by college and university representatives who presented research focused on an expanded definition of scholarship in higher education (Glassick, 2000). Around the same time the Campus Compact³ focused efforts to re-conceptualize the relationship between academic knowledge and civic or community involvement (Rice, 2003). Both of these efforts helped launch the "service learning" movement. The need to reframe the definition of "scholarship" and to reward faculty for in-depth

² Ernest Boyer proposed four categories of scholarship: discovery, which is original research that advances knowledge; integration, in which work is placed in a broader context to promote interdisciplinary conversations; application, which involves the application of knowledge with results that can be evaluated; teaching, which allows for the sharing and evaluation of knowledge by the public (Boyer, 1990)

³ The Campus Compact was established in 1985 and includes of over 1,000 college and university presidents. The mission of the compact is to fulfill the civic purpose of higher education through educating students for 'civic' and 'social' responsibility

scholarly engagement became apparent if community engagement was going to move from the margins of traditional scholarship to full potential.

As a result, a number of higher education institutions have developed partnerships with agencies and community groups to share resources and provide students with experiential learning opportunities and application beyond the traditional script of collegiate coursework. These changes in teaching and learning are geared to not only enhance student learning, but also to alter the epistemological priorities and methodologies⁴ of the university. Through a critical transformation of pedagogy a challenge has been put forth to change the “nagging paradox that plagues the use of experience as a source of learning in higher education, where experiential learning is regulated to the margins of academic operations (Moore, 2013). This pedagogical transformation reveals tensions in higher education by challenging the role of the university and its relationship to society, about what qualifies as sources of knowledge and ways of knowing, and the roles of teachers and students in the educational process (Moore, 2013)

The discipline of landscape architecture, a design profession that applies artistic and technical knowledge to the analysis, planning, design, and management of the built environment, is a natural fit for community engagement in terms of teaching and learning and scholarship. This is particularly true with some higher education institutions shifting from a teacher-centered pedagogy to a learner-centered pedagogy where students actively participate in their learning (Huba & Freed, 2000). This type of learning fosters problem solving, critical

⁴ Past research priorities have focused on answering questions, which help make significant advancement of knowledge and understanding in a discipline whereas engaged research seeks to take knowledge across disciplines that is relevant to the public and apply knowledge to address social issues.

thinking and reflective thinking. Because design education in landscape architecture is primarily based on a learning by doing process it lends itself to learning experiences based on engaged and participatory components (Wagner & Gansemer-Topf, 2005). However, it is not evident in the literature how faculty members in landscape architecture utilize community engagement in their teaching and scholarship. Faculty in landscape architecture who use community engagement have an opportunity to blend teaching and learning and their scholarship in a way that helps develop students, foster and disseminate sound research, and actively meet the needs of communities.

1.2 Theoretical Framework

In this dissertation, I employ a theoretical framework that encompasses critical pedagogy and experiential learning. Critical pedagogy, inspired by Critical Theory, derives its purpose from the Frankfurt School. Central to this framework is the focus on transformation from oppressive modes of power in a variety of domains. More specifically, I draw upon the criteria set out by Max Horkheimer for undertaking critical theory. He argues that it is only adequate when it meets three conditions: it must be explanatory, practical, and normative, all at the same time (Bohman, 2007; Horkheimer, 1972).

Dominant ways of thinking, knowing, and being are not static. What is now seen as superior came to be in a historically contingent, politically mediated, socially constructed, and economically situated way. In other words, there are vested interests that come together for the creation of ontology. This way of knowing is often referred to as a hegemonic view that perpetuates the bourgeois. For example, Gramsci notes, "hegemony is the domination of society through the use of a range of structures like trade unions, churches, families, and schools." (Braa & Callero, 2006; Gramsci et al. 1971). What is important from this

perspective is that a system of values, attitudes, and behaviors is reproduced and reinforces the established hegemony.

Scholars of critical theory are concerned with questioning modes of power, which relates to pedagogy. These modes of power play out in education through teaching, scholarship and discourse. For example, ideologies are often reproduced by “omitting certain forms of knowledge—including serious analyses of inequality, oppression, exploitation, imperialism, revolution, class struggle, and labor movements—that might raise critical questions [. . .]” (Apple, 1995). To assess these problems more specifically, there are four elements of critical pedagogy that must be applied. “[D]ialogue, critique, counter-hegemony, and praxis” are essential for understanding how engagement can be fully incorporated into design education in Landscape Architecture (Gramsci et al., 1971).

A number of learning theories highlight that engagement combined with learning transform and add value to both (Peterson, 2009; Stanton, Giles, & Cruz, 1999). These theories, derived from John Dewey, Paulo Freire, and David Kolb, provide a foundation for the practice of community engagement. Dewey believed that learning was holistic and that one could not cut the linkage between learning and doing (Peterson, 2009). What is important for this framework is Dewey’s notion that the greatest learning resulted from the mutual interaction between people and their environment. Freire’s work to dismantle power dynamics and challenge the traditional roles of teacher as ‘knower’ and student as empty ‘receptacle’ is important to build a framework of an engaged pedagogy (Freire, 1986). David Kolb’s work broadens the concepts of experiential learning by focusing the skills of observation and reflection in what he called “cycles of continuous learning”(Stanton et al., 1999). Each of these theorists provide a lens through which one can gain an understanding that

learning is acquired through action and relationships/partnerships with others, our environment, and varying ideas and life perspectives. In this study, the researcher is working from the assumption that faculty in landscape architecture should recognize the fundamental ways in which community engagement can enhance design education and pedagogy and expand on the understanding of what it means to engage with students and community partners in engaged projects and engaged scholarship. This stance takes into account not only the wide range of engagement activities made possible by the distinctive characteristics of design education, in terms of teaching and learning and scholarship, but also the opportunities and constraints associated with them within the profession of landscape architecture.

1.3 Statement of the Problem/Research Purpose:

Very little current literature and research addresses faculty and their roles in community engagement and service-learning (Driscoll, 2000; Holland, 2001; Wade & Demb, 2009). There is a similar shortage of existing literature about community engagement in design education, in particular landscape architecture. The purpose of this research is to (a) identify and understand the current state of community engagement within landscape architecture design education from the perspective of landscape architecture faculty, and (b) identify the benefits and barriers that foster or inhibit faculty from using an engaged pedagogy. Landscape architecture is uniquely positioned to be a leader in community engagement because our work lies at the intersection of people, place, and environments; and provides an opportunity to prepare students to critically interact with people outside of the profession. Similarly, there is a lack of research that provides information on the perception of community engagement from faculty in landscape architecture. Moreover, the work being

done on engagement in landscape architecture is largely unaddressed in peer-reviewed publications.

Current work is often shared at conferences such as the Council of Educators in Landscape Architecture (CELA) annual conference. Although projects that undertake the spirit of engagement may be ongoing, these oral presentations are rarely developed into publications disseminated to the larger profession. This dissertation argues that the responsibility of educators should go beyond traditional teaching methods, in the classroom and design studio, to engage students in deeper understanding and life-long learning that can be usable outside of the university setting. The field of landscape architecture is particularly well suited to utilize approaches of community engagement pedagogy because the profession's foundation is grounded in experience and learning by doing.

1.4 Personal Reflexivity

With a background in landscape architecture and community planning, I examined my personal experiences and biases related to community engagement. Engaging and working with community partners has long intrigued and impacted my life. My affinity for engagement is linked to its pragmatic application and meaningfulness to social change and the physical environment. I have been involved in community-engaged praxis since 2004, mostly working with community groups, students, and faculty in Florida and Virginia. My perceptions of community engagement in terms of pedagogy and praxis are derived from personal and professional experiences in private design practice and higher education.

Prior to entering the doctoral program, I taught graduate level courses in landscape architecture and planning for four years with a focus on community engagement and development. I believe community engagement is an important component of education because of its emphasis on community building, partnership, and reciprocity, which relate to core values that I learned from experiences with my family. I have a firm belief that praxis rooted in community engagement calls for a deeper commitment from both faculty and students and resonates with what I find meaningful in being an educator and designer. I feel a deep connected feeling of empowerment and transformation when I contribute to a community engaged process. I also believe that in order to prepare students to become more civic or community minded that they should be able to participate in a community-engaged process during their educational experience.

1.5 Research Questions

The purpose of this research is to examine and provide new information on the perception of community engagement in landscape architecture from the perspective of current landscape architecture faculty. This research aims to fill a gap in the existing body of knowledge on community engagement within design fields, in particular Landscape Architecture. A set of research questions related to community engagement and experiential learning, and pedagogy are used to guide this research. These research questions were asked during two different phases of the mixed methods⁵ used in this dissertation. The research questions include but are not limited to the following:

- 1) How do landscape architecture faculty define community engagement?

⁵ A mixed method is the mixing of qualitative and quantitative data, methods, methodologies, and/or paradigms in a research study.

- 2) What are faculty attitudes towards and perceptions of community engagement in landscape architecture?
 - a. Is there a difference in faculty attitudes and perceptions by type of course taught?
 - b. Is there a difference in faculty attitudes and perceptions by institution type?
 - c. Is there a difference in attitudes and perceptions by faculty rank or tenure status?
- 3) How does community engagement affect teaching, learning, and scholarship in landscape architecture education?
- 4) How do faculty in landscape architecture share their community engagement work?
- 5) What roles do community members play when in community engagement projects?
- 6) What are the barriers or factors that keep faculty from engaging with communities?

1.6 Importance of the Study/Scope of the Study

This research on community engagement in landscape architecture is important for the following reasons. First, the research findings will fill a gap in the existing literature on community engagement in landscape architecture relative to praxis and pedagogy. Second, the research will merge concepts and theories from experiential learning, community engagement, and design education to create knowledge that will assist faculty in landscape architecture who are interested in a pedagogy rooted in partnership and reciprocity. Third, a rarely studied population—landscape architecture faculty is asked to reveal their perceptions about community engagement as a teaching and research tool. Fourth, the implications for this study illuminate to administrators, faculty, students, and community partners how design education and scholarship can be re-conceptualized to work in higher education as “public work for the public

good” (Chambers, 2005). Finally this research will serve as a starting point to develop an on going dialogue about the importance of collaboration, reciprocity, and partnership to help solve pressing issues in the built environment.

1.7 Definition of Key Terms:

The following terms are used throughout this dissertation. While there are many interpretations and meanings of these terms, operationalization is essential in order to have a working language for this research. The following definitions were culled from existing literature.

Community Engagement: The “collaboration among institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Carnegie Foundation for teaching (“Carnegie Classifications | Community Engagement Classification,” n.d.).

Community: “People acting collectively with others who share some common concern, whether on the basis of a place where they live, of interests or groups that are similar, or of a relationship that have some cohesion or continuity” (Checkoway, 1997).

Community Based Research: “A particular form of research that attempts to counter the currency of academic research by valuing the contribution that community groups make in the development of knowledge about community practice” (Hills & Mullett, 2000).

Scholarship of Engagement: Faculty scholarly work that integrates roles of teaching, research, and service through the application of academic expertise to community engaged scholarship that involves faculty in a reciprocal partnership with community members (Boyer, 1996).

Traditional Pedagogy: The study of normative teaching and learning (Knowles, 1973).

Praxis: The process by which a theory, lesson, or skill has been realized or applied (Campus Compact, 2012)

1.8 Study Organization

This dissertation is divided into five chapters: Introduction, Literature Review, Methodology, Results, and Summary and Implications. The Introduction discusses the background, both in practice and theory, and importance of the research done as part of this dissertation, defines key terms and describes the organization of the dissertation. The Literature Review discusses community engagement in the context of higher education by exploring its historical foundations and impacts on pedagogy and scholarship in today's institutions of higher education. The methodology chapter begins by briefly discussing the mixed methods used in this research and explains research phasing, instrument development, data collection, interviewing, and data analysis. The results chapter uses data from both phases of the study (quan-QUAL) to describe the research findings. Finally, the summary and implications chapter summarizes important research findings from the research questions and their implications for community engagement as pedagogy in landscape architecture education.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The landscape of higher education today is currently shifting as more institutions continue to increase their role of integrating community engagement and civic responsibility activities as way to enhance student's educational experiences and help address community issues (Colby, 2003; Ehrlich, 2000; Eyler & Giles Jr, 1999a). Minimal research, however, has focused on faculty members in landscape architecture and their perceptions and involvement in community engagement. This review of literature explores community engagement and its relationship to faculty in higher education in order to provide a foundation for studying perceptions and attitudes about community engagement from the perspective of faculty members in landscape architecture.

This chapter is divided into five sections. Section one discusses the landscape of community engagement in higher education more generally, including terminology that is used to describe work done by faculty and student with community members. The second section explores the historical background of community engagement in order to contextualize community engagement in today's institutions of higher education. Section three discusses the role of faculty members in community engagement. The fourth section explores the scholarship of engagement. Section five examines the relationship between faculty reward systems and community engagement.

2.1 Community Engagement in Higher Education

Public research institutions are currently incorporating civic engagement and experiential learning into their curriculum and research agendas. This shift towards strengthening the role of institutions of higher education engagement with local communities developed from social and political forces over the past

few decades. Ernest Boyer challenged institutions to rethink higher education completely by broadening the definition of scholarship by including discovery, integration, application, and teaching (Glass & Fitzgerald, 2010). Boyer contended that universities needed to develop partnerships with communities in order to afford transformative opportunities for change. Boyer criticized the current state of higher education in saying:

“What I find most disturbing...is a growing feeling in this country that higher education is, in fact, part of the problem rather than the solution...Increasingly, the campus is being viewed as a place where students get credentialed and faculty get tenured while the overall work of the academy does not seem particularly relevant to the nation’s most pressing civic, social, economic and moral problems” (Boyer, 1996).

In response to this critique, the Kellogg Commission, in its foundational report, acknowledged the historic role of higher education in serving the needs of the public and challenged educational institutions to renew their missions to address pressing societal issues. In this report the Kellogg Commission stated institutions; (a) must be organized to respond to the needs of current and future students, (b) must enrich students experience through research and engagement, and (c) put the institutions resources to work to address societal issues. The resulting pedagogy driving forward this approach is deemed ‘the engaged campus’ and has the potential to reshape the way in which students learn and apply knowledge (McNall, Reed, Brown, & Allen, 2009). Essentially, the engaged campus should reflect a wide range of goals and have the potential to empower; not only faculty teaching, and student learning, but also to assist communities in achieving self-identified goals. The Kellogg Commission later developed a seven-part test for institutions to examine if they are meeting the ideas and principles of an engaged institution. As seen in Table 2.1, these characteristics include

responsiveness, respect for others, academic neutrality, accessibility, integration, coordination, and resource partnerships. This seven-part test could be used by faculty members, and administrators, in landscape architecture to assess their community engagement efforts from a structural level.

Table 2.1 A Seven-Part Test (Adapted from the Kellogg Commission, 1999)

Characteristics of an Engaged Institution	Questions to Consider
Responsiveness	Are we meeting the needs of the communities we serve? Are we allowing space to address needs in the appropriate way?
Respect for others	Do we respect the skills and capacities of community partners? Do we recognize that we have as much to learn in engagement than we have to offer?
Academic neutrality	Do certain engagement activities challenge the institutions role of neutral facilitator and source of information?
Accessibility	Is our expertise equally accessible to all? Have we made efforts to increase community awareness of our skills that can be helpful in addressing issues/problems?
Integration	Does the climate of the institution or department foster community engagement? How do we integrate engagement into the curriculum and scholarship?
Coordination	Are academic units working with each other productively? Are faculty and students aware of collaborative opportunities to engage?
Resource partnerships	Are the committed resources sufficient? What are the cost associated with time and effort of faculty, staff, and students?

Still, many question the tangible benefits, if any, of engaged or experiential learning and scholarship at the university level. Previous studies on

engagement have examined the broad spectrum of classroom engagement—more focused on student engagement with curriculum or student engagement with the social environment on campus—such as the National Survey on Student Engagement, but these surveys have not gone far enough to look at the benefits derived by authentic engagement between universities and their surrounding communities. Although there are piecemeal efforts for engagement at many colleges and universities, there needs to be a more systemic understanding of what engaged scholarship looks like and an accounting of where engagement is taking place. It is through this understanding that the benefits of engagement are truly appreciated and pushed forward at the institutional level. While engagement has typically been understood within the walls of the university campus for the a majority of institutions of higher education, community colleges and technical colleges have been more successful at meeting community needs and engaging directly with the local populations around them. This sort of engagement is something that all institutions of higher education across the board should be seeking to do more consistently.

2.1.2 Confusion of Terminology and Practices

A number of researchers expound that civic responsibility has been at the core of higher education in the United States since its foundation (Hartley & Hollander, 2005; A. J. Kezar & Burkhardt, 2005). Although the manner in how institutions integrate social awareness and civic mindedness into their missions vary, it is evident that many institutions are attempting to incorporate strategies that attempt to connect university resources to community need (Morphew & Hartley, 2006). Hence, the varying types of strategies and policies and how each are institutionalized has led to a lack of a common language associated with

work done by faculty and students that incorporates community partners to address community needs and enhance student's learning experiences.

Terms like "outreach," "service learning," "community-based research," and "civic engagement," are all strategies that can describe the work of faculty and students working with community members. Outreach, often perceived as being a one-way exchange, is a traditional model of taking university expertise out into the community. As contended by Weerts and Sandmann and others, universities are now being challenged to expand on the traditional outreach model to incorporate aspects of reciprocity and beneficial exchange between higher education and the general public (Kellogg Commission, 2001; Weerts & Sandmann, 2008). Service learning, which has its roots in the social movements of the 1960's, involves services to a community. Service learning, however, is different from community service, in that service learning is a curriculum-based activity based in experiential learning where students interact with community under the guidance of a faculty member (Simpson, 2011). Community-based research is another strategy that is based on collaboration between faculty and community members to enact social action to address social change (Strand, Marullo, Cutforth, Stoecker, & Donohue, 2003). According to Thomas Ehrlich, civic engagement means "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference" (2000). A central tenant to civic engagement is civic responsibility and understanding where you are in the larger fabric of society. Through all of these approaches or strategies notions of public serve and the role of higher education in society parallels and at times diverges depending on the starting point and methodologies that are used (Boyer, 1990; Checkoway, 2001; Holland, 2001; Ramaley, 2005).

The evolution of strategies were they have become more complex and sophisticated to address societal issues that extend beyond traditional instruction and research and incorporate student learning experiences and public service is the area where community engagement operates. As defined by the Carnegie Foundation, 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” (“Carnegie Classifications | Community Engagement Classification,” n.d.). As shown in Table 2.2, community engagement can also be conceptualized along a continuum of participation from passive receipt of information to empowerment where communities are self-guided and directed to elicit change where they live (Dare, Schirmer, & Vanclay, 2008).

Table 2.2 A Community Engagement Continuum (Adapted from Dare et al., 2008; “Tamarack Resource Library - Community Engagement Continuum,” 2003).

Type of Engagement	Description	Examples of Tools	Level & Longevity of Engagement	
Inform: One-way communication	Advertising, education, traditional extension	Newsletters, media, brochures, websites, demonstration plots	Passive	On-time event
Listen: One-way or two-way communication w/ decision making	Consultation, reporting	Public meetings, surveys, focus groups, panels	↓	Increasing Level of Engagement
Involve: Creating shared understanding & solutions pursued by one partner only	Community Involvement	Community advisory groups, joint planning groups, forums		
Partners: Developing shared action plans through collaboration	Community participation and negotiation	Community management committees, negotiation processes		
Empowerment: People take independent initiatives & develop contacts w/ external institutions for resources and advice.	Self-direction planning w/ limited support through governance arrangements	Action plans: developed and implemented by community partners w/ access to faculty/professionals and students	Active	On-going Process

As seen in the table above, for community engagement to move from passive to active, the engagement process needs to be on going. As described by Aslin and Brown (2004), community engagement does not stand alone but forms parts of other processes with the aim to get community members to ‘engage and take action’. Aslin and Brown also explain that engagement:

“...goes further than participation and involvement. It involves capturing people’s attention and focusing their efforts on the

matter at hand...Engagement implies commitment to a process which has decisions and resulting actions. So it is possible that people may be consulted and even involved, but not engaged” (2004).

Regardless of form community engagement is comprised of three tenets; (a) reciprocal and mutually beneficial, (b) place or community based, and (c) knowledge generating (Commission, 2001; Hartley, 2009; Weerts & Sandmann, 2008). Although community engagement is understood by many as a central component of higher education in America, some scholars argue that community engagement is in peril and more scholarship is needed to add clarity to the movement (Saltmarsh & Hartley, 2011).

2.1.3 History of Community Engagement

This section provides a historical overview of the service mission of higher education in the United States. To trace the history of community engagement in higher education, one must start by understanding the aspects of public service and how it relates to the foundation of education in the United States. An institution is defined by its mission, which defines its values, qualities, and organization. In the United States, institutions are often classified by some combination of missions related to teaching, research, and service. A teaching mission involves educating students to prepare them to become productive members of society. A research mission is a pledge to conduct research and produce new knowledge. A service mission, according to Ward is a commitment to providing connections between the institution and the needs of society that will contribute to the public good (2003).

In the colonial days, institutions of higher education embraced a strong civic mission that provided educational experiences enabling students to participate in society (Checkoway, 2001; London, 2001). In addition to strong teaching mission, The Colonial College prepared students for both civic and

religious leadership. A significant shift occurred with the Morrill Acts of 1862 and 1890, which created land-grant institutions, which were intended to be “the people’s college” (London, 2001). The mission of land-grant institutions’ mission is to advocate through outreach and extension for the good of society embracing the missions of teaching and service (Simon, 2010). Through the establishment of one land-grant institution per state, these schools were charged with educating the public in the mechanical and agricultural arts. The concept of outreach was not exclusive to land-grant institutions, other types of institutions adopted the service and outreach mission (London, 2001).

By the late 1900’s, the research mission gained popularity in American when institutions of higher education started to adopt the German model of research. The German model of research, which was predicated on strict methods and the creation of knowledge, dictated that the research should view the world from a distance and conduct experiments in a controlled environment (Ramaley, 2005). This type of research rarely, if ever, included students and teaching as part of the research process, meaning teaching and research were often conducted independently. It is critical to note that the German model of research did not place much value on service or service type research in the real world as it was seen as contradictory to the scientific foundation of the research model.

During World War II, emphasis was placed on the creation of new knowledge as the demand for research increased (Checkoway, 2001; Dubb & Howard, 2007). In 1944 the passing of the Readjustment Act which provided assistance to war veterans dramatically increased the population of college graduates (Hartley & Hollander, 2005). It is important to note that during this time, faculty members in higher education were seen as “knowledge producers.” Faculty research was used to inform government research and led to the creation

of academic associations and departments (Geiger, 1993). According to Checkoway, during this time higher education was moving away from its civic mission (2001). This shift of research focus and application moved the practice of sharing knowledge with the public to sharing knowledge within specialized academic settings.

According to Hartley and Soo, the 1980s brought a shift toward individual development rather than society benefits or growth (2009). During this time stakeholders in higher education, such as administrators, faculty, and board members began to question the viability of high education to address societal needs (Kallison & Cohen, 2010). Recently the civic mission and community engagement has seen tremendous growth in higher education. One example of the renewed focus of higher education is the development of the Campus Compact in 1985 by the presidents of Stanford, Brown, and Georgetown universities. The Campus Compact, which has grown to over 1,200 colleges and universities, produces a large number of publications and develops programs with a civically engaged focus (Campus Compact, 2012).

Ernest Boyer, in his seminal work “Scholarship Reconsidered” provided a plea to adapt the current research model to embrace a wider acceptance of scholarship and knowledge generation (1990). Important to Boyer’s plea is his notion of the interconnectedness of higher education and society which started a discussion about new definitions of academic life and a type of scholarship that reaches beyond traditional scholarship, mostly based on the German model. Boyer proposed a four part framework to re-conceptualize how the academy could frame scholarship. Boyer’s framework included: (a) the scholarship of discovery, or research driven by investigation (b) the scholarship of integration, or the discovery of knowledge across disciplines (c) the scholarship of application, or applying knowledge to a problem, and (d) the scholarship of

teaching, or the study of teaching and learning processes (Boyer, 1990). Boyer helped situate and propel the community engagement movement and led to a philosophy of community engagement in higher education.

More recently, other organizations and associations, such as the American Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges and University, developed to keep the public purpose of higher education in the foreground (National Task Force on Civic Learning and Democracy's Future, 2012). Community engagement has become so popular in higher education that in 2005 the Carnegie Foundation for the Advancement of Teaching, developed and launched a 'community engagement' distinction to classify colleges and universities in America (Driscoll, 2008). This classification is intended to encourage praxis, assessment, and stronger efforts to encourage students, faculty, and administrators to participate in community engagement efforts (Driscoll, 2008).

2.2 The Role of Faculty in Community Engagement

Faculty members in higher education today are facing a shifting role in their duties as educators. According to Trower, faculty members are experiencing shifts in diversity, demographics, values, technological advances, and its uses to produce knowledge (2010). Concurrently those shifts are taking place while many faculty members are being asked to integrate civic responsibility, critical thinking and social awareness into their courses to enhance student learning and give higher education a presence in the community (Colby, 2003; Eyler & Giles Jr, 1999b; T. Stanton, Giles, & Cruz, 1999). This shift puts pressure on roles that faculty have traditionally held as part of being part of the professoriate.

There are three components to a faculty members' job in today's university: teaching, research, and service. When the role of faculty members as teachers is discussed, there is general consensus that teaching is the primary function of being a faculty member. Moreover, research and the role of the researcher is yet another component of life as a faculty member, as faculty are to be creators of knowledge (Boyer, 1990). When it comes to the third role, service, one begins to find uncertainty and a lack of clarity as the service role for faculty members is often vaguely defined (Fear & Sandmann, 1995). The service role of a faculty member can be divided into two categories, internal and external. Although these two forms of service are distinct, they are often situated together. Internal service refers to the service that faculty members provide to the institution as a means to conduct business. This type of service supports the daily functions of higher education and includes committee meetings, advising students, and providing service to a profession, which can take up a considerable amount of time. External service on the other hand, is a way to show the value of institutions of higher education to the greater public, which normally operates beyond the context of campus. For many faculty members service is seen outside the 'real' work of an academic scholar. However, as Ward explains faculty members who can extend their research interests into their service can unify their faculty roles in a synergistic way. Through the integration of community engagement, a faculty member can treat service as a scholarly activity in the same way that traditional research is treated and develop an interconnected research and service trajectory.

2.3 Engaged Scholarship and the Scholarship of Engagement

To understand the scholarship of engagement it is important to define its components: scholarship and engagement. Scholarship adds to the knowledge

base in a particular field or across disciplines. The word engagement is used, in most cases, to refer to a partnership between a university or college and a community (Moore & Ward, 2010). Engagement has also been used in reference to students' involvement with academic and civic activities and to describe the work of faculty who participate in engaged scholarship. Engagement relates to the interaction or connection between entities over a period of time. Scholarship may be connected to the outside world through the dissemination of research conducted within a university. The scholarship of engagement, however is distinguished by the reciprocal relationship between universities and the communities they serve and their commitment to the production of knowledge (Cox, 2010). The formation of a university-community partnership is one way to facilitate engaged scholarship. University-community partnerships can build relationships between international, national, state and local organizations and university faculty and students. As, McNall et al. (2009) states university-community partnerships can help address issues defined by a community, promote the use of evidence based interventions for the benefit of individuals and families in a community, and lastly to facilitate and support the acquisition and transfer of knowledge.

Kevin Kecskes asserts that the nature of engagement between universities and communities is questionable at best, with various and often negative outcomes. His research proposes a cultural theory approach to clarify four cultural points that relate to human behavior: individualistic, fatalistic, egalitarian, and hierarchical (Kecskes, 2006). This approach is in response to his claim that not all involved in university-community partnerships accept the methodology of reciprocal learning. Kecskes emphasizes that being able to recognize our own tendencies while recognizing the biases of other people can help to foster meaningful partnerships. He also stresses the importance of

unlearning the current system of practice as it relates to engagement and service learning in our communities.

The Kellogg Commission distinguishes between engagement, public service, outreach, and extension through the delineation of a systematic two-way relationship rather than a one-way transfer of university expertise (Glass & Fitzgerald, 2010). What makes engagement different from service learning and outreach is that community partners are active participants in all or certain stages of the work. This allows for strong connections to be formed through a collaborative process. The commission developed seven guiding principles for engagement: responsiveness, respect for partners, academic neutrality, access, integration, coordination, and resource partnerships. These guiding principles help institutions set the boundaries of what it means to be an engaged institution in the 21st century.

A critical step in establishing the value of engagement for administrators, faculty and community members has been a shift from services to discourse and praxis that is rooted in reciprocity. According to Fitzgerald, and others, there are three qualities of the language and practice of engagement (2005). First engagement is scholarly, based both the act of engaging with a community and the production and application of knowledge. Here the emphasis on scholarship is what distinguishes engagement different from service, which does not include the production of scholarly information. Second, engagement has the potential to blur lines between disciplines as well as the missions of teaching, service, and research. Third, engagement is mutually beneficial. As stated earlier, engagement is a systematic two-way relationship that involves mutual planning, implementation, and assessment among partners (Fitzgerald et al., 2005). This type of relationship brings both the human and social conditions to the forefront of transformation through knowledge generation and application.

To understand how the scholarship of engagement has emerged in today's educational landscape it is important to know how higher education institutions have changed in relation to engagement. Change can happen by accident or as a result from internal or external forces. Cox asserts, "where one looks for change shapes the understanding of how and whether change occurred and the meaning of that change" (2010). Kezar (2001) offered a synthesis of institutional change by Burnes (2004), Van de Ven and Poole (1995) and others that is based on a four-question framework: Why did change occur, what processes were involved, what were the outcomes, what was the key metaphor to help understand change (Kezar,2001)? Kezar later identified six models of change: teleological, political, social cognition, cultural, evolutionary, and life-cycle.

In the teleological model, institutional purpose drives change and is directed by internal leadership (Cox, 2010). An example of this view is the creation of the National Campus Compact (NCC) in 1985 by the presidents of Stanford, Georgetown, and Brown Universities (Cox, 2010). The NCC is comprised of a consortium of over a thousand university presidents who believe that it is the responsibility of higher education to help students develop skills in community involvement and social consciousness. Another example of the teleological model is the Carnegie Foundation for the Advancement of Teaching Community Engagement, which now identifies institutions of higher learning that include engagement as a part of their mission statements (Cox, 2010). Equally important to the advancement of engagement is the creation of new associations and journals such as the Higher Education Network for Community Engagement (HENCE) and the Journal of Higher Education Outreach and Engagement. Although engagement has seen resurgence in higher education, questions remain about how institutions will reward engagement by both faculty

and students in terms of tenure and promotion and awards. Through publications, workshops, and conferences institutions have started to include engagement merit in tenure and promotion packets. The National Review Board for the Scholarship of Engagement was created to provide guidelines and assist institutions in reviews of engagement-based work.

