THE CORELLA & BERTRAM F.
BONNER FOUNDATION

Professional Development for Community-Engaged Learning and Scholarship
Workshops for a Cohort of Faculty, Student Leaders, and Co-Educators
#1: **Community-Engaged Learning in Higher Education**

Overview

This session provides an opportunity to review and discuss conceptualizations and frameworks of community-engaged learning. It is designed to build a sense of collegiality and community amongst faculty (or others in a cohort), allowing them to reflect on their own experiences and interests in community-engaged teaching and research. Participants are introduced to some key dates and highlights in the field of community-engaged learning and the framework *democratic community engagement*, which represents the conceptualization currently used by the Carnegie Community Engagement Classification. Finally, participants wrestle with broader conceptions of individual and institutional roles as *steward of place*, through which engaged institutions contribute positively to communities.

In each facilitator's guide, you will find:

I. Session Introduction and Outline
II. Materials Needed (Articles, Handouts, etc.)
III. Suggested Facilitator's Guide
IV. Additional Resources
V. Credits and Citations

Please note that this session is designed to use participatory practices which support the creation and growth of learning communities. Use of AV and technology are minimal or optional. You may download related slides, but all handouts can also be presented without this equipment.

Session Introduction and Outline

This session is intended to help launch and guide a cohort of faculty who are involved in building community engaged teaching and learning into their coursework. While this session introduces key frameworks, they are used as anchors for discussion in a way that will fit both veteran and inexperienced faculty community engaged scholars. Please review and modify sections to fit your institutional context and the levels of knowledge of your faculty. If you would prefer to spend more time on the introductions and discussion of faculty interests and roles, consider splitting this into two meetings. If helpful, spend more time on the history and send an article in advance. Pick and choose activities below.

Suggested Agenda (60-90 minutes):

I. Faculty Introductions (Using Faculty Pathways framework)
II. Historical Highlights and Discussion of Community-Engaged Learning
III. Types of Community Partnerships (Stewards of Place)
IV. Principles of Today's Community-Engaged Learning (Democratic Community Engagement)

V. Next Steps and Meeting Announcement

Materials Needed

Print and have copies of the following handouts, or alternatively share these documents electronically with participants before the session.

- The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship, by Timothy K. Eatman (2012)
- *Democratic Engagement White Paper* by John Saltmarsh, Matthew Hartley, and Patti Clayton (2009)
- *Stepping Forward as Stewards of Place: A Guide for Leading Public Engagement*, published by the Association of State Colleges and Universities (2002)
- Handouts included in this guide (with concepts and ideas for discussion)

Suggested Facilitator's Guide

I. Faculty Introductions (suggested time 15-25 minutes)

This session is especially designed to set the stage for a cohort of faculty who will be involved in course design and community engaged projects. For staff and faculty facilitators, make sure to bring your own personal and professional voice and experience to this introduction. You'll want enough time for this to allow each faculty member to introduce her/himself.

Based on the time you have and the number of people (i.e., 3 minutes each for 5 individuals; or 5 minutes each for 3 individuals, etc.), invite each person to think briefly about a pivotal experience that catalyzed her/his interest in community engaged teaching and learning. You might invite people to think about a range of influences, such as during childhood, in class, because of a family member or mentor, provocative reading, event, issue, or more. If you are working with highly experienced engaged faculty (and this isn't their first involvement), you may also invite them to pick a more recent experience that has deepened their interest and commitment to community engagement. As facilitators, share your own example first, being careful to also model time guidelines. If necessary, appoint a timekeeper to help.

After each person has had the opportunity to share, pass out the handouts and refer to the first page, entitled **"Pathways into Community-Engaged Teaching and Learning."** Explain that this handout draws on scholarship from Timothy K. Eatman, former faculty director for Imagining America and professor at Rutgers University Newark and formerly Syracuse University. Imagining America is a nonprofit and national consortium that "brings together scholars, artists, designers, humanists, and organizers to imagine, study, and enact a more just and liberatory 'America' and world. Working across institutional, disciplinary, and community divides, IA strengthens and promotes public scholarship, cultural organizing, and campus change that inspires collective imagination, knowledge-making, and civic action on pressing public issues" (Imagining America, 2019). In 2011, Eatman conducted a study of more than 500 engaged faculty to better understand motivations and pathways into community engaged teaching and learning.

