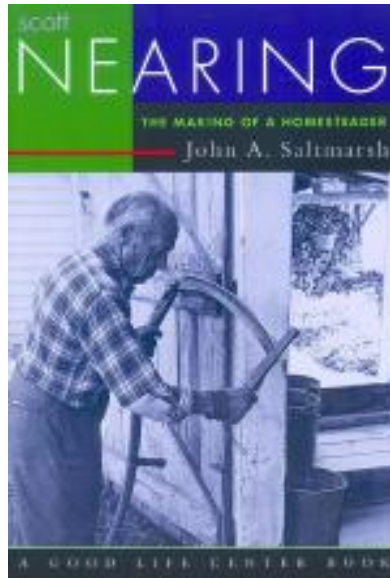


Bonner

April 7, 2020

Participant Poll

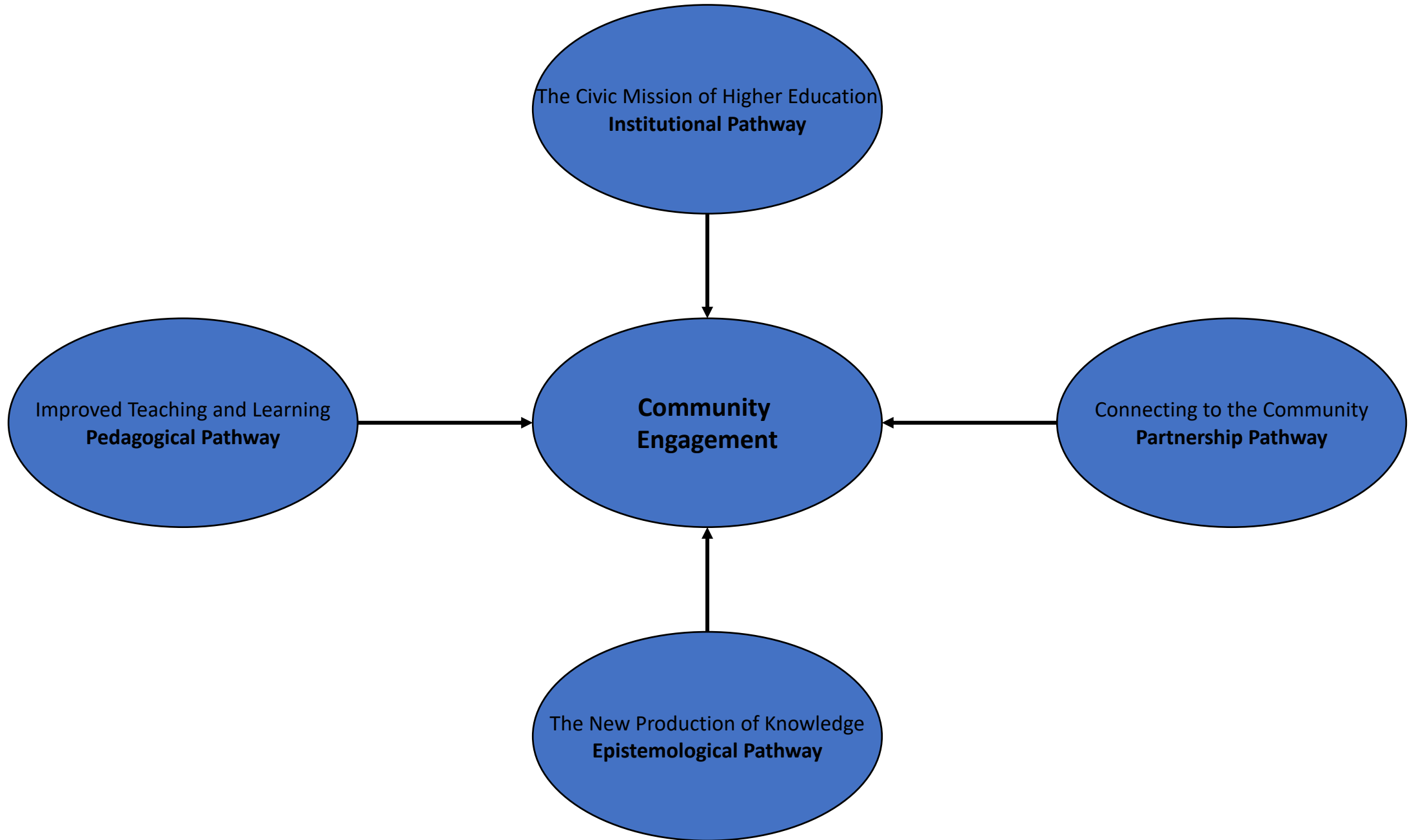
1991. Scott Nearing: An Intellectual Biography,
Philadelphia: Temple University Press.
Paperback edition, 1998, Chelsea Green Press.