Change that is situated in the idea that internal political tensions are at play characterize the political model. Here change is an outcome of the interaction between multiple tensions within an institution. This can be illustrated in the opposing views of Ernest Boyer and Allan Bloom towards engagement (Cox, 2010). Boyer considered discovery, integration, and application to be the components of scholarship. He emphasized the application of scholarship in two ways; first applied scholarship contributes to inquiry and new ways of understanding. Second, applied scholarship leads to the production of new knowledge that is pertinent to societal issues. Third, it improves the quality of engagement and strengthens the connection between institutions and communities (Boyer, 1990). According to Bloom, engagement poses two threats to higher education. First, Bloom asserts that interaction with the outside world would devalue the role of higher education (Bloom, 1988). He argues that by engaging with issues of society, universities would lose their capability for independent knowledge production. Second, Bloom claims that engagement can lower the quality of the knowledge produced at institutions of higher learning (Bloom, 1988). Moreover, there are three ways that institutions have expressed their views on engagement. First is at the institutional level, were universities have chosen to include the Boyer viewpoint through participation with associations that that have a focus to advance engagement in higher education. Secondly, are institutions that embrace Bloom's approach and do not value

engagement's place in higher education. Third, is at the college or departmental level where some units pursue engagement and others abstain.

In the social and cultural models of change, change happens as a result of various interpretations of the role of the institution (Cox, 2010). It is in these models where support of engagement activities are a result of a reinterpretation of how knowledge can be developed and used in our society. Higher education in the United States has gone through a number of stages (Harkavy, 1997). In its infancy higher education was for the elite, mostly white males (Cox, 2010). By the middle of the twentieth century, institutions made a transition into 'research' institutions from merely places for societal elites to be educated. It was here that the value of big science research and the transmission of knowledge regardless of its application into society began to take shape.

By the mid 1960's, disparities in wealth and power of institutions and the realities of society took center stage, particularly with urban institutions situated within disadvantaged communities. Through these disparities questions about higher education's role to society rose. Were universities only for generating knowledge and preparing the white collar work force? Or were institutions have a responsible to foster social equalities and assist in solving societal needs? Out of these questions, authors like Bok and Boyer wrote books that questioned and reframed higher education's commitment and connection to the greater society. This connection is conceptualized through collaborative work and reciprocal relations with community partners that are external to institutions.

2.3.1 Engagement in Landscape Architecture

A study completed by Crawford, Rauhe, and Machemer explored how landscape architecture programs integrated community engagement around community design and land use issues use formal community engagement

programs. The authors found there was just as much diversity in the application of community engagement as there is in the types of projects that landscape architects work on. One key finding was quality student education and the use of real world projects to foster and develop professional skills (Crawford et al., 2013). Overall, three themes from this study stand out as critical in understanding of how faculty members in landscape architecture perceive community engagement in design education.

The first important theme provides information about community engagement programs in landscape architecture. The authors provided three reasons participants indicated a need to start a community engagement program. First, was the need to formalize community engagement work that was currently being done by faculty members in their department or program. Secondly, faculty indicated the need to institutionalize a process that addressed the outreach and service requirements, which are established by the institution. Finally, was the need to establish a mechanism to meet teaching goals, for example working on real projects with real people. According to Crawford, programs indicated that the types of engagement projects varied in scope and scale, but placed equal emphasis on student learning with real projects, developments of skills, and exposure to working with people (2013).

The second theme from this study explores the impacts of community engagement in landscape architecture. According to the authors, respondents indicated impacts for faculty members include, personal satisfaction in teaching, creative outlet, and personal growth as a landscape architect (Crawford et al., 2013). On the other hand, the use of community engagement as a research outlet was not highly mentioned by participants. In terms of student impacts, Crawford explains that student impacts include exposure to different experiences, development of professional skills, and interaction with people. She also

highlights impacts for institutions as well, which include positive public relations and visibility of the interactions between universities and communities.

The authors also discuss the effectiveness and assessment of community engagement work in landscape architecture. As explained by the authors seventy-two percent of respondents indicated that community engagement is most effective when utilized to teach students (Crawford et al., 2013). Respondents also indicated community engagement is effective in generating community benefits and meeting community goals. In addition to aspects that enhance effectiveness, the authors also describe constraints faculty members in landscape architecture face. As described by the authors, funding and time, including travel time and time spent to scheduling events, are the aspects of community engagement that are the most constraining. In addition, results from this research highlights community engagement can put an increased burden on faculty members as another factor that can limit faculty use of community engagement. Community members, or partners, were also cited in this study as a limiting factor due to attitudes that do not favor exploration of ideas and preference limited creativity to meet community goals. Overall, the research completed by Crawford, Rauhe, and Machemer provides critical information about community engagement in landscape architecture, but their research still leaves questions about faculty perceptions of community engagement in terms of pedagogy and scholarship in design education. In addition, this research did not gather information from landscape architecture programs that do not have formal community engagement programs as part of their curriculum.

2.4 Reward System: Tenure and Promotion and Engaged Scholarship

Faculty reward systems such as tenure and promotion have been widely researched (Blackburn & Lawrence, 1995; Saltmarsh, Hartley, & Clayton, 2009;

Tierney & Bensimon, 1996). The way in which faculty are evaluated for tenure and promotion may influence the manner in which faculty decide the trajectory for their teaching, research, and service, including the incorporation of community engagement. As researched by Ward and others, faculty tenure and promotion processes play a major role in faculty motivations, behavior, and overall productivity (Blackburn & Lawrence, 1995; Schuster & Finkelstein, 2006; Kelly Ward, 2005). According to O'Meara, the non-traditional status of community engagement has been cited as a barrier for faculty interested in incorporating community engagement into their research (1997). Saltmarsh and others, in a 2009 study revealed that institutions that received the 2006 Carnegie Community Engagement Classification, often lacked policies and reward structures that rewarded faculty member's scholarship of engagement. In other studies, it was determined that the "tenure clock" and high workload demands greatly reduced the time junior faculty members could contribute to participating in community engagement and scholarship (Hinck & Brandell, 2000; Holland, 1999).

Researchers have examined policies that are inclusive of community engagement as a form of reward-able scholarship under tenure and promotion guidelines. According to O'Meara and Rice there are four popular changes to policies that are more inclusive to various forms of scholarship. These policy changes included (a) modifying institutional mission to acknowledge a broader definition of scholarship, (b) amending tenure and promotion criteria and language, (c) providing faculty with flexible workload programs, and (d) providing faculty with grants that would incentivize using community engagement (2005). However, no follow-up research has shown that these proposed changes have had any effect on increasing faculty participation in community engagement. In terms of providing tangible help to faculty interested

in the scholarship of engagement The National Review Board for the Scholarship of Engagement offers institutions a set of peer-review criteria to help evaluate faculty member's engaged scholarship for tenure and promotion purposes (Driscoll & Sandmann, 2001).

Furthermore, a larger set of issues is at work in academia that have to be addressed before interrogating and possibly providing solutions to alter the reward systems for faculty. In order to reshape or restructure tenure and promotion criteria administrators and faculty have to figure out how to embed the values and beliefs of community engagement into the institutional reward system (Lynton, 1995; O'Meara, 2003; K. Ward, 2003). The tenure and promotion system provides the blueprint for faculty roles in the academy and must be re-articulated to meet the needs of other forms of scholarship that currently define faculty roles. Although faculty reward systems can have an impact on outcomes for tenure and promotion for engaged faculty, other factors such as motivation also play a significant role in deciding to incorporate community engagement as part of a faculty member's teaching, research, and service.

2.5 Faculty Motivation to Engage

Faculty members are an integral part of community engagement in higher education. In the study by Lindholm and others (2002), 21% of faculty participants used service learning as a pedagogical component in their courses. Interest and implementation of community engagement is driven by faculty interests and motivation, yet very little research has examined faculty motivations to integrate community engagement into their teaching, research, and service (Driscoll & Sandmann, 2001). On the other hand, numerous studies have looked at faculty motivation for career choices, academic cultures, and tenure and promotion (Blackburn & Lawrence, 1995; Neumann, Terosky, &

Schell, 2006; Tierney & Bensimon, 1996). A study of sixty-eight faculty members, by O'Meara, (2008), who utilized community engagement as part of their teaching, research, or service revealed a typology of seven motivations: student learning and growth, disciplinary goals, personal commitments to social issues, personal/professional identity, engaged scholarship/learning, desire to collaborate/relationships, and institutional type/mission. A major finding from this study suggests that faculty motivations varied by institutional type and the depth of community engagement involvement over time.

McKay and Rozee (2004), examined characteristics of faculty who adopted community based learning as pedagogy and found that personal beliefs and values drove faculty motivation. Another significant finding from McKay and Rozee is that faculty saw value in students engaging in their own learning and believing that the community is a resource for learning (McKay & Rozee, 2004). In a study conducted by Hammond, were 130 faculty members at 23 institutions participated, results indicated improved student satisfaction with education and relevance to course materials as the most influential factors to incorporate service-learning into their teaching (Hammond, 1994). Hammond's results are consistent with other research that suggest faculty members value service-learning activities due to enhanced student outcomes such as improved problem solving and critical thinking skills that are a result of active and experiential modes of education (Bringle, Hatcher, & Games, 1997; Hesser, 1995).

In addition to research that explores factors that motivate faculty members to incorporate service-learning or community engagement into their teaching and research it is important to know what deters faculty from these activities. Existing literature about factors that deter faculty from integrating community engagement into their teaching or research is often obtained from faculty that use community engagement, rather than faculty who do not use

community engagement at all in their teaching and research. A common deterrent faculty members face is the lack of recognition of service-learning or engagement as a scholarly activity (Gray, Ondaatje, & Zakaras, 1999; Hammond, 1994), more specifically in the tenure and promotion process (Morton & Troppe, 1996; T. K. Stanton, 1994; Kelly Ward, 1996). Similarly budgetary constraints have also been identified as a deterrent including funding designing a new course (Levine, 1994; Stanton, 1994) or implementing the service component of the course (Driscoll, Holland, Gelmon, & Kerrigan, 1996; Ward, 1996). Research findings concerning faculty motivations to incorporate community engagement into their teaching, research, and service is mixed. The research on faculty motivation for community engagement leaves more questions than answers, thus only providing a limited window of understanding. Data about design faculty motivations for utilizing community engagement in their teaching, research, and service is missing from the literature.

2.6 Literature Review Summary

Public research institutions are increasingly integrating community engagement and experiential learning into their curriculum and research agendas. This shift towards strengthening the role of institutions of higher education engagement with local communities developed from social and political forces over the past few decades. Ernest Boyer challenged institutions to re-conceptualize higher education completely by broadening the definition of scholarship to include discovery, integration, application and teaching (Glass & Fitzgerald, 2010). Boyer contended that universities needed to develop partnerships with communities to afford transformative opportunities for change. Boyer criticized the current state of higher education in saying:

What I find most disturbing...is a growing feeling in this country that higher education is, in fact, part of the problem rather than the solution...Increasingly, the campus is being viewed as a place where students get credentialed and faculty get tenured while the overall work of the academy does not seem particularly relevant to the nation's most pressing civic, social, economic and moral problems (Boyer, 1996).

In response to Boyer's critique, the Kellogg Commission, in its foundational *Returning to Our Roots: The Engaged Institution*, acknowledged the historic role of higher education in serving the needs of the public and challenged educational institutions to renew their missions to address pressing societal issues. The resulting pedagogy driving forward this approach is characterized 'the engaged campus' and has the potential to reshape the way in which students learn and apply knowledge (McNall et al., 2009). Essentially the engaged campus should reflect a wide range of goals and have the potential to empower; not only faculty teaching and student learning, but also assist communities in achieving self-identified goals.

Still, many question the tangible benefits, if any, of engaged or experiential learning and scholarship at the university level. Previous studies on engagement have examined the broad spectrum of classroom engagement (mostly focused on student engagement with curriculum or student engagement with the social environment on campus) such as the National Survey on Student Engagement, but these surveys did not look at the benefits derived by authentic engagement between universities and their surrounding communities. Although there are piecemeal efforts for engagement at many colleges and universities, there needs to be a more systemic understanding of what engaged scholarship looks like and an accounting of where engagement is taking place. It is through

this understanding that the benefits of engagement are truly appreciated and pushed forward at the institutional and departmental levels.

CHAPTER THREE: METHODOLOGY

The primary objectives of this study are: 1) to identify faculty preferences and attitudes towards community engagement⁶ in landscape architecture education, 2) to understand the relationship between community engagement and scholarship in landscape architecture, and 3) to identify factors that compel or inhibit faculty from including community engagement as part of their teaching and scholarship. To fulfill these research objectives a mixed methods approach was used: a survey instrument and in-depth interviews were used to collect data. This chapter discusses these methods and rationale for their use. The chapter is organized into five sections. First, the research design and rationale for a mixed methodology is explained. The second section discusses the research questions and how each is addressed. The third section describes the data collection, analysis procedures, and sample. The fourth section, includes a discussion of the quantitative phase of the research, describing the survey instrument, survey administration and data analysis. The fifth section, provides a discussion of the qualitative phase of the research, describing the interview protocol, administration procedures, and qualitative data analysis.

3.1 Research Design

The research design for this study is a mixed methods approach, using both quantitative and qualitative methods to answer the research questions. Johnson and Onwugbuzie (2004) contend:

What is most fundamental is the research question – research methods should follow research questions in a way that offers the

⁶ Community engagement is 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 (Carnegie Foundation, 2014)

best chance to obtain useful answers. Many research questions and combinations of questions are best and most fully answered through mixed research solutions. (p. 18)

The rationale for using a mixed method approach in this dissertation is based on the notion that neither quantitative nor qualitative methods alone are sufficient to capture the trends and detail information needed to understand faculty attitudes and perceptions toward community engagement in landscape architecture. This study utilized a two-phase, sequential explanatory design-participant selection model⁷. This study began with a quantitative phase, that examined the current state of community engagement in landscape architecture through perceptions and attitudes of current faculty members, identified barriers and factors of an engaged pedagogy⁸, and illustrated the roles that community members play in community engagement in design. The second phase applied qualitative methods to delve deeper into how faculty describe their community engagement activities in terms of opportunities for scholarship, pedagogy and learning in design education, and potential for tenure and promotion. A participant selection process was used to first survey educators and provide a basis for selecting a sub-sample for an interview.

3.2 Research Questions

As discussed in the Introduction six research questions were identified to address the objectives of this research. Each of the research questions is discussed

⁷ In this research model the results of the first phase (quant) is connected to the second phase (qual) with the intent to purposefully select participants to for the qualitative phase (Creswell, 2011). Here emphasis was given to the qualitative phase (quant→Qual).

⁸ Adapted from bell hooks is a pedagogy based on self actualization to challenge student's view of education and their will to think for themselves. This type of pedagogy was developed from Freire's work on 'critical consciousness'.

in detail below in terms of how it contributed to the study. Appropriate methods to discover answers to each question are also described.

3.2.1 *Research question 1 (RQ1): How do landscape architecture faculty define community engagement?*

This first question identifies how faculty members define community engagement in their own terms. Several terms are often used when referring to work with community members outside of the traditional campus setting, such as: service learning, outreach, community based research, and civic engagement. This question is also important to understand how faculty members in landscape architecture see the relationship of community engagement to terminology found elsewhere in the literature. Understanding how faculty in landscape architecture define community engagement can provide insights into how and why faculty develop, structure, implement, and disseminate knowledge derived from working with community partners and students. For this analysis, data was collected based on participants rating responses and open responses gathered through the survey questionnaire during the first phase of this research. The design and implementation of the survey are described in detail in Section 3.5.1.

3.2.2 *Research question 2 (RQ2): What are faculty attitudes towards community engagement in Landscape Architecture?*

The second research question identifies the perceptions of faculty in landscape architecture in terms of community engagement in areas including: design pedagogy, program philosophy and curriculum, institutional perception, types of students, and courses that have a community engagement component. Findings from this question contributed to understanding how community engagement is perceived by faculty members with differing tenure status and teaching experience, as well as institutional type. Analysis for this question was based on three independent variables: types of courses taught, institution type, faculty rank and tenure status. To answer this question T-test and one-way

ANOVA analyses were conducted on the first phase survey. In-depth interviews, during the second phase, contributed additional information.

3.2.3 Research question 3 (RQ3): How does community engagement affect teaching, learning, and scholarship in landscape architecture education?

The third research question provides an understanding of how community engagement is part of faculty teaching practice, the ways in which students learn from participating in a community engaged process, and the relationship between scholarship opportunities and community engaged research. To answer this question participant's written descriptions from the phase one online survey and responses from the in-depth interviews during the second phase were used. Findings from this analysis contributed to understanding how community engagement is part of a faculty member's teaching and scholarship roles. This question also revealed the benefits of community engagement for landscape architecture students.

3.2.4 Research question 4 (RQ4): How do faculty members in landscape architecture share their community engagement work?

This question identifies how faculty members share their community engagement work and learn about the work of others from scholarly articles, conference presentations or other outlets. To answer this question participant's responses from the in-depth interviews were used. Findings from analysis of this question are instrumental to understanding how knowledge flows between faculty in landscape architecture and how faculty make connections with other faculty who are working on community engagement or related scholarship, this is essential for the advancement of engaged scholarship and its acceptance as rigorous research in design education.

3.2.5 Research question 5 (RQ5): What roles do community members play when in community engagement projects?

This question identifies the roles that community members play in the community engagement process. This question is important to understand the

value of community partner input and feedback and the types of knowledge community members provide while engaging with students and faculty. In addition, the findings from this question provide information on how faculty members develop relationships and trust with community partners. To answer this question descriptive data was used from the online survey during phase one and detailed responses were used from the in-depth interviews during the second phase of the research.

3.2.6 *Research question 6 (RQ6): What are the benefits and challenges of community engagement in landscape architecture? What are the barriers or factors that keep faculty members from engaging with communities?*

In addition to identifying community member roles, this research identifies benefits and challenges faced by faculty members in landscape architecture who have participated in community engagement as part of their teaching or research. This question is important to understand the factors that make community engagement challenging for some faculty, which could assist faculty in deciding how to frame and participate in community engagement as part of their teaching and research. In addition responses for this question highlight benefits that make community engagement attractive to some faculty members. Participant's written descriptions from the online survey and interview responses were both used to answer this question.

3.3 Data Collection and Analysis Procedures

The following diagram 3.1 illustrates the overall research design, data collection, and analysis procedures for this study including the data collection and data analysis procedures for each phase. The following subsections describe each procedural step in detail by research phase. The first subsection describes the population and sampling procedures. The second subsection explains the quantitative phase followed by the third subsection describing the qualitative phase.

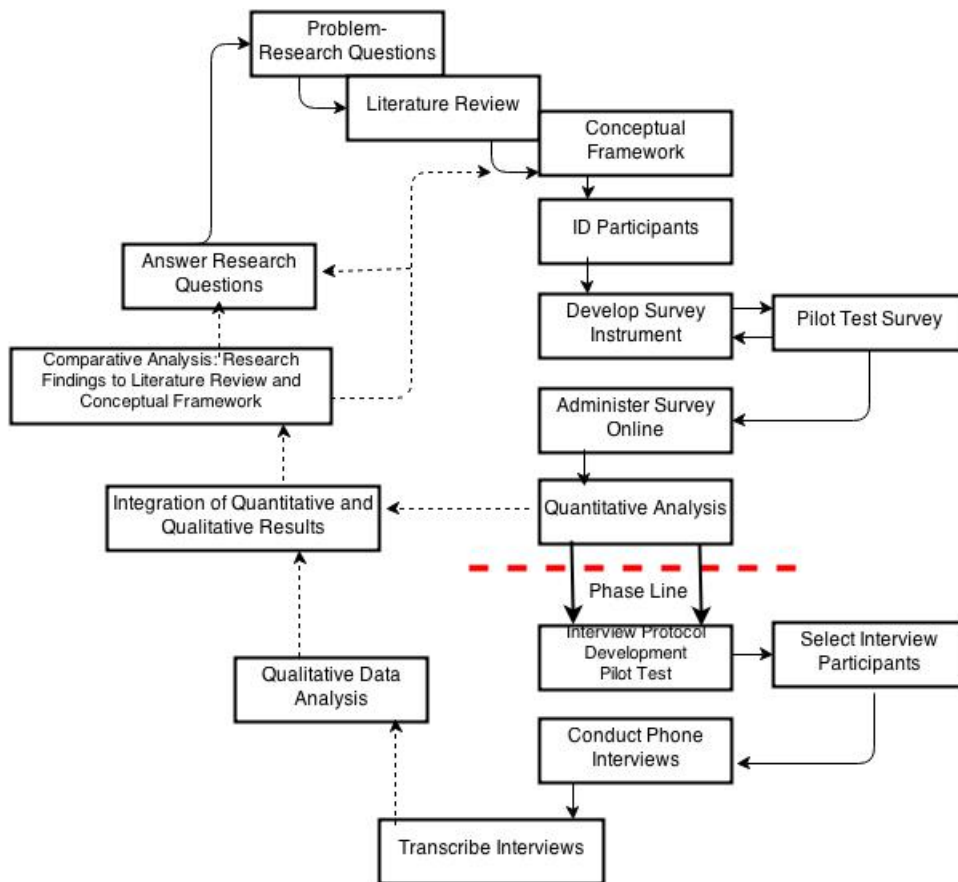


Figure 3.1-Research Design Diagram: Diagram that illustrates the relationship between data collection and analysis procedures for both phases.

3.4 Participant Selection

Participants for this study were purposefully selected for their experiences and ability to articulate the subject matter. As described by Tashakkori & Teddlie (1998), purposeful sampling is the “ selection of individuals or groups based on specific questions or purposes of the in lieu of random sampling....” In this case, the sample population included faculty members (n= 654), who were listed on departmental or program websites, that teach at programs accredited by the LAAB⁹ in the United States (n=69)¹⁰. The sample for the first phase

⁹ LAAB is the Landscape Architectural Accreditation Board, which develops procedures and standards for the accreditation process for departments and programs.

included all faculty members in landscape architecture in order to capture a range of participants across institution type, tenure rank, teaching experience, and geographic location. The researcher utilized contact information from departmental web pages to develop a list¹¹ of faculty members. The list included information such as, institutional name, email address and position rank. During the first phase of the study, 123¹² faculty members participated. Subsequently, survey participants were asked if they would be interested in participating in an interview during the second phase of the study. 65 faculty members indicated interest in participating in an interview, and 13 faculty members were interviewed as part of the qualitative phase. Additional selection criteria for participation in in-depth interviews will be described in section 3.7.

3.5 Phase One: Quantitative

As described earlier in this chapter data was collected in two sequential phases starting with a quantitative phase followed by a qualitative phase. The following section provides detail information about the survey instrument design, administration procedures, data analysis, and reliability and validity for the quantitative phase.

3.5.1 Variables

Based on the literature a number of variables were identified as factors that may influence faculty member's attitudes towards community engagement. To present a clear picture of these variables in relationship to faculty in landscape architecture, the researcher organized the variables into two groups,

¹⁰ According to the Council of Educators in Landscape Architecture (CELA) website (2014).

¹¹ This list was compiled in spreadsheet format and checked for accuracy to ensure contact information was up to date.

¹² This represents a response rate of 18% for phase one.

see Table 3.2. The first group is comprised of four variables reflecting faculty background, faculty rank, tenure status, teaching experience, and institution type. The second group is composed of four variables concerning pedagogy and research, types of students involved in engagement projects, types of courses with an engagement component, number of courses with an engagement component, and dissemination of engagement research.

Table 3.2 Variables Used as Grouping Factors Affecting Faculty Perceptions of Community Engagement in Landscape Architecture

Faculty Variables	Background	Pedagogy and Research Variables
<ul style="list-style-type: none"> • Faculty Rank • Tenure Status • Teaching Experience • Institution Type 		<ul style="list-style-type: none"> • Types of Students • Types of Courses w/Engagement • Number of Courses w/Engagement • Dissemination of Engagement Research

3.5.2 Instrument Design

The first research method used an online survey questionnaire, developed by the researcher (Appendix F). An adequate survey instrument to measure attitudes and perceptions of community engagement by landscape architecture faculty did not exist, thus one needed to be created. The Community Engagement in Landscape Architecture Education Survey (CELAES) consists of 70 questions in both open and closed format. The survey instrument is composed of six sections, which are described in the following subsections:

1. Information about community engagement (RQ 1)
2. Faculty teaching/research and community engagement (RQ 2&1)
3. Student learning and community engagement pedagogy (RQ 3&4)
4. Community partners engaged with faculty and students (RQ 5)
5. Barriers and factors to community engagement (RQ 6)
6. Faculty and institutional information (Demographic data)

3.5.2.1 Information about community engagement

The first section of the survey consists of four questions. The first question asked general information about terminology related to community engagement derived from the literature review. Participants were asked, “to what extent do you agree...” with seven statements that were measured using a five-point Likert scale, where 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree. Participants were asked to what extent do you agree with the following statements:

- ‘Community engagement and service learning are the same’
- ‘Outreach and service learning are the same’
- ‘Community engagement and outreach are the same’
- ‘Community based research and community engagement are the same’
- ‘Community engagement and civic engagement are the same’
- ‘Any studio that involves working with the public is community engagement’
- ‘To be community engagement, an underprivileged community must be served’

To understand what they believe community engagement consists of, question two asked participants to provide a brief definition of community engagement. To determine if their perception was based on their past experience with community engagement, the third question asked participants to identify if they have participated in a community engagement project in the last 5 years, where 1= yes and 2= no. Recognizing that they may have engaged in multiple experiences, some better than others, the last question in the section was an open

ended follow-up question asked participants to briefly describe the most successful community engagement project that they have participated in.

3.5.2.2 Faculty teaching/research and community engagement

The second section consists of five questions. The first question asked participants to rate their agreement with seven statements “when successfully done community engagement...” The statements were chosen to represent a collection items to ascertain faculty attitudes for using community engagement in design education. These statements were measured using a five-point Likert scale, where 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree. Examples of statements participants were asked are as follows:

- Is a valuable tool in design education.
- Provides a valuable opportunity for students to work with the public.
- Provides a valuable opportunity for students to utilized critical thinking skills.
- Enhances the public perception of my institution.

The second question asked participants to identify the types of students that have participated in their community engagement projects This question was asked to help identify at what level students in landscape architecture had exposure to community engagement in their design education (1=undergraduate, 2=graduate, or 3=both). The third question asked how many courses the participant has taught in the last five years that had a community engagement component. This question was asked to obtain a range of courses landscape architecture faculty teach in their program’s curriculum. This question was measured were 1= 0-2 courses, 2= 2-4 courses, 3= 4-5 courses, and 5= 6 or more courses. The fourth question focused on the type of courses the participants teach

where 1=design studio, 2= capstone project, 3= thesis/dissertation, 4= lecture, and 5= seminar. The courses listed are the predominate course types taught in landscape architecture and information from this question provided a better understanding to which courses faculty are utilizing community engagement as a teaching tool It is important to note that for this question participants were able to provide multiple responses to reflect how their time is spent as a faculty member.

For the sixth question participants were asked, “how important is community engagement to...” six statements about why community engagement maybe important. Statements for this question were measured using a five-point Likert scale, where 1= not at all important, 2= very unimportant, 3= neither important nor unimportant, 4= very important, 5= extremely important. These statements were selected to cover a range of departmental and interpersonal factors that are related to being a faculty member. Examples of these statements are as followed:

- Your program’s curriculum
- Your personal satisfaction in teaching
- Your research and scholarship
- Your relationship with your colleagues
- Setting a positive example for students
- Dept./program philosophy

3.5.2.3 Student leaning and community engagement pedagogy

The third section of the survey instrument is divided into four questions. The first question uses ten statements related to community engagement pedagogy to better understand how community engagement is incorporated into design education, impacts teaching and learning, and provides scholarship

opportunities, in which participants were asked to, “indicate the extent to which you agree with the following”. These statements were measured using a five-point Likert scale, where 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree. Examples of statements participants were asked are as follows, Community engagement...

- Creates a richer educational experience
- Improves student learning
- Prepares students to be better designers
- Prepares students to be more effective when interacting with people
- Increases the likelihood students will be civic minded in the future
- Increases student’s empathy and understanding of others
- Enhances understanding of stories and dialogue when working with people
- Creates new knowledge
- Improves my teaching
- Provides opportunities for scholarly work and publication

The second question in this section asked participants to indicate how they share their community engagement work and identifies which outlets faculty in landscape architecture disseminate and publish their scholarship. This multiple response question included 1=conference presentation, 2= professional publication, 3= peer reviewed journal, 3= article, and 4= mentorship. The third and fourth questions are opened ended and asked participants to identify benefits and challenges of community engagement in landscape architecture.

3.5.2.4 Community partners engaged with faculty and students

The fourth section of the survey instrument consists of six statements related to community engagement partners. Participants were asked to indicate to what extent do they agree that, “community partners provide...” These statements were measured using a five-point Likert scale, where 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree. The statements were chosen to represent a range of possible benefits of working with a community as part of faculty teaching and research and help identify common motivations for faculty engagement. Examples of statements participants were asked are as follows:

- Valuable input in the course.
- Local knowledge that was valuable.
- Can sometimes get in the way of project learning objectives.
- Provide valuable feedback about the success of the project.

3.5.2.5 Barriers and factors to community engagement

The fifth section of the survey instrument was designed to measure barriers and factors to community engagement and is divided into three questions. The first question consists of 11 statements, in which participants were asked, to indicate to what extent do they agree “to each of the following as limitations to your engaging with communities in courses that you teach”. These statements were measured using a five-point Likert scale, where 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree. As derived from the literature, faculty in higher education identified these statements as barriers to using community engagement in their courses. Examples of statements participants were asked are as follows:

- Time required for pre-planning engagement
- Time spent outside of the classroom.

- Not rewarded by my institution.
- Not valued by my colleagues.
- Does not fit into curriculum.
- Not valued in the tenure and promotion process.

The second question, an open-ended response format, asked participants to provide factors that have been barriers that limit community engagement in their courses. This question was asked to compile barriers that may not have been listed in the previous set of statements. In addition, the third question asked participants to provide factors, from their own experiences, that were encouraging and promoted community engagement in their courses. Both of these questions were in open-ended response format.

3.5.2.6 Faculty and institutional information

The sixth section of the survey instrument, divided into nine questions, gathered demographic and descriptive data about the survey participants. Participants were asked to provide the name of their institution¹³ so the researcher could develop a matrix of participating institutions, thereby identifying whether a broad array of institutions were represented in the sample.

The second question asked participants to provide characteristics related to the type of institution. This determined whether faculty attitudes and perceptions are different at different types of universities. The institution characteristics used in this question were 1=urban, 2= rural, 3= land grant, 4= faith based/religious, 3= research, and 5= HBCU¹⁴. Participants were then asked to identify which type of landscape architecture degree offerings their program grants. This information was asked to obtain categorical data about each

¹³ Names of institutions were kept confidential to protect the identity of survey participants.