The findings were published in the article "The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship", published in 2012. (Hopefully you've emailed this to participants or you can now pass out a copy). The handout encapsulates some of what Eatman found. Use the points below to touch on these concepts, walking through the handout.

Try to point out connections between the faculty members' introductions and the typology:

1. Cradle to Community
2. Artist as Engaged Scholar
3. Teacher to Engaged Scholar
4. Program Coordinator to Engaged Administrator/Scholar
5. Engaged Inter-disciplinarian
6. Activist to Scholar
7. Engaged Pragmatist

Also point out what themes emerged from follow up qualitative interviews with a subset of faculty, on the second page of the handout.

- Mentorship
- Bridging worlds
- (Expanding) Sphere of commitment
- Institutional recognition
- Creativity and flexibility
- Motivation

If you have time, you may also want to discuss their application to your institutional context, using the suggested questions.

- *Do faculty believe that they have access to these factors at the institution at present?*
- *How might the cohort or center help to provide them?*

Alternatively, if time is short, you can introduce this material as a way of processing the introductions and suggest that faculty think about it for a discussion in a future meeting.

II. Historical Highlights and Discussion of Community-Engaged Learning (suggested time 10-15 minutes)

The next section is designed to provide faculty with a chance to glimpse and reflect on the broader historical highlights and evolution of community-engaged learning, perhaps locating their own connections to the field and its work (i.e., as undergraduates, graduate students, faculty, nonprofit staff, etc.). This also will deepen the knowledge of the cohort about the field, its impetus, and its direction.

Use the timeline on the third page of the handout to guide the discussion. To introduce the historical highlights, say something like the following, or contextualize it for your own campus:

> *"The work of community engaged learning has been growing in American higher education over the past forty years especially. Many early practitioners drew inspiration from other social movements, and for faculty who began these efforts on campuses in the 1960s or 1970s, they were often a minority. The growth of campus and national infrastructure for community service began in the 1980s, including because of student-led and president-led efforts. By the early to mid 1990s, service-learning emerged as a term, and campus infrastructure began to be more professionalized. Boyer's landmark publication of Scholarship Reconsidered opened national dialogue about the role of faculty as engaged scholars. By the end of that decade, large scale studies pointed to clear evidence of the positive impacts of both co-curricular and curricular engagement for student learning, success, and retention. The years 2000 to 2010 witnessed continued growth of the field, and also its stalling. In 2012, A Crucible Moment was published by the US Department of Education and the Association of American Colleges and Universities. At the same time, a preponderance of new evidence because to emerge for community-engaged learning as a high-impact educational practice, which we'll cover in a future session together."*

The historical highlights point to key publications, data, and changes in the national infrastructure that supports these points. See handouts. Again, you may want to personalize this by locating yourself in the presentation. (For instance, you could say something like, "That's when I had my first service-learning course, but it was really my work with the community partners that prompted me to pursue a doctorate and move into this field" or snippets of your own story.) You may also want to embellish this with key dates from your institution that relate to it (i.e., founding of your Bonner Program, founding of center, key grants, development of particular courses or degrees, policy changes, etc.).

As background knowledge, if you want to read some materials to feel more knowledgable and comfortable about the history and evolution of community-engaged learning, you may want to read portions of these texts. You may also want to share materials with faculty so that they understand the highlights more deeply (or do another meeting that delves more deeply into the history, if you believe it will be motivating and helpful). Consider reading and sharing:

- Chapter 2 "An Emerging Movement" from *Catalysts of Learning and Stewards of Place: A Study of Change in Engaged Universities* (2017) by Ariane Hoy *(Note: this is a literature review that can provide you with a good historical grounding and is used to develop highlights shared here)*.