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

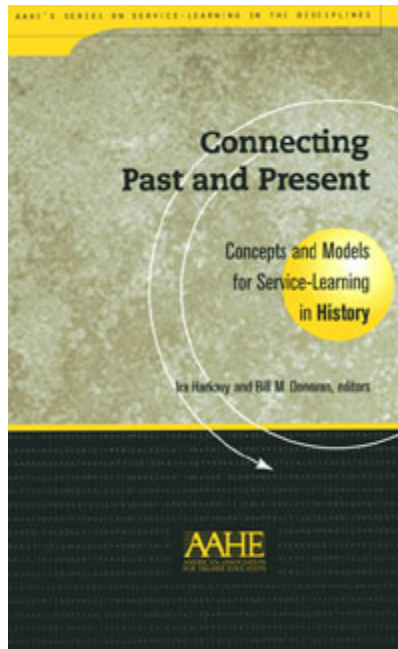
Engagement implies strenuous, thoughtful, argumentative interaction with the non-university world in at least four spheres: setting universities' aims, purposes, and priorities; relating teaching and learning to the wider world; the back-and-forth dialogue between researchers and practitioners; and taking on wider responsibilities as neighbours and citizens.

Association of Commonwealth Universities



Chapter 7: Emerson's Prophecy

John Saltmarsh

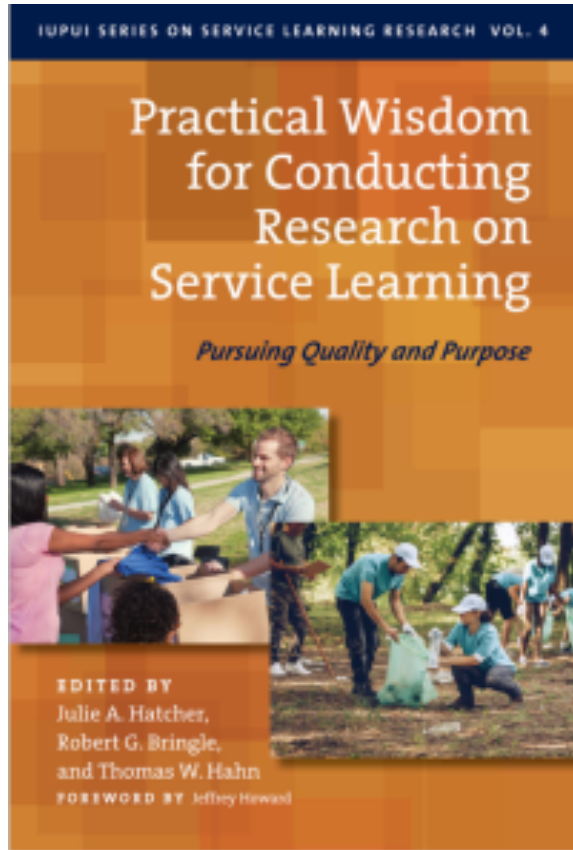


Action is with the scholar subordinate, but it is essential. Without it he is not yet a man. Without it thought can never ripen into truth...The preamble of thought, the transition through which it passes from the unconscious to the conscious, is action. Only so much do I know, as I have lived. Instantly we know whose words are loaded with life, and whose not.

Ralph Waldo Emerson, *The American Scholar*, 1837

I. A Noble Dream and the Scholar's Reality

In my training to become a professional historian of American culture, Emerson's 1837 essay, "The American Scholar," was part of the canon. That training, in the late twentieth-century, is governed by a culture of specialized knowledge and techniques for reaching interpretive conclusions by means of rules of evidence and inference. ..



Saltmarsh, J. (2019) "Research to Influence Change." IUPUI Series on Service Learning Research, Volume 4. *Research on Service Learning: Practical Wisdom for Conducting Research*, Edited by Julie A. Hatcher, Robert G. Bringle, and Thomas W. Hahn. Stylus Publishing.