¹⁴ HBCU=Historically Black College and University

participant's institution to use for inferential statistical analysis. This question was measured where 1= 5 yr. bachelor, 2= 4 yr. bachelor, 3= non-baccalaureate MLA, 3= 3 yr. masters, 4= 1 or 2 yr. masters, 5= post-graduate certificate, and 6= doctorate.

Next, participants were asked to identify their faculty rank¹⁵, work status¹⁶, tenure status¹⁷, and teaching experience¹⁸. Participants were then asked to provide their gender and race/ethnicity, both of which remained confidential to protect participants' identities. This information was asked to obtain categorical data about each participant's institution to use for inferential statistical analysis. The final two questions in the survey asked participants if they would be willing to be contacted about participating in an interview during the second phase of the research. In addition, participants were asked if they would like to see a summary of the results once the study was completed. In both cases participants were asked to provide their name and contact email.

3.6 Survey Procedures

The following sections detail the survey procedures utilized during the first phase of this research study. The first section outlines the piloting procedures used. The second section discusses the survey population and how the survey was administered. The third section discusses the statistical procedures for data analysis.

¹⁵ Rank measured where 1=full professor, 2= assoc. professor, 3= asst. professor, 3= adjunct, 4= lecturer/instructor, 5= emeritus, and 6= dept./program chair.

¹⁶ Work status measured where 1=full-time position and 2= part-time position

¹⁷ Tenure status measured where 1= tenured, 2= un-tenured, on tenure track, 3= un-tenured, not on tenure track.

¹⁸ Teaching experience measured where 1= 0-5 yrs., 2= 5-10 yrs., 3= 10-15 yrs., 4= 15-20 yrs., 5 = 20+ yrs.

3.6.1 Pilot Survey

In order to test the survey instrument, the researcher distributed ten surveys to participants¹⁹. Data from the pilot surveys are not part of the final sample, as the data results from the pilot surveys were not collected. The main focus of the pilot survey was to uncover problematic questions, inconsistent wording, overlooked constructs, and to ensure the proper sequencing of survey questions.

3.6.2 Survey

As discussed earlier in this chapter, the population for this study includes landscape architecture faculty members that teach at LAAB accredited programs in the United States. After receiving Institutional Review Board (12-826) approval (Appendix A), participants were contacted via email and provided a survey link²⁰ to participate in the study. The email contained a cover letter, which introduced the researcher and scope of the study (Appendix B). In addition to the cover letter consent forms (Appendix C) were distributed and were electronically signed when participants participated in the online survey. In order to have a large enough sample size the survey link, which was distributed through Qualtrics²¹, remained open for four weeks. After one week, an additional email (Appendix D) was sent to prospective participants to remind them of the survey and to thank those who participated. Once the four-week period ended, the online survey was closed and raw data was collected for phase one analysis. A

¹⁹ Participants for the pilot survey were mostly graduate students and faculty members in landscape architecture. There were a number of graduate students from other programs who also participated in the pilot phase.

²⁰ Each participant received a unique link to the survey to control for the survey being sent to someone outside of the target population.

²¹ Qualtrics is an online survey development and distribution software package.

total of 123 faculty members participated in the online survey, which is a response rate of 18%.

3.7 Statistical Procedures for Data Analysis

This section presents the statistical techniques used to interpret the survey data collected during phase one. The following analyses relate to research questions one, two, three, four, and five. SPSS version 21²² was used to conduct statistical analysis. A significance level of 95% for all statistical procedures was used in order to provide moderate interpretation of the data. Phase one data analysis, used both descriptive and inferential statistics. Reliability test were conducted using Cronbach's alpha for scaled dependent variables. Univariate analyses (T-test and ANOVA) were conducted to examine the differences between categorical variables on dependent variables for each instrument scale. Finally, content analysis was used to analyze participants' responses to open ended survey questions.

3.7.1 Descriptive Statistics

Descriptive statistics were used to summarize patterns in data and present findings in an organized manner. The researcher used descriptive statistics to report responses for community engagement terminology, teaching/research with community engagement, student learning and community engagement pedagogy, community partners, barriers and factors to community engagement, and general demographic information about faculty and their institutions. To accomplish this, the researcher calculated and identified the mean, range, and standard deviation scores for each variable in the dataset.

3.7.2 Univariate Analysis (T-Test and ANOVA)

The researcher used parametric tests, T-Test, and Analysis of Variance

²² Statistical Products and Service Solutions

(ANOVA), to identify categorical differences in mean scores among independent variables in the data set. The researcher used the two-tailed T-Test to determine any significant differences between variables with two categories, such as institution type and gender. The two-tailed T-Test assisted the researcher in assessing whether the means of groups were statistically different from one another. For independent variables with more than two categorical variables, the researcher performed an ANOVA. Before the ANOVA was performed, ANOVA assumptions²³ were checked. The researcher used an ANOVA on for categorical variables such as tenure status, faculty rank, and teaching experience. In the cases where ANOVA results were significant at the 0.05 level a Post-Hoc Multiple Comparison analysis²⁴ was used to identify which groups or categories differed.

3.7.3 Content Analysis for Open-ended Questions

Content analysis was used to examine participant's responses to the six open-ended survey questions. The question responses were collected and organized into a word document for initial analysis. Responses were open coded line by line and categorized into concepts and themes. The researcher then took the concepts and themes to interpret patterns from participants' responses. As Strauss summates this process should lead you to other questions concerning "conditions, strategies, interactions, and consequences" (A. L. Strauss, 1987). Themes were used to develop theoretical findings and to assist in the development of questions to ask during the second phase of the study.

²³ Two assumptions for ANOVA were tested: a) each sample is independent and random, b) population distribution follows a normal curve.

²⁴ For this study a Tukey-HSD (honest significant difference) was used to tell the difference between group means

3.7.4 Reliability

Reliability is a measurement associated with the credibility or interpretations of research findings (Schwandt, 2001). Reliability simply stated is the likelihood of a measurement producing “the same results within repeated trials” (Carmines & Zeller, 1979). Reliability is ultimately concerned with establishing consistency within repeated measures. Cronbach’s Alpha²⁵, an acceptable measure for reliability, was used to demonstrate reliability for the survey instrument used in this study. DeVellis, defined this measurement as “the proportion of a scale’s total variance that is attributable to a common source...” (2011). For this study the researcher used the following alpha levels to assess the internal consistency of the survey instrument used for this study: below .59 not reliable, above .60 moderately reliable, and above .70 reliable.

3.8 Phase Two: Qualitative

As mentioned earlier in this chapter this study used mixed methods and was conducted in a sequential manner starting with a quantitative phase, where an online survey was administered to faculty members in landscape architecture to identify their preferences and attitudes of community engagement. The qualitative phase of this study examined and explained key findings from phase one. As a method, according to Corbin and Strauss, qualitative research “allows the researcher to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables” (2008). In order to provide a rich explanation of faculty member’s attitudes and perceptions of community engagement the researcher utilized in-depth interviews to provide descriptions, which could not be provided by pure quantitative analysis.

²⁵ Cronbach’s Coefficient Alpha

3.8.1 Participant Selection

Out of a total of 123 survey participants, sixty-five (65) faculty members indicated interest in participating in an interview to discuss their experiences with community engagement. Rather than interviewing all interested faculty members the researcher used a specific set of criteria to identify certain faculty members that would represent a cross-section of landscape architecture faculty members in the United States. Interview participants were selected using four primary criteria:

- **Gender** was the first criteria used for selecting participants to interview. Historically landscape architecture is a profession dominated by males and was evident in the sample from phase one²⁶. Thus, it was important to have a representation of both genders that were close to the overall population of the landscape architecture faculty members.
- **Faculty rank** was used as the second criteria to include faculty of varying teaching experience and tenure status to share their experiences as these may affect the way they view community engagement.
- **Geographic location** was used to capture faulty experiences from various regions where landscape architecture programs are located.
- **Type of institution** in terms of land grant or not land grant.

In all a total of 13 faculty members were selected (see Table 3.3) for the interview or qualitative phase of the research. This represents 20% of those who responded to the survey in part one of the research. One of the selected participants was also a department chair person. They were an associate professor.

²⁶ Phase one sample response by gender was almost 2:1, 69 males to 45 females with 9 respondents not providing gender information.

Table 3.3 Interview Participant Section Criteria

Gender	Faculty Rank	Geographic Region	Institution Type
Male: 9 Female: 4	Asst. Professor: 2	West: 3	Land Grant-11
	Assoc. Professor: 9	East/Northeast : 3	Non Land Grant-2
	Professor: 2	South: 4	
		North/Mid-West: 3	

3.8.2 Interview Protocol

The development of the interview protocol for this study was guided by the research questions, literature review, and preliminary results from the Community Engagement in Landscape Architecture Education Survey (CELAES) administered during phase one of the research. The researcher utilized a semi-structured²⁷ format for the interview protocol, which allowed for flexibility in exploring participant responses. The researcher made this decision because there is little information about landscape architecture and community engagement in the literature particularly from the perspective of faculty members. The following sections further detail the development of the interview protocol.

3.8.3 Interview Questions

The following section explains the rationale behind each interview question. Fourteen (14) research questions (see Appendix F) were derived from the literature review, and preliminary results from the Community Engagement in Landscape Architecture Education Survey (CELAES). The purpose of each interview question was to initiate dialogue that would help explain and provide a deeper meaning than the quantitative results from phase one could provide. To

²⁷ An interviewing technique that used a set of questions to prompt the interview but also allows for new ideas to emerge as a result of what the interviewee says during the interview

achieve this goal the researcher started by asking the main interview questions and followed-up with probing questions as needed to explore participant responses in greater detail. The researcher recorded field notes on a copy of the interview protocol for each participant. Documenting field notes helped the researcher monitor responses, follow-up questions, and developing themes.

Question 1

How long have you been an educator and where?

Follow-up Questions:

- *Give me a little background on your academic career.*
- *What attracted you to academia?*
- *What courses do you teach?*

Question 1 provided the researcher a starting point to engage in a dialogue with each participant. This was important because this question provided each respondent a chance to provide information about their academic background, factors that attracted each to academia, and information about the course that each teach in a non-leading way. This information was critical in developing linkages and differences between faculty in terms of their community engagement work and overall background.

Question 2

Tell me a little about the community engagement work you do and what it means to you.

Follow-up Questions:

- *How did you become involved in community engagement?*
- *How long?*
- *What types of projects? In which courses?*
- *In the first phase of this research there was a split among surveyed faculty with regard to the definition of “community engagement” and “civic engagement.” Do you think there is a difference between these two terms? If so, how are these terms different or similar?*
 - *What about a difference between community engagement and outreach or service learning?*

Question 2 focused directly on participants' community engagement work through course assignments and projects. This question provided participants an opportunity to reflect on what community engagement means to them. In this way, the researcher learned more about community engagement as a practice that is embedded in a participant's experience. In addition, connections can be seen regarding the types of courses that participants teach that have a community engagement component. This question also allows the researcher to examine how participants define community engagement, particularly how the term relates or contrasts from other terms used in the literature.

Question 3

Describe to me how community engagement is a part of your teaching.

Follow-up Questions:

- *Why do you/or not use community engagement as part of your teaching?*
- *How does community engagement change what you do or your teaching experience?*
- *Do you think community engagement improves your teaching? How so?*

Question 3 provided participants with a chance to articulate, from their experience, how they have incorporated community engagement into their teaching and how community engagement affects their pedagogy. This question focused on the broader discussion of community engagement, and allowed a dialogue with the researcher on how community engagement affects the participant's teaching in terms of approach, application and discovery in landscape architecture education.

Question 4

How do students benefit from community engagement?

Follow-up Questions:

- *Can you give me an example or two?*
- *Does community engagement help their design ability? What about critical thinking? Other abilities? How so?*
- *Does this type of learning benefit some students more than others?*

- *If so, can you give me an example?*
- *Will this serve them well when they graduate?*
- *How will this make them better professionals? How so?*
- *Are there any disadvantages to using community engagement in teaching?*
- *If so, how do you overcome the disadvantages?*

Question 4 provided valuable insight into faculty perceptions on how students in landscape architecture benefit from community engagement as part of their learning experience. The researcher asked follow-up questions to see how community engagement benefited student design ability and critical thinking skills, as both factors had high mean scores from the survey. This allowed the researcher to engage in a dialogue with the participant with regard to the role of community engagement in preparing students for the professional world. In order to understand how engaged learning benefits different students participants were asked “Does this type of learning benefit some students more than others.” and what type of strategies were used for different students.

Question 5

Is the community engaged design process different from the traditional design process?

Follow-up Questions:

- *If so, how?*
- *Can you give me an example or two?*
- *Do you think there is a certain point in the curriculum when it is more effective to have students participate in a community engagement process? Can you give an example?*
- *What are the aspects of community engagement that make it appropriate at that particular point?*

The purpose of question 5 is to gain an understanding of the differences and similarities between what was perceived to be the traditional studio design

process and the community engaged process. Here the researcher asked each participant to reflect on a few examples of projects from their experience that would highlight how the design processes overlap and differ in terms of approach and implementation. In addition question 5 was useful in determining where in the design curriculum participants thought it was most appropriate for students to participate in a community-engaged process. As a result participants contextualized what aspects of community engagement were appropriate for that design level.

Question 6

Will you reflect on some of the learning outcomes you have seen from design students that have participated in community-engaged projects in the courses you teach.

Follow-up Question:

- *How do you assess the success of your community engagement projects?*

Question 6 provided specifics on learning outcomes from courses taught by participants that have a community engagement component. This question provided faculty an opportunity to reflect not only on the types of community engagement courses or projects, but also on the types of students that have been involved in their engagement teaching and research. This allowed the researcher to examine the learning outcomes and skill levels for undergraduate and graduate students, which may be different. From this question, the researcher asked a follow-up question that examined how faculty assess the success of their community engagement. This is sub question examined not only how faculty assess the student's role in a community engagement, but also their own in terms of planning and execution.

Question 7

Describe how your community engagement work is viewed by your university, department and colleagues?

Follow-up Questions:

- *Can you give me an example?*
- *What about relationship with your colleagues?*
- *To your program philosophy and curriculum?*

Question 7 examined how participants felt their community engagement work is viewed by their university, department, and colleagues. This question is important because the literature suggest there are varying levels of support for community engagement within institutions of higher education that can affect faculty motivation and moral. Understanding how faculty in landscape architecture believe their engagement work is perceived is helpful in making recommendations on ways to structure and situate engagement work within the existing frameworks of institutions. Also, having an understanding of how community engaged learning is perceived to fit within landscape architecture program philosophies and curricula at different types of institutions could help faculty better articulate the importance of their engaged work.

Question 8

61% of surveyed faculty indicated that community engagement provides opportunities for scholarly work and publication. Does this seem about right to you? What do you think is the relationship between community engagement and scholarship?

Follow-up Questions:

- *Can you give me some examples of community engagement as scholarship?*
- *What does a faculty person need to do to make their community engagement scholarly? Is the important?*
- *Is it important in the tenure and promotion process?*
- *Does this type of scholarship produce new knowledge? If so what types of knowledge*

Question 8 provided the researcher an opportunity to share a preliminary finding from phase one of the research with the participants of phase-two and to move the discussion toward the scholarship of community engagement and the production of knowledge. Here the intent was to explore ways in which community engagement can be considered to be scholarship and probed participants to provide information from their own experience on what faculty members need to do in order to make community engagement work scholarly. Another probe, for this question, asked participants to describe if engaged scholarship is important in tenure and promotion considerations. This probe ties into question 7 and the perception of community engagement at the university and program or departmental level.

Question 9

Describe how you share your community engagement work and learn about the work of others?

Follow-up Questions:

- *At a conference? If so, which conference.*
- *If not, why not?*
- *Through published articles?*
 - *What type of publications (peer reviewed journals? professional magazines or others?)*
 - *Can you give me an example of an article that you found helpful?*
- *Other ways?*

The purpose of question 9 was engage participants in a discussion about how faculty members in landscape architecture share their community engagement work and learn about the work of their colleagues. This question was asked directly in the first phase survey, but the researcher wanted greater detail as to where and why faculty chose certain conferences and/ or publication outlets. Information gathered from this question is critical for landscape

architecture faculty to know where to find out about the work of their colleagues, but also for other professions to know about community engagement work done by landscape architects.

Question 10

Describe how you work with community partners

Follow-up Questions:

- *What are the most important aspects in developing a relationship with a community partner?*
 - *Can you provide an example?*
- *How do you find community partners? How develop trust with them? How do you maintain trust?*
- *What role did dialogue play if any during your engagement project?*
 - *Do you use stories or oral history? Why? How? What did you gain from this? Can you give me an example?*

Question 10 prompted participants to reflect on how they work with community partners during a community engagement process. The researcher's goal was to elicit aspects in establishing trust as well as maintaining a relationship with community partners. This information is important because as the literature suggest community engagement projects often fail because trust and a meaningful relationship was not established between faculty members, students, and community partners.

The following four sub-questions were asked at the end of the interview:

Question 11

Who do you see as leaders in this type of work in landscape architecture?

The purpose for question 11 was to discover from each participant who they saw as leaders in community engagement work and scholarship in landscape architecture. The question was often covered in general discussion when talking with participants, as some would reference work by other faculty

members. In the case where this information was not fully covered this question was asked as a probe.

Question 12

Do you have a book(s) you use to teach community engagement?

This question was asked to develop a better understanding of resources that faculty members use while engaging with community members, and developing a foundation for design students working with community partners.

Question 13

What role should CELA²⁸ or ASLA²⁹ do to help community engagement? Examples?

This purpose of this question was to determine how faculty members feel the two major educational and professional bodies in landscape architecture promote community engagement as academic/research pedagogy or professional practice.

Question 14

Do you have any additional information you would like to share with me about community engagement in landscape architecture?

This question was used to provide participants an opportunity to elaborate on information that was shared during the interview. Participants were also encouraged to provide other insights that they believe would be beneficial to this study.

²⁸ Council of Educators in Landscape Architecture

²⁹ American Society of Landscape Architects

3.9 Interview Procedure

The researcher conducted interviews during 4-weeks from October 15, 2013 to November 15, 2013. The interviews were conducted by telephone in a location where the interviews would not be interrupted by noise or other distracting conditions. A semi structured interview protocol (Appendix G) guided question asking during the interviews. Each interview was recorded using a digital voice recorder. The following section explains the procedures used to conduct the interviews in phase two of the research.

Potential interview participants were contacted via email and provided a link to indicate possible interview times, if they were still interested in being interviewed. A total of seventeen (17) faculty members were contacted via email and thirteen (13) accepted the invitation to be interviewed. The email contained a cover letter, which re-introduced the researcher and scope of the study (Appendix B). In addition to the cover letter, a consent form (Appendix C), and interview protocol (Appendix G) were distributed. The researcher sent a follow up email (Appendix B) to remind potential interview participants of the interview schedule. In a few cases the researcher had to open up additional times to accommodate faculty schedules and time zone differences. Consent to participate in an interview was collected electronically, via email once confirmation of an interview date and time was set.

3.9.1 Interview Location

Interviews for this study were conducted by phone and were digitally recorded. Phone interviews were selected as a method for a two reasons. First, was to ease the travel burden on the researcher, it was not possible for the researcher to fly to various locations within the United States to conduct face-to-face interviews. Secondly, phone interviews provided more flexibility for participants in terms of scheduling and location. When conducting a phone

interview, the researcher used a secure room, with good sound quality to reduce distractions.

3.9.2 Interview Length and Recording

Interviews typically lasted about an hour and a half, depending participant responses and follow up questions. A few interviews were longer due to additional probes by the researcher, which prompted more reflection from interview participants. All of the interviews were digitally recorded using a telephone microphone to ensure that the entire interview was collected. During the interview the researcher recorded field notes for each interview. Field notes were used to capture the researcher's insights and impressions and to documents emerging themes from each interview.

3.9.3 Informed Consent and Confidentiality

Before the interview, each participant was asked to read the IRB informed consent form (Appendix C) and provide consent by setting up an interview time. The researcher also captured verbal consent at the start of the phone interview. By providing consent participants gave the researcher permission to use information gathered during the interview in the study. To ensure participant confidentiality the researcher assigned each participant a pseudonym to use during data analysis and aggregate reporting. Participants were informed that participation in an interview was purely voluntary and no compensation will be given for conducting an interview. These procedures were approved by the Virginia Institutional Review Board for Research Involving Human Subjects.

3.9.4 Pilot Interviews

Three pilot interviews were conducted with faculty members and graduate students in the landscape architecture program at Virginia Tech. Data from the pilot interviews are not part of the final sample and the interviews were not transcribed. The purpose of the pilot interviews was to uncover problematic

questions, overlooked questions, and to ensure the proper sequencing of protocol questions. In addition pilot interviews allowed the researcher to practice interview procedures, such as probing, audio recording, interview flow, and timing, since the real interviews would be over the phone and not face to face.

Findings from the pilot interviews indicated that the main questions adequately stimulated participant responses. On the other hand, participant responses at times were longer than originally anticipated. Although this finding was not expected, the researcher felt longer answers were good in terms of reaching data saturation during the interviews. Overall, the pilot interviews provided insight on building rapport with interview participants, as well as ways to keep the conversation moving by being adaptable in terms probing questions as participants were interviewed.

3.10 Qualitative Data Analysis

Each interview was transcribed verbatim using Express Scribe© transcription software for data analysis and periodically checked against the audio recordings for accuracy. The transcripts were uploaded into Dedoose© data management and analysis software for coding. The researcher created memos during the transcription process to record themes as they emerged, which helped identify common threads across transcripts.

The first step in qualitative data analysis for this study was a process known as open coding where data is broken into large segments based on emerging patterns. After open coding, the researcher conducted focused coding where codes became more concentrated by comparing data to data, which helped the researcher group codes into similar categories.

Axial coding was the final step in the data analysis for phase two. The researcher formed sub-categories to provide a dense explanation of the relationship between codes in order to develop themes (Corbin & Strauss, 2008).

This was accomplished by organizing note cards with codes and pertinent quotes written on them and organized by research question. This process helped the researcher link categories and sub-categories together, organize data, and reassemble it after each level of coding (Charmaz, 2006; Creswell, 2007).

3.11 Trustworthiness, Reliability, and Validity

Lincoln and Guba indicate that qualitative research needs to be assessed for trustworthiness (1985). In this study, the researcher utilized triangulation, thick-rich descriptions, and member checks. Triangulation is the process of checking the integrity of the influences and examining conclusions from multiple vantage points (Schwandt, 2001). For this study the researcher collected data from an online survey as well as in-depth interviews.

Reliability in the second phase was enhanced through the use of high quality audio recordings of interviews and the use of field notes. The data was analyzed and coded using Dedoose© mixed methods software. Developing a coding system helped the researcher label and categorize significant sections of data. Overall codes illustrated how the researcher selected and sorted through the data to establish a list of analytical codes (Charmaz, 2006). This process of coding provided a framework to establish themes and subsequently findings articulated as thick rich descriptions. Thick descriptions are detailed interpretations of field experiences or in this case in-depth interviews, where the researcher provides a context for relationships in developing meaning from qualitative data.

Member checking is the process of soliciting feedback from participants in order to verify research findings. Member checks were performed to ensure that participants validated their interview responses. Participants were sent copies of their interview transcripts to ensure they fairly represented. In the event were a participant felt they were not fairly represented the participant could request

changes or obtain clarification from the researcher. None of the participants requested changes in their interview transcripts.

3.12 Researcher Bias

In this study the researcher's personal experiences and background influenced the study. As a landscape architect and college level educator that often organizes and participates in community engagement projects, he had his own bias and opinions on community engagement in landscape architecture in terms of pedagogy and research. The researcher tried to remain neutral in the development of the survey instrument and during interviews in order to ask open-minded questions to participating faculty.

3.13 Summary of Study Methods-Phases One & Two

This chapter described the rationale for using a sequential, mixed methods research design to identify faculty preferences and attitudes towards community engagement in landscape architecture education. The first phase of this research used an online survey developed by the researcher called Community Engagement in Landscape Architecture Education Survey (CELAES). The second phase consisted of in-depth interviews with landscape architecture faculty members. This chapter explained the rationale for participant selection and data analysis for both phases of the research. In addition validity and reliability, researcher bias, and limitations of the study were also described.

CHAPTER FOUR: QUANTITATIVE AND QUALITATIVE RESULTS

This chapter describes both the quantitative and qualitative results of this mixed methods study. The results are derived from the Community Engagement in Landscape Architecture Education Survey (CELAES) and in-depth telephone interviews of landscape architecture faculty members both of which were conducted by the author. As stated in Chapter 3, the primary objectives of this study were: 1) to identify faculty preferences and attitudes towards community engagement³⁰ in landscape architecture education and 2) to identify barriers and factors that compel or inhibit faculty from using community engagement as part of their teaching and scholarship. This chapter is organized into two sections. The first section provides a contextual understanding of the results, describes the study participants' demographic and educational backgrounds through descriptive statistics. The second section provides findings for each of the seven research questions identified in Chapter 3.

4.1 Description of Sample

This section provides a brief description of the participants' background. As indicated in the Chapter 3, methodology, the population of landscape architecture educators, was purposefully chosen for this study. All faculty members³¹ at U.S. institutions that belong to the Council of Educators in Landscape Architecture (CELA) were invited³² to participate and sent a survey. The sample was self-selecting in that faculty chose to voluntarily participate in

³⁰ Community engagement is 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 (Carnegie Foundation, 2014).

³¹ There are currently 69 total LAAB accredited programs in the US; 51 MLA programs and 44 undergraduate programs.

³² A total of 645 faculty members in landscape architecture were invited to participate in this study.

the survey. A total of 123 landscape architecture faculty participated in the first phase of this study, which is approximately 30% of landscape architecture faculty in the United States. The sample was representative of the population of educators in landscape architecture with the majority being Caucasian (85.1%) and male (56.1%). Table 4.2 summarizes the distribution of participants' backgrounds based on ethnicity and gender.

Thirteen faculty members participated in the qualitative phase of the study. In terms of gender, nine male and four female landscape architecture professors participated in the qualitative phase. The majority of the second phase participants (n=13) currently teach at land grant institutions and are geographically located throughout the continental United States. Participants also represent a range of faculty rank that responded to the overall distribution of faculty members that participated in the first phase survey.

Table 4.1 Distribution of Participant's Backgrounds Based on Ethnicity and Gender

	Frequency	Percentage
Variables	f	%
Ethnicity		
African American	2	1.8
Asian	6	5.3
Caucasian	97	85.1
Hispanic	4	15.3
Multiracial	5	3.5
Missing value	9	7.3
Total	123	100.0
Gender		
Male	69	56.1
Female	45	36.6
Missing value	9	7.3
Total	123	100

4.1.1 Institutional Type

Of the faculty that responded to the survey 34.5% indicated, they teach at a “land grant” institution and 31.4% indicated their institution is also classified as a “research” institution. In terms of physical location between rural and urban campuses, the responses were 17.6% and 15.3% respectively. There was not a significant response from faith based or historically black colleges and universities (HBCUs) mainly due to the low number of landscape architecture programs at these types of institutions, as shown in Table 4.2.

Table 4.2 Distribution of Participant’s Institutional Type

Variables	Frequency f	Percentage %
University Type		
Land Grant	90	34.5
Research	82	31.4
Rural	46	17.6
Urban	40	15.3
Faith Based	2	0.8
HBCU	1	0.4
Missing value	7	5.7
Total	--	100.0

4.1.2 Teaching Experience and Faculty Rank

Study participants were asked to indicate how much teaching experience they had. Of faculty that responded to this question 39.8% (n=49) indicated they have 0-10 years teaching experience in landscape architecture followed by 30.9% (n=38) indicated they have over 20 years of teaching experience. Participants also indicated their faculty rank/position and tenure status. 31.1% (n=41) of study participants indicated their faculty rank as ‘associate professor’, 22% (n=29) as

'assistant professor', 20.5% (n=27) as 'full professor'. A small number of participants (10.6%, n=14) indicated they held an administrative role as either a depart chair/head at their home institution. In terms of tenure status, 54.5% (n=67) of study participants are tenured, 24.4% (n=30) are un-tenured, but on tenure track, and 15.4% (n=19) are un-tenured, not on tenure track.

Table 4.3 Distribution of Participant's Teaching Experience, Faculty Rank, and Tenure Status.

	Frequency	Percentage
Variables	f	%
Teaching Experience		
20+ years	38	30.9
15-20 years	9	7.3
10-15 years	20	16.3
5-10 years	24	19.5
0-5 years	25	20.3
Missing value	7	5.7
Total	123	100.0
Faculty Rank/Position		
Full Professor	27	20.5
Associate Professor	41	31.1
Assistant Professor	29	22.0
Adjunct Professor	8	6.1
Instructor	12	9.1
Emeritus	1	0.8
Dept. Chair/Head	14	10.6
Total	132	100
Tenure Status		
Un-tenured, not on Tenure Track	19	15.4
Un-tenured, tenure track	30	24.4
Tenured	67	54.5
Missing Value	7	5.7
Total	123	100

Overall, the sample provided adequate representation of landscape architecture faculty members in terms of ethnicity and gender, because the sample represents the current make up of faculty members in landscape architecture nationwide. The sample population also represents a good range of institutional types where landscape architecture programs are located and how the institution is classified. In addition, study participants' teaching experience in terms of years and rank and tenure status provide a diverse and reasonably representative sample.

4.1.3 Faculty Exposure to Community Engagement

In an effort to gauge whether faculty members in the sample had some exposure to community engagement in landscape architecture, the participants were asked if they had participated in a community engagement project. Of responding faculty, 91.1% (n=112) indicated they participated in a community engagement project in the last five years. Participants also indicated that both undergraduate and graduate students (70.7%, n=87) at their institution participated in community engagement projects that were offered by faculty. In terms of courses taught by study participants in the last five years 75% of all respondents reported teaching 2 or more courses that had a community engagement component (see Table 4.4). Participants also indicated the design studio (41.2%, n=105) was the landscape architecture course offering that most often had a community engagement component (see Table 4.5).

Table 4.4 Distribution of Number of Courses with a Community Engagement Component: By Faculty

	Frequency	Percentage
Variables	f	%
<u>Number of Courses w/Community Engagement</u>		
0-2 courses	31	25.2
2-4 courses	38	29.3
4-6 courses	29	23.6
6+ courses	27	22.0
Total	123	100.0

Table 4.5 Distribution of Course Types with Community Engagement Component

	Frequency	Percentage
Variables	f	%
<u>Types Courses w/Community Engagement</u>		
Studio	105	41.2
Capstone	52	20.4
Thesis/Dissertation	45	17.6
Lecture	27	10.6
Seminar	26	10.2
Total	255³³	100.0

³³ This question was a multiple response format question that is why the N total for this question is 255.

