



The Civically Engaged Institution: Contributing to a Larger Community

CORE COMMITMENTS Fall Symposium
*Education for Personal and Social Responsibility:
Building Collective Institutional Commitment*
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Five Dimensions of Core Commitments

1. Striving for excellence
2. Cultivating personal and academic integrity
3. Contributing to a larger community
4. Taking seriously the perspectives of others
5. Refining ethical and moral reasoning



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Civic Engagement

“The most critical demand is to restore to higher education its original purpose of preparing graduates for a life of involved and committed citizenship...The advancement of civic learning, therefore, must become higher education’s most central goal.”

Frank Newman, *Higher Education and the American Resurgence* (1985)



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The Competing Curriculum

...much of higher education has come to operate on a sort of default program of instrumental individualism. This is the familiar notion that the academy exists to research and disseminate knowledge and skills as tools for economic development and the upward mobility of individuals. This “default program” of instrumental individualism leaves the larger questions of social, political, and moral purpose out of explicit consideration .

Sullivan, W. M., (2000) “Institutional Identity and Social Responsibility in Higher Education.” *Civic Responsibility and Higher Education*. Ed. Thomas Ehrlich. Phoenix, AZ: Oryx Press: p. 19-36.



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Lee Benson, Ira Harkavy, and John Puckett, *Dewey's Dream: Universities and Democracies in an Age of Education Reform - Civil Society, Public Schools, and Democratic Citizenship*. Philadelphia: Temple University Press, 2007.

The more systematically universities become engaged institutions, they “will be better able than they are now to achieve their self-professed, loudly trumpeted, traditional missions, these missions being to advance, preserve, and transmit knowledge, *and* they will help produce the well-educated, cultured, truly democratic citizen necessary to develop and maintain a genuinely democratic society.” (81)



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Civic Engagement



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The many meanings of engagement...

Engagement has become “shorthand for describing a new era of two-way partnership between America’s colleges and universities and the publics they serve...while that breadth fosters great diversity of activity, it also presents the risk that the term can say everything and nothing at the same time...the lack of clear definition can leave some campuses and their leaders with the impression that they are ‘doing engagement,’ when in fact they are not.”

AASCU 2002



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Meanings of Civic Engagement

- “The terms “civic” and “engagement” have primary and secondary meanings.
- 1. The primary usage of the term “civic” has to do with the activities of citizens, particularly with their rights and duties in relation to this legal status. Civic activity requires no absence of partisanship or self-interest, and indeed nearly all proponents of civic life applaud the play of partisanship or self-interest as a reflection of the healthy contention necessary to democratic government.
- 2. A secondary, but also frequent meaning of the term “civic” emphasizes a normative position, a broad (rather than narrow) and objective (rather than self-interested) orientation to the needs of the civilized political community. It has connotations of a broad, nonpartisan perspective when, for example, someone is referred to as having a “civic spirit.”



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Meanings of Civic Engagement

1. In its primary meaning, the term “engagement” suggests active participation—in this case, active participation in civic life.
2. A secondary, but still frequent meaning of the term “engagement” emphasizes depth of involvement. In this sense, the opposite of engagement is a superficial or reflex reaction. Thus, someone engaged with a public issue gives it deep and careful consideration, while someone less engaged reacts more reflexively”

Brint and Levy as cited in Skocpol and Fiorina, (1999) *Civic Engagement in American Democracy*, Brookings Institution Press. p. 164.



Civic Engagement

“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.”

Thomas Ehrlich, et. al., *Civic Responsibility and Higher Education* (2000)



Definition of Civic Engagement

One useful definition of civic engagement is the following: **individual and collective actions designed to identify and address issues of public concern...**It can include efforts to directly address an issue, **work with others in a community to solve a problem or interact with the institutions of representative democracy.**

The Pew Charitable Trusts.



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Definition of Civic Engagement

“By engagement, we refer to institutions that have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities...