- *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future* (1999) by Timothy K. Stanton, Dwight Giles Jr., and Nadinne I. Cruz (especially chapter 1, Helping a "New" Field Discover Its History)

- *Civic Engagement in Higher Education: Concepts and Practices* (2009) by Barbara Jacoby and Associates (especially chapter 1, An Overview)

The historical highlights, however, include many relevant details for your purposes, which are primarily to contextualize the naming and practice of this work in a broader field. The main purpose of this section is to ground your own institution's work in a broader field. Discussion of individual and institutional history may also allow you, as a cohort, to consider where your institutional practice may be an early adopter or latecomer in comparison to the national trends.

III. Types and Forms of Community Partnerships (suggested time 10 minutes)

In this section, you want to engage faculty in considering the full range of community-engaged teaching and learning. While service-learning (often defined as 20-30 hours of community service or engagement within a course so that students can apply concepts from their learning) is often used, faculty engagement can take many forms and dimensions. These forms may be individual, in teams, and occur beyond the confines of a semester or term. Indeed, as faculty become more fully engaged, they may even sequence courses so that they can continue to work in partnerships with community organizations and constituents, often with the help of students, to tackle issues and solve problems.

Review the handout entitled "Definitions and Forms of Public Engagement." Use the text to help elucidate four key principles:

- Place-Related (also known as place-based)
- Interactive (also known as collaborative)
- Mutually Beneficial (also described as asset-based and reciprocal)
- Integrated (also known as including both curricular and co-curricular learning and occurring across disciplines)

Then, ask faculty to consider the variety of forms (on handout and below) that their work may involve, including and beyond course connections. Depending on your group size, use pairs, triads, or hear from every individual about their own interests for their project work at this time.

Forms of engagement include:

- *Applied or engaged research* designed to understand a problem and/or test solutions for that problem.
- *Technical assistance* involving the direct application of faculty and student
- expertise in order to address a problem or understand a phenomenon.
- *Demonstration or service learning projects* that test new models and approaches and/or apply learning or "best practices" to issues within community settings.
- *Impact assessment* designed to measure the effects of community programs and services with reference to their intended outcomes.
- *Policy analysis* that is directed at framing new policy approaches or assessing the impact of current policy initiatives.
- *Seminars, lectures, and essays* that provide a neutral forum for discussing and disseminating information on issues of vital public concern.
- *Lifelong learning programs designed to expand access* to educational opportunities, as well as educate communities regarding the challenges they confront.
- Involvement of faculty and administrators in *community-originated initiatives*.

Any of these could be integrated with coursework (including through assignments and projects for students) – and thus could be a legitimate form of community- engaged learning for the cohort. Have someone take notes of what is shared, so that you can begin thinking about how to help the faculty member connect with community partners and constituents that might best fit their discipline, project ideas, learning outcomes, and other considerations. *Note that the cohort will have another session on community partnerships, after this one*.

IV. Principles of Today's Community-Engaged Learning (suggested time 15 minutes)

This section should acquaint participants with the concept of "democratic community engagement," which was published in 2009 and is still today considered the cutting-edge for the field. Even if a campus does not use this terminology, it is important to know that the concepts it represents are foundational for the field. For instance, these concepts (such as reciprocity and co-production of knowledge) are embedded in the Carnegie Community Engagement Classification and its application.

Have participants take a look at the next page of the handout entitled "Democratic Community Engagement." Explain how and why this concept came about, using the text that is on the handout:

> *Around 2005, leading scholars and practitioners in the community engagement field were concerned that the movement had stalled. In February 2008, Matthew Hartley and John Saltmarsh convened 33 leaders of civic engagement and higher education at the Kettering Foundation, with its support and that of the New England Resource Center for Higher Education (NERCHE) which oversaw the Carnegie Community Engagement Classification. Capturing the proceedings, Hartley, Saltmarsh, and Clayton (2009) articulated a new paradigm of democratic civic engagement that integrated the principles of reciprocity, community assets, and collaborative problem-solving work within civic engagement. Democratic engagement positions the academy within a larger ecosystem of knowledge production. In this model, a university worked as a partner with local government, hospitals, schools, and community groups to address issues like poverty, health care, and the achievement gap, invoking a way to enact Boyer's twenty-year-old vision from Scholarship Reconsidered.*