Table 4.6 Distribution of Types of Students that have Participated in Community Engagement Projects.

	Frequency	Percentage
Variables	f	%
Type of Students		
Both	87	70.7
Undergraduate	19	13.8
Graduate	17	15.4
Total	123	100.0

Overall, many in the sample have had some exposure to community engagement in their course offerings, primarily in the design studio. It is evident that faculty in landscape architecture are involving both undergraduate and graduate students in community engagement projects. It is also apparent from the findings that students in landscape architecture are using community engagement in capstone/5th year projects as well as graduate level thesis and dissertation research. This shows that community engagement, at least for this sample, has a place in various points in design education curriculum. What is not apparent from participants of this study is the level of engagement that is occurring in these courses and projects.

4.2 Results: Phases 1 & 2

This section describes both the quantitative and qualitative results from the Community Engagement in Landscape Architecture Education Survey (CELAES), which was administered during the first phase of this study and in-depth interviews with faculty members, which were conducted during the second phase of the study.

4.2.1 How do Landscape Architecture Faculty Define Community Engagement?

Participants indicated the extent to which they agreed with terms used in community engagement literature as well as misconceptions about community engagement and community involvement. Participants answered the statements on a Likert-type scale using a 5-point scale³⁴: 1=strongly disagree, 2= disagree, 3= neither agree/disagree, 4=agree, and 5= strongly agree. Forty point seven percent (40.7%) of faculty strongly agree or agree that community engagement and civic engagement are the same, while 39.8 % strongly disagree or disagree that these two terms are the same. Additionally, 57.7% strongly disagree or disagree that community engagement and outreach are the same. Results also indicate that 67.5% of faculty strongly disagree or disagree that community engagement and service learning are the same. Over 70% of responding faculty strongly disagree or disagree that outreach and community engagement are the same. Seventy-nine percent (79%) of participants indicated they strongly disagree or disagree that community based research and community engagement are the same.

From the previously discussed results it is clear that faculty in landscape architecture have a range of perceptions on the notion of community engagement as being similar to other terms that are often used in the literature when referring to faculty and students working with community members outside of the traditional campus setting, for example “community based research.” Results indicate there are two findings that show a difference among faculty who responded to the survey. First, 37.4% (n=46) of faculty agree and 34.1% (n=42) disagree that ‘community engagement and civic engagement’ are the same. It is also important to note that 19.5% (n=24) neither agree nor disagree

³⁴ Data for Likert scale responses were transformed into a four-point scale. Data for neither agree/disagree were changed to missing value (-99).

that ‘community engagement and civic engagement’ were the same, which indicates that some participants were unclear when trying to discern between these two terms. In addition, 39.8% (n=49) disagree and 37.4% (n=46) agree that ‘any studio involving the public is community engagement.’ This finding shows a relatively even divide among responding faculty in the perception of studio work done in the community engagement model and work that just involves the public. The lack of consensus among respondents demonstrates the necessity for more theorization and grounding of activities that fall with the model of community engagement.

Table 4.7 Frequencies of Responses for Community Engagement Terminology

Variables	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Neither Agree/Disagree (-99)
Community engagement and civic engagement are the same	5.7% (n=7)	34.1% (n=42)	37.4% (n=46)	3.3% (n=4)	19.5% (n=24)
Any studio involving the public is community engagement	7.3% (n=9)	39.8% (n=49)	37.4% (n=46)	1.6% (n=2)	13.8% (n=17)
Community engagement and outreach are the same	11.4% (n=14)	46.3% (n=57)	23.6% (n=29)	3.3% (n=4)	15.4% (n=19)
Community engagement and service learning are the same	12.2% (n=15)	55.3% (n=68)	13.8% (n=17)	4.1% (n=5)	14.6% (n=18)
Outreach and service learning are the same	16.3% (n=20)	54.4% (n=67)	13.0% (n=16)	3.3% (n=4)	13.0% (n=16)
Community-based research and community engagement are the same	19.5% (n=24)	60.2% (n=74)	8.1% (n=10)	2.4% (n=3)	9.8% (n=12)
To be community engagement, an under privileged community must be served	36.6% (n=45)	52.8% (n=65)	2.4% (n=3)	0.8% (n=1)	7.3% (n=9)

4.2.2 Interview Results: How Faculty Define Community Engagement?

Understanding how faculty members in landscape architecture define community engagement is important to finding out how design faculty structure

and implement community engagement in the context of design education. Faculty were asked during the first phase of this research to provide their own definition of community engagement. Faculty responses can generally be organized into four themes or components which emerged from the data: pedagogy/learning; application and problem solving; collaboration and partnerships; and empowerment and participation. Pedagogy and learning can be understood as the teaching methods and ways of learning that participants identified as occurring during the community engagement process. Application and problem solving relates to the application of methods and skills to solve issues identified by community members. Collaboration and partnerships includes the relationships that are fostered during the community engagement process. Empowerment and participation can be understood as a positive outcome of the community engagement process.

Faculty indicated pedagogy and learning as a major component to the definition of community engagement. Participants in this study denoted community engagement as a method and a process to enhance student learning by providing hands on experience while working with real people. As one faculty member expressed community engagement is the process of “engaging the community to enhance student learning and provide hands on experience with working with clients, while providing a service to the community.” Creating and meeting learning objectives is also an important component of how faculty in landscape architecture define community engagement. A participant stated, “community engagement is the act of challenging students to assist a community with landscape/environmental design problems and opportunities while achieving learning outcomes.” Along the same lines as pedagogy, the application of knowledge is a key part of how landscape architecture faculty define community engagement. This is clearly stated in one response were a

faculty member stated “community engagement is taking faculty and student knowledge, skills and abilities into a community to generate alternatives to help solve defined or observed problems.” Another faculty member describes community engagement as “coursework in design or planning that uses [a] real situation as teaching exercises with members of the public as ‘clients,’ usually addressing social issues.”

Faculty also indicated that collaborating with communities and developing meaningful partnership/relationships as an important part in the definition of community engagement. As one participant stated, community engagement involves “bringing community members and design professionals together to improve learning, design, and community perspective about learning design.” Another participant expressed the importance of relationships in community engagement as “working with members of a community to understand place, explore issues and options, understand opportunities and concerns, and receive feedback on design ideas” A number of participants articulated that through the collaboration between faculty, students, and community members a space is opened where mutually beneficial relationships are able to emerge.

Empowerment and participation are the final components of study participants’ definitions of community engagement. Faculty indicated that community engagement is a process. A major component of the engagement process is the direct participation of community members that can lead to empowerment and transformative change both physically and socially. One participant defined community engagement as the “equitable, democratic inclusion of the citizenry in providing real formative input into public actions affecting their physical, social, and personal well-being.” Another faculty member stated that community engagement is “a catalyst to aid the community

in discovery and express[es] a need and help[s to] develop strategies that lead to change.”

There were a few cases where faculty members did not provide a definition of engagement, but provided an overall vision of what the outcomes of working with community members resemble. This is demonstrated by one participant who stated “I think you are nit-picking to distinguish between community engagement, service learning and outreach. I’ve seen various definitions, but the outcome is generally the same.” Although this view is situated in the premise that the outcomes of community engagement, service learning and outreach are similar, a number of faculty members make the case that some faculty members in landscape architecture are missing the connection between theoretical foundations and the application of experiential learning. This perspective is explained by one participant:

“I see a lot of abstracts by folks that represent exactly the confusion you described, the confusion of terms and methods, and people not being able to clarify the distinction or make the connection often grabbing at these terms without being able to connect them to what they are actually doing critically”

Another faculty member continued this thread of thought by discussing the focus and pedagogical approach of using community engagement in landscape architecture by saying,

“If an instructor doesn’t approach their teaching from a theory of pedagogy perspective but rather on the engagement and common practical skills or tasks they may be trying to teach students how to do certain kinds of tasks which may or may not include the community but probably engage on learning professional behaviors and professional applications, and professional outcomes, but they may not in their own mind [have] thought about the educational psychology about what is being learned, where the loci of learning is and what are the behaviors and attitudes changes that occur while they are doing that”

This participant's perspective demonstrates the importance of having a clear pedagogical approach and sound theoretical grounding when utilizing community engagement in design education.

4.2.3 Parsing Out Terminology Surrounding Community Engagement In Higher Education

As a response to the finding that faculty in landscape architecture were split in their responses regarding if community engagement and civic engagement were the same, interview participants were asked to provide differences and similarities of these two terms. It is important to interrogate the underlying meaning and assumptions that each of these terms carry, because there are social and political ramifications in the lived experience of the communities that are being engaged. In order to push forward the understanding of community engaged work in landscape architecture it is critical to uncover and problematize terminologies that are taken for granted because they have failed adequately understand the intentionality that belies each term.

From the survey results, faculty indicated that civic engagement and community engagement differed in their focus and approach. Many participants indicated that civic engagement has more of a top-down approach, where as community engagement is more of a localized approach, used to solve community problems. One participant describes civic engagement "as working with the broader public [. . .] you know the gentler things, they are not necessarily about power and balances [. . .] which with poorer communities its always about some huge power imbalance." Another aspect of civic engagement in terms is the perception that it is more generalized than specific. As one

participant stated, civic engagement “somehow lacks of personal concerns and leans more to broader concerns.” However, participants did indicate civic engagement fosters civic pride and responsibility as explained by a participant,

“...there is this civic aspect in fostering citizenry amongst those who are students and learners by being civically engaged they become conscientious and attentive to their role in social change...and participants in knowledge creation in creating the world around them and transforming it.”

According to participants, reciprocity, advocacy, and the manner of participation are three ways community engagement is different from other approaches that are based on working with communities. The community engagement process is based on the relationships between faculty, students, and community members and participants indicated those relationships need to be mutually beneficial. As one participant stated,

“I think engagement, when its done at its best levels, is not a one way activity that there is learning that goes on by with and for the students and there is learning that goes on by, with, and for the community and that both make inputs, both derive benefits and outputs from a full community enterprise[.]”

Another important factor of community engagement that separates it from civic engagement is advocacy for people who are marginalized in our society. For example, one participant remarked,

“I think of community engagement as being more about advocacy for the people who are left out, either the poor or minorities or marginalized groups and community design has historically mostly referred to that everyday environment as the neighborhood level[.]”

The way in which faculty and students interact with community members is another perceptible difference participants indicated between community and civic engagement. One participant commented, “community engagement is more

direct . . . you get more direct information from individuals within a community and you would apply it to the greater whole.” Other participants indicated it is this direct level of participation with community members that can lead to an increased commitment to the success of the process between community members, faculty, and students.

Participants also differentiated between “service-learning,” and “outreach,” and “community engagement.” A number of participants indicated they felt service learning is an umbrella phrase used by institutions to describe any work that involves faculty and students, who are working with a community. Others, however, saw the pedagogical importance of service learning in higher education, as one participant commented: “service learning, to me, is a pedagogical method, so I would call it the pedagogical roots to civic engagement, one of those pedagogical roots.” A perceived lower level of reciprocity in the service learning process was mentioned as major difference between service learning and community engagement. This view is represented in the following participant response:

“[S]ervice learning very often does not include the idea that the community is actually contributing to the learning process, a lot of times they are given something they need by not necessarily in a reciprocal way[.]”

Participants noted the importance of “outreach” in the tripartite mission of land grant institutions where the institution and faculty serve as a conduit to take knowledge out to the citizens of the state. This is most typically realized through the work of extension agents. However, this work is representative of a unilateral relationship and exchange between institutions and communities. This sentiment was captured by one participant who noted:

“[O]utreach is more limited in my view than engagement. It’s like the difference between talking and communicating. Talking can go

one way, and communication requires closure of the loop and exchange between and amongst participants [.]”

This participant’s perspective demonstrates the importance of distinguishing between various terminologies related to community engagement, because the connotation of each term can indicate a different meaning, and can ultimately result in a different outcome for both the university participants as well as community members.

Although there is some similarity amongst participants’ views, related to the meaning of community engagement, several participants were more concerned with the praxis that is associated with community partners. This view was expressed by one participant who stated:

“It’s like everything these days, people latch onto buzz words and, you know, what we are trying to do, whatever you call it, we are trying to get out and help make a difference particularly where we are . . . these communities need our services and help, so whatever people want to call it we are going to go out and do the work.”

From this comment, it is possible to infer regardless of the nomenclature used to describe work done between university faculty in landscape architecture and community partners, the goal of assisting communities to identify and address issues that might be remediated through collaborative design efforts remains the same.

Although, how faculty members define community engagement varies, it is clear the four themes identified in this section are critical components of the community engagement process, according to faculty in landscape architecture. A critical take-away from these findings centers around the idea that although faculty may not have consensus on one singular definition of community engagement, there are components that are consistent with the work that faculty

in landscape architecture undertake with community members to help address community needs. The fact community engagement might not be fully understood could have an effect on faculty recognition. At the most basic level community engagement can be perceived as just working with community members but at the highest level there are a set of skills that need to be learned by faculty to engage at a high level.

4.3 What are Faculty Attitudes Towards Community Engagement in Landscape Architecture?

Participants indicated the extent to which they agreed with statements that represented a collection of assertions to ascertain faculty member’s perceptions of community engagement when used in design education. Participants answered the statements on a Likert-type scale using a 5-point scale³⁵: 1=strongly disagree to 5= strongly agree. Frequencies were reviewed and means were compared for each of the seven statements, see Table 4.9.

Table 4.8 Comparison of Means for Community Engagement when successfully done in Landscape Architecture

Variables	Number	Mean	Standard Deviation
	N	\bar{X}	SD
Valuable tool in design education	117	3.59	.589
Valuable opportunity to work with the public	122	3.52	.589
Enhances the public perception of my institution	113	3.40	.606
Valuable opportunity for students to use critical thinking skills	116	3.38	.614
Facilitates learning new technology	72	3.08	.687
Harm professional education by taking time used to develop professional skills	105	1.82	.744
Harm education by taking time used to learn broader concepts	102	1.76	.734

³⁵ Data for Likert scale responses were transformed into a four-point scale. Data for neither agree/disagree were changed to missing value (-99).

The mean averages for the variables ranged from 3.59 (highest) to 1.76 (lowest), which indicate differences in the range of expression from participants about community engagement in landscape architecture. A rating of at least 2.5 would indicate positive agreement from participating faculty. As shown in Table 4.8, all of the means except two are above a mean average of 2.5. The five highest mean scores (\bar{x} =3.59, \bar{x} =3.52, \bar{x} =3.40, \bar{x} =3.38, \bar{x} =3.08) for faculty attitudes towards community engagement in landscape architecture relate to the educational and perceived value community engaged activities add to design education. The two lowest ranked mean scores (\bar{x} =1.82, \bar{x} =1.76) describe time and quality of design education that could be harmed by engaging with communities.

Table 4.9 Frequencies of Responses for Community Engagement when successfully done in Landscape Architecture

Variables	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Neither Agree/Disagree (-99)
Valuable tool in design education	1.6% (n=2)	0.0% (n=0)	34.1% (n=42)	59.3% (n=73)	4.9% (n=6)
Valuable opportunity to work with the public	1.6% (n=2)	0.0% (n=0)	43.1% (n=53)	54.5% (n=67)	0.8% (n=1)
Enhances the public perception of my institution	1.6% (n=2)	0.8% (n=1)	48.8% (n=60)	40.7% (n=50)	8.1% (n=10)
Valuable opportunity for students to use critical thinking skills*	1.6% (n=2)	1.6% (n=2)	50.4% (n=62)	40.7% (n=50)	5.7% (n=7)
Facilitates learning new technology	1.6% (n=2)	6.5% (n=8)	35.8% (n=44)	14.6% (n=18)	41.5% (n=51)
Harm professional education by taking time used to develop professional skills	30.1% (n=37)	43.1% (n=53)	9.8% (n=12)	2.4% (n=3)	14.6% (n=18)
Harm education by taking time used to learn broader concepts	37.1% (n=39)	41.5% (n=51)	7.3% (n=9)	2.4% (n=3)	17.1% (n=21)

As indicated by the survey, responding faculty members strongly agree or agree that community engagement is a valuable tool in design education (93.4%, n=115). Faculty also indicated community engagement provides a

valuable opportunity for students in landscape architecture to work with the public (97.6%, n=120), and enhances public perception of their home institution (89.5%, n=110). In terms of critical thinking, 91.1% (n=112) of faculty strongly agree or agree that community engagement provides landscape architecture students an opportunity to utilize critical thinking skills. Finally, the results highlight faculty members strongly disagree or disagree community engagement harms students' professional development (73.2%, n=90) or takes times away from learning broader design concepts (78.6%, n=90). Moreover, an interesting discovery is that over 41% (n=51) of responding faculty members neither agree or disagree that community engagement in landscape architecture facilitated learning new technologies for design students, see Table 4.9. One possible explanation is that there are not new technologies available, or faculty are unsure of how to incorporate innovative technologies in community engagement projects.

4.3.1 Effect of Faculty Rank and Experience on Perception of Community Engagement in Landscape Architecture

In order to have a better understanding of how landscape architecture faculty differ in their perception of community engagement, one-way ANOVA's were computed using faculty rank and community engagement teaching experience. As shown in Table 4.10, the first variable faculty rank was not statistically significant for any of the variables related to faculty attitudes towards community engagement in landscape architecture. In other words responding faculty have similar attitudes towards community engagement regardless of academic rank.

Table 4.10 ANOVA for Community Engagement when successfully done in Landscape Architecture: by Faculty Rank

Variables	ANOVA			Post Hoc Means			
	df	f	Sig	Prof	Assoc. Prof.	Asst. Prof	Adjunct
Valuable tool in design education	Not sig.			3.67	3.65	3.46	3.63
Valuable opportunity to work with the public	Not sig.			3.63	3.54	3.41	3.50
Enhances the public perception of my institution	Not sig.			3.48	3.50	3.29	3.31
Valuable opportunity for students to use critical thinking skills	Not sig.			3.43	3.35	3.23	3.56
Facilitates learning new technology	Not sig.			3.10	3.24	2.78	3.22
Harm professional education by taking time used to develop professional skills	Not sig.			1.56	1.91	2.08	1.75
Harm education by taking time used to learn broader concepts	Not sig.			1.44	1.77	1.92	2.00

*p < 0.05

Table 4.11 ANOVA for Community Engagement in Landscape Architecture by Number of Courses faculty teach with Community Engagement Component

Variables	ANOVA			Post Hoc Means			
	df	F	Sig.	0-2	2-4	4-6	6+
Valuable tool in design education	Not sig.			3.52	3.56	3.55	3.74
Valuable opportunity to work with the public	Not sig.			3.40	3.47	3.59	3.63
Enhances the public perception of my institution	Not sig.			3.31	3.32	3.42	3.58
Valuable opportunity for students to use critical thinking skills	3(112)	3.29	.023*	3.34	3.23*	3.31	3.69*
Facilitates learning new technology	3(68)	3.28	.026*	3.00	2.91*	3.00	3.57*
Harm professional education by taking time used to develop professional skills	3(101)	2.79	.044*	1.89	2.03*	1.82	1.48*
Harm education by taking time used to learn broader concepts	Not sig.			1.96	1.93	1.67	1.44

*p < .05

In terms of the faculty who teach multiple courses that have a community engagement component, ANOVA results indicate only three variables—critical thinking, learning new technology, and taking time from professional skill development—are statistically significantly different for the demographic

variable number of courses with a community engagement component. Results show the number of courses faculty teach with a community engagement component has a statistically significant effect on how faculty members believe community engagement provides opportunities for students to think critically, and it also impacts their perspective on whether it takes time away from the development of professional skills . Post hoc analysis indicates faculty that have taught over six courses with a community engagement component ($\bar{x}=3.69$) differ significantly in how faculty believe community engagement provides critical thinking opportunities for students in landscape architecture from faculty who have only taught 2-4 courses ($\bar{x}=3.23$) with a community engagement component. Results also indicate a significant difference in how faculty believe community engagement facilitates learning new technology by the number of courses faculty teach with a community engagement component.

Faculty that have taught over six courses with a community engagement component ($\bar{x}=3.57$) differ significantly from faculty who have only taught 2-4 courses ($\bar{x}=2.91$) with a community engagement component, as shown in Table 4.11. Agreement with the statement: “community engagement takes time from developing professional skills,” ANOVA results reveal a statistically significant difference for faculty that taught 6 or more courses with a community engagement component. Again, results indicate faculty that have taught over six courses with a community engagement component ($\bar{x}=1.48$) differ significantly from faculty who have only taught 2-4 courses ($\bar{x}=2.03$) with a community engagement component. From the ANOVA results it appears the more courses faculty in landscape architecture teach with a community engagement component, the more likely faculty are to feel community engagement can help students develop professional skills, learn new technologies, and provide opportunities for critical thinking. From these results it seems faculty who have a

more vested interest in integrating community engagement into their course offerings, have a different belief of how to integrate technology, as well as a different understanding of how to create learning objects that use engagement activities that foster critical thinking.

4.3.2 Interview Results: Community Engagement as a Design Tool

In the first phase of this research, over 93% of participants indicated community engagement was a valuable tool in design education. It can be understood from the interviews participants believed community engagement was valuable in educating the public on the value of landscape architecture as a profession. As one participant commented, community engagement gives people an opportunity to “learn that landscape architecture as a discipline, and landscape architects as people, have values and knowledge that is valuable to them as a community.” Participants also indicated community engagement helps students understand that design is truly interdisciplinary, bringing together perspectives from the social sciences, design education, public policy, and ecology. Throughout the qualitative interviews, it became clear there is an understanding that community engagement provides students with opportunities to learn about and become more familiar with diverse groups of people. Moreover, students become equipped to face real world challenges, as emerging designers, developing crucial interpersonal necessary to become successful practitioners. This sentiment is expressed by the following assertion: “[students become] sensitized to the diversity of personal and community values and [to] the differences in economic groups, ethnic groups and cultural values.” The social complexity that students face is only one facet in which experience is gained through community engagement; however “students [also] recognize there are real constraints in the world, they recognize that design is made up of a

whole bunch of answers that have a range of correctness or suitability.” From this perspective, it can be inferred that faculty who utilize community engagement also perceive that there is important experience to be gained in terms of racial, political, and economic considerations within communities.

4.3.3 Interview Results: How the Community Engaged Design Process is Different From the Traditional Design Process

During the interview phase of this study, participants indicated differences between the traditional design process and the community engaged design process. A number of participants commented that community engagement provides richness to the design process, which is implemented by working with people and working with different points of view. As one faculty member noted, before students work on community engagement in the design studio they are “very much working on concept driven design process without necessarily acknowledging the community aspects of place . . . the social aspects of place.” Several other faculty members noted the difference between engaged design and traditional design comes from the starting point or philosophy of the designer. As one faculty member commented “the more complex you see the world, the more you see design not as an entity in itself, but as a facilitation for cultivating change in a positive direction.” These two points of view situate the context of working with real people on real projects as a major difference between the traditional and engaged design processes.

A number of faculty indicated that working outside of a controlled studio environment, and in the context of a real site with changing parameters, is another difference between an engaged design process and a traditional design process. Because community engagement involves working with real community members on real issues, project goals and priorities can change, while in an

engaged process. As one participant stated “things are always changing out in the community, you know you can start a project with a certain set of parameters and staying in studio the rules are generally the same from start to finish.” Although the ability for both students, and faculty, to be fluid in the design process, while working with community members, can put a strain on learning objectives, it can also add to the richness and complexity of working with people. One faculty member commented on being both focused and flexible in the engaged design process: “[I]t seems outreach and [engagement] programs have really forced us to look holistically at the problem statement, the program, and what we want to do.” This tension between adapting course objectives to community needs may lessen with iterative engagement, however, results suggest working alongside community members over time allows faculty and students to become more attuned into the needs of the community and planning for contingency becomes more possible.

Another difference between an engaged design process and a traditional design process is that participants indicated fundamental shift in the way that landscape architecture students work. A number of faculty articulated that students working in a traditional student environment tended to be really competitive and do not interact with one another collaboratively. One faculty member stated, “[T]he hardest thing to cultivate is the peer review interaction, it is very competitive in studio. Ideally, they would be sharing [ideas], but they tend to be more closed.” Another participant commented, “[C]ommunity engagement is based on collaboration, and the typical design studio is still about competitiveness, as opposed to working together.” Similarly, another faculty member talked about the collaborative nature of engaged design by stating “[The kinds of studio that we’ve been involved in . . . it really is that the class become a

team and we are working on the project together.” On the other hand, participants indicated within the traditional studio faculty can create a controlled environment where students can learn the basics of design, such as concept development and form generation. One faculty member stated,

“[Y]ou can set up a problem, and you set up, then associated with that problem, a set of abstract concepts that requires students to think about it in isolation from almost everything else.”

This is what several faculty members called the ability to disengage and think in isolation. A number of faculty also indicated there needs to be a level of transparency in communicating to students how the engaged process is different and similar to the traditional process. As one faculty member articulated, “I think there needs to be a clear philosophy, and if there is a clear philosophy, and students are told what is going on at each step, it can work in multiple ways.” This perspective indicates why it is important for faculty to be clear about the differences and similarities between the traditional design process and the community engaged design process in order to be able to articulate how each process meets the learning objectives for students.

4.3.4 Interview Results: Critical Thinking in Community Engagement

Many interview participants spoke about the influence community engagement has on critical thinking in landscape architecture students. For a number of faculty members, this was a major reason why they integrate community engagement into their courses. Faculty indicated students in landscape architecture who participate in community engagement projects have to think about their methods, approaches, and their position when working with community members. As one faculty member stated: “I am interested in how they [students] can think of design as having a public mission . . . that it can be a

transformative social change agent, that they can be productive designers that can think critically.” Other faculty members discussed how community engagement can challenge students and themselves to think beyond the typical parameters of a project. This is expressed by one participant when they stated “[S]tudents [and faculty] are challenged at times to re-think what they have done, or you know, look at the project from another perspective.” Similarly, a number of faculty commented that the process of working with people in a real context provides students with opportunities that they often do not have inside the classroom. One faculty member articulated this opportunity as “anything that requires students to make choices and go through a process that considers alternatives and weighs the consequences of various choices of those kinds of things enhance critical thinking skills.” Faculty also indicated when landscape architecture students have an opportunity to develop their critical thinking skills by participating in community engagement they gain a better understanding of other sources of knowledge. As one faculty member commented “[I]f your family has successfully gotten you through all the way to college you can start to believe that knowledge all comes from the top down.” Faculty commented a view that knowledge only comes from the top down can be dangerous when working with community members and “when you do community projects, students learn that there are many complex sources of knowledge, that the local wisdom that some person who you would not think of as smart” is actually valuable and can help students and faculty gain a better understand of community members. In addition, critical thinking removes or lessens the role of the instructor in having the “right” answer, thus forcing students to thinking independently and critically.

4.3.5 Interview Results: How Community Engagement Improves Institutional Perception

During survey phase of the study, over 80% of respondents indicated community engagement enhanced the perception of their institution. Data from interviews revealed participating faculty members also believed that “proper community engagement is one way to enhance the perception of an institution.” As one participant explained, “[W]hen we engage in community engagement we are in fact helping the community to learn about itself and to teach it to solve some its problems.” A number of participants also recognized not all universities have a good reputation when it comes to working with communities. A number of participants felt that some institutions are guilty of increasing the gap between privilege and power. One faculty member expressed this view,

“Universities have not necessarily behaved so well with communities and universities have been famous for privileging knowledge and so our profession of practices, we are the experts and we have all of the knowledge and we know what is right.”

In addition to potentially privileging knowledge and power, a number of participants indicated that behaviors and habits are hard to change. As one faculty member articulated, “[H]abits can be engrained in how people see one another and in the interim all of the other things, racism, social issues, all of that stuff makes it even more complicated.” It seems clear these issues are the causes of problems experienced by our society today. Increasing student understanding of others through engagement would seem to equip students to be more successful in working on these larger societal problems. This is why it is important for universities to follow through on their commitments to communities for, over time, perspectives can be positively impacted and the

possibility of social change may be generated with carefully planned community engaged design.

4.4 Faculty Perception of Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors

Participants in this study commented on a number of interpersonal aspects of community engagement that are related to being a faculty member, such as teaching satisfaction, relationship to colleagues, and research. To gain a better understanding of how community engagement may impact faculty perception of these interpersonal and departmental factors, faculty were asked how important community engagement was to a set of issues that are related to being a faculty member in landscape architecture. Participants answered the statements on a 5 point Likert-type, from 1=not at all important to 5 = extremely important. Frequencies and histograms were reviewed and means were compared for each of the six statements. The mean averages for the variables were close, ranging from 3.26 (highest) to 2.76 (lowest). A mean rating of at least 2.5 would indicate positive agreement from respondents. The three highest mean scores ($\bar{x}=3.26$, $\bar{x}=3.25$, $\bar{x}=3.20$) are for the importance of community engagement setting a positive example for students, as well as faculty's personal teaching satisfaction, and research and scholarship. The lowest mean score ($\bar{x}=2.76$) relates to the importance of community engagement to interpersonal relationships with colleagues. As shown in Table 4.12 all of the means are above a mean average of 2.5.

Table 4.12 Comparison of Means for Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors

Variables	Number	Mean	Standard Deviation
	N	M	SD
Setting a positive example for students	106	3.26	.574
Personal satisfaction in teaching	93	3.25	.686
Research and scholarship	81	3.20	.828
Departmental or program philosophy	100	3.09	.570
Program curriculum	95	3.08	.559
Relationship with colleagues	51	2.76	.971

Results indicate that 83.7% responding faculty members believe community engagement is very important or extremely important in setting a positive example for students. 71.1% of participating faculty indicated community engagement is very important or extremely important to their personal satisfaction in teaching. In terms of research and scholarship, 56.9% of participating faculty indicated community engagement is very important or extremely important to their research and scholarship. As shown in Table 4.13, it is also important to note that 34.1% (n=42) of respondents indicated community engagement was neither important nor unimportant to their research or scholarship. This finding could suggest that faculty members in landscape architecture are not sure how to turn their community engagement work into viable research and scholarship. Finally, the survey highlights that 58.5% of faculty members indicated community engagement is neither important nor not important to their relationship with their colleagues. This finding could suggest community engagement is perceived as individually faculty driven, rather than community, university, or department driven, meaning faculty self-select to integrate community engagement into their teaching and research.