Close partnerships with the surrounding community help demonstrate that higher education is about important values such as informed citizenship and a sense of responsibility. The newer forms of **public scholarship** and **community-based learning** help produce civic-minded graduates who are as well prepared to take up the complex problems of our society as they are to succeed in their careers.”

American Association of State Colleges and Universities. 1999. *Stewards of Place*.



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Civic Engagement

One Institution's Definition of Civic Engagement:

Civic engagement is

- (a) active collaboration
- (b) that builds on the resources, skills, expertise, and knowledge of the campus and community
- (c) to improve the quality of life in communities
- (d) in a manner that is consistent with the campus mission

(IUPUI, 2002)



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Education for Active Civic Participation

- "...service-learning can, and has, served as the driving force and center of an intellectual movement to create democratic schooling from pre-K through higher education. It has been the leading edge of an academic 'glasnost' to create democratic, engaged, civic universities..."

Benson, L., Harkavy, I., and Hartley, M., 2005. "Integrating a Commitment to the Public Good into the Institutional Fabric."



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New Elective Carnegie Classification – Community Engagement

Community Engagement describes the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.



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Civic Engagement



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Engagement in Learning

National Survey of Student Engagement (NSSE)

Benchmarks of Effective Educational Practice

- Levels of Academic Challenge
- Active and Collaborative Learning
- Student Faculty Interaction
- Enriching Educational Experiences
- Supportive Educational Environment



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Civic Learning

- “We know, for instance, that students can be engaged in a range of effective practices and still not be learning with understanding; we know that students can be learning with understanding and still not be acquiring the knowledge, skills, and dispositions that are related to effective citizenship.”

(Russ Edgerton and Lee Shulman, National Survey of Student Engagement, 2002)



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Engagement in Learning through Community Engagement

“Complementary learning opportunities inside and outside the classroom augment the academic program...service-learning provides students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful, and ultimately more useful because what students know becomes a part of who they are.”

(2002 NSSE Annual Report)



“Ennobling relationships”

- “A sense of ethics” is “most fundamentally, about relationships.”
- In order to further the ethical development of students “colleges and universities must begin by cultivating richer relationships.”
- “Ennobling relationships” – “ones that cause us to raise our sights, broaden our perspectives, and envision new goals for ourselves.”
- “Ethics needs to be more closely connected to experiential learning programs” including “service-learning courses.”

Jeffrey Nesteruk, Contributing to our Students' Moral Lives, *Change*, September/October 2007 p. 52-53.



“Ennobling relationships”

- “Such programs often raise ethical issues and are ripe for moral reflection. It is in such concrete and localized learning situations...that students can experience the effects of their actions on others.”
- Students need the opportunities these programs provide to apply their understanding of ethics and to explore how their experiences might challenge or modify those understandings.”



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Improved Teaching and Learning

“People worldwide need a whole series of new competencies...But I doubt that such abilities can be taught solely in the classroom, or be developed solely by teachers. Higher order thinking and problem solving skills grow out of direct experience, not simply teaching; they require more than a classroom activity. They develop through active involvement and real life experiences in workplaces and the community.”

John Abbott, Director of Britain’s Education 2000 Trust, Interview with Ted Marchese, AAHE Bulletin, 1996



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Thinking in the New Academy

- A movement for “engaged learning” is spreading, taking students and faculty into communities to discern what can be learned by studying and acting together ... “interdisciplinarity” and “engaged scholarship” are, if not established, no longer out of bounds. Their achievements make it hard not to see them as legitimate.

Elizabeth Minnich, *Transforming Knowledge*, 2nd Edition, 2005.



Civic Engagement

- Connected to community
- Problem posing and problem solving
- Focused on the common good: “Community-based public problem-solving.”



Core Value: Reciprocity



Reciprocity

“I am convinced that ultimately, the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other...enriching the quality of life for us all.”

Ernest Boyer, *The Scholarship of Engagement* (1996)



Reciprocity defined by need

- “Reciprocity is the exchange of both giving and receiving between the ‘server’ and the person or group ‘being served’...Such [an] exchange avoids the traditionally paternalistic, one-way approach to service in which one person or group has resources which they share ‘charitably’ or ‘voluntarily’ with a person or group that lacks resources.”