As you review the conceptualization with faculty, ask them to apply the concepts to their own work (teaching, research, and service) and institution's programs. It may be hard to typify existing examples of courses, programs, and projects (as many faculty may feel that they have both), but it is more important to have participants apply the framework concretely to analyze and generate ideas for their own practice. Use the framework to engage the group in discussing the following concepts and how they should show up in coursework and community-engaged learning. Use these questions to guide discussion:

- **Community Relationships:** How do we build courses and projects that are reciprocal, mutual beneficial, and asset-based?
- **Knowledge Production:** How do we build courses and projects that are inclusive, collaborative, and multi-directional? In other words, how do we also value and share community knowledge?
- **Epistemology (which means the theory of knowledge):** How do we build courses and projects that demonstrate co-creation of knowledge, shared authority, and the university as part of an ecosystem, not the center?
- **Political Dimensions:** How do we build courses and projects that model deliberative democracy? What would that mean for our practice?
- **Outcomes:** How do we ensure that community change is a key result?

Make sure to spend some time discussing knowledge production and epistemology, especially, as these are key aspects of the faculty teaching role. Faculty are expected to produce knowledge for their discipline (and to publish it, generally); in community-engaged learning, faculty co-produce that knowledge with community residents, partners, and students. They may still publish it (as public scholarship). A later session will cover these concepts and additional avenues for publishing.

Wrap this section, as you go to conclude the meeting, with a restatement of:

- Key themes
- Ideas
- Challenges
- Questions for the Future

IV. Next Steps and Meeting (suggested time 3-5 minutes)

Wrap this session with some open reflection (i.e., what did people think, requests for next time, etc.). If you have elected to save some concepts for discussion in a future meeting, reiterate what participants should do next. Remind people when the cohort is meeting next and what will be happening.

Credits and Citations (APA):

This workshop and the series of Professional Development for Community-Engaged Learning and Scholarship has been developed by Ariane Hoy, Vice President, and Rachayita Shah, Community-Engagement Scholarship Director, and the Bonner Foundation staff team for use by colleges and universities. It integrates scholarship including:

American Association of State Colleges and Universities, Washington, DC. (2002). *Stepping forward as stewards of place: A guide for leading public engagement at state colleges and universities.* ERIC Clearinghouse.

Eatman, T. K. (2012). The arc of the academic career bends toward publicly engaged scholarship. *Collaborative futures: Critical reflections on publicly active graduate education*, 25-48.

Hoy, A. E. (2017). Catalysts for learning and stewards of place: A study of change in engaged universities. *Dissertations available from ProQuest.* AAI10599172.

Saltmarsh, J., Hartley, M., & Clayton, P. (2009). *Democratic engagement white paper.*

Additional Resources

Some other books and articles that may be helpful in preparing to run a cohort and provide an introduction to community-engaged learning include:

Jacoby, B. (2009). *Civic engagement in higher education: Concepts and practices.* John Wiley & Sons.

Musil, C., & Hampshire, C. N. (2012). *A crucible moment: College learning and democracy's future.* Washington, DC: Association of American Colleges and Universities.

Saltmarsh, J., & Hartley, M. (Eds.). (2011). *"To serve a larger purpose": Engagement for democracy and the transformation of higher education.* Temple University Press.

Stanton, T. K., Giles Jr, D. E., & Cruz, N. I. (1999). *Service-learning: A movement's pioneers reflect on its origins, practice, and future.* Jossey-Bass Higher and Adult Education Series. Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104.