Democratic Engagement (2009), Full
Participation (2011), and Next Generation
Engagement (2016)



DEMOCRATIC ENGAGEMENT WHITE PAPER

By John Saltmarsh, Matt Hartley, and Patti Clayton

"...whether this educative process is carried on in a predominantly democratic or non-democratic way becomes therefore a question of transcendent importance not only for education itself but for its final effect upon all the interests and activities of a society that is committed to the democratic way of life."

John Dewey, 1937.

Background and Context

Participants at a recent Wingspread conference on civic engagement in higher education (Brukardt et al. 2004)¹ concluded that while the movement has created some change, it has also plateaued and requires a more comprehensive effort to ensure lasting commitment and institutional capacity. For the participants at Wingspread, and for others involved in civic engagement in higher education, the time has come for "calling the question" of whether engagement will be viewed as a core value of the university of the 21st century – as centrally important to the civic mission of higher education and to generating and transmitting new knowledge (Bjarnason, S. and P. Coldstream, eds., 2003, p. 323)². The concern is that "engagement has not become the defining characteristic of higher education's mission nor has it been embraced across disciplines, departments and institutions" (ii) and "that the momentum needed for engagement to become fully identified with the mission of higher education" (4) is waning. As the participants concluded, despite widespread evidence of innovative engagement activities across higher education, "few institutions have made the significant, sustainable, structural reforms that will result in an academic culture that values community engagement as a core function of the institution" (5).

Will higher education live up to its democratic purpose and undertake the kind of deep change in institutional culture needed to create the conditions for sustained civic engagement? As Benson, Harkavy, and Puckett argue in *Dewey's Dream*,

¹ Brukardt, M.J., Holland, B., Percy, S., Zimpher, N. (2004) *Calling the question: Is higher education ready to commit to community engagement*. A Wingspread statement, available at <http://www.uwm.edu/Milwaukeeidea/elements/wingspread.pdf>

² Bjarnason, S. and P. Coldstream, eds., 2003. *The Idea of Engagement: Universities in Society*, London: Association of Commonwealth Universities.



Our work has attempted to do two things:

- provide a framework of democratic engagement as a way to focus attention on the purposes and processes of engagement practices; and
- link engagement practice to institutional change, examining the kinds of engagement practices that perpetuate/reinforce the status quo and the kinds of engagement practices that compel change.

	Civic Engagement (Focus on Activity and Place)	Democratic Civic Engagement (Focus on Purpose and Process)
Community Relationships	Partnerships and mutuality	Reciprocity
	Deficit-based understanding of community	Asset-based understanding of community
	Academic work done <i>for</i> the public	Academic work done <i>with</i> the public
Knowledge production/research	Applied	Inclusive, collaborative, problem-oriented
	Unidirectional flow of knowledge	Multi-directional flow of knowledge
Epistemology	Positivist/scientific/technocratic	Relational, localized, contextual
	Distinction between knowledge producers and knowledge consumers	Co-creation of knowledge
	Primacy of academic knowledge	Shared authority for knowledge creation
	University as the center of public problem-solving	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

	Civic Engagement (Focus on Activity and Place)	Democratic Civic Engagement (Focus on Purpose and Process)
Knowledge production/research	Applied	Inclusive, collaborative, problem-oriented
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First-Order Change	Second-Order Change
<p>Aim is to improve the efficiency and effectiveness of what is done - to make what already exists more efficient and more effective.</p>	<p>Aim is to alter the fundamental ways in which organizations are put together. These changes reflect major dissatisfaction with present arrangements.</p>
<p>Does not disturb the basic organizational features, or substantially alter the ways in which faculty and students perform their roles. Those who propose first-order changes believe that the existing goals and structure are both adequate and desirable.</p>	<p>Second-order changes introduce new goals, structures, and roles that transform familiar ways of doing things into new ways of solving persistent problems.</p>
<p>Does not require changes that alter the culture of the institution, those which require 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.</p>	<p>Is associated with transformational change, defined as change that (1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; (2) is deep and pervasive, affecting the whole institution; (3) is intentional; and (4) occurs over time.</p>



Catalyst Paper

Full Participation:

***Building the Architecture for Diversity and
Public Engagement in Higher Education***

Susan Sturm
Tim Eatman
John Saltmarsh
Adam Bush

Full Participation

Full participation is a way of expressing the connections between what is on many of our campuses essential but often disconnected institutional priorities. Full participation is about integrating the priorities of

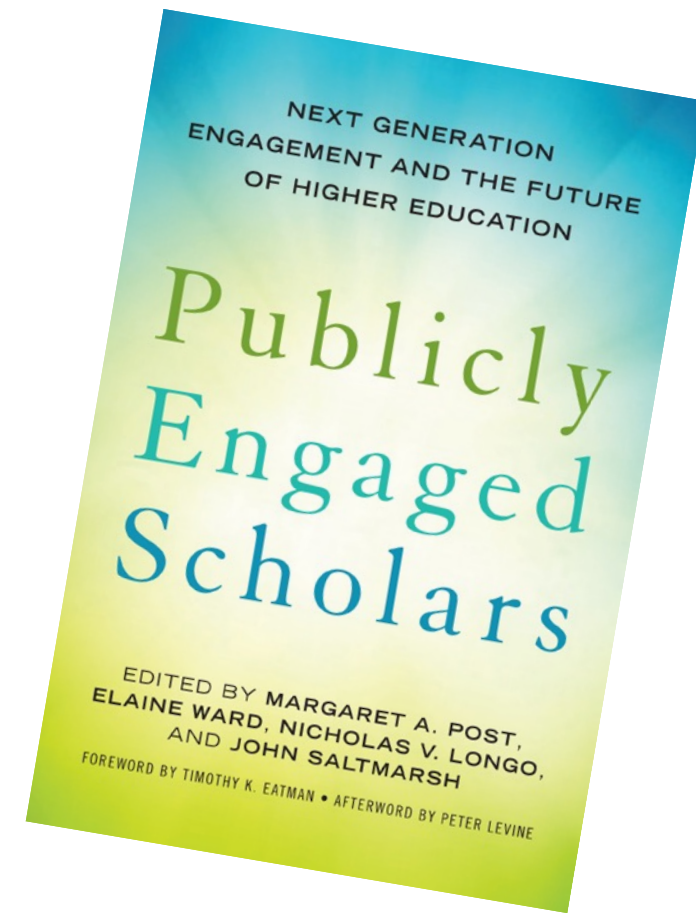
- diversity and inclusion
- public engagement
- and the success of underserved students

said somewhat differently, it is about integrating

- collaborative ways of generating knowledge
- active and collaborative teaching and learning
- and student success

Who are Next Gen Engagement Scholars?

A new generation of scholars, educators, and practitioners is committed to the public purposes of higher education, but not committed to perpetuating the existing policies, structures, and practices that have delegitimized their epistemological and ontological position, or what bell hooks describes as their “ways of knowing and habits of being.”



Generational narrative

- Parker Palmer in his 1992 essay “Divided No More.”
- mid-career faculty (post-tenure)
- painful realization that the way they practiced their profession was grossly separated from the values that had brought them into their work earlier in their careers (ideals of educating for social justice and the belief in the transformative potential of education)
- reached a crisis in their lives requiring a deep inner healing,
- healing was brought about by connecting their professional practice to their deeply held values so they would be divided no more.
- experienced deep angst and rediscovered these values, and put them into practice through community-based education.

Next Generation narrative

- Next Gen Scholars do not come to this work post-tenure; they were all shaping their identities as engaged scholars during their graduate studies (if not earlier).
- They did not enter their faculty careers with a sense of delayed fulfilment or with a resignation built on accommodation to traditional norms only to be able to thrive later in their post-tenure careers.
- They enter into their faculty careers with an expectation that they would be able to be engaged scholars—that they would be able to do engaged scholarly work in all aspects of their faculty role.
- And they expect that the institution will provide the intellectual space and support to allow them to thrive as engaged scholars.
- They view themselves as change agents and that one of their roles is to exert agency to change the campus.
- They will not have to heal the divisions in their inner life because they resist the disciplinary and institutional cultures that fostered such division.

Higher Education Research Institute (HERI) at UCLA
Faculty Survey (every 3 years)

Community engagement questions were asked for the first time in 2004-2005.