Table 4.13 Responses for Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors

Variables	Not at all Important	Very Unimportant	Very Important	Extremely Important	Neither Important/Unimportant
	(1)	(2)	(3)	(4)	(-99)
Setting a positive example for students	1.6% (n=2)	0.8% (n=1)	56.9% (n=70)	26.8% (n=33)	13.8% (n=17)
Personal satisfaction in teaching	3.3% (n=4)	0.8% (n=1)	45.5% (n=56)	26.0% (n=32)	24.4% (n=30)
Research and scholarship	4.1% (n=5)	4.9% (n=6)	30.9% (n=38)	26.0% (n=32)	34.1% (n=42)
Departmental program or philosophy	1.6% (n=2)	4.9% (n=6)	59.3% (n=73)	15.4% (n=19)	18.7% (n=23)
Program curriculum	0.8% (n=1)	6.5% (n=8)	55.3% (n=68)	14.6% (n=18)	22.8% (n=28)
Relationship with colleagues	6.5% (n=8)	5.7% (n=7)	20.3% (n=25)	8.9% (n=11)	58.5% (n=72)

4.4.1 Effect of Faculty Rank and Experience on Perception of Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors

As stated earlier, faculty members face a number of factors, such as satisfaction in teaching, research and program philosophy that are related to being a faculty member. ANOVA tests were used to understand the relationship of faculty rank and teaching experience and the importance of community engagement on these factors, which will help determine statistical differences among distinct groups. As indicated in Table 4.14, faculty rank was only statistically significant for one variable: personal satisfaction in teaching. ANOVA results indicate there is a significant difference on personal satisfaction in teaching by faculty rank. Full professors ($\bar{x}=3.61$) are significantly more likely than assistant professors ($\bar{x}=2.91$) to believe that community engagement is

important to their personal satisfaction in teaching. This finding could suggest that assistant professors, who are under tenure and promotion pressure, do not see the personal value that comes with engaging with students and communities on engagement projects. Another finding could be the experience that full professors have and their potential prolonged exposure to engagement projects has allowed them to develop a system for success, which could lead to satisfaction when engaging communities.

Table 4.14 ANOVA for Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors by Faculty Rank

Variables	ANOVA			Post Hoc Means			
	df	f	Sig	Prof	Assoc. Prof.	Asst. Prof	Adjunct
Setting a positive example for students	Not sig.			3.41	3.18	3.12	3.50
Personal satisfaction in teaching	3(83)	3.25	.004*	3.61	3.29	2.91	3.33
Research and scholarship	Not sig.			3.38	3.32	3.11	3.31
Departmental or program philosophy	Not sig.			3.35	3.03	2.91	3.00
Program curriculum	Not sig.			3.19	3.00	3.10	2.92
Relationship with colleagues	Not sig.			2.85	2.90	2.67	3.20

*p < 0.05

In terms of teaching experience, ANOVA results indicate there is a significant effect in personal satisfaction in teaching by community engagement. Faculty members who have 0-5 years teaching experience (\bar{x} =2.75) are significantly less likely to get personal satisfaction in teaching from community engagement than faculty members who have over twenty years of teaching experience (\bar{x} =3.44), 15-20 years of teaching experience (\bar{x} =3.50), and 10-15 years of teaching experience (\bar{x} =3.44), see Table 4.15. From the ANOVA results, it appears community engagement is more important to personal satisfaction in teaching for faculty members with a higher faculty rank and more teaching experience. This could be attributed to new faculty members in the 0-5 year

range facing pressures such as a rigorous or rigid teaching role and or finding satisfaction in teaching in other areas other than community engagement at the start of their academic career.

Table 4.15 ANOVA for Community Engagement in Landscape Architecture: Interpersonal and Departmental Factors by Teaching Experience

Variables	ANOVA			Post Hoc Means				
	df	f	Sig	0-5	5-10	10-15	15-20	20+
Setting a positive example for students	Not sig.			3.30	3.17	3.41	3.44	3.21
Personal satisfaction in teaching	4(84)	3.94	.006*	2.75	3.27	3.44	3.50	3.44
Research and scholarship	Not sig.			2.93	3.28	3.42	3.67	3.32
Departmental or program philosophy	Not sig.			3.00	2.95	3.06	3.14	3.21
Program curriculum	Not sig.			2.94	3.18	2.88	3.14	3.16
Relationship with colleagues	Not sig.			2.86	2.82	3.25	2.20	2.88

*p < 0.05

4.4.2 Interview Results: How community engagement is view by colleagues?

Faculty members were asked how their colleagues and institution viewed their community engagement work. A number of faculty members felt their engagement work was received well by their administration, stating community engagement projects provide landscape architecture programs exposure to the greater university and state while providing tangible impacts on the community. Other faculty discussed how community engagement fit into the overall mission of their institution as commented by one faculty member who recounted, “[T]he dean likes community engagement because it exposes us to the general public, we are at a land grant university and that fits into the land grant mission of serving the people of our state.”

Data from interviews revealed a number faculty members were not impacted by how they felt their colleagues viewed their community engagement work. A number of faculty members noted resistance in shifting traditional

modes of teaching design. As one faculty member noted, “[T]ruthfully I don’t feel like my department has been particularly embracing, the students love it, but it’s like the curriculum has not shifted to related to this growing interest.” In addition, a few participants noted that resistance to adapt design education to address 21st century problems leave our students insufficiently prepared to address societal needs. As one faculty member noted,

“[S]ome of them are emphatic about incorporating ecology and so on, but there is little of the human dimension incorporated into design education in our department so I have had this issue that I finally get them their senior year and I’m putting them into a community context and they have not even had courses that have dealt with human factors or human dimension of how people perceive environments and place.”

It appears from the findings although faculty in landscape architecture feel their community engagement work is supported and valued by institutional administration, it has not resulted in a coinciding change in the curriculum at the departmental or program level.

4.4.3 Interview Results: When is it appropriate for landscape architecture students to participate in a community engagement process?

In the first phase of this study, majority of participating faculty indicated community engagement was important to their departmental or program curriculum. During the interviews, participants provided detailed information as to when they felt it was appropriate for students in landscape architecture to participate in a community engagement process. A number of faculty members indicated younger design students need more structure and time to learn basic design skills before moving into a community engagement process. As one faculty member noted, “I think [community engagement] is not appropriate for the earlier years . . . freshman, sophomore . . . they need to learn some of the

fundamentals, and they need a more controlled environment in which to learn.” This finding may suggest some faculty members have not thought about more simple forms of engagement that students can start with or are stuck with a studio model that has been done a certain way. Similarly, other faculty members stated students need to have introductory courses that cover the theories and concepts of public participation, place-based design strategies, and inequality. Those types of courses can help, break down complexities and provide students opportunities to gain skills to work with others. One faculty member commented on the importance of how community engagement is introduced to students when they remarked,

“[I]t is important to find a way to present it so that students feel comfortable. I mean the two actions that you don’t want to have is you don’t want them to be terrorized by their own guilt, and you don’t want them to feel confused. So how do you hold space open where they can feel like they can talk about some things as a way of understanding.”

Several faculty members were very clear in expressing that landscape architecture students are most effectively engaging with communities later in their undergraduate sequence or even in graduate school because of high maturity level and an increased level of design skills. As one faculty member stated “I think it’s quite useful at the upper end of the curriculum and you know that creative thinking or thinking on your feet are really more the problems of older students...” Other faculty commented that older students often have a higher level of confidence in their professional skills where younger design students may not. This view was expressed by this faculty member’s comment,

“[I]f we sent a bunch of freshman out and told them to solve a complex problem, they are not prepared to do that and they might be more frustrated than benefited by doing that, but to older students who believe they already have some confidence in what

they know, to learn that there is more to know that what they already do, I think is enhanced.”

Several faculty members noted regardless of the year level or maturity landscape architecture students have, they need to be “ready to have challenging conversations with themselves.” This finding indicates that faculty members see the importance of students being able to be self-reflective. In terms of adding structure and to share resources a number of faculty members mentioned working with community design centers as a way to introduce students to community engagement projects.

4.5 How does Community Engagement Affect Teaching, Learning, and Scholarship in Landscape Architecture Education?

A main focus of this study was to understand how community engagement impacts design pedagogy in terms of student learning in landscape architecture. This information is critical to know not only for justification of why some faculty choose to incorporate engagement but also for providing a foundational lens for community engagement’s importance in design education. Faculty indicated the extent to which they agreed with statements related to how community engagement can impact student learning in design education. Participants answered the statements on a Likert-type scale from 1=strongly disagree to 5= strongly agree. Means were compared and frequencies were examined for each of the six statements. The means for agreement for each statement ranged from 3.54 (highest) to 3.29 (lowest). A rating of at least 2.5 would indicate positive agreement from respondents. The two highest mean scores (\bar{x} =3.54, \bar{x} =3.43) relate to students interacting with people and being civic minded. The two lowest mean scores (\bar{x} =3.34, \bar{x} =3.29) relate to understanding

and having empathy for others. As shown in Table 4.16 all of the means are above a mean average of 2.5.

Table 4.16 Comparison of Means for Community Engagement in Landscape Architecture: Learning

Variables	Number	Mean	Standard Deviation
	N	M	SD
Prepares students to interact with people	117	3.54	.550
Increases likelihood of students being civic minded in the future	91	3.43	.561
Improves student learning	101	3.36	.558
Prepares students to become better designers	96	3.34	.577
Enhances understanding of stories and dialogue	108	3.34	.532
Increases student's empathy and understanding of others	102	3.29	.519

As indicated in Table 4.17, a large number of faculty (94.7%, n= 116) agree or strongly agree that community engagement in landscape architecture prepares students to interact with people and increases the likelihood design students will be more civic minded as they progress in their careers (73.1%, n= 90). Also indicated by the survey, responding faculty members strongly agree or agree community engagement prepares students to become better designers (75.1%, n= 93). Another significant finding is faculty members indicated community engagement enhances the understanding of stories and dialogue (87%, n=107) and increases student empathy and understanding of others (82.1%, n=101).

Table 4.17 Frequencies of Responses for Community Engagement in Landscape Architecture: Learning

Variables	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Neither Agree/Disagree (-99)
Prepares students to interact with people	0.8% (n=1)	0.0% (n=0)	41.5% (n=51)	52.8% (n=65)	1.6% (n=2)
Increases likelihood of students being civic minded in the future	0.8% (n=1)	0.0% (n=0)	39.8% (n=49)	33.3% (n=41)	22.8% (n=28)
Improves student learning	0.8% (n=1)	0.8% (n=1)	48.8% (n=60)	31.7% (n=39)	14.6% (n=18)
Prepares students to become better designers	0.8% (n=1)	1.6% (n=2)	45.5% (n=56)	30.1% (n=37)	18.7% (n=23)
Enhances understanding of stories and dialogue	1.6% (n=2)	0.0% (n=0)	55.3% (n=68)	31.7% (n=39)	8.9% (n=11)
Increases student's empathy and understanding of others	0.8% (n=1)	0.0% (n=0)	56.1% (n=69)	26.0% (n=32)	13.8% (n=17)

4.5.1 Effect of Faculty Rank on Community Engagement Learning in Landscape Architecture

A one-way ANOVA test was used to determine any significant differences in responses by faculty members related to community engagement and student learning in landscape architecture. The variable faculty rank was used in the ANOVA analysis. As shown in Table 4.19, faculty rank was only statistically significant for one variable: prepares student to become better designers. ANOVA results indicate there is a significant effect on the perception of community engagement preparing landscape architecture students to become better designers by faculty rank. Adjunct professors (\bar{x} =3.69) differ significantly from associate professors (\bar{x} =3.24) and assistant professors (\bar{x} =3.14) in how much each group believes community engagement prepares students to become better

designers, while full professors do not differ significantly from either group. This finding could suggest that adjunct professors, although hired to teach specific courses in the design curriculum maybe see the design benefits of community engagement differently than assistant and associate professors, which only differ slightly according to mean scores. This finding could suggest that faculty have a more elitist view of design, while adjuncts that may be professionals may have a more pragmatic view of design. It also seems that full professors, who are beyond tenure and promotion, and have more teaching experience, are more prone to believe that community engagement prepares students to become better designers.

Table 4.18 ANOVA for Community Engagement in Landscape Architecture: Learning by Faculty Rank

Variables	ANOVA			Post Hoc Means			
	df	f	Sig	Prof	Assoc. Prof.	Asst. Prof	Adjunct
Prepares students to interact with people	Not sig.			3.67	3.44	3.44	3.65
Increases likelihood of students being civic minded in the future	Not sig.			3.50	3.40	3.33	3.53
Improves student learning	Not sig.						
Prepares students to become better designers	3(89)	3.91	.011*	3.48	3.24	3.14	3.69
Enhances understanding of stories and dialogue	Not sig.			3.42	3.35	3.23	3.38
Increases student's empathy and understanding of others	Not sig.			3.18	3.10	2.85	3.20

*p < 0.05

4.5.2 Impact of Community Engagement on Design Pedagogy and Scholarship in Landscape Architecture

As stated earlier in this chapter one of the main goals of this study is to better understand the impact of community engagement on design pedagogy and scholarship in landscape architecture. Respondents indicated the extent to

which they agreed with statements related to how community engagement can impact pedagogy and scholarship in design education. Participants answered the statements on a Likert-type scale from 1=strongly disagree to 5= strongly agree. Means were compared and frequencies were reviewed for each of the four statements. The mean averages ranged from 3.39 (highest) to 3.14 (lowest). A rating of at least 2.5 would indicate positive agreement from respondents. From the reported mean scores faculty agreed with all of the statements. The highest mean score (\bar{x} =3.39) relates to the educational experience created when community engagement is used in design education. The lowest mean score (\bar{x} =3.14) relates to scholarly opportunities provided by community engagement work in landscape architecture, see Table 4.19.

Table 4.19 Comparison of Means for Community Engagement in Landscape Architecture: Pedagogy and Scholarship

Variables	Number	Mean	Standard Deviation
	N	\bar{x}	SD
Creates a richer educational experience	113	3.39	.542
Creates new knowledge	78	3.28	.601
Improves my teaching	87	3.24	.590
Provides opportunities for scholarly work and publication	87	3.14	.668

Results show responding faculty members strongly agree or agree community engagement creates a richer educational experience for students in landscape architecture (91.1%). In addition to creating a richer educational experience results also indicate more than half (60.2%) of responding faculty indicated community engagement creates new knowledge in design education, see Table 4.20. It is also important to note a number of faculty members (33.3%, n=41) neither agree nor disagree community engagement creates knowledge. Finally, results indicate a majority of faculty strongly agree or agree (61%, n=75)

that community engagement provides opportunities for scholarly work and publication. Again, there was a significant number of faculty (26%) who neither agree nor disagree that community engagement provides opportunities for scholarship.

Table 4.20 Frequencies of Responses for Community Engagement in Landscape Architecture: Pedagogy and Scholarship

Variables	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Neither Agree/Disagree (-99)
Creates a richer educational experience	0.8% (n=1)	0.0% (n=0)	53.7% (n=66)	37.4% (n=46)	4.9% (n=6)
Creates new knowledge	0.8% (n=1)	2.4% (n=3)	38.2% (n=47)	22.0% (n=27)	33.3% (n=41)
Improves my teaching	0.8% (n=1)	3.3% (n=4)	44.7% (n=55)	22.0% (n=27)	36.0% (n=32)
Provides opportunities for scholarly work and publication	0.8% (n=1)	8.9% (n=11)	40.7% (n=50)	20.3% (n=25)	26.0% (n=32)

4.5.3 Faculty Rank and Community Engagement Learning in Landscape Architecture

A one-way ANOVA test was used to determine significant differences in responses by faculty members related to pedagogy and scholarship in community engagement. The categorical variable faculty rank was used in the ANOVA analysis. As shown in Table 4.21, faculty rank was statistically significant for two variables: improvement in teaching and opportunities for publication. ANOVA results indicate there is a significant result on the perception of community engagement in terms of improving faculty teaching by faculty rank. Adjunct professors (\bar{x} =3.58) differ significantly from assistant professors (\bar{x} =2.95) and associate professors (\bar{x} =3.12) in how much each group believes community engagement improves their teaching. In addition, full professors (\bar{x} =3.44) differ significantly from assistant professors (\bar{x} =2.95) in how much each faculty group believes community engagement improves their teaching. This finding could relate to the perception of knowledge by faculty

members. It could be that younger faculty members see the importance of knowing knowledge or knowledge accrument as being important where as more experienced faculty see knowing what to do with knowledge as more important in their role as educators.

ANOVA results also indicate there is a significant difference on community engagement providing opportunities for scholarship and publication by faculty rank. Full professors (\bar{x} =3.40) are significantly more likely to agree than assistant professors (\bar{x} =2.82) that community engagement provides opportunities for scholarship and publication. This finding potentially indicates younger faculty members who are under the tenure clock choose to other areas of research that are easier to get published instead of publishing on the scholarship related to their engagement work. Another possibility for this finding is younger faculty members find it more challenging to turn their engagement work into sound scholarship that is worthy of publication. It also seems for more seasoned faculty that are tenured can take time to craft scholarship out of engagement opportunities.

Table 4.21 ANOVA for Community Engagement in Landscape Architecture: Pedagogy and Scholarship by Faculty Rank

Variables	ANOVA			Post Hoc Means			
	df	f	Sig	Prof	Assoc. Prof.	Asst. Prof	Adjunct
Creates a richer educational experience	Not sig.			3.44	3.43	3.19	3.44
Creates new knowledge	Not sig.			3.43	3.30	3.10	3.33
Improves my teaching	3(81)	5.04	.003*	3.44	3.12	2.95	3.58
Provides opportunities for scholarly work and publication	3(82)	3.44	.020*	3.40	3.08	2.82	3.27

*p < 0.05

4.5.4 Interview Results: How community engagement improves faculty teaching?

Results from the survey indicated over 60% of responding faculty believed community engagement improved their teaching. From interviews faculty indicated community engagement improves their teaching by having to be more attentive to the processes and methods of working with communities. As one faculty member, explained community engagement “forces me to be on my toes as those projects don’t always go as you think they might go.” This is particularly important with regard to clear explanations about the practices and procedures of working with students and community members. Others explain community engagement helps improve their teaching by setting a positive example for students by fostering citizenship, particularly because the profession of landscape architecture is supposed to uphold the health, safety, and welfare of the public as part of professional ethics. As one faculty member stated, “I think of our work is helping our students think about what that [positive example] means and imagining a future for themselves were the designers are contributing to some idea of the public good.” Faculty also spoke about the opportunities community engagement affords in terms of providing pedagogical moments to teach students real world applications, as explained by on faculty member who commented:

“[I]t has helped in being able to provide opportunities for students to learn better the opportunities and constraints of the application of the things they are learning and that communities may not be very clear about what they want in the beginning, but they can be very clear about what works or may not work in the end.”

Responding faculty made it clear, that community engagement improved their teaching because for many of them they found a deep connection between their community engagement work and their individual civic values. Many faculty spoke about their identity and commitment to societal issues and wanting to

provide opportunities for students to be able to use their landscape architecture skills to make our society improve.

4.5.5 Interview Results: How community engagement creates new knowledge?

A number of faculty commented that community engagement in landscape architecture creates opportunities for landscape architecture faculty members to test and develop theories that contribute to community engagement in design education. As one faculty member mentioned,

“[T]he testing of methods in the studio environment is really important because each project is different, each community is different so you can’t just take a single approach and apply it to all situations.”

Other faculty members commented on how community engagement can “produce new knowledge in the discipline of teaching and teaching effectiveness and teaching methods.” In addition to producing knowledge about teaching, faculty also mentioned, that landscape architecture faculty are producing knowledge about where we live while engaging with communities. As one faculty member stated,

“[W]e do quite a bit of participatory design studies in terms of research and looking at a region that could develop into research that would be able to characterize to a certain extent and help to understand that region more deeply.”

A number of participants provided a warning to their colleagues as to what happens when the scholarship is done and how the knowledge is disseminated to the public. A concerned faculty member stated, “We are producing knowledge, so when they [faculty] have to put it into formats that are retrievable and sharable it helps them to produce more knowledge and scholarship.” It is evident from the findings participants believe community engagement creates

new knowledge in landscape architecture that is important because the work provides a way for the public to better understand places, people, and society.

4.5.6 Interview Results: What is the relationship between community engagement and scholarship?

The relationship between community engagement and scholarship in landscape architecture is critical for faculty members who are interested in the scholarship of engagement as a research trajectory for tenure and promotion as they advance in their careers. A number of participants noted there are growing opportunities for faculty members in landscape architecture to produce scholarship related to community engagement. One participant commented:

“I think there are a lot of areas of scholarship: you have scholarship around teaching, obviously, and around how the scholarship of the education and teaching ... and how you produce scholarship out of the work itself and what are the impacts or the impacts of [it], for example, the work on the community, how did it impact change, how did it develop or result in change, so you can certainly have scholarship related to that.”

A number of participants noted it is important for faculty members to frame their community engagement work as scholarship, not just a teaching tool, in design education. As one participant remarked, “I’m not so sure that it is often presented in the framework of scholarship than so much in the framework of this is what I did . . .” In addition to how community engagement is framed, participants also noted that faculty in landscape architecture have to utilize sound research methods in order to transform engagement work into solid scholarship. As one participant, who reviews journal articles, explained:

“The things that I am asked to review for landscape journal, for example, about community engagement . . . basically there is no theory, there is no context for it, and it describes poorly what they did.”

From this perspective, it is clear that more rigor and context is needed for the scholarship of community engagement in landscape architecture to advance. Moreover, this would potentially amplify faculty perspectives on the value of community engagement work.

Participants also noted faculty need to take time to reflect, and document, the engagement process. As one faculty member commented: “We tend to put the process aside because we found a product.” Similarly, a number of participants noted that faculty have to incorporate writing as part of their engagement process. One participant commented about the lack of writing: “People who do community engagement are usually so consumed by the community projects that they don’t write.” Several participants discussed the importance of qualitative methods in engaged scholarship, not only to capture the lived experience of people, but also to have a systematic way to gather and analyze data. As one participant explained:

“[Faculty] have to know how to set up a qualitative analysis, how to do an interview process to gather usable data, you can’t just possibly just willy-nilly go after it or it will sound like “what I did at camp last summer.”

Participants noted it is important for faculty members to know that community engagement work that is tied into research often times garners more recognition than just mere service, but at many institutions does not get as much attention as traditional research that is attached to funding dollars.

“I command an awful lot more attention if I engage in an activity labeled for research that has attractive high dollars to it than almost any kind of visibility on service alone, which is frustrating.”

The value faculty members put on their engagement work is an important factor that contributes to if and how they produce scholarship from community

engagement activities. As one participant who reflected on their colleagues noted:

“They don’t use their public service in papers and scholarly work so much and I don’t know if it’s because they are lazy or they don’t value it or what, but sometimes they just don’t even use it at all at times were I think they ought to. They just kind of do a project.”

Furthermore, participants indicated they felt there are plenty of opportunities for faculty in landscape architecture to publish engaged work in a variety of outlets, but faculty have to see the value in the work in order to produce sound scholarship that will add to the body of knowledge of community engagement in design education.

4.5.7 Interview Results: What does a faculty member need to do to make their community engagement scholarly?

During the interviews, participants were asked what faculty members need to do in order to make their engagement work scholarly. From the data, a number of participants indicated it is important for faculty to ground themselves in the literature from landscape architecture and allied fields. As one faculty member stated: “take a nice chunk of time to define your terms and present, even that piece, at whatever venue you can present it at to get feedback.” Several participants also mentioned that faculty should “look at whatever you do as something that you can write about.” Similarly, participants expressed faculty need to have a clear research trajectory, which could help in the tenure and promotion process. One faculty member who went through the tenure process with a research trajectory that was different from their community engagement work stated, “I was in a crazy position of doing engaged teaching and partnering work while I was doing this very different research for promotion and tenure.” Participants also mentioned that faculty need to be more rigorous with their

scholarship to make deeper connections between community engagement and design education. As one participant who often reviews abstracts for CELA indicated: “We see a lot of abstracts where people just tell the story without really tying it to a critical connection or theory or connecting it in a larger way, so that would be a valuable approach.” In addition, a number of participants commented on the challenges of transforming community engagement into scholarship, as one faculty member commented:

“For people who are starting on this path, it is challenging to write [it] up because it is all together in your mind, people who are attracted to this work see connections between things and it’s very hard.”

Several participants discussed the importance of committing yourself to a place and a people in order to develop solid methods necessary to have effective engaged scholarship. One participant remarked:

“If a person understands the context, and understands the theory, and can put the case studies that they are doing into some theoretical context and they work on the projects long enough to know if there is any outcome, then that is really good scholarship.”

Investing time in a particular community and working on long term engagement projects is another way that participants indicated that faculty can make their engagement more scholarly. As one participant said:

“I think you can better serve the community if you work with them long term. You can teach better if you work with the same community long term, you are obviously able to, then, contribute to the literature.”

Moreover, participants commented the more time a faculty member spends with a community allows for more reflection about what actually happened, while

working with students and community partners during an engagement project. This time for reflection, as number of participants noted, can be used to guide how faculty approach writing about their engagement. As one participant commented,

“You can do research so that your reflections are a part of that, and interrogate those, and trying to unpack that stuff and saying here is what we are seeing, and here are the gaps, here are the strengths and here is where we need to do more work.”

From the findings, it is clear for faculty members in landscape architecture to make their engagement work scholarly, they need to be grounded in the literature, reflective about the process of working with community members, and productive in terms of writing and dissemination in peer reviewed articles.

4.6 How do faculty members in landscape architecture share their community engagement work?

It is important to know how faculty members disseminate the knowledge they acquire from engaging with communities. This is particularly important in landscape architecture because the scholarship derived from engagement will help other scholars in the field learn about the work that is being done in the discipline, and build a network of scholars that are interested in community engagement in design education. The survey shows that a sizable portion of faculty (33.3%) share their community engagement work by giving a presentation at a conference. A smaller sample of respondents also indicated that they share their community engagement work in written form through professional publications (12.8%), peer reviewed journals (12.2%), and articles (13.9%, n=40). Finally, as indicated in Table 4.22, over 27% of faculty believe mentorship is another way community engagement work can be shared with others. This finding is at odds with another finding from this research where 58%

of faculty indicated that community engagement was neither important nor unimportant to their relationship with colleagues. This finding might suggest mentorship in a faculty to student level relationship or it can relate to senior faculty members who have some mentor relationship to junior faculty with similar research interest.

Table 4.22 Distribution of How Faculty Share Community Engagement Work

	Frequency	Percentage
Variables	f	%
Conference Presentation	96	33.3
Professional Publication	37	12.8
Peer Reviewed Journal	35	12.2
Article	40	13.9
Mentorship	80	27.8
Total	288 ³⁶	100.0

4.6.1 Effect of Institution Type on How Faculty Share Community Engagement in Landscape Architecture

Since a number of landscape architecture programs are located at varying types of institutions that have a range of definitions of what types of academic work is scholarship T-Tests were used to determine significant differences in how faculty in landscape architecture share community engagement work by institution type. The following categorical variables were used for the T-Tests: research institution and land grant institution³⁷. As one might expect the results indicate there are significantly more landscape architecture faculty who teach at research institutions ($\bar{x}=35$) that use peer reviewed journals to disseminate scholarship about community engagement than faculty who do not ($\bar{x}=15$).

³⁶ This question was a multiple response format question that is why the N total for this question is 288.

³⁷ Although research institutions can also be land-grant institutions, survey participants self-identified between these options.

There is also a significantly more sharing of community engagement work via mentorship with landscape architecture faculty that teach at research institutions (\bar{x} =.76) than faculty who do not teach at research institutions (\bar{x} =.50). As shown in Table 4.23, T-Test results for land grant institutions did not produce any significant results in terms of how landscape architecture faculty who teach at land grant institutions share community engagement work. As reported earlier in this chapter, approximately 34% of participants indicated they teach at a land grant institution and around 31% teach at a research institution. Although there was not any significant difference in how landscape architecture faculty from land grant institutions share their community engagement work from faculty that work at non land grant institutions, this could be a result of the distribution of faculty that might have been educated at a land grant and now work at a non-land grant school. It is also expected from the findings that faculty who teach at research institutions would use peer-reviewed journals to share their scholarship, as the number of peer-reviewed journals a faculty member has written has an effect on tenure and promotion.

Table 4.23 T-Test for How Faculty Share Community Engagement Work by Institution Type

Variables	T-Test: Research			Mean		T-Test: Land Grant			Mean	
	t	df	Sig	Res	Not Res	t	df	Sig	Land Grant	Not Land Grant
Conference Presentation	Not sig.			.79	.82	Not sig.			.81	.77
Professional Publication	Not sig.			.30	.26	Not sig.			.29	.31
Peer Reviewed Journal	-2.54	81.82	.013*	.35	.15	Not sig.			.31	.23
Article		Not sig.		.37	.29	Not sig.			.34	.35
Mentorship	-2.58	53.85	.013*	.76	.50	Not sig.			.69	.65

*p < 0.05

4.6.2 Interview Results: How do faculty share their community engagement work

When asked how they share their community engagement work, and learn about the work of others, all participating faculty members indicated they achieve these objectives by attending conferences. Faculty indicated that conferences such as those held by the Council of Educators in Landscape Architecture (CELA), Environmental Design Research Association (EDRA), Imagining American the Pacific Rim Community Design Network, and the International Association of Research on Service Learning and Community Engagement are outlets where faculty can share their work and learn about the work of others. One faculty member who works closely with CELA stated: "I get to see a lot of examples of what it is that faculty are doing in the realm of design and education and many times that includes some aspects of community engagement . . ." In addition to attending conferences, to learn and share community engagement work, a number of faculty indicated that they use journal articles and books to learn about the work of others. A number of faculty members mentioned the work of renowned community engagement professor of landscape architecture, Randy Hester, as important in how they learned about community engagement. As one participant stated, "I still think most of his work [Randy Hester] is kind of the central work to the ideas of community participation and community engagement."

Faculty members also mentioned they learn about the work of others by creating networks of peers that are interested in community engagement and community design. As explained by one faculty member, "We also just do talks locally about what we do through the university for people who are interested in doing community based work for faculty members who may have not done it

before.” A number of other faculty mentioned they visit other schools to learn about the work of other faculty. One faculty member who serves on the Landscape Architecture Accrediting Board (LAAB) stated “ . . . I do a lot of school accreditation visits which gives me an opportunity to do a little bit of coaching and so forth with department heads and faculty and administrators over these kinds of things.” Furthermore, another way that faculty indicated they learn about the work of others is through tenure review requests. As one faculty member commented:

“I am getting a ton of tenure review request[s] from around the country, from peers who are up for tenure review to review their packages. I am getting them from their deans or their chairs so I have done a lot of tenure reviews, specifically as it relates to the engagement part of how people are doing that work, so that is another way of constructing relationships.”

In addition to publications and tenure review packages, several faculty members indicated the importance of built work in terms of increasing the visibility of community engagement projects. Built works provide people with a tangible space to see the impact the community engaged process can have on a real site. One faculty member who teaches at a program that has built one of their community engagement projects stated, “Our department has gotten a lot of recognition from our built projects. You know built projects are a wonderful piece of research that people don’t usually look at as research from a faculty point of view.”