Handout 1: Pathways to Community-Engaged Teaching and Learning

Timothy K. Eatman, former faculty director for Imagining America and professor at Rutgers University Newark and formerly Syracuse University, led a research team to conduct a study of more than 500 engaged faculty nationally. Its purpose was to better understand faculty pathways into community engaged teaching and learning. Imagining America's research team drew on both quantitative survey data and qualitative interviews of engaged faculty. From this, they articulated a typology to describe the pathways of their involvement, as follows:

1. **Cradle to Community.** This profile type describes scholars who become involved with their local communities because of personal values (e.g., religious, familial). Their involvement with the community may be what leads them to pursue graduate work.

2. **Artist as Engaged Scholar.** This profile describes a local artist who uses the community as a "canvas." The artist as engaged scholar is grounded in both the academy and the arts.

3. **Teacher to Engaged Scholar.** This profile is typified by the K–12 teacher who enters the academy for graduate work and teaching, but remains committed to the role of active researcher within secondary schools. College professors rep- resented here may be looking for ways to improve teaching and learning and make connections with their students through publicly engaged work.

4. **Program Coordinator to Engaged Administrator/Scholar.** This profile depicts an administrator in higher education who holds a leadership role in a center, an institute, or a consortium for campus-community partnership while also holding a faculty position.

5. **Engaged Interdisciplinarian.** This profile depicts a scholar whose identification with one specific discipline is shallow, but who leverages every opportunity to drawn upon different domains of inquiry for the enhancement of community-based work.

6. **Activist to Scholar.** This profile captures the community activist who connects with the university and uses it as a platform to further pursue activism.

7. **Engaged Pragmatist.** This public scholar "sees the writing on the wall" and recognizes that publicly engaged scholarship is becoming prevalent within the academy. For a scholar of this variety, motivation is grounded more in the perceived direction of higher education than in an abiding commitment to civic engagement.

Which, if any, of the pathways apply to you?

(Eatman, 2012)

Additional Key Themes for Faculty Pathways

Six themes emerged from qualitative interviews with publicly engaged faculty as important for their continued involvement. The text below is taken verbatim from Eatman, 2012. These may also be worth discussing for the cohort.

Mentorship. Interview participants detailed the importance of mentors who either introduced them to publicly engaged scholarship or supported them on a path of engaged scholarly work. Several participants referenced a single person who had a permanent effect on their scholarship and career trajectory.

Bridging worlds. Interview respondents described the desire to bridge different aspects, values, and parts of their lives as a motivation for undertaking engaged scholarship.

Sphere of commitment. This theme captures the importance of both engaging in the local community and the historical context and relationships between an institution and its local community, which may positively or negatively affect publicly engaged work.

Institutional recognition. Publicly engaged scholars on the tenure track noted their institutional support. Many commented that for their university to fully commit to public scholarship, schools and departments should recognize PES within the tenure process.

Creativity and flexibility. Interviewees enjoyed practicing public scholarship and noted that it allowed for creativity and flexibility, both positive qualities.

Motivation. While various extrinsic and intrinsic motivations inspired public scholars, recurring motivations included the benefits of using public scholarship as a form of pedagogy; personal and familial history; and a natural, innate, assumed desire to connect scholarship and service.

Do faculty believe that they have access to these factors at the institution at present? How might the cohort or center help to provide them?

(Eatman, 2012)

Handout 2: Historical Highlights

Community-engaged learning has a complex story. Below are some highlights, though, that punctuate key events and moments in the evolution of this movement in higher education (Hoy, 2017).