2013-2014, based on the responses of 16,112 full-time undergraduate teaching faculty at 269 four-year colleges or universities.

During the past two year, have you collaborated with the local community in teaching/research?

Higher Education Research Institute, UCLA, Faculty Survey.
 Changes in Faculty Reports of "During the past two years, have you collaborated with the local community in teaching/research?"

		2004-2005	2013-2014*	+ Change in response
All Baccalaureate Institutions		42.4%	48.8%	6.5
Institutional Control	Public	44.0	50.4	6.4
	Private	38.3	46.4	8.1
Academic Rank	Professor	40.4	45.0	4.6
	Associate Professor	46.9	52.5	5.6
	Assistant Professor	45.5	51.1	5.6
	Lecturer	35.9	45.0	9.1
	Instructor	35.6	46.0	10.4
Tenure Status	Tenured	43.2	48.2	5.0
	On tenure track, but not tenured	46.8	51.1	4.3
	Not on tenure track, but institution has tenure system	38.6	47.9	9.3
	Institution has no tenure system	34.4	48.1	13.7
Sex	Male	41.1	46.3	5.2
	Female	44.1	52.4	8.3
Race/Ethnicity	American Indian	53.4	86.8	33.4
	Asian	40.9	46.8	5.9
	Black	40.4	42.4	2.0
	Hispanic	38.1	55.2	17.1
	White	42.3	48.4	6.1
	Other	47.4	53.4	6.0
	Two or more race/ethnicity	44.7	57.1	12.4

*Based on responses from 16,112 full-time undergraduate teaching faculty at 269 four-year colleges and universities.

Institutions

		Percentage, 2004-2005	Percentage, 2013-2014*	+ Percentage Change in Response
All Baccalaureate Institutions		42.4%	48.8%	6.5%
Institutional Control	Public	44.0%	50.4%	6.4%
	Private	38.3%	46.4%	8.1%

Sex, Race, and Ethnicity

Sex	Male	41.1%	46.3%	5.2%
	Female	44.1%	52.4%	8.3%
Race/Ethnicity	American Indian	53.4%	86.8%	33.4%
	Asian	40.9%	46.8%	5.9%
	Black	40.4%	42.4%	2.0%
	Hispanic	38.1%	55.2%	17.1%
	White	42.3%	48.4%	6.1%
	Other	47.4%	53.4%	6.0%
	Two or more race/ethnicity	44.7%	57.1%	12.4%

2016-17 HERI Faculty Survey

During the past three years, have you:

Collaborated with the local community on research/teaching to address their needs?

- For all faculty: 47.0%
- At Public Universities: 47.7%
- Assistant Professor: 47.6%

(20,771 FT undergraduate teaching faculty at 143 four-year colleges and universities)

2019 NSSE Results

Table 4: Percentage of Students Who Participated in High-Impact Practices by Institution and Student Characteristics

	First-Year			Senior					
	Service-Learning	Learning Community	Research w/ Faculty	Service-Learning	Learning Community	Research w/ Faculty	Internship/Field Exp.	Study Abroad	Culminating Experience
Race/Ethnicity or International									
American Indian or Alaska Native	56	9	3	65	22	18	39	9	42
Asian	54	12	6	64	23	24	45	13	40
Black or African American	57	13	6	65	25	18	40	8	39
Hispanic or Latino	55	12	4	63	21	18	41	11	37
Native Hawaiian/Other Pacific Islander	51	14	3	66	22	17	43	14	38
White	50	13	4	58	22	24	51	15	47
Other	64	14	1	58	25	19	51	11	50
Foreign or nonresident	69	13	8	74	22	26	38	20	45
Two or more races/ethnicities	52	13	5	59	23	25	49	16	46

Breakout discussion

1. How do you see the connections between diversity, inclusion, and equity connecting with community engagement, and with student success on your campus?
2. Is there alignment on your campus between the scholarship of the younger, more diverse faculty and the institutional reward system?