Mentoring and working with students on community engagement projects through teaching and research is another way faculty indicated how they share their community engagement work. As one faculty member remarked:

“I involve PhD students and graduate students that I work with in the actual teaching through active involvement and demonstration. We have a lot of international PhD students that will go back to their home country as teachers and perhaps this gives them a way of being involved in what will be their home units and communities and thereby strengthening the perception of landscape architecture as a valuable contributor to the built environment.”

A number of other faculty members also indicated they use alternative methods to share their community engagement work, primarily through social media including Twitter, Facebook, and Instagram. As one faculty member explained,

“I definitely make sure that when we are out in the community and I know that it is not scholarly, but it is part of the narrative we use our departmental Facebook page. I try and put photographs up and tell part of the story of the work students are doing and we get a lot of good feedback about that.”

It is apparent from the findings the primary way faculty members in landscape architecture share their engagement work and learn about the work of others happens at conferences, which also provides opportunities to network and develop research relationships with other faculty. It is also evident some faculty members in landscape architecture use the opportunity to serve as an external review for tenure and promotion as way to learn about the work of other. As indicated by participants alternative methods such as social media have proven to be beneficial in disseminating information about community engagement projects.

4.7 What roles do community members play when in community engagement projects?

A critical component of community engagement projects are community members and partners themselves. It is important to understand what roles community members play while engaged with faculty and students.

Respondents indicated the extent to which they agreed with statements related to the role that community members play in community engagement projects. Participants answered the statements on a Likert-type scale from 1=strongly to 5=strongly agree. Means were compared and frequencies were examined for each of the six statements. The mean averages for the variables ranged from 3.40 (highest) to 2.80 (lowest). A rating of at least 2.5 would indicate positive agreement from respondents. The two highest mean scores (\bar{x} =3.40, \bar{x} =3.37) relate to community members helping build projects and providing valuable knowledge during the engagement process. The two lowest mean scores (\bar{x} =2.88, \bar{x} =2.80) relate to community members interfering with course objectives and student creativity, see Table 4.24.

Table 4.24 Comparison of Means for Community Engagement in Landscape Architecture: Community Partners

Variables	Number	Mean	Standard Deviation
	N	\bar{X}	SD
Important in the implementation of a project	101	3.40	.511
Local knowledge that was valuable	114	3.37	.485
Provide feedback about the success of the project	103	3.27	.528
Valuable input in the course	97	3.19	.507
Can get in the way of course objectives	93	2.88	.657
Sometimes limit student creativity with pragmatic concerns	95	2.80	.766

Participants strongly agree or agree (81.3%) community members are important in the implementation of community engagement projects. The survey also indicates faculty members (92.6%) strongly agree or agree community members provide knowledge that is valuable in the community engagement process. In terms of feedback, 80.5% of responding faculty strongly agree or agree community members provide valuable feedback about the community engagement projects they are involved in. In addition to providing valuable

feedback, more than half of respondents strongly agree or agree community members can sometime get in the way of course objects (56.1%) and limit student creativity with pragmatic concerns (55.3%), see Table 4.25. This finding might suggest that faculty members are not flexible in terms of allowing course objects or parameters to develop or evolve over the course of a community engaged activity. It could also suggest faculty may have some preconceived perceptions of the capabilities of community members knowing what is best for their communities.

Table 4.25 Frequencies of Responses for Community Engagement in Landscape Architecture: Community Partners

Variables	Strongly Disagree	Disagree	Agree	Strongly Agree	Neither Agree/Disagree
	(1)	(2)	(3)	(4)	(-99)
Important in the implementation of a project	0.0% (n=0)	0.8% (n=1)	48.0% (n=59)	33.3% (n=41)	14.6% (n=18)
Local knowledge that was valuable	0.0% (n=0)	0.0% (n=0)	58.5% (n=72)	34.1% (n=42)	4.1% (n=5)
Provide feedback about the success of the project	0.0% (n=0)	3.3% (n=4)	54.5% (n=67)	26.0% (n=32)	13.0% (n=16)
Valuable input in the course	0.0% (n=0)	4.1% (n=5)	56.1% (n=69)	18.7% (n=23)	17.9% (n=22)
Can get in the way of course objectives	0.8% (n=1)	18.7% (n=23)	44.7% (n=55)	11.4% (n=14)	21.1% (n=26)
Sometimes limit student creativity with pragmatic concerns	4.9% (n=6)	17.1% (n=21)	43.9% (n=54)	11.4% (n=14)	19.5% (n=24)

4.7.1 Effect of Faculty Rank and Teaching Experience on Working with Community Partners in Community Engagement in Landscape Architecture

In addition to means and frequencies being reviewed, one-way ANOVA's were computed to determine if there were any significant differences in responses by faculty members related to community partners that are engaged with faculty and students. This information is important to determine if more experience has an effect on faculty perception of working with community members on engagement projects. The following variables: faculty rank, and

teaching experience were used in the ANOVA analysis. As shown in Table 4.26, faculty rank was not significant for any of the variables associated with community members that are engaged with landscape architecture faculty and students. This finding suggests that faculty rank does not affect faculty perceptions of community members.

Table 4.26 ANOVA for Community Engagement in Landscape Architecture: Community Partners by Faculty Rank

Variables	ANOVA			Post Hoc Means			
	df	f	Sig	Prof.	Assoc. Prof.	Asst. Prof	Adjunct
Important in the implementation of a project			Not sig.	3.54	3.32	3.38	3.36
Local knowledge that was valuable			Not sig.	3.38	3.34	3.29	3.53
Provide feedback about the success of the project			Not sig.	3.38	3.21	3.19	3.43
Valuable input in the course			Not sig.	3.08	3.30	3.12	3.27
Can get in the way of course objectives			Not sig.	2.83	2.83	2.92	2.92
Sometimes limit student creativity with pragmatic concerns			Not sig.	2.71	2.97	2.72	2.73

*p < 0.05

In terms of teaching experience, ANOVA results indicate there is a significant difference in what faculty think community members provide as valuable course input. Faculty members who have 0-5 (\bar{x} =3.10), 10-15 (\bar{x} =3.19), and 20 plus (\bar{x} =3.07) years teaching experience perceive community members provide valuable course input significantly less than faculty members who have 15-20 of teaching experience (\bar{x} =3.44), see Table 4.27. This finding suggests faculty that are more experienced and beyond tenure and promotion see the relationship may be more well equipped to utilize community input in their community engagement projects.

Table 4.27 ANOVA for Community Engagement in Landscape Architecture: Community Partners by Teaching Experience

Variables	ANOVA			Post Hoc Means				
	df	f	Sig	0-5	5-10	10-15	15-20	20+
Important in the implementation of a project	Not sig.			3.38	3.43	3.31	3.50	3.41
Local knowledge that was valuable	4(106)	3.10	.019*	3.33	3.45	3.45	3.75	3.19
Provide feedback about the success of the project	Not sig.			3.23	3.30	3.16	3.57	3.31
Valuable input in the course	4(89)	2.69	.036*	3.10	3.24	3.19	3.71	3.07
Can get in the way of course objectives	Not sig.			2.64	2.70	2.29	2.03	2.65
Sometimes limit student creativity with pragmatic concerns	Not sig.			2.63	3.00	2.81	2.67	2.85

*p < 0.05

4.7.2 Interview Results: How do faculty members develop relationships with community members?

In order for community engagement to be beneficial to all participating parties, it is important that space is created to establish relations between community members, students, and faculty. Several participants stated that faculty and students need to be authentic and honest when attempting to develop a relationship with community members. As one participant expressed community members will ask “how long are you going to be around, are you just going to come in now, and then go back to your little safe world?” Interviews also revealed the importance for faculty and students to acknowledge that community members have a right to an opinion and have knowledge that can be useful. As one participant stated about the importance of being up front with community members, “you got to be honest with folks about what you can, and cannot, do and you’ve got to be honest with folks if you ask for an opinion to actually hear what they have to say.” Another participant asserted, “Maybe their

opinion cannot be accommodated, but it cannot be dismissed.” Participants also indicated faculty members need to be humble when working with community members. One participant commented on how arrogance can harm relationship building by stating, “I think, too, for academics there is an unending appetite for arrogance in a lot of academic fields you know that’s how you get famous . . .”

Several participants mentioned creating a space for transformation to happen as an important factor in establishing a relationship with community partners. As one participant stated, “we need to transform as much from interacting with community members as they may also transform or benefit from interactions with students and faculty.” Moreover faculty indicated that there needs to be a difference in how designers operate and work with communities that acknowledges inequalities and hardships that many communities face in today’s society. Faculty and students also need to acknowledge that difference can build capacity to solve problems.

4.7.3 Interview Results: How do you develop trust with community members?

Since community engagement is based on a relationship between faculty, students, and community partners, developing trust is an important factor needed for community engagement to be successful. Data from interviews revealed that participants feel that trust is developed in real-time and is about listening more than about talking. As one participant stated, “it’s about knowing that it is not about you.” Several participants commented that by respecting the people and the place is a good way to develop trust. As expressed by one participant who stated:

“I think the community comes to trust you and have a good relationship with you when you listen and when you then are able to engage with them as truly equal partners . . .”

In addition, participants also mentioned it is important for faculty and students to know their role when engaging with community members and be upfront about their commitment to the project. As one participant explained:

“You are never part of that community, but are in many ways central to that community. You are central to it for a period of time and especially in the cases where we have worked with people for a decade or more.”

This sentiment is also expressed by one participant who stated “people in the community are only going to trust you when you are a straight shooter.” Overall, faculty who were interviewed made it clear it is important to demonstrate to community members that the community’s voice and opinion is important in the process. It is also important to treat community members with respect in order to establish trust while working on community engagement projects.

4.8. What are the barriers or factors that keep faculty members from engaging with communities? What are the benefits and challenges of community engagement in landscape architecture?

4.8.1 Barriers to Faculty Members Engaging with Communities

Understanding the barriers landscape architecture faculty face when incorporating community engagement into their teaching and scholarship is important to finding out how to develop approaches and strategies that will make community engagement easier and appealing for faculty. Faculty were asked to indicate the extent to which they agreed with statements seen as barriers to engaging with communities. Participants answered the statements on a Likert-type scale using a 5-point scale from 1=strongly disagree to 5= strongly agree. Means were compared and frequencies were reviewed for each of the ten statements. As shown in Table 4.28, the mean averages for the variables ranged from 3.20 (highest) to 1.82 (lowest). A rating of at least 2.5 would indicate

positive agreement from respondents. The three highest mean scores (\bar{x} =3.20, \bar{x} =3.19, \bar{x} =3.18) relate to money and time needed to engage with communities. The two lowest mean scores (\bar{x} =1.95, \bar{x} =1.82) relate to lack of community interest and faculty knowledge to participate a community engagement project.

Table 4.28 Comparison of Means for Barriers to Community Engagement in Landscape Architecture

Variables	Number	Mean	Standard Deviation
	N	\bar{x}	SD
Monetary resources	95	3.20	.709
Time required for maintain community relationship	100	3.19	.563
Time required for pre-planning engagement	105	3.18	.617
Time spent outside the classroom	94	3.05	.694
Not valued in the tenure and promotion process	89	2.82	.886
Not rewarded by my institution	79	2.53	.918
Not valued by my colleagues	80	2.28	.811
Does not fit into curriculum	88	2.18	.736
Lack of interest from the community	95	1.95	.690
Not sure how to undertake community engagement	99	1.82	.660

Results indicate over half of responding faculty strongly agree or agree that the lack of monetary resources (65.8%) is a major barrier to engaging with communities. It is also important to note just fewer than 20% of respondents (18.7%) did not agree nor disagree that lack of money was a barrier to them engaging with communities. Time was another barrier identified by faculty as a barrier to participate in community engagement. 76.4% of respondents indicated the time required maintaining a relationship with community members as a barrier. Also, 77.2% of respondents strongly agree or agree the time it takes to pre-plan community engagement activities as a barrier to engage with communities, see Table 4.29. From the survey findings it is clear that funding for community engagement projects and the time it takes to engage communities are perceived to be the major barriers that landscape architecture faculty members face.

Table 4.29 Frequencies of Barriers to Community Engagement in Landscape Architecture

Variables	Strongly Disagree	Disagree	Agree	Strongly Agree	Neither Agree /Disagree
	(1)	(2)	(3)	(4)	(-99)
Monetary resources	0.8% (n=1)	10.6% (n=13)	38.2% (n=47)	27.6% (n=34)	18.7% (n=23)
Time required for maintain community relationship	0.8% (n=1)	4.1% (n=5)	55.3% (n=68)	21.1% (n=26)	14.6% (n=18)
Time required for pre-planning engagement	0.8% (n=1)	7.3% (n=9)	52.8% (n=65)	24.4% (n=30)	10.6% (n=13)
Time spent outside the classroom	0.8% (n=1)	13.8% (n=17)	42.3% (n=52)	19.5% (n=24)	19.5% (n=24)
Not valued in the tenure and promotion process	3.3% (n=4)	26.0% (n=32)	23.6% (n=29)	19.5% (n=24)	23.6% (n=29)
Not rewarded by my institution	6.5% (n=8)	29.3% (n=36)	16.3% (n=20)	12.2% (n=15)	31.7% (n=39)
Not valued by my colleagues	8.1% (n=10)	37.4% (n=46)	13.0% (n=16)	6.5% (n=8)	30.9% (n=38)
Does not fit into curriculum	10.6% (n=13)	40.7% (n=50)	17.7% (n=21)	3.3% (n=4)	24.4% (n=30)
Lack of interest from the community	18.7% (n=23)	45.5% (n=56)	11.4% (n=14)	1.6% (n=2)	18.7% (n=23)
Not sure how to undertake community engagement	25.2% (n=31)	45.4% (n=56)	8.9% (n=11)	0.8% (n=1)	15.4% (n=19)

Survey results highlight that 43.1% of faculty agree or strongly agree community engagement not being valued in the tenure and promotion process and is a barrier. However, there was a sizable portion of respondents (23.6%) who neither agree nor disagree that community engagement's value in the tenure and promotion process as a barrier. Finally, in terms of community engagement not being rewarded by their institution, 35.8% disagree and 31.7% (n=39) neither agree nor disagree that it was a barrier to participate in community engagement activities. This finding may suggest that institutions value community engagement because of the increased publicity, yet tenure reward systems have

not shifted enough at some institutions to change faculty perceptions of how community engagement is valued in tenure and promotion.

Table 4.30 ANOVA for Barriers to Community Engagement in Landscape Architecture by Faculty Rank

Variables	ANOVA			Post Hoc Means			
	df	f	Sig	Prof	Assoc. Prof.	Asst. Prof	Adjunct
Monetary resources	Not sig.			3.08	3.27	3.05	3.46
Time required for maintain community relationship	Not sig.			3.08	3.19	3.12	3.50
Time required for pre-planning engagement	Not sig.			3.18	3.18	3.19	3.25
Time spent outside the classroom	Not sig.			3.05	3.06	2.92	3.38
Not valued in the tenure and promotion process	3(83)	4.59	.005*	2.30	2.90	2.91	3.33
Not rewarded by my institution	Not sig.			2.47	2.56	2.43	2.67
Not valued by my colleagues	Not sig.			2.20	2.36	2.09	2.58
Does not fit into curriculum	Not sig.			1.96	2.30	2.09	2.46
Lack of interest from the community	Not sig.			1.78	2.06	2.00	1.83
Not sure how to undertake community engagement	Not sig.			1.73	1.81	1.81	2.00

*p < 0.05

4.8.2 Faculty Rank and Community Engagement Learning in Landscape Architecture

In addition to means and frequencies being reviewed, one-way ANOVA tests, using the categorical variable faculty rank were computed to determine if there were any significant differences in responses by faculty members related to barriers to community engagement. As shown in Table 4.30, faculty rank was significant for only one of the barriers to community engagement for landscape architecture faculty members. ANOVA results indicate there is a significant difference in perception by faculty rank on community engagement not being valued in the tenure and promotion process. Adjunct professors (\bar{x} =3.33,) differ significantly from full professors (\bar{x} =2.30) in terms of community engagement

being valued in the tenure and promotion process. This finding seems to indicate there is a great deal of uncertainty about the role of community engagement in the tenure and promotion process. Although adjunct professors feel community engagement is not valued in the tenure and promotion process, depending on their role in an untenured, part-time position, it is not clear why adjunct professors would think community engagement is not valued.

4.8.3 Interview Results: Community Engagement and Tenure and Promotion in Landscape Architecture

Facing tenure and promotion is a challenging task for faculty in landscape architecture, but the difficulty in that challenge increases when faculty conduct research that is seen outside of the norms of academic scholarship. A large number of participants indicated there is a shift in the types of research that faculty in higher education conduct, but the reward system for faculty remains unchanged, as expressed by one participant who stated, “Universities are under intense pressure to engage the communities they serve, but the traditional reward system clearly has been in more theoretical research.” Several participants stated landscape architects need to do a better job of educating people about the scholarship of engagement, particularly in design education. This is particularly true when it comes recognition by institutional administration. As one participant who teaches in an agriculture college stated:

“I think it has to do with where you are, I mean with agricultural colleges and the promotion and tenure process, you know 80% of the promotion and tenure committee at the college level are scientist or laboratory scientist.”

Furthermore, other participants indicated recognition of community engagement in the tenure and promotion process indeed varies by institution in terms of the value that is placed on engaged scholarship. As one participant expressed:

“There are quite a few[institutions] were I don’t see that engagement is seen as something that is scholarly, but rather something that is service, and service is a very small part of the rubric used to measure faculty.”

With the ambiguity surrounding the value of community-engaged scholarship in tenure and promotion process, a number of participants indicated that it is important for faculty to properly frame their engaged scholarship. One participant who is on the tenure clock commented on the importance of framing community engagement by noting: “This area of scholarship, for me, has been important, so how do you blend teaching, outreach, and how do you frame it in a such a way that it becomes research.” A number of participants who have tenure also commented on the significance of framing and contextualizing community engagement in terms of research. As one tenured participant who is going up for promotion remarked,

“I am going up for full professor next year and one of the difficulties I am having right now is how do I frame the work that I have done, so that the community engagement, which has definitely influenced how I teach, and the results of my teaching show.”

As a response to the perception that community engagement is not as rigorous or valuable as ‘traditional’ research, a number of participants indicated the importance of faculty, who are interested in using community engagement as part of their tenure and promotion package, to utilize the outlets that have emerged for faculty to get work published, such as journals dedicated to community engagement. As one participant indicated,

“I think that is what is so important about the ‘Erasing Boundaries³⁸’ project, creating that framework for research and engaged scholarship and building value into it.”

Participants also noted that by increasing visibility among faculty in landscape architecture through writing and publishing about community engagement in design education, it will become easier for faculty members to make a case for this type of scholarship in the tenure and promotion process. As one tenured participant remarked, “I think the whole idea is to continue to develop a sense of rigor and depth to the work so that it can really get the recognition it deserves.”

4.8.4 Interview Results: Benefits of Community Engagement in Landscape Architecture

In order to understand how community engagement can be integrated into design education it is critical to know how community engagement benefits landscape architecture students, landscape architecture faculty, community members/partners, and the academic institution. In terms of the benefits students receive from participating in community engagement as part of their design education experience, participants indicated that students benefit by having the opportunity to develop professional skills and cultivate good “habits of practice” that can be useful as students transition into the professional world. Participants also indicated the exposure students have to real projects, people, and situations are also beneficial to student development in landscape architecture. As one participant indicated:

“[Students] recognize there are real constraints in the world, they recognize that design is made up of a whole bunch of answers that have a range of correctness or suitability . . .”

³⁸ Erasing Boundaries represents a consortium of faculty and students interested in furthering the pedagogy of service learning and community engagement.

Additionally, participants indicated that the experiences that students gain by working and communicating with a non-design educated audience helps introduce students to multiple points of view and introduces students to social and cultural situations, as well as developing networking skills. As one participant who described how students become aware of difference in the world commented, students become “sensitized to the diversity of personal and community values and the differences in economic groups, ethnic groups and cultural values.”

Participants indicated that students benefit from community engagement by seeing the value of their education. Several participants suggested community engagement helps students understand their role in the community as designers and citizens. One participant described how students who engage get the benefit of serving others by noting that, “[students] develop a sense of confidence from their experience of achievement in doing community engagement.” In addition to gaining confidence in their skills, other participants realized that students can begin to see how the work of landscape architects can help shape the world. As one participant commented, “It’s good for students to see how their profession is viewed and how they can work to change people’s perceptions of landscape architecture.”

Furthermore, several participants noted students are exposed to the world around them when they participate in community engagement projects. This exposure includes discovering alternative modes of practice in landscape architecture, gaining social awareness, and learning about sources of knowledge. One participant who has worked extensively with students on engagement projects stated community engagement provides “the opportunity for students to step outside of their own way of seeing things and explore the issues and needs

of others.” Several participants indicated that the exposure students get from community engagement cannot be replicated using traditional design education methods. This view was expressed by one participant who mentioned that community engagement “offers an alternative model to the "expert" approach, helping students to assess what their expertise means with the dynamics of a community.”

Although community engagement can have varying benefit to students, on one hand it can be very eye opening to the world around them in terms of injustices and the complexities of life. For some students, though, community engagement can be taxing to if they are uncomfortable with being flexible and having a deeper level of accountability in their work or if the approach itself does not match with their design interests. A number of participants indicated how community engagement can benefit some landscape architecture students and not others. As one participant indicated, “for some people it [community engagement] reveals to them that they don’t particularly like the level of exchange.” Other participants mentioned the pedagogical goals of the course and engagement goals need to be aligned to put students in the position to benefit from an engaged design experience.

In terms of faculty benefits from community engagement, participants indicated faculty in landscape architecture get an energized learning environment by working with students and community members in the field. As one participant indicated, community engagement “lets the faculty member somewhat shift away from role of evaluator to a stronger position of coach or educator. This shift, as several participants noted, not only allows faculty members to sharpen their own foundational engagement skills, but also provides faculty in landscape architecture to give back to communities where they live.

Participants also indicated faculty can benefit from community engagement by conducting research that produces engaged scholarship.

Participants mentioned community members benefit from community engagement by being able to address community needs, meet community goals, and “directly impacting the change that affects where they live.” Community members benefit by having access to university resources and expertise. In addition, participants also commented that community members benefit by having a greater understanding and appreciation of the role landscape architects play in the public design process. Participants also felt this was a benefit to all parties involved in the community engagement process, because often times the public does not have a clear understanding of what landscape architects do.

In terms of the benefits community engagement provides institutions of higher education, participants indicated institutions benefit from the visibility of community engagement work through built work, media, and “enhanced community relations.” Similarly, with enhanced community relations community engagement work also provides institutions a way to demonstrate that higher education is still relevant to “meeting the needs of today’s society.” Several participants commented that community engagement provides institutions a way to increase opportunities for students apply the knowledge from the classroom to the real world through an experiential learning setting.

4.8.5 Interview Results: Challenges and Barriers to Community Engagement in Landscape Architecture

In addition to benefits, it is also important to have an understanding of the challenges and barriers faculty in landscape architecture face when incorporating community engagement into their teaching and research. From the interviews, majority of participants indicated that making sure there was a solid academic fit between course learning objectives and community engagement goals as a

significant challenge to incorporating community engagement in design education. As one participant stated, “finding community projects and representatives that fit well with overall learning objectives of a required course is a key concern.” Participants mentioned the importance of a faculty member’s ability to analyze and select the appropriate projects, of the acceptable scale, and scope that match the skill level of the students. Other participants specifically discussed how their curriculum structure poses a challenge to incorporating community engagement into landscape architecture. As one participant noted, “the biggest challenge is that our curriculum is overly professionally based and our pedagogies are designed to serve that end and promote designers as experts.” Similarly, other participants indicated they felt their curriculum was not inclusive enough to address today’s needs. This is best expressed by one participant who noted, “we need serious pedagogical overhauling to address the issues and complexity of real world problems, communities and partners.”

Several participants noted time as another major challenge to incorporating community engagement into their courses. Participants indicated the time it takes to plan community engagement activities before the semester starts as a challenge particularly “creating and sustaining relationships with community partners” and matching community needs with course structure. Some faculty found the time it takes to develop a good network of community members as a challenge. As one participant indicated, who is a new faculty member in landscape architecture, “I’m relatively new faculty and expect that I’ll engage the community in my work. I expect that it will take time to get to know enough people in the local area, which introduces a lag in startup.” Participants also noted the time it takes to coordinate and manage community engagement projects during the semester as another hurdle. As one participant who found it difficult to balance project coordination and their teaching load stated, “there is

never enough time to manage the project, the class and a significant research agenda.” Moreover, participants indicated the difficulty of working on a “semester” time schedule, while community partners work in real time. One participant who found it difficult to fit the timeline of a community engagement project into the structure of a semester stated:

“Semester and curriculum schedule may not match a project schedule that may span multiple semesters during which time student groups or instructors may change.”

Several participants mentioned tenure pressure as a barrier to incorporate community engagement into their research. Participants indicated the difficulty in translating community engagement work into scholarship and the perception of engagement work not counting towards tenure and promotion. Numerous participants indicated the challenge of getting tenure and promotion committees to recognize the importance of community engagement as a form of research. As one participant noted, “the promotion and tenure process at many institutions does not have a clear mechanism for counting engaged scholarship towards tenure and promotion.” In addition, a number of participants expressed the time management challenge of isolating and then focusing on research questions related to community engagement activities when so much of their attention is focused on meeting the immediate needs of engaging with students and community members.

In addition to tenure pressure, participants indicated the lack of recognition of the effort and the value to the students, faculty and institution as a barrier to incorporate community engagement into design education. A number of participants noted they felt their colleagues did not see community engagement as central to landscape architecture education. As one participant stated “in my limited experience in academia, is recognition of community

engagement by faculty and professionals as not essential and as an annoying sidebar.” Other participants noted faculty advisors and mentors influence students who give them advise about which courses to take.

As one participant who teaches, a community engagement course remarked,

“My community engagement course is an elective and is not perceived by students with some faculty attitudinal concurrence to be important over required and technical "real" courses.”

Participants also mentioned faculty attitudes as a barrier to engaging with communities, particularly when it comes to sources and the creation of knowledge. One participant who was concerned with how faculty perceive knowledge provided by community members stated,

“Barriers have been created by other faculty who refuse to engage with residents, or will not listen to community input, and instead plow ahead and alienate the community and city, making it difficult.”

Similarly, participants noted students’ perception of community engagement can also be a challenge or barrier. As one participant expressed,

“Students’ own levels of understanding about what community engagement is, how it is distinguished from charity or volunteerism, and how this work can become part of their professional roles.”

Participants identified the lack of support as a challenge or barrier to engage with communities. Lack of support includes monetary resources and institutional support from programs and departments to effectively work with communities. A number of participants indicated their institutions lacked the structure to provide support in terms of identifying communities to work with or providing assessment tools to assess the effectiveness or learning outcomes of

engagement projects. A number of participants indicated that it is hard to find and secure monetary resources to help fund community engagement activities. As one participant noted, “it is not easy to do this well without projects grants or some type of external funding.”

Participants also mentioned lofty expectations from community members as a challenge of community engagement. A number of participants indicated community members often times expect more from faculty and students than can be offered. Other participants noted that working with communities that are not committed as a challenge. As one participant noted, “when you work with a community that does not have enough buy-in or does not provide enough information, it can make working with them extremely difficult.” In addition to lofty expectations, local politics was also identified as a challenge to effectively engage with community partners to address a community’s need.

Moreover, preparedness of students and faculty was identified as a barrier or challenge to incorporating community engagement into design education. Participants indicated that preparing students to be “good listeners and reflective thinkers” as a serious challenges. In addition, a number of participants noted that preparing students to “deal with difference” was a critical challenge because often students have not received training or had courses in the curriculum that can prepare students to work with people who are not like them. In terms of faculty, many participants noted their own lack of preparation in the development of approaches or pedagogy that can help them succeed when engaged with community partners.

4.9 Summary

Overall, participants had positive attitudes towards community engagement in landscape architecture. Findings that emerged from the data

provided insight into how faculty in landscape architecture incorporate community engagement into their teaching, research, and service. Data from the two phases revealed seven major finds that will be discussed in Chapter 5; 1) How faculty in landscape architecture define community engagement, 2) The struggle to deepen the understanding of terminology related to community engagement, 3) Faculty perceptions of community engagement in design education, 4) The relationship between community engagement and scholarship in landscape architecture, 5) The effect of community engagement on pedagogy and learning in landscape architecture, 6) The role community partners play in community engagement, and 7) The benefits and challenges of community engagement in design education.

The next chapter discusses interpretations, conclusions, and recommendations that emerged from the findings. Results may provide a deeper understanding of the preferences, and attitudes, towards community engagement in landscape architecture as well as the benefits, and challenges, of incorporating community engagement into design education for faculty, students, and community members. The findings compiled from the Community Engagement in Landscape Architecture Education Survey (CELAES) survey and in depth interviews have the potential to influence policies and practices for faculty, students, and administrators in landscape architecture that are interested in not only incorporating community engagement as part of their teaching, research and service, but also making sure the public understands the role landscape architects can play in addressing societal needs.

CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to 1) to identify faculty preferences and attitudes towards community engagement³⁹ in landscape architecture education; 2) to understand the relationship of community engagement and scholarship in landscape architecture; and 3) to identify barriers and/or factors that compel or inhibit faculty from using community engagement as part of their teaching and scholarship. This chapter discusses the significant findings of this dissertation and examines the implications of these findings for the scholarship and professional work that is done in landscape architecture. This chapter is organized into three sections. The first section summarizes the study's findings in the order of the six research questions that are at the heart of this research. The second section discusses potential implications and recommendations to enhance the integration of community engagement into landscape architecture pedagogy and research. The final section discusses the study's limitations and suggests future studies that might advance to the work presented here.

As discussed in Chapter 3, this study used a sequential mixed methods approach. Data was derived from the Community Engagement in Landscape Architecture Education Survey (CELAES) and also from in-depth telephone

³⁹ Community engagement is 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 (Carnegie Foundation, 2014)

interviews with landscape architecture faculty members. Six research questions guided this study:

1. How do landscape architecture faculty define community engagement?
2. What are faculty attitudes towards community engagement in Landscape Architecture?
3. How does community engagement affect teaching, learning, and scholarship in landscape architecture education?
4. How do faculty members in landscape architecture share their community engagement work?
5. What roles do community members play when in community engagement projects?
6. What are the barriers or factors that keep faculty members from engaging with communities? What are the benefits and challenges of community engagement in landscape architecture?