Kendall, J.C.(1990) Combining Service and Learning. NSSE



Partnerships and Reciprocity

- *Engagement* “requires going beyond the expert model that often gets in the way of constructive university-community collaboration...calls on faculty to move beyond ‘outreach,’ ...asks scholars to go beyond ‘service,’ with its overtones of noblesse oblige. What it emphasizes is genuine *collaboration*: **that the learning and teaching be multidirectional and the expertise shared. It represents a basic reconceptualization of...community-based work.**”

O'Meara and Rice, Faculty Priorities Reconsidered (2005).



Reciprocity defined by knowledge

- “In short, the domain of knowledge has no one-way streets. It is everywhere fed back, constantly enhanced. We need to think of knowledge in an ecological fashion, recognizing the complex, multifaceted and multiply-connected system by means of which discovery, aggregation, synthesis, dissemination, and application are interconnected and interacting in a wide variety of ways. The ecological system of knowledge is complex and multidimensional, often messy and confusing, with many modes of feedback and many cross connections.”

Ernest A. Lynton, “Knowledge and Scholarship”, in Johnson, D.M and Bell, D.A. Ed. (1995) *Metropolitan Universities: An Emerging Model in American Higher Education*. University of North Texas Press, Denton, TX.



The New Production of Knowledge

- “...**the pursuit of knowledge itself demands engagement.** Increasingly, academics in many disciplines are realizing that their own intellectual territory overlaps with that of other knowledge professionals working outside the university sector...Knowledge is being keenly pursued in the context of its application and in a dialogue of practice with theory through a network of policy-advisors, companies, consultants, think-tanks and knowledge brokers as well as academics.”

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Selfishly, I think Penn students have so much to learn from engagement...they have a lot to learn about **the process of the creation of knowledge in a democratic society**...knowledge is made in the world, in the end, and for the world, as much in art as it is in science. **Universities engage multiple partners in the production of knowledge**, and we cannot erect barriers between universities and communities in that process. We are, in short, all in this together.”

Rebecca Bushnell, Dean of the School of Arts and Sciences



The Learning Paradigm

- The “purpose is not to transfer knowledge but to create environments and experiences that **bring students to discover and construct knowledge for themselves**, to make students members of communities of learners that make discoveries and solve problems.”

Robert Barr and John Tagg “From Teaching to Learning,” 1995 (*Change*, Nov./Dec.)



The Civic Corollary

- When students are active participants in education that is grounded in community-based public problem-solving, they are educated to become knowledge producers instead of knowledge consumers; the civic corollary to this form of education is that students are not only active participants in learning, they are educated to become active participants in democratic life instead of being spectators to a shallow form of democracy.



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Students as assets in the educational process

- This framework views students as assets to the educational process, challenging the deficit-thinking that dominates in education. This is the essence of learner-centered education. The student's assets are embraced because it is the experience and knowledge that they contribute to the learning process, the diversity of their cultural perspectives, and the authority of knowledge that they possess that necessarily contributes to the construction of new knowledge.



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Civic Engagement

- Connected to community
- Problem posing and problem solving
- Focused on the common good: “Community-based public problem-solving.”
- Value of Reciprocity
- Students as knowledge producers
- Students as assets in the educational process



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Core Value: Respect



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Equal Respect

- Ordinary citizens from communities in the South came to Highlander with the goal of collectively working toward the solution of a public problem. They each came with a body of knowledge and experience that had relevance to the problem at hand. And they participated in a process of learning from each other and creating new understandings and knowledge to take back to their communities to address a social issue. While at Highlander they participated with a certain authority of knowledge that was respected by others. They participated in community-based public problem-solving through a process that afforded equal respect for the knowledge and experience that everyone brought to the educational enterprise. It is this process of democratic knowledge creation that is at the heart of our work as educators integrating pedagogies of engagement with civic engagement.