Critical Community Engagement

- Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning*, 14(2).
- Mitchell, T. D., & Donahue, D. M. (2009). "I do more service in this class than I ever do at my site": Paying attention to the reflections of students of color in service-learning: New solutions for sustaining and improving practice. In *The future of service-learning: New solutions for sustaining and improving practice* (pp. 172-190). Stylus Publishing.
- Mitchell, Tania D. & Donahue, David M. (2012) Service Learning as a Pedagogy of Whiteness. *Equity & Excellence in Education*. 45(4), 612-629.
- Mitchell, Tania D. (2015). Using a Critical Service-Learning Approach to Facilitate Civic Identity Development. *Theory Into Practice*, 54, 20-28.
- Mitchell, Tania D. (2017). Teaching Community On and Off Campus: An Intersectional Approach to Community Engagement. *New Directions for Student Services*, 157, 35-44.
- Kliwer, B. W. (2013). Why the Civic Engagement Movement Cannot Achieve Democratic and Justice Aims. *Michigan Journal of Community Service Learning*, 19(2), 72-79.
- Simpson, J. S. (2014). *Longing for justice: Higher education and democracy's agenda*. University of Toronto Press.
- Hernandez, K. (2017). *Service learning as a political act in education: Bicultural foundations for a decolonizing pedagogy* (Vol. 9). Routledge.
- Santiago-Ortiz, J. D. (2018). From Critical to Decolonizing Service-Learning: Limits and Possibilities to Social Justice-based Approaches to Community Service Learning. *Michigan Journal of Community Service Learning*, 25(1).

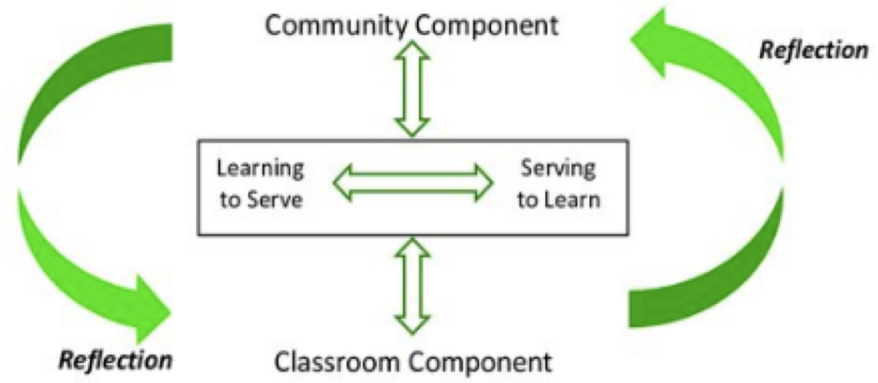
Service Learning and Critical Service Learning

Points of departure:

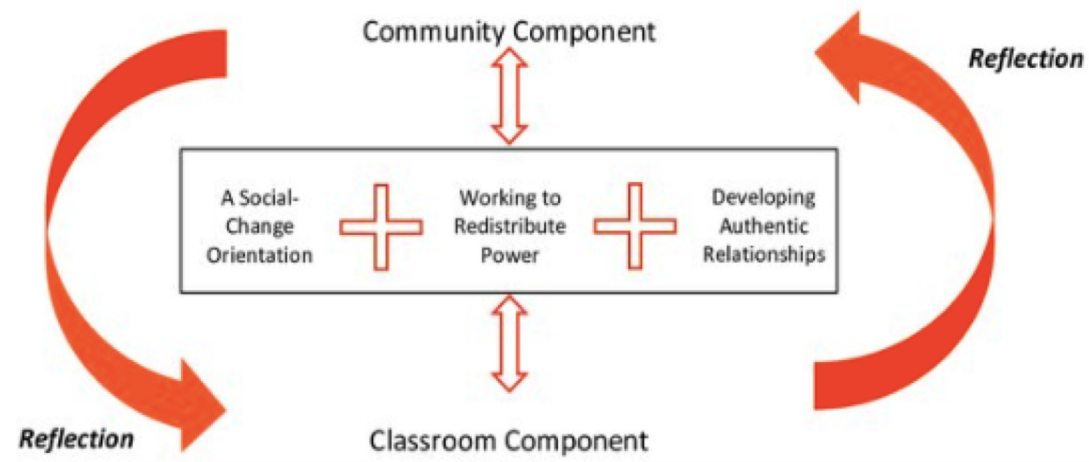
- Working to redistribute power
- Developing authentic relationships
- Working from a social change perspective