- **1889:** Jane Addams and Ellen Gates Starr found Hull House, part of the Settlement House Movement
- **1891:** John Dewey, a young educational reformer, visits Hull House and goes on to publish a theory of democratic education in works like *The School and Society* (1900) and *Democracy and Education* (1918)
- **1932:** Myles Horton founds the Highlander Folk School, where a new educative process (one that honors community expertise) is developed and practiced, including to train movement leaders
- **1960s:** events like the March on Washington, United Farm Workers boycott, National Welfare Rights Organization founding, War on Poverty, Peace, Women's and Civil Rights Movement spark some activist faculty to begin revisiting their conceptions of academic learning to integrate community action
- **1969:** *Pedagogy of the Oppressed,* by Paolo Freire, which suggests a different approach to learning, is published
- **1971:** National Society for Internships and Experiential Education is founded
- **1983:** National Youth Leadership Council, which supports community engagement at the K-12 levels, is founded
- **1984:** Campus Outreach Opportunity League (COOL), which supports student-led campus organizing and the creation of sustained infrastructure, is founded and spawns large-scale service days and offices on campuses
- **1985:** Campus Compact, which asks institution presidents to demonstrate commitment to public purposes, is founded with seven presidents signing on; at the time, few campuses have dedicated centers or staffing
- **1990:** Bonner Scholar Program begins at Berea College, with 11 more institutions starting programs soon after
- **1990:** Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, publishes *Scholarship Reconsidered: Priorities of the Professoriate* poses expanded conception of teaching, research, and scholarship that can be connected with civic purposes and community needs
- **1993:** the Corporation for National Community Service is created, with legislation passed to fund AmeriCorps and Learn & Serve programs across the United States
- **1995:** literature like Barr and Tagg's *The Learning Paradigm* and suties, such as by Astin, Tinto, Kuh and others begin to challenge dominant modes of college teaching and learning, pointing to engagement
- **1995:** Liu's ten-year retrospective of the service movement in higher education credits COOL and Campus Compact with helping to bring about greater professionalization and institutionalization of campus programs
- **1999:** Imagining America is launched as a consortium for faculty public scholars. Publications like the *Wingspread Declaration on the Civic Responsibilities of Research Universities* (1999), Kellogg Commission's *Returning to our Roots* (1999), and *Presidents' Declaration on the Civic Responsibility of Higher Education* signal momentum
- **2005:** AAC&U's Liberal Education and America's Promise (LEAP) initiative is launched and, drawing on NSSE data, begins to share evidence about high-impact practices that link with gains in student learning
- **2006:** The Carnegie Community Engagement Classification, the only elective classification, is created as a designation that an institution has deep, pervasive community engagement in curriculum and co-curriculum
- **2008:** The Bonner Foundation publishes its model for civic engagement minors through AAC&U, contributing to their spread across institutions
- **2009:** Democratic community engagement emerges as new language after a gathering of field leaders
- **2012:** After a series of national round tables, *A Crucible Moment,* by Musil for AAC&U, is a call to action for higher education institutions to deepen their civic education and democratic engagement
- **2013:** Finley & McNair, for AAC&U, publish evidence that student engagement in high-impact practices boost student success in deep learning and critical thinking, with service-learning showing the highest gains with just one course. They caution most students do not engage in HIPs deeply in college (1.1 HIP on average)
- **2015:** By Campus Compact's 30th Anniversary, survey data shows that 99% of its 1,300+ member campuses have at least one center dedicated to managing community engagement (and two thirds have more than one)

Handout 3: Public Engagement & Scholarship Definitions

Public service and engagement has been part of the mission of both private and public higher education since its inception. Indeed, most (if not all) small private colleges contain in their mission statement language that speaks to their role in educating graduates (or citizens) for roles in the democracy (or economy, country, and/or world). Similarly, public institutions in the United States were founded in conjunction with federal policies and initiatives, such as the Morrill Land Grant Act, to educate students for effective and productive roles in societies (often as teachers, farmers, etc.). In 2002, the Association of State Colleges and Universities (AASCU), with the authorship of a team of institutional leaders, published Stepping Up as Stewards of Place. This publication articulates a broad conceptualization for the role of individual faculty and institutions in public and community engagement (AASCU, 2002).

Public and Community Engagement in (in its words, AASCU, 2002, p. 9-10):

Place-Related. While the demands of the economy and society have forced institutions to be nationally and globally aware, the fact remains that state colleges and universities are inextricably linked with the communities and regions in which they are located. Exercising "stewardship of place" does not mean limiting the institution's worldview; rather, it means pursuing that worldview in a way that has meaning to the institution's neighbors, who can be its most consistent and reliable advocates.