5.2 Finding One: Four Components of Community Engagement

Four components of community engagement that were highlighted by this research include: 1) pedagogy and learning; 2) application and problem solving; 3) collaboration through developing partnerships; and 4) empowerment and participation. In terms of pedagogy and learning, it is well-understood that landscape architecture faculty believe that community engagement provides students with valuable academic hands-on experience with communities, which, in turn, helps students to cultivate good habits of practice. This learning prepares students in a professional capacity, which complements traditional learning processes, in design education. This finding is supported by research done by Crawford and others that found students in landscape architecture benefit from community engagement by having the opportunity to develop professional skills (2013). In addition to the development of professional skills, community engagement work also provides a way for students to apply learned skills through iterative partnerships. Through collaboration, community engagement also allows faculty and students to work with, rather than 'on' community

partners. This sort of partnership provides the space for important and meaningful connections and relationships to be fostered between university and community partners. Finally, because community engagement allows for all partners to be directly involved, empowerment is acquired among students and community members alike. Students, for example, are able to foster their skills and gain confidence in their development as aspiring design professionals. At the same time, community members are empowered with a notion of civic pride and individual value as a genuine sense of agency is achieved through their concerns being voiced and addressed.

5.3 Finding Two: Deciphering “Community Engagement” Terminology

The first phase of the research highlighted the fact that faculty did not characterize “community engagement” and “outreach” as being the same. Moreover, faculty did not view “community engagement” and “service learning” as having the same meaning. However, there was a split with regard to “community engagement” and “civic engagement” having similar characteristics. The major difference that faculty identified between these terms has to do with the approach used. Community engagement is widely understood as having a grassroots approach. “Service-learning” and “civic engagement,” tend to be viewed as having a more hierarchical, or top-down approach. From this perspective, then, the direct participation with community members that is understood in “community engagement” also had a lot to do with addressing imbalances of power and issues of justice and equality and was, therefore, more inherently political. Overall, faculty largely felt that the spirit of the work was critical to the effectiveness and success of any partnership that involved university and community partners and that the intentionality of the work should be regarded as having higher importance than the terminology used to

describe it. With this said, the research also shows that there is a need for a disambiguation of terms because certain negative connotations, such as privileging expert knowledge over local knowledge, coincide with some approaches to community engagement, while others are seen as being much more equitable and inclusive. For example, in instances where faculty and students believe that institutional knowledge is more valuable than local or community knowledge. This attitude serves to produce uneven power relations between university and community partners.

Another notable finding about the terminology surrounding community engaged work is that many participants felt that “service-learning” was an umbrella term used by institutions of higher education to describe the work that faculty and students do with community members. However, this terminology, often taken from the university itself, does not adequately cover the range of work that students and faculty are doing with and among community partners.

Moreover, this research shows that landscape architecture faculty view “service-learning” and “outreach” as often having a lower level of reciprocity, because service-learning and outreach are often understood as unidirectional, with community members receiving the benefit of university partnership and knowledge transfer, but not contributing in a symbiotic way back to the university, faculty, or students.

5.4 Finding Three: Positive Perceptions

From the survey, it is well understood that faculty perceive community engagement to be highly valuable tool for design education. Participants in the interviews indicated that community engagement also has the benefit of serving as a way to educate the public about the value of landscape architecture as a profession. Furthermore, community engagement is also seen as providing a way

for students to experience the fundamental interdisciplinary nature of design, and encourages the idea that through design we are well equipped with contemporary methods to address 21st century problems which allows for voices of all parties to be taken into consideration. Similarly, faculty indicated that the engaged design process enhances the traditional design process by providing students the opportunity to work across diverse cultural and lived experiences, preparing them for the changing dynamics that they will encounter throughout their professional careers.

Faculty of landscape architecture also understand that community engagement work has the benefit of improving the reputation of institutions of higher education. This positive understanding is derived from the idea that universities can respectfully assist communities in identifying and addressing how landscape architecture might alleviate social issues and needs. This finding is supported by research completed by Driscoll (2008) and Morphew and Hartley (2006) which described approaches in which institutions involve faculty and students in community engagement. Community engagement, then, can also be understood as a response to the problematic track record of university/community relationships, which have historically privileged university knowledge over local knowledge.

The ability to cultivate critical thinking was also indicated as a major reason why faculty choose to integrate community engagement into their curriculum. Primarily, this pedagogy not only encourages students to be self-reflective in their design approach, but also inspires them to carefully consider and navigate the costs and consequences that might coincide with input from others. This finding is supported by Colby's (2003) and Stanton's (1999) research that indicated faculty are utilizing community engagement to enhance students' critical thinking skills. From this perspective, students become more aware of

sources of wisdom that emanate from outside the university. It is also apparent from the findings that experience matters with regard to how faculty perceive the benefit of community engagement as being able to cultivate critical thinking skills among students through the use of community engagement projects. Faculty who have taught more than six courses with a community engagement component have a strong belief that community engagement provides students with critical thinking opportunities in comparison with faculty who have taught less than six courses with an engagement component. This finding suggests that it is possible to cultivate the critical thinking and analytical skills of students as faculty become more experienced and adept with community engaged scholarship.

In terms of interpersonal or departmental factors, data from the survey indicated that community engagement was important to setting a positive example for landscape architecture students. This finding may imply that faculty in landscape architecture see the civic engagement values, they demonstrate through their actions, as an important part of what students learn in a course. Along the same lines, a majority of faculty in this study indicated community engagement was also important to their own satisfaction in teaching. However, it is important to point out that full professors differed from other faculty ranks in terms of teaching satisfaction from community engagement, with full professors finding more satisfaction from this type of work than faculty at any other rank. This finding implies that faculty who are beyond the pressures of tenure and promotion, and have prolonged exposure to community engagement might be more apt to find satisfaction in working with students and community members.

Another critical finding from this study is the level of relevancy faculty indicated community engaged has to their departmental philosophy and

program curriculum. Data from interviews revealed faculty members indicated that it was appropriate for students to participate in community engagement projects later in the curriculum, particularly after students have developed basic design skills and introductory courses that focus on social issues. Although faculty indicated that community engagement was important to their curriculum, results indicated that community engagement was neither important nor unimportant to relationships between faculty members. On the other hand, faculty indicated it was beneficial for institutional administration to have awareness of the community engagement work done, in addition to having respect for their community engagement work. This finding might imply that faculty in landscape architecture are facing resistance against undertaking community engagement work as part of their pedagogy at the departmental level because other faculty do not want curricular shifts that may detract from their particular area of teaching or research interest.

5.5 Finding Four: Effects on Pedagogy

Faculty in this study supported the notion that community engagement adds to the pedagogy that is most useful to students in landscape architecture developing the necessary skills to become aspiring landscape architects. The indication from faculty that community engagement prepares students to interact with people and provides a richer educational experience, implies that faculty recognize the “real world” application of a student’s skills provides that student with the opportunity develop habits of practice that will serve them in their professional lives. Furthermore, faculty in this study supported the notion that community engagement allows students in landscape architecture to work with diverse others, people who are unlike themselves, which helps students

develop empathy and understanding for the particular life circumstances of others. Additionally, it is inferred from the findings that faculty in landscape architecture generally believe that community engagement cultivates a sense of civic pride in landscape architecture students. In addition to the possibilities for enhancing the pedagogy of landscape architecture outlined above, community engagement, as a pedagogy, also holds a vast potential for the creation of new knowledge and scholarship. This finding is supported by the notion that applied scholarship leads to the production of new knowledge (Cox, 2010). This area of research is emergent, and the possibilities for new research trajectories on community engagement in landscape architecture certainly include, but are not limited to, the potentiality for pedagogical effectiveness and the development of methodologies that center on engaging with people. In concert with the creation of new scholarship comes the need for sharing the knowledge that is generated. As such, there are a myriad opportunities for faculty to disseminate their findings through scholarly journals and other peer-reviewed publications.

5.6 Finding Five: Community Engagement, Scholarship, Tenure & Promotion

Results from the first phase of this study highlighted that landscape architecture faculty agree that community engagement provides opportunities for scholarly work and publication. Findings also indicate that full professors are more likely to agree that community engagement provides scholarship opportunities than assistant professors. This finding implies that younger faculty members who are facing tenure pressures might be choosing other areas of research that are easier to get published instead of publishing on the scholarship related to their engagement work. In addition, this finding is supported by Hink and Brandell's work which purports that tenure pressures reduce the time that junior faculty are willing to contribute to community engagement and engaged

scholarship (2000). On the other hand, tenured faculty do not have to face the tenure clock, which could provide them more time to develop publications related to their community engagement work.

Another important finding from this research is the articulation of the relationship between community engagement and scholarship in landscape architecture. For faculty in landscape architecture, who are interested in community engagement as a research trajectory, it is evident there are plenty of avenues for publication. In order to change the perception of engaged scholarship as less rigorous than traditional modes of scholarship, faculty in landscape architecture need to be grounded in theories of engagement, attentive to their methods, and reflective in their processes to develop sound scholarship that adds to the body of knowledge related to the scholarship of engagement.

In terms of how faculty share their community engagement work, findings show that faculty in landscape architecture mostly share their work at conferences in the form of presentations. What stands out about this finding is the shockingly low number of participants that indicated sharing their engagement work through peer-reviewed journals or through professional publications. This implies that faculty in landscape architecture must do a better job of crafting and disseminating the scholarship of engagement in written form.

5.7 Finding Six: The Role of Community Partners

From the data, it is evident that faculty in landscape architecture believe community partners are important to the implementation of community engagement projects. In addition to being credited with providing valuable local knowledge and offering feedback that is critical to the success of community engagement projects, results reveal faculty also believe that community members

provide valuable input. Furthermore, faculty in this study supported the notion that establishing trust with community members is an important part of developing a meaningful and lasting relationship between faculty, students, and community partners. Additionally, it can be inferred from the findings that faculty and students need to know their role in the community engagement process; knowing they are never a part of the community, but are integral in the process that allows community's to meet their goals. These findings also imply that for engagement to be successful faculty and students need to be aware of the differences in how designers can operate while working with communities by putting aside notions of privilege and acknowledging the inequalities and hardships that many communities face in today's society.

5.8 Finding Seven: The Barriers and Benefits of Community Engagement Work in Landscape Architecture

A major result of this study is articulation of challenges and benefits of community engagement in landscape architecture. Based on the findings it is evident that time is a challenge or barrier for faculty in landscape architecture to engage with community members. This includes time required to plan engagement activities, time required to develop relationships with community members, and time spent outside of the classroom. This finding is supported by Crawford's research which also indicated that time was a major constraint for landscape architecture faculty members to engage with communities (2013). Finding the correct fit between engagement activities and learning objectives is another major challenge for faculty members in landscape architecture. In order for community engagement to fit into course objectives, faculty members must be clear in identifying which aspects of the community engagement are suitable

for their particular course and have the ability to identify the appropriate project scale and scope.

The lack of recognition of the effort and value to students that participate in community engagement was identified as another challenge to incorporating community engagement in landscape architecture. Faculty who are interested in incorporating community engagement into their teaching and scholarship have to do a better job in educating their colleagues about the value that community engagement provides to a student's education. Although creating a shift in the perception takes times, it is imperative for engagement not to be seen as an add-on to design education. Faculty must do a much better job of assessing the educational outcomes of community engagement in landscape architecture.

In addition to the lack of recognition by colleagues, the lack of recognition of community engagement by tenure review committees also emerged as a barrier to incorporating community engagement into teaching and scholarship. Facing tenure and promotion is difficult and can increase in difficulty if faculty have a research trajectory that is seen outside of the traditional view of research. Tenure review committees need to be educated on the shifts in the types of research and scholarship faculty in landscape architecture conduct so reward systems can be more inclusive. On the other hand, faculty must do a better job of framing their scholarship so rigor, depth, and creation of knowledge is clear.

From the findings, it can be implied that community engagement is beneficial for students, faculty, and institutions. Students in landscape architecture benefit from community engagement by having the opportunity to work on real projects, with real people in real situations, which allows students to develop and apply the skills they learn in traditional design education. This finding is supported by Crawford's research which indicates students in landscape architecture benefit from skill development and interaction with

people (2013). In addition, students have an opportunity to develop communication networking skills and experience firsthand different points of view and the true interdisciplinary of design outside of a university setting. This exposure to different points of view and modes of practice will serve students as they encounter situations where cultural differences and the complexities of life present themselves.

Faculty members in landscape architecture benefit from community engagement by having the opportunity to provide experiential learning opportunities to students that are complementary to traditional design pedagogy. These experiential opportunities can provide new avenues for research regarding student learning, design pedagogy, and university community relationships. In addition to new areas for research, it is apparent from this study that faculty members benefit from collaborating with other faculty members to work on community engagement projects. Results from this study indicate institutions of higher education benefit from community engagement through the visibility of the community engagement work done by faculty and students with community members. It is also apparent through this visibility the larger public can see the value and relationship higher education can have to society by providing opportunities for students to apply knowledge to real world problems.

5.9 Researchers Bias and Limitations of the Study

The researcher's personal experiences and background influenced the study. As an educator in landscape architecture, who integrates community engagement into his teaching and research, the researcher tried to remain neutral during data collection and interviews, in order to ask probing questions and be open minded during data interpretation. There were a few noteworthy

limitations to this study as is the case with all research. First, the sample may be biased towards a favorable view of community engagement due to mutual interest. Efforts were made to include more faculty who do not use community engagement to participate in the study, but often those invitations went unanswered. This study focused on faculty members, who were listed on departmental or program websites, but did not take into consideration doctoral students who also serve as instructors of record in some programs.

5.10 Recommendations and Implications for Policy and Practice

Based on the findings from this study, the following recommendations are offered to administrators and other institutional leaders in higher education, particularly in landscape architecture:

- **Include Community Engagement in Landscape Architecture Curriculum**
From the findings, it is clear that faculty who participated in this study feel that community engagement has value in design education. What is still unknown is how faculty can incorporate community engagement into design education curriculum in an effective and meaningful way that does not add extra strain on their teaching, service, and research roles. It is clear that curriculum is an important component in higher education; it is the blueprint that articulates the values, beliefs, and principles that are related to learning and understanding knowledge in any discipline. In landscape architecture, the key to integrating community engagement into the curriculum is to weave engagement into the existing curricular framework. Traditional education seeks to equip students with the knowledge, skills, and attitudes that enables them to play a part in the advancement of knowledge of an academic subject. Most landscape architecture programs have a curriculum structured around

design, technology, theory, methods, and electives (focused or general), in addition to university core courses. To effectively infuse community engagement into teaching and research in landscape architecture will require an investment by faculty to reshape and restructure existing assignments and projects towards a pedagogy that is collaborative, problem-based, and respectful of students as producers and recipients of knowledge. In addition, faculty will need to invest time into testing and revising practices and outcomes that result from engaged teaching and research.

Although results from this study indicate faculty in landscape architecture feel students are best equipped to benefit from community engagement later in the curriculum, I argue that the earlier a landscape architecture student is exposed to community engagement as part of their design education, the more prepared students will be in their later years in applying their knowledge and skills to addressing community issues. This sort of early and prolonged exposure over the course of their education is likely to produce a deeper understanding of the collaborative and reciprocal practices of community engagement. As stated earlier, a student in landscape architecture should develop the knowledge, skills, and attitudes that will prepare them to become a professional landscape architect. Conceptually if one thinks of design education curriculum as a sequence, a freshman student may not have the design or analytical skills to meaningfully contribute to a community engagement process, but the student can still benefit from the exposure of being involved in a project where landscape architecture is used to address physical and social issues. Over time, as the student gains analytical and design skills, they can contribute to the process in a more meaningful way and also serve as a

mentor to younger students as they are first exposed to community engagement.

- **Articulate a Philosophy for Approaching Community Engagement in Landscape Architecture**

Before undertaking community engagement work it is important for a faculty member to have developed a philosophy of engagement which is strongly rooted in the literature on community engagement including methodologies and practices. There are two main perspectives within community engagement that need to be fully understood if a faculty member in landscape architecture is to be successful in the creation of a well-grounded philosophy of community engagement. The first focuses on how faculty teaching and learning is a core component, not just within the faculty's role as an instructor in the classroom, but also in the role of collaborator with community members. Secondly, research and scholarship are essential in the creation of a philosophy of community engagement because faculty need to understand that their community engagement work is not just service but can also be form knowledge production, which should be disseminated to the broader discipline. In this way, community engagement can, and should be, understood as process, rather than an outcome, because it incorporates the roles of teaching, research, and service. If faculty in landscape architecture can conceptualize their work on a continuum, which takes place over the course of their academic career, we can begin to understand how community engaged teaching overlaps and informs community-engaged research and scholarship on design pedagogy or other aspects of the community engagement process. One way to contextualize this formulation is to look at Boyer's holistic view of scholarship, which

critiques narrowly focused, traditionally disciplined-based research which is routinely viewed as the preferred way to advance knowledge. Following Boyer, we can develop a broader conceptualization of scholarship based on his four functions of the academy: teaching, discovery, integration, and application. These functions can enable faculty in landscape architecture to develop and follow a map which brings together their engagement philosophy with their daily practices of teaching and research. Community engagement should not be viewed as an add-on to day-to-day responsibilities, rather it should be understood as an epistemology complete with its own methodology, validity, and scope that cuts across teaching, research, and service in a meaningful way.

Ultimately community engagement work done by faculty in landscape architecture should be driven by an engagement ethos that results in teaching, research, and service that is connected in a coherent and scholarly manner. For this ethos to be legitimized throughout the discipline of landscape architecture, community engagement must be valued beyond an individual faculty member's commitment. Indeed, a commitment to community engagement must be actualized on the departmental, college, institutional levels. In this way this space may be open for a paradigm shift toward the incorporation of community engagement as a highly valued scholarly activity.

- **Develop an Engaged Network or Academy for Faculty and Students in Landscape Architecture.** It is evident from this research that a number of faculty members in landscape architecture have a strong interest in community engagement as a form of pedagogy, as well as a research trajectory for professional development. Through an organization such as the Council of Educators in Landscape Architecture (CELA), it would be

possible to develop and implement a program that would recognize faculty members who are interested in utilizing community engagement in their scholarship. This recognition could take the form of an engaged scholar's network, a database which would keep an account of faculty who are currently working in a community engagement capacity, and thus essentially creating a space for collaborative work among landscape architecture faculty that has not been previously available.

- **Affirm Engagement as an Critical Component of Teaching and Learning and Research in Landscape Architecture**

In the context of an integrated approach to community engagement in landscape architecture, the relationship and interaction of engaged teaching and learning, as well as engaged research needs to be reframed as an essential activity of faculty, which benefits the larger institutional community. At the most basic level, these activities can overlap and influence each other, often generating problem based learning opportunities contextualized in the real world. At a more advanced level, teaching and learning, and research can be done in a reciprocal manner through the processes of sharing knowledge and skills in a multi-directional way that improves responsiveness to community needs and improving the quality and relevance of design education in landscape architecture. For example, as the needs of communities are identified and articulated faculty in landscape architecture have the opportunity to include students and community partners into scholarly activities in an integrated manner. This integrated approach to engagement therefore requires a process of setting goals and priorities that are beneficial to all involved parties.

- **Improve the Recognition of Engaged Scholarship in the Tenure and Promotion Process.** Many faculty that participated in this study indicated concerns about the tenure and promotion process for faculty with a community engagement research trajectory. Recommendations for an improved tenure and promotion process include having clear expectations and being consistent about measures while reviewing faculty work. Moreover, institutions and tenure review committees should ensure that community engaged scholarship is counted equally as traditional forms of scholarship in the tenure and promotion process.
- **Develop Stronger Institutional Mechanisms to Support for Community Engagement.** Faculty in this study spoke about the need to have structures in place to support their community engagement work. Institutions must find a way to invest in community engagement activities by way of physical space allocation, funding sources including grants that incentivize faculty and student research, and course creation that can help develop skills faculty and students need to be effective when engaging with community partners.
- **Embrace Steps to Actualize Community Engagement in Landscape Architecture Scholarship**
 For a landscape architecture department or even individual faculty members to position themselves as an engaged department/faculty the following considerations should inform the process:

 - Inclusion of community engagement into the mission statement and strategic plan of the landscape architecture program or department;
 - Integration of community engagement into landscape architecture curriculum that contain various opportunities for faculty and students to engage with communities;

- Recognize the value of multiple forms of knowledge and an understanding that community engagement in landscape architecture is reciprocal and mutually beneficial and generates societal and academic value;
- Document evidence of curricular and scholarly activities being engaged through a spectrum of core design principles that are interdisciplinary and transformative and meet the needs of external communities and students;
- Encourage landscape architecture faculty members to approach community engagement through teaching, research, and service from a scholarly perspective that is done with intention to meet institutional values and mission statements;
- The production of community engagement research that is rigorous and leads to the production of knowledge about design pedagogies that are established to help design students understand the world in which they will work and live in.
- The addition of wording in the Landscape Architecture Accreditation Board (LAAB) standards that recognize or require community engagement as part of the departmental or program curriculum.

5.11 Recommendations for Future Research

The following are recommendations for future research concerning community engagement in design education.

- **Replication of this study for allied professions such as Architecture and Urban Planning.** This study explored perceptions of community engagement by faculty members in landscape architecture. There is an opportunity now to replicate this study with faculty members in architecture and urban planning that could provide a holistic view of community engagement in design education.
- **A longitudinal study of learning outcomes for landscape architecture students at different stages in their education that are exposed to**

community engagement. This study highlighted that faculty indicated they felt students should be exposed to community engagement later in the curriculum, but what is not known is the perspective of students as to when they feel they are ready to contribute to a community engaged process.

- **A study of faculty in landscape architecture that chose not to incorporate community engagement as part of their teaching, research, and service.** Faculty that participated in this study self-selected because they have some level of interest in community engagement. A study that could explore the perceptions of faculty members who do not utilize community engagement in landscape architecture could be helpful in developing an understanding of faculty reasoning to or not to engage communities.
- **Promotion and tenure policies impact faculty in landscape architecture who have a community engagement research trajectory.** This study could examine the relationship between engaged scholarship and tenure in landscape architecture. An important study would include research that examines tenure policies and reward systems at institutions that have landscape architecture as a degree offering.
- **Study how to assess the value of community engagement projects in landscape architecture.** Faculty that participated in this study indicated the assessment of community engagement pedagogy is an area of concern in design education. A study that could help develop assessment strategies to evaluate the successes and failures of community engagement projects would be beneficial for faculty

members to measure if community engagement projects meet course-learning objectives.

5.12 Summary

The purpose of this dissertation was to identify and understand the current state of community engagement within landscape architecture, from the perspective of faculty in landscape architecture, and to identify the benefits and barriers that foster or inhibit faculty from using an engaged pedagogy in their teaching, research, and service. This study utilized a sequential mixed methods approach. During the first phase of the research a survey was developed and administered to faculty in landscape architecture to gain an overall understanding of attitudes and perceptions toward community engagement as a form of scholarship and pedagogy. From the survey, interview participants self-selected for the second phase of the study, which consisted of in-depth interviews that were used to provide a more in-depth understanding of the results from the first phase of the study. This survey, entitled the Community Engagement in Landscape Architecture Education Survey (CELAES), had to be created because the sample of landscape architecture faculty had not been studied in terms of perceptions of community engagement in design education.

Generally, perceptions of community engagement were favorable among landscape architecture with regard to its usefulness as a pedagogical tool to enhance traditional teaching methodologies. However, there were some marked discrepancies with regard to how faculty define engagement, and the praxis associated with it, versus the actual practices that might be understood as community engagement work. Moreover, participating faculty in landscape

architecture were aware of the opportunities that community engagement work might provide in terms of an area of scholarly inquiry; yet many faculty face the challenge of transforming their community engagement work into scholarship as a result of several barriers including a lack of theoretical grounding and insufficient methodological training. Another important finding from this research is related to the perception of value that is associated with community engagement work. Participating faculty believed that community engagement was largely valued at the university level but, did not feel that this same value was apparent at the departmental level, especially with regard to potential for community engagement to bolster tenure and promotion favorability.

Since the work of landscape architects lies at the intersection of the built environment and society, a greater understanding of the challenges and possibilities for community engagement work has the potential to highlight modes of practice, which go beyond traditional design approaches. This research may also help faculty at the university level to provide students with an understanding of the situated social and design skills that are necessary to become well-prepared practitioners. At the institutional level, this research may also open a conversation about the relevancy and effectiveness of landscape architecture curriculum in a highly integrated and rapidly changing world.

BIBLIOGRAPHY

- A Crucible Moment: College Learning and Democracy's Future. (2012).
- Apple, M. W. (1995). *Education and power*. Burns & Oates.
- Aslin, H., & Brown, V. (2004). Towards Whole of Community Engagement: a practical toolkit.
- Benson, L., Harkavy, I., & Puckett, J. (2000). An Implementation Revolution as a Strategy for Fulfilling the Democratic Promise of University-Community Partnerships: Penn-West Philadelphia as an Experiment in Progress. *Nonprofit and Voluntary Sector Quarterly*, 29(1), 24–45. doi:10.1177/0899764000291003
- Blackburn, R. T., & Lawrence, J. H. (1995). *Faculty at work: Motivation, expectation, satisfaction*. Johns Hopkins University Press.
- Bloom, A. D. (1988). *The closing of the American mind*. Simon & Schuster.
- Bohman, J. (2007). Critical theory. *Stanford Encyclopedia of Philosophy*.
- Boyer, E. L. (1990). *Scholarship reconsidered : priorities of the professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching.
- Boyer, E. L. (1996). The Scholarship of Engagement. *Bulletin of the American Academy of Arts and Sciences*, 49(7), 18–33. doi:10.2307/3824459
- Braa, D., & Callero, P. (2006). Critical pedagogy and classroom praxis. *Teaching Sociology*, 34, 357–369.

- Bringle, R., Hatcher, J., & Games, R. (1997). Engaging and supporting faculty in service learning. *Journal of Higher Education Outreach and Engagement*, 2(1).
- Burnes, B. (2004). *Managing Change: A strategic approach to organisational dynamics*. Prentice Hall.
- Carmines, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment* (Vol. 17). Sage.
- Carnegie Classifications | Community Engagement Classification. (n.d.). Retrieved September 22, 2013, from http://classifications.carnegiefoundation.org/descriptions/community_engagement.php
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative research*. Thousand Oaks, CA: Sage.
- Checkoway, B. (1997). Core Concepts for Community Change. *Journal of Community Practice Journal of Community Practice*, 4(1), 11–29.
- Checkoway, B. (2001). Renewing the civic mission of the American research university. *Journal of Higher Education*, 125–147.
- Colby, A. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility* (Vol. 6). John Wiley & Sons.
- Commission, K. (2001). Returning to our roots. Executive summaries of the reports of the Kellogg Commission on the future of state and land-grant universities. Retrieved July, 25, 2007.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage.
- Cox, D. (2010). History for the Scholarship of Engagement. In *Engaged Scholarship: Contemporary Landscape, Future Directions*. East Lansing: Michigan State University Press.
- Crawford, Machemer, & Rauhe. (2013). Illuminating the Terrain of Community Engagement in Landscape Architecture Education. In *Going Public: Civic Engagement, the Scholarship of Practice*. East Lansing: Michigan State University Press.

- Creswell, J. W. (2011). *Designing and conducting mixed methods research*. Los Angeles: SAGE Publications.
- Creswell, J. W. (2007). *Qualitative inquiry & research design : choosing among five approaches*. Thousand Oaks: Sage Publications.
- Dare, M., Schirmer, J., & Vanclay, F. M. (2008). A brief guide to effective community engagement in the Australian plantation sector.
- DeVellis, R. F. (2011). *Scale development: Theory and applications* (Vol. 26). Sage.
- Driscoll, A. (2000). Studying Faculty and Service-Learning: Directions for Inquiry and Development. *Michigan Journal of Community Service Learning*.
- Driscoll, A. (2008). Carnegie's community-engagement classification: intentions and insights. *Change: The Magazine of Higher Learning*, 40(1), 38–41.
- Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S. (1996). An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution. *Michigan Journal of Community Service Learning*, 3, 66–71.
- Driscoll, A., & Sandmann, L. R. (2001). From maverick to mainstream: The scholarship of engagement. *Journal of Higher Education Outreach and Engagement*, 6(2), 9–19.
- Dubb, S., Howard, T., & Collaborative, D. (2007). *Linking colleges to communities: Engaging the university for community development*.
- Ehrlich, T. (2000). *Civic responsibility and higher education*. Oryx Press.
- Eyler, J., & Giles Jr, D. E. (1999a). *Where's the Learning in Service-Learning?* Jossey-Bass Higher and Adult Education Series. ERIC.
- Eyler, J., & Giles Jr, D. E. (1999b). *Where's the Learning in Service-Learning?* Jossey-Bass Higher and Adult Education Series. ERIC.
- Fear, F. A., & Sandmann, L. (1995). Unpacking the Service Category: Reconceptualizing University Outreach for the 21st Century. *Continuing Higher Education Review*, 59(3), 110–22.

- Fitzgerald, H., Lucas, E., Pribbenow, P., Schomberg, S., & Smerek, R. (2005). Research Universities Working Together to Serve Multiple Communities: The Committee on Institutional Cooperation Engagement Initiative John C. Burkhardt & Rachel Lewis. *Higher Education Collaboratives for Community Engagement and Improvement*, 1001, 38.
- Freire, P. (1986). Pedagogy of the oppressed—divide and oppress. *Casa De Las Americas*, 159, 148–51.
- Geiger, R. L. (1993). *Research and relevant knowledge: American research universities since World War II*. Oxford University Press.
- Glass, C., & Fitzgerald, H. (2010). Engaged scholarship: Historical roots, contemporary challenges. *Handbook of Engaged Scholarship Contemporary Landscapes, Future Directions*, 1, 9–24.
- Glassick, C. E. (2000). Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching. *Academic Medicine*, 75(9). Retrieved from http://journals.lww.com/academicmedicine/Fulltext/2000/09000/Boyer_s_Expanded_Definitions_of_Scholarship,_the.7.aspx
- Gramsci, A., Nowell-Smith, G., & Hoare, Q. (1971). *Selections from the Prison Notebooks of Antonio Gramsci: Ed. and Transl. by Quintin Hoare and Geoffrey Nowell Smith*. International Publishers.
- Gray, M. J., Ondaatje, E. H., & Zakaras, L. (1999). *Combining Service and Learning in Higher Education: Learn and Serve America, Higher Education. Summary Report*. ERIC.
- Hammond, C. (1994). Integrating Service and Academic Study: Faculty Motivation and Satisfaction in Michigan Higher Education. *Michigan Journal of Community Service Learning*, 1(1), 21–28.
- Harkavy, I. (1997). The demands of the times and the American research university. *Journal of Planning Literature*, 11, 333–336.
- Hartley, M. (2009). Leading grassroots change in the academy: Strategic and ideological adaptation in the civic engagement movement. *Journal of Change Management*, 9(3), 323–338.