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Civic Engagement

- Connected to community
- Problem posing and problem solving
- Focused on the common good: “Community-based public problem solving.”
- Value of Reciprocity
- Students as assets in the educational process
- Students as knowledge producers
- Equality of Respect



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Civic Engagement and Institutional Commitment

Core Commitments Guiding Philosophy:
Education for personal and social responsibility, to be intentionally fostered in all students, must pervade the institution's culture



Civic Engagement

Civic engagement means creating opportunities for civic learning that are rooted in respect for community-based knowledge, experiential and reflective modes of teaching and learning, active participation in American democracy, and institutional renewal that supports these elements.

Saltmarsh, J. (2005) "The Civic Promise of Service Learning," *Liberal Education*, Spring, Vol. 91, No. 2, p. 50-55.



What We Know About Institutional Change

- Change requires a fundamental shift of perspective
- Change must be systemic
- Change requires people to relearn their own roles.
- Change require constant and consistent leadership
- Change requires systematic ways to measure progress and guide improvement.
- Change require a visible “triggering” opportunity.

Peter Ewell, Organizing for Learning, AAHE Bulletin, Dec. 1997.



Institutionalization

Institutionalization requires the kind of approach to institutional transformation suggested by Peter Ewell, which he describes as requiring “working on multiple components of an institution simultaneously...change is more likely to succeed if it is implemented systematically.”

“Achieving High Performance: The Policy Dimension,” in Teirney, ed., *The Responsive University*, 1998)



Institutional Change

- “First-order” changes make improvements to existing practices.
- “Second-order” issues and changes involve reconceptualization or transformation of organizational purposes, roles, rules, relationships, and responsibilities, changes that move beyond programs, structures, and rhetorical positioning to involve institutional culture and underlying policy. Second order changes are significantly more difficult to enact and take sustained effort over longer periods of time.

Cuban, L. (1988) A fundamental puzzle of school reform. *Phi Delta Kappan*. 69 (5): 341-44.



Transformational Change

“Transformation requires major shifts in an institution’s culture—the common set of beliefs and values that creates a shared interpretation and understanding of events and actions. Institution-wide patterns of perceiving, thinking, and feeling; shared understandings; collective assumptions; and common interpretive frameworks are the ingredients of this “invisible glue” called institutional culture.”

Eckel, Hill, and Green, *On Change: En Route to Transformation*, 1998.



Engagement as a “core value” for the university of the 21st century

Engagement implies strenuous, thoughtful argumentative interaction with the non-university world in at least four spheres:

1. setting universities’ aims, purposes, and priorities
2. relating teaching and learning to the wider world
3. the back-and-forth dialogue between researchers and practitioners
4. and taking on wider responsibilities as neighbours and citizens.



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Kellogg Commission on the Future of State and Land-Grant Universities

Returning to Our Roots: The Engaged Institution (1999)

- “...it is time to go beyond outreach and service to what the Kellogg Commission defines as “engagement.” By engagement, we refer to institutions that have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities, however community may be defined. Engagement goes well beyond extension, conventional outreach, and even most conceptions of public service... **We believe an engaged university can enrich the student experience and help change the campus culture.**”



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New Elective Carnegie Classification – **Community Engagement**

Community Engagement describes the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.



New Elective Carnegie Classification – **Community Engagement**

- Institutional Commitment
- Institutional Identity and Culture

- Curricular Engagement
- Outreach and Partnerships



Institutional Commitment and Culture

- Is community engagement defined and planned for in the strategic plans of the institution?
- Does the institution provide professional development support for faculty and/or staff who engage with community?
- Does community have a "voice" or role in institutional or departmental planning for community engagement?
- Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise and commitment to community engagement?
- Do the institutional policies and for promotion and tenure reward the scholarship of community engagement?



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Curricular Engagement

- Curricular Engagement describes teaching, learning, and scholarship which engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance the well-being of the community, and enrich the scholarship of the institution.