Interactive. The etymology of the word "engage" speaks to the intertwining or meshing of entities. In this context, engagement refers to a spirit of give and take by the college or university and its partners. For institutions, this means occupying the role of learner as well as teacher. For community and regional partners, this means looking to the institution as a *resource*, not necessarily as "the answer."

Mutually Beneficial. Engagement should benefit of both parties involved. These initiatives should expand the learning and discovery functions of the institutions while enhancing community capacity to address and resolve the issues they confront. The work of the engaged institution is to be responsive to public needs in ways that are appropriate to the institution's mission and academic strengths. Engagement initiatives should build public support for the role of the campus as a knowledge asset and resource.

Integrated. At a campus level, engagement must permeate all levels of the institution, and be integrated into its policies, incentive structures, and priorities. At a departmental level, engagement cuts across the imperatives of teaching and scholarship to bring unparalleled opportunities for the entire campus community— faculty, staff, and students.

Forms of engagement include:

- *Applied or engaged research* designed to understand a problem and/or test solutions for that problem.
- *Technical assistance* involving the direct application of faculty and student
- expertise in order to address a problem or understand a phenomenon.
- *Demonstration or service learning projects* that test new models and approaches and/or apply "best practice" to issues within community settings.
- *Impact assessment* designed to measure the effects of community programs and services with reference to their intended outcomes.
- *Policy analysis* that is directed at framing new policy approaches or assessing the impact of current policy initiatives.
- *Seminars, lectures, and essays* that provide a neutral forum for discussing and disseminating information on issues of vital public concern.
- *Lifelong learning programs designed to expand access* to educational opportunities, as well as educate communities regarding the challenges they confront.
- Involvement of faculty and administrators in *community-originated initiatives*.

Handout 4: Democratic Community Engagement

Around 2005, leading scholars and practitioners in the community engagement field were concerned that the movement had stalled. In February 2008, Matthew Hartley and John Saltmarsh convened 33 leaders of civic engagement and higher education at the Kettering Foundation, with its support and that of the New England Resource Center for Higher Education (NERCHE) which oversaw the Carnegie Community Engagement Classification. Capturing the proceedings, Hartley, Saltmarsh, and Clayton (2009) articulated a new paradigm of democratic civic engagement that integrated the principles of reciprocity, community assets, and collaborative problem-solving work within civic engagement. Democratic engagement positions the academy within a larger ecosystem of knowledge production. In this model, a university worked as a partner with local government, hospitals, schools, and community groups to address issues like poverty, health care, and the achievement gap, invoking a way to enact Boyer's twenty-year-old vision from *Scholarship Reconsidered.*

Civic and Democratic Engagement Frameworks

	Civic Engagement	Democratic Civic Engagement
Community Relationships	Partnerships and mutuality Deficit-based understanding of community Academic work done for the public	Reciprocity Asset-based understanding of community Academic work done with the public
Knowledge production/ research	Applied Unidirectional flow of knowledge	Inclusive, collaborative, problem-oriented Multi-directional flow of knowledge
Epistemology	Positivist/scientific/technocratic Distinction between knowledge producers and knowledge consumers Primacy of academic knowledge University as the center of public problem-solving	Relational, localized, contextual Co-creation of knowledge Shared authority for knowledge creation University as a part of an ecosystem of knowledge production addressing public problem-solving
Political Dimension	Apolitical engagement	Facilitating an inclusive, collaborative, and deliberative democracy
Outcome	Knowledge generation and dissemination through community involvement	Community change that results from the co-creation of knowledge

Source: Hartley, Saltmarsh, & Clayton, 2009

Let's discuss these frameworks and how they apply to our own institutional practice. Can we name examples of courses, projects, and programs that illustrate these ideas? How can we apply these to our work now?

(Hartley, Saltmarsh, and Clayton, 2009; Hoy, 2017)