- Hartley, M., & Hollander, E. (2005). The elusive ideal: Civic learning and higher education. *Institutions of American Democracy: The Public Schools*, 252–276.
- Hartley, M., & Soo,, D. (2009). Building Democracy's University. *The Routledge International Handbook of Higher Education*, 397.
- Hesser, G. (1995). Faculty Assessment of Student Learning: Outcomes Attributed to Service-Learning and Evidence of Changes in Faculty Attitudes About Experiential Education. *Michigan Journal of Community Service Learning*, 2, 33–42.
- Hills, M., & Mullett, J. (2000). Community-Based Research: Creating evidence-based practice for health and social change.
- Hinck, S. S., & Brandell, M. E. (2000). The relationship between institutional support and campus acceptance of academic service learning. *American Behavioral Scientist*, 43(5), 868–881.
- Holland, B. A. (1999). Factors and strategies that influence faculty involvement in public service. *Journal of Higher Education Outreach and Engagement*, 4(1), 37–43.
- Holland, B. A. (2001). Exploring the challenge of documenting and measuring civic engagement endeavors of colleges and universities: Purposes, issues, ideas. *Campus Compact, Advanced Institute on Classifications For Civic Engagement*.
- Horkheimer, M. (1972). *Critical theory: Selected essays* (Vol. 1). Continuum International Publishing Group.
- Huba, M. E., & Freed, J. E. (2000). Learner centered assessment on college campuses: Shifting the focus from teaching to learning. *Community College Journal of Research and Practice*, 24(9), 759–766.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26.
- Kallison Jr, J. M., & Cohen, P. (2010). A new compact for higher education: Funding and autonomy for reform and accountability. *Innovative Higher Education*, 35(1), 37–49.

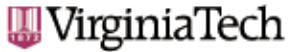
- Keckes, K. (2006). Behind the Rhetoric: Applying a Cultural Theory Lens to Community-Campus Partnership Development. *Michigan Journal of Community Service Learning*, 12, 5–14.
- Kezar, A. (2001). Understanding and facilitating organizational change in the 21st century. *ASHE-ERIC Higher Education Report*, 28, 147.
- Kezar, A. J., & Burkhardt, J. (2005). *Higher education for the public good: Emerging voices from a national movement*. Jossey-Bass Inc Pub.
- Levine, M. A. (1994). Seven Steps to Getting Faculty Involved in Service-Learning: How a Traditional Faculty Member Came to Teach a Course on "Voluntarism, Community, and Citizenship." *Michigan Journal of Community Service Learning*, 1(1), 110–14.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75). Sage Publications, Inc.
- Lindholm, J. A., Astin, A. W., Sax, L. J., & Korn, W. S. (2002). *The American College Teacher: National Norms for the 2001-2002 HERI Faculty Survey*. ERIC.
- London, S. (2001). The civic mission of higher education: From outreach to engagement. A report from the workshop on higher education and public life - Google Search. Retrieved September 1, 2014, from <https://www.google.com/search?q=The+civic+mission+of+higher+education%3A+From+outreach+to+engagement.+A+report+from+the+workshop+on+higher+education+and+public+life&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&channel=sb>
- Lynton, E. A. (1995). Making the Case for Professional Service. Forum on Faculty Roles & Rewards.
- McKay, V. C., & Rozee, P. D. (2004). Characteristics of Faculty Who Adopt Community Service Learning Pedagogy. *Michigan Journal of Community Service Learning*, 10(2), 21–33.
- McNall, M., Reed, C. S., Brown, R., & Allen, A. (2009). Brokering community–university engagement. *Innovative Higher Education*, 33, 317–331.
- Moore, D. T. (2013). The Paradox of Experiential Learning in Higher Education. In *Engaged Learning in the Academy* (Vols. 1-1, p. 16). Basingstoke:

Palgrave Macmillan. Retrieved from
<http://dx.doi.org/10.1057/9781137025197.0004>

- Moore, T. L., & Ward, K. (2010). Institutionalizing Faculty Engagement through Research, Teaching, and Service at Research Universities. *Michigan Journal of Community Service Learning*, 17(1), 44–58.
- Morphew, C. C., & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *The Journal of Higher Education*, 77(3), 456–471.
- Morton, K., & Troppe, M. (1996). From the margin to the mainstream: Campus Compact's project on Integrating Service with Academic Study. *Journal of Business Ethics*, 15(1), 21–32.
- Neumann, A., Terosky, A. L., & Schell, J. (2006). Agents of learning: Strategies for assuming agency, for learning, in tenured faculty careers. *The Balancing Act: Gendered Perspectives in Faculty Roles and Work Lives*, 91–120.
- O'Meara, K. (1997). Rewarding faculty professional service.
- O'Meara, K. (2003). Believing is seeing: The influence of beliefs and expectations on posttenure review in one state system. *The Review of Higher Education*, 27(1), 17–43.
- O'Meara, K., & Rice, R. E. (2005). Faculty priorities reconsidered: Rewarding multiple forms of scholarship. Jossey-Bass Inc Pub.
- Peterson, T. H. (2009). Engaged scholarship: reflections and research on the pedagogy of social change. *Teaching in Higher Education*, 14, 541–552. doi:10.1080/13562510903186741
- Ramaley, J. A. (2005). Engagement and the integration of research and education: A new meaning of quality. In 2005 Australian Universities Quality Forum (p. 18).
- Rice, E. (2003). Rethinking Scholarship of Engagement: The Struggle for New Meanings. *Campus Compact Reader: Service Learning and Civic Education*, 2, 1–9.

- Saltmarsh, J., & Hartley, M. (2011). "To serve a larger purpose": Engagement for democracy and the transformation of higher education. Temple University Press.
- Saltmarsh, J., Hartley, M., & Clayton, P. (2009). Democratic engagement white paper.
- Schuster, J., & Finkelstein, M. J. (2006). *The American Faculty*. Baltimore, MD: Johns Hopkins.
- Schwandt, T. A. (2001). *Dictionary of qualitative inquiry*. Sage Publications, Inc.
- Simon, L. (2010). Engaged Scholarship in Land-Grant and Research Universities. In *Engaged Scholarship: Contemporary Landscape, Future Directions*. East Lansing: Michigan State University Press.
- Simpson, M. A. (2011). *Community engagement in higher education*.
- Stanton, T., Giles, D., & Cruz, N. I. (1999). *Service-learning: a movement's pioneers reflect on its origins, practice, and future*. Jossey-Bass Publishers. Retrieved from <http://books.google.co.uk/books?id=XuaeAAAAMAAJ>
- Stanton, T. K. (1994). The Experience of Faculty Participants in an Instructional Development Seminar on Service-Learning. *Michigan Journal of Community Service Learning*, 1(1), 7-20.
- Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003). Principles of Best Practice for Community-Based Research. *Michigan Journal of Community Service Learning*, 9, 5-15.
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge University Press.
- Tamarack Resource Library - Community Engagement Continuum. (n.d.). Retrieved September 1, 2014, from <http://tamarackcommunity.ca/g3s134.html>
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches* (Vol. 46). SAGE Publications, Incorporated.
- Tierney, W. G., & Bensimon, E. M. (1996). *Promotion and tenure: Community and socialization in academe*. SUNY Press.

- Van de Ven, A. H., & Poole, M. S. (1995). Explaining development and change in organizations. *Academy of Management Review*, 510–540.
- Wade, A., & Demb, A. (2009). A Conceptual Model to Explore Faculty Community Engagement. *Michigan Journal of Community Service Learning*, 15, 5–16.
- Wagner, M., & Gansemer-Topf, A. (2005). Learning by teaching others: A qualitative study exploring the benefits of peer teaching. *Landscape Journal*, 24(2), 198–208.
- Ward, K. (1996). Service-Learning and Student Volunteerism: Reflections on Institutional Commitment. *Michigan Journal of Community Service Learning*, 3, 55–65.
- Ward, K. (2003). Faculty service roles and the scholarship of engagement: asheric higher education report. *Recherche*, 67, 02.
- Ward, K. (2005). Rethinking faculty roles and rewards for the public good. *Higher Education for the Public Good: Emerging Voices from a National Movement*, 1, 217–233.
- Weerts, D. J., & Sandmann, L. R. (2008). Building a two-way street: Challenges and opportunities for community engagement at research universities. *The Review of Higher Education*, 32(1), 73–106.
- Who We Are | Campus Compact. (n.d.). Retrieved September 13, 2013, from <http://www.compact.org/about/history-mission-vision/>



Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120, Virginia Tech
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-4606 Fax 540/231-0959
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: October 16, 2013
TO: Cermetrius Lynell Bohannon, Patrick Miller
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)
PROTOCOL TITLE: Toward a Critical Pedagogy: Community Egnagement in Landscape Architecture Design Education
IRB NUMBER: 12-826

Effective October 15, 2013, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the Continuing Review request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Expedited, under 45 CFR 46.110 category(ies) 6,7**
Protocol Approval Date: **November 12, 2013**
Protocol Expiration Date: **November 11, 2014**
Continuing Review Due Date*: **October 28, 2014**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution

Appendix B-Cover Letter

November XX, 2012

Dear landscape architecture educator,

Greetings, my name is C.L. Bohannon and I am a PhD candidate at Virginia Tech. I am currently working on my dissertation, which examines faculty perspectives on community engagement and engagement pedagogy in landscape architecture. As part of my research I am conducting a survey of landscape architecture educators. The purpose of this e-mail is to request your participation in this survey. The survey is an electronic survey requires approximately twenty (20) minutes to complete.

Participation in the survey is voluntary. If you agree to participate, the information provided by you will remain confidential. No one outside of the research team will have an access to the survey data. In the event of publication, no personally identifying information will be disclosed. Participation is voluntary and you may stop participating at any time. Upon completion of the survey, you may indicate your willingness to participate in the second phase of the research, which will consist of a one-on-one telephone interview about your experience with community engagement.

Your participation in this research will not only provides essential data for my dissertation research, but it will also contribute to our understanding of the role of community engagement in landscape architecture education. I would be happy to share my research results with you once I have completed the study. If you would like to see a summary of the results there will be a place to indicate so at the end of the survey. This is unfunded research and there is no compensation for responding to this survey; therefore, there is no direct benefit to you for participating. However, as previously mentioned, this work will serve as a significant scholarly contribution to the field of Landscape Architecture.

This study has been reviewed and approved by Virginia Tech's Institutional Review Board (IRB) for research on human subjects. Summary information about the study is provided below.

Thank you for your time and consideration. Completion of the questionnaire will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me at the following email address (cbohanno@vt.edu) or contact the chair of my Ph.D. committee, Dr. Patrick Miller at (pmiller@vt.edu). Again, I appreciate your time and consideration to participate in this research.

Sincerely,

C.L. Bohannon, PhD Candidate

Landscape Architecture Program
School of Architecture + Design
Blacksburg, VA 24061
cbohanno@vt.edu

Appendix C-Consent Form

Title of Study: Engagement Reconsidered: Community Engagement as Pedagogy in Landscape Architecture

Purpose: The purpose of this study is to collect data on community engagement and engagement pedagogy in design education from the perspective of current Landscape Architecture faculty in the United States.

Procedure: If you agree to take part in this mixed methods research you will be asked to participate in an online survey in phase one. You will be asked if you are willing to participate in a 30 minute interview for the second phase. Prior to the interview, this consent form will be reviewed again in person in order to facilitate answering any questions you may have and ensure that you understand the purpose of the study and your rights as a participant. After you sign this form, the interview will begin. In this interview, we will ask a few questions about your experiences in working with a community engaged design studio environment. The interview will be audio recorded in order to ensure that none of your responses are missed and the interviewer can focus on what you have to share.

Risks and Benefits: There is minimal risk involved in this study. As you will be asked about your experiences in working with, a community engaged design environment as these experiences may have been challenging or difficult, there is some risk that you may experience strong emotion during the interview. There is no direct benefit to you by participating. However, the results of the study will be shared with the academic community in higher education and may help in the creation of processes or programs to help other college students or community residents working in a community-engaged studio environment.

Right of refusal to participate and withdrawal: Your participation in this research is completely voluntary. You are free to choose to participate in the study. You may refuse to participate at any point during the process. You may also refuse to answer some or all the questions if you do not feel comfortable with those questions.

Compensation: There is no compensation for participating in this study.

Confidentiality: The information provided by you will remain confidential. No one outside of the research team will have an access to the survey data or audio recording of the interviews or the transcripts. In the event of publication of this research, no personally identifying information will be disclosed. In order to keep your identifying information as private as possible, you will be given the opportunity to select a pseudonym which will be used instead of your actual name throughout the interviewing, transcribing, and reporting process.

Who to Contact with Questions: If you have questions about this study, you may contact the researcher, C.L. Bohannon at cl@vt.edu, or the research advisor, Dr. Patrick Miller at pmiller@vt.edu. Questions about your rights as a research participant should be directed to the Virginia Tech Institutional Review Board Office, IRB Chair, Dr. David M. Moore. His phone number is (540) 231-4991 and email address is moored@vt.edu.

Title of Study: Engagement Reconsidered: Community Engagement as Pedagogy in Landscape Architecture

Purpose: The purpose of this study is to collect data on community engagement and engagement pedagogy in design education from the perspective of current Landscape Architecture faculty in the United States.

Procedure: If you agree to take part in this mixed methods research you will be asked to participate in a forty-five minute (45 min.) interview. Prior to the interview, this consent form will be reviewed in order to facilitate answering any questions you may have and ensure that you understand the purpose of the study and your rights as a participant. After you sign this form (or verbal consent is given), the interview will begin. In this interview, we will ask a few questions about your experiences as an educator with community engagement in landscape architecture. The interview will be audio recorded in order to ensure that none of your responses are missed and the interviewer can focus on what you have to share.

Risks and Benefits: There is minimal risk involved in this study. You will be asked about your experiences as an educator with community engagement design in landscape architecture as these experiences may have been challenging or difficult, there is some risk that you may experience strong emotion during the interview. There is no direct benefit to you by participating. However, the results of the study will be shared with the academic community in higher education and may help in the creation of processes or programs to help other faculty interested in community engagement as pedagogy.

Right of refusal to participate and withdrawal: Your participation in this research is completely voluntary. You are free to choose to participate in the study. You may refuse to participate at any point during the process. You may also refuse to answer some or all the questions if you do not feel comfortable with those questions.

Compensation: There is no compensation for participating in this study.

Confidentiality: The information provided by you will remain confidential. No one outside of the research team will have an access to the survey data or audio recording of the interviews or the transcripts. In the event of publication of this research, no personally identifying information will be disclosed. In order to keep your identifying information as private as possible, you will be given the opportunity to select a pseudonym which will be used instead of your actual name throughout the interviewing, transcribing, and reporting process.

Who to Contact with Questions: If you have questions about this study, you may contact the researcher, C.L. Bohannon at cl@vt.edu, or the research advisor, Dr. Patrick Miller at pmiller@vt.edu. Questions about your rights as a research participant should be directed to the Virginia Tech Institutional Review Board Office, IRB Chair, Dr. David M. Moore. His phone number is (540) 231-4991 and email address is moored@vt.edu.

Appendix D- Email Prompt

INITIAL EMAIL SCRIPT (this will also accompany the electronic survey)

November XX, 2012

Dear landscape architecture educator,

Greetings, my name is C.L. Bohannon and I am a PhD candidate at Virginia Tech. I am currently working on my dissertation, which examines faculty perspectives on community engagement and engagement pedagogy in landscape architecture. As part of my research I am conducting a survey of landscape architecture educators. The purpose of this e-mail is to request your participation in this survey. The survey is an electronic survey requires approximately twenty (20) minutes to complete.

Participation in the survey is voluntary, please see the attached consent form. If you agree to participate, the information provided by you will remain confidential. No one outside of the research team will have an access to the survey data. In the event of publication, no personally identifying information will be disclosed. Participation is voluntary and you may stop participating at any time. Upon completion of the survey, you may indicate your willingness to participate in the second phase of the research, which will consist of a one-on-one telephone/video conference interview about your experience with community engagement.

Your participation in this research will not only provides essential data for my dissertation research, but it will also contribute to our understanding of the role of community engagement in landscape architecture education. I would be happy to share my research results with you once I have completed the study. If you would like to see a summary of the results there will be a place to indicate so at the end of the survey. This is unfunded research and there is no compensation for responding to this survey; therefore, there is no direct benefit to you for participating. However, as previously mentioned, this work will serve as a significant scholarly contribution to the field of Landscape Architecture.

This study has been reviewed and approved by Virginia Tech's Institutional Review Board (IRB) for research on human subjects. Summary information about the study is provided below.

Thank you for your time and consideration. Completion of the questionnaire will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me at the following email address (cbohanno@vt.edu) or contact the chair of my Ph.D. committee, Dr. Patrick Miller at (pmiller@vt.edu). Again, I appreciate your time and consideration to participate in this research.

Sincerely,

C.L. Bohannon, PhD Candidate

Landscape Architecture Program
School of Architecture + Design
Blacksburg, VA 24061
cbohanno@vt.edu

Email Script for Responding to Potential Interview Participant:

Hello [Name of Participant],

Thank you for your interest in my study. Attached to this email is a copy of the informed consent document. Please read over this document and contact me with any questions you may have. Then follow the link to schedule an interview time (approx. 45 mins.) (LINK). This should take less than five minutes. Your scheduling of an interview time implies your consent to participate in our study. I will contact you to confirm your interview meeting time.

Thanks again for your interest,

C.L. Bohannon (cl@vt.edu)
Patrick Miller (pmiller@vt.edu)

Follow-Up Email Script to Participant:

Hello [Name of Participant],

We emailed you recently to schedule an interview. Is there a day and time when you are available to meet for about 45 minutes to conduct our interview? This will be our last attempt to contact you if you are no longer interested in participating.

Hope to hear from you soon,

C.L. Bohannon (cl@vt.edu)
Patrick Miller (pmiller@vt.edu)

Dear

A week ago you received an e-mail message asking you to participate in an online survey about community engagement in landscape architecture. If you have completed the survey, thank you.

If you have not had a chance to complete the survey yet, I would appreciate your consideration in contributing to this important data for our field.

Thanks again for your time and consideration,

C.L. Bohannon (cl@vt.edu)
Patrick Miller (pmiller@vt.edu)

October XX, 2013

Dear landscape architecture educator,

Greetings, my name is C.L. Bohannon and I am a PhD candidate at Virginia Tech. I am currently working on my dissertation, which examines faculty perspectives on community engagement and engagement pedagogy in landscape architecture. As part of my mixed-methods research I am conducting interviews of landscape architecture educators. The purpose of this e-mail is to request your participation in an interview that would require approximately forty-five (45) minutes to complete.

Interview participation is voluntary; please see the attached consent form. Then follow the link to schedule an interview time (approx. 45 mins.) (<http://www.doodle.com/v4ipqvyi5336rvdc>). This should take less than five minutes. If you agree to participate, the information provided by you will remain confidential. No one outside of the research team will have an access to the data. In the event of publication, no personally identifying information will be disclosed. Participation is voluntary and you may stop participating at any time.

Your participation in this research will not only provides essential data for my dissertation research, but it will also contribute to our understanding of the role of community engagement in landscape architecture education. I would be happy to share my research results with you once I have completed the study. If you would like to see a summary of the results please indicate so at the end of the interview. This is unfunded research and there is no compensation for responding to this survey; therefore, there is no direct benefit to you for participating. However, as previously mentioned, this work will serve as a significant scholarly contribution to the field of Landscape Architecture.

This study has been reviewed and approved by Virginia Tech's Institutional Review Board (IRB) for research on human subjects. Summary information about the study is provided below.

Thank you for your time and consideration. Scheduling of an interview will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me at the following email address (cbohanno@vt.edu) or contact the chair of my Ph.D. committee, Dr. Patrick Miller at (pmiller@vt.edu). Again, I appreciate your time and consideration to participate in this research.

Sincerely,

C.L. Bohannon, PhD Candidate

Landscape Architecture Program
School of Architecture + Design
Blacksburg, VA 24061
cbohanno@vt.edu

Appendix E-Survey

Community engagement in Landscape Architecture Design Education

Introduction

Title of Study: Toward a Critical Pedagogy: Community engagement in Landscape Architecture Design Education

Purpose: The purpose of this study is to collect data on community engagement and engagement pedagogy in design education from the perspective of current Landscape Architecture faculty in the United States. As a current faculty member in Landscape Architecture, it is vital that we receive your input. Participation in the survey is voluntary. If you agree to participate the information provided by you will remain confidential. No one outside of the research team will have an access to the survey data. In the event of publication, no personally identifying information will be disclosed. Only aggregate results will be reported.

I have read, understood, and printed or saved a copy of the above consent form and desire of my own free will to participate in this study.

Yes

No

Part One: Information about community engagement

Question 1. To what extent do you agree with the following:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. community engagement and service learning are the same.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. outreach and service learning are the same.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. community engagement and outreach are the same.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. community based research and community engagement are the same.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. community engagement and civic engagement are the same.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. any studio that involves working with the public is community engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. to be community engagement an under privileged community must be served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 2. Please provide a brief definition of community engagement.

Question 3. Have you participated in any community engagement projects in the last 5 years?

Yes

No

Question 4. If yes, briefly describe the most successful community engagement project that you have been part of and indicate why you believe it was a success.

Part Two: Faculty attitudes towards community engagement in Landscape Architecture
 Question 5 - Indicate the extent to which you agree with the following statements. When successfully done community engagement:

	1-Strongly Disagree	2-Disagree	3-Neither Agree nor Disagree	4-Agree	5-Strongly Agree
a. Is a valuable tool in design education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Provides a valuable opportunity for students to work with the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Can potentially harm professional education by taking time used for development of traditional professional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provides a valuable opportunity for students to utilize critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Enhances the public perception of my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Does facilitate learning new technology important to landscape architecture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Can potentially harm education by taking time used to learn broader theories and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 6. Which of the following types of students have participated in your community engagement projects?

Undergraduate Students	Graduate Students	Both
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 7. How many courses have you taught in the past 5 years that have had a community engagement component?

0-2 Courses	2-4 Courses	4-6 Courses	6 or more Courses
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 8. What types of courses do you teach that have had a community engagement component?

Design Studio	Capstone Project	Thesis/Dissertation	Lecture Course	Seminar
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 9. How important is community engagement to each of the following:

	1-Not at all Important	2-Very Unimportant	3-Neither Important nor Unimportant	4-Very Important	5-Extremely Important
a. Your program's curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your personal satisfaction in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your research and scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your relationship with your colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Setting a positive example for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Departmental or program philosophy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engagement and learning in Landscape Architecture

Part Three: Engagement and learning in Landscape Architecture

Question 10. Please indicate the extent you agree with each of the following statements in terms of community engagement pedagogy using the given scale:

	1-Strongly Disagree	2-Disagree	3-Neither Agree nor Disagree	4-Agree	5-Strongly Agree
a. creates a richer educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. improves student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. prepares students to be better designers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. prepares student to be more effective when interacting with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. increases the likelihood students will be civic minded in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. increase student's empathy and understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. enhances understanding of stories and dialogue when working with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. create new knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. improves my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. provides opportunities for scholarly work and publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 11. Please indicate how you share your community engagement work? (check all that apply)

Conference Presentation	Professional Publication	Peer Reviewed Journal	Article	Mentorship
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 12. Other benefits of community engagement in Landscape Architecture education?

Question 13. What are some challenges of community engagement in design education?

Information about community partners engaged with faculty and students

Part Four: Information about community partners engaged with faculty and students

Question 14. Please indicate to what extent do you agree with the following statements. Community partners provide:

	1-Strongly Disagree	2-Disagree	3-Neither Agree nor Disagree	4-Agree	5-Strongly Agree
a. valuable input in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. local knowledge that was otherwise valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. can sometimes get in the way of project learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. are important in the implementation of a project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. provide valuable feedback about the success of my project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. can sometimes limit student creativity with pragmatic concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Barriers or Factors that keep faculty from engaging with communities

Part Five: Barriers or Factors that keep faculty from engaging with communities

Question 15. Please indicate the extent to which you agree with each of the following as limitations to your engaging with communities in courses that you teach:

	1-Strongly Disagree	2-Disagree	3-Neither Agree nor Disagree	4-Agree	5-Strongly Agree
a.time required for pre-planning engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. time required for maintaining relationship with community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.time spent outside of classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. monetary resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. not rewarded by my institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. not valued by my colleauges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. does not fit into curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. not valued in the tenure and promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. past engagement bit successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. not sure how to undertake community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. lack of interest from community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 16. Other factors if any have been barriers that limit community engagement into the courses that you teach?

Faculty and institutional information

Part Six: Faculty and institutional information

Question 17. What is the name of your institution? (this information will remain confidential)

Question 18. What other characteristics apply to your institution? (Check all that apply)

- Urban
 Rural
 Land Grant
 Faith Based/Religious
 Research
 HBCU

Question 19. Which Landscape Architecture offerings does your program grant? (check all that apply)

- Bachelor-5 year
 Bachelor-4 year
 Non-Baccalaurette
 MLA
 First professional masters- 3 year program
 Post-professional masters-1 or 2 year program
 Post-graduate certificate
 Doctorate

Question 20. What is your faculty position?

Full Professor	Associate Professor	Assistant Professor	Adjunct Professor	Lecturer/Instructor	Emeritis	Department Head/Program Chair
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 21. What is your faculty status?

Full-time Position	Part-time Position
<input type="radio"/>	<input type="radio"/>

Question 22. What is your tenure status?

Tenured	Un-tenured, on tenure track	Un-tenured, not on tenure track
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 23. How long have you been teaching in higher education?

0-5 years	5-10 years	10-15 years	15-20 years	20 years or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 24. What is your gender? (your response will remain confidential)

Male	Female
<input type="radio"/>	<input type="radio"/>

Question 25. What is your race/ethnicity? (your response will remain confidential)

African-American	American Indian/Alaskan Native	Asian	Caucasian	Hispanic	Multiracial
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Follow-up Interview

I will be contacting some of the respondents to this questionnaire to ask follow up questions and find out more information community engagement in Landscape Architecture education. If you agree to be contacted for a brief 20-30 minute interview, please provide your name and email address in the spaces provided below:

Name	<input style="width: 60%;" type="text"/>
Email Address	<input style="width: 60%;" type="text"/>

Summary of the results

If you would like to see a summary of the results of this study please provide your name and email address below:

Name	<input style="width: 60%;" type="text"/>
Email Address	<input style="width: 60%;" type="text"/>

Thank you very much for taking the time to complete this survey. Your responses are very important and will help to improve the understanding of community engagement in Landscape Architecture education.

If you have any questions or comments about this survey, please contact: C.L. Bohannon, Architectural Design and Research Doctoral Candidate, Virginia Tech, cl@vt.edu.

Appendix F-Interview Protocol

Faculty Perceptions of Community Engagement in Landscape Architecture

Interviewer: _____

Participant Pseudonym: _____

Time: _____

Date: _____

Overview of project: I am conducting a mixed methods dissertation project entitled “Engagement Reconsidered: Community Engagement as Pedagogy in Landscape Architecture”. The purpose of this qualitative phase of the research is to explore faculty perceptions on community engagement and engagement pedagogy in landscape architecture.

Review the informed consent form with participant

State the confidentiality policy: All oral and written reports and materials that come from this project will present aggregate information only. Your responses will be kept confidential. A pseudonym will be used during the interviewing, transcription, and reporting processes. The key linking the participant’s actual name and pseudonym will be kept separate from the data. Quotes may be used in subsequent reports, but only attributed to the participant’s pseudonym. All of the data will be stored on a password-protected computer belonging to the researcher.

Answer any questions regarding consent form

Obtain Verbal Consent

Begin audio recording

- Test audio recording device(s)- Have the participant state their pseudonym in normal voice and play it back to insure that the device is working properly.
- Inform the participant that interview questioning will begin when the interviewer starts recording

Interview Questions

1. Start with something more general to get them talking. How long have you been an educator and where? (Give me a little background on your academic career. What attracted you to academia? What courses do you teach?)

Part One: Definitions of Comm. Engagement

2. Tell me a little about the community engagement work you do and what it means to you.

1. How did you become involved in community engagement?
2. How long?
3. What types of projects? In which courses?
4. In the first phase of this research there was a split among surveyed faculty with regard to the definition of “community engagement” and “civic engagement.” Do you think there is a difference between these two terms? If so, how are these terms different or similar?
 - a. What about a difference between community engagement and outreach or service learning?

Part Two: Engagement and Learning in LARCH

3. Describe to me how community engagement is a part of your teaching.

4. Why do you/or not use community engagement as part of your teaching?
 - a. How does community engagement change what you do or your teaching experience?
 - b. Do you think community engagement improves your teaching? How so?
5. **How do students benefit from community engagement?**
 - a. Can you give me an example or two?
 - b. Does community engagement help their design ability? What about critical thinking? Other abilities? How so?
 - c. Does this type of learning benefit some students more than others?
 - i. If so, can you give me an example?
 - d. Will this serve them well when they graduate?
 - i. How will this make them better professionals? How so?
 - e. Are there any disadvantages to using community engagement in teaching?
 - i. If so, how do you over come the disadvantages?

6. **Is the community engaged design process different from the traditional design process?**
 - a. **If so, how?**
 - b. Can you give me an example or two?
 - c. Do you think there is a certain point in the curriculum when it is more effective to have students participate in a community engagement process? Can you give an example?
 - d. What are the aspects of community engagement that make it appropriate at that particular point?

7. **Will you reflect on some of the learning outcomes you have seen from design students that have participated in community-engaged projects in the courses you teach.**
 - a. How do you assess the success of your community engagement projects?

8. **Describe how your community engagement work is viewed by your university, department and colleagues?**
 - a. Can you give me an example?
 - b. What about relationship with your colleagues?
 - c. To your program philosophy and curriculum?

Part Three: Engagement and Scholarship in LARCH

9. **61% of surveyed faculty indicated that community engagement provides opportunities for scholarly work and publication. Does this seem about right to you? What do you think is the relationship between community engagement and scholarship?**
 - b. Can you give me some examples of community engagement as scholarship?
 - c. What does a faculty person need to do to make their community engagement scholarly? Is the important?
 - d. Is it important in the tenure and promotion process?
 - e. Does this type of scholarship produce new knowledge? If so what types of knowledge

10. Describe how you share your community engagement work and learn about the work of others?

- f. At a conference? If so, which conference.
- g. If not, why not?
- h. Through published articles?
 - i. What type of publications (peer reviewed journals? professional magazines or others?)
 - ii. Can you give me an example of an article that you found helpful?
- i. Other ways?

Part Four: Engagement and the Community

11. Describe how you work with community partners

- j. What are the most important aspects in developing a relationship with a community partner?
 - i. Can you provide an example?
- k. How do you find community partners? How develop trust with them? How do you maintain trust?
- l. What role did dialogue play if any during your engagement project?
 - i. Do you use stories or oral history? Why? How? What did you gain from this? Can you give me an example?

Part Five: Additional Information about Community Engagement in Landscape Architecture

- 12. Who do you see as leaders in this type of work in landscape architecture?
- 13. Do you have a book(s) you use to teach community engagement?
- 14. What role should CELA or ASLA do to help community engagement? Examples?
- 15. Do you have any additional information you would like to share with me about community engagement in landscape architecture?