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Curricular structures and pathways

- community engagement in general education.
- community engagement in Freshman Seminars.
- community engagement in Senior Year or Capstone courses.
- community engagement as a focus of the major – departmental strategies
- community engagement at the core of interdisciplinary majors and minors.
- community engagement as the cohesive element for learning communities.
- community engagement integrated into summer programs.
- community engagement integrated into internships and study abroad.
- community engagement in graduate studies



Curricular Engagement

1. a. Does the institution have a definition and a process for identifying service learning (community-based learning) courses?
b. How many formal, for credit courses (Service Learning, Community Based Learning, etc.) were offered in the most recent academic year?
What percentage of total courses?
c. How many departments are represented by those courses?
What percentage of total departments?
d. How many faculty taught Service Learning or Community Based Learning courses in the most recent academic year?
What percentage of total faculty?
e. How many students participated in Service Learning or Community Based Learning courses in the most recent academic year?
What percent of total number of students?



Outreach and Partnerships

- Outreach and Partnership describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use benefiting both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, discovery, and application of knowledge, information, and resources (e.g.. research, economic development, capacity building, etc.) and related scholarship.



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Community Engagement Classification

- 88 Campuses Applied for the Classification*
- 5 classified for Curricular Engagement only
- 9 for Outreach and Partnerships only
- 62 for both
- Every Institutional Type



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Curricular Engagement and Outreach: Public, four-year, land grant

- Michigan State University
- North Carolina State University at Raleigh
- University of Alaska Anchorage
- University of California-Los Angeles
- University of Minnesota-Twin Cities
- University of Vermont
- Virginia Polytechnic Institute and State University



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Curricular Engagement and Outreach: Research Institutions

- Indiana State University
- IUPUI
- New York University
- Pace University
- Portland State University
- Syracuse University
- Tufts University
- University of Denver
- University of Massachusetts Boston
- University of Memphis
- University of Pennsylvania



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The Journey to Civic Engagement




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“I have become more aware of my surroundings, have learned to look more deeply into the words of writers, and have learned to formulate my own opinions. Perhaps what I like best about this class is that it synthesized all of my years of book learning and applied it to why I was here in the first place...I was beginning to think my time was wasted; that history was a bunch of fluff that had no use in society anymore...I don't think I ever really *knew* what it meant until I was trying to incorporate my experiences [in the community] with the many readings we worked with.”

Student Journal Entry



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Professor Patricia Owen-Smith
Psychology
Oxford College of Emory University

RECLAIMING A PEDAGOGY OF INTEGRITY

National Teaching and Learning Forum Newsletter, 2001, Volume 11, Number 1.

“When I began teaching in 1986 I reinvented the model I was educated with. It was, after all, the only one I knew. But at some level I recognized that this model worked for me neither as a learner nor a teacher. My students were performing well on exams, but it was increasingly clear to me that they did not have the conceptual clarity or the ability to ‘uncover’ material that would serve them well as learners.”



“One aspect of the change in my attitude was that I looked at my students and myself differently, and realized that I had to leave the lectern, figuratively and literally. I abandoned essentialist assumptions about pedagogy - that some universal template of the teaching transaction existed - and began to introduce multiple pedagogical methods into my work to accommodate the multiple styles of learning expressed by my students.”



“I stopped lecturing on a routine basis. When I did lecture, I made two assumptions about the place and quality of lectures in my classes. I believed that my students could read and comprehend the basic facts presented in the text, *and I believed that maximum content coverage by me in lecture did not necessarily maximize student conceptual understanding*. Therefore, my lectures were directed, more times than not, toward the philosophical issues and dilemmas surrounding the factual material (i.e., the why and how and the unexamined assumptions and implications).”



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“I also began sending students out into the community to experience the connection between theory and praxis. Many educational psychologists remind us that the absence of experience might explain why students misunderstand. Through theory/practice or service learning opportunities students were challenged to negotiate the tension between their strongly held beliefs and the discrepant images and information gained from their actual experiences in social service agency work. They were compelled to reflect on the limitations of theories and assumptions in making sense out of and reconciling real world problems.”



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