Each distinction has both a community and classroom component

Traditional Service-learning



Critical Service-learning



Critique of White Paper

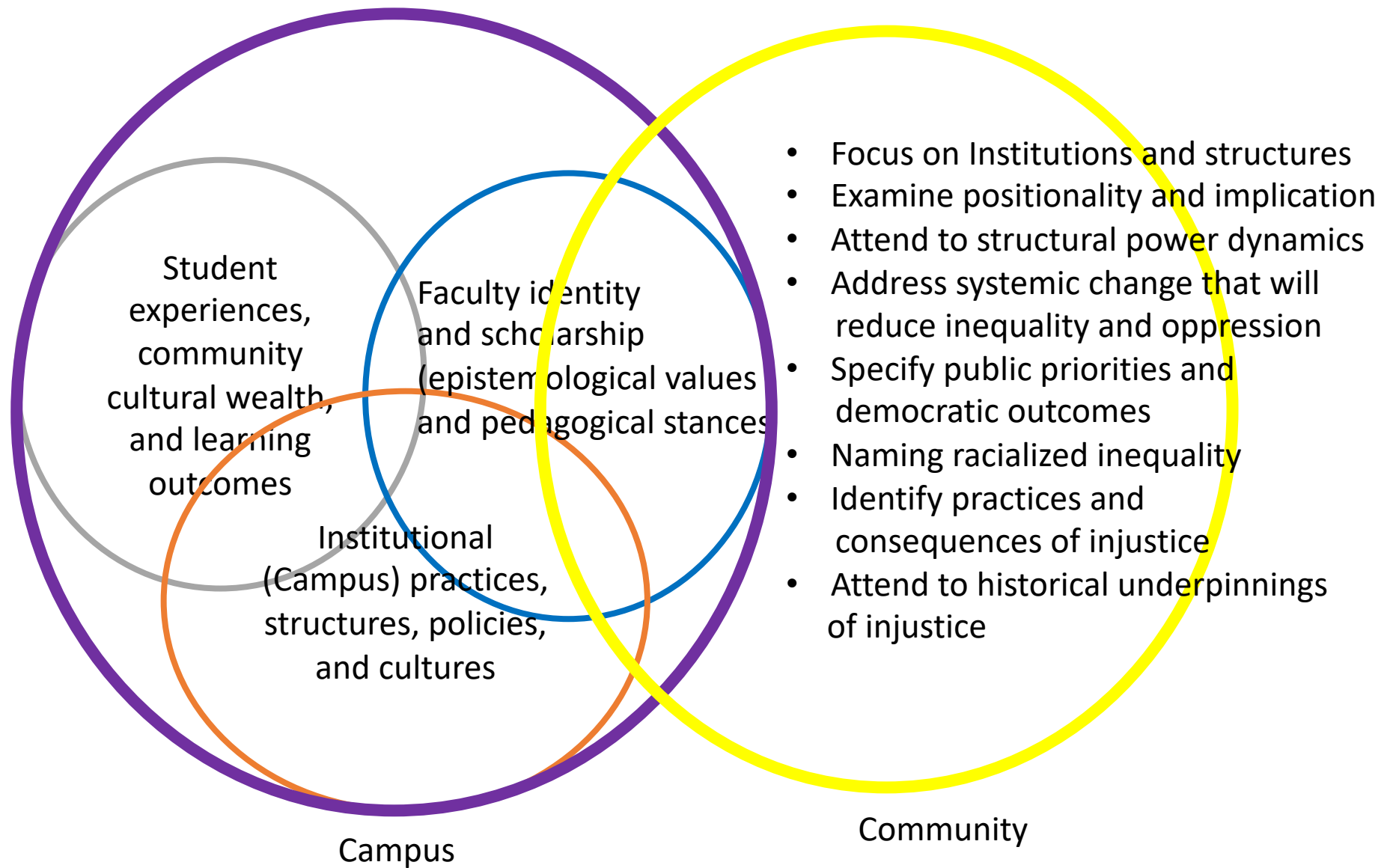
Jennifer Simpson (2014) *Longing for Justice: Higher Education and Democracy's Agenda*
(Chapter 3)

1. Failure to identify that all scholarship has a political agenda (“the illusion of neutrality”)
2. Does not articulate explicit democratic outcomes tied to values (“refuse to name the material practices and consequences of injustice”)
3. Has not addressed the role of power (“obscures the workings of privilege and power”)
4. Does not tie “norms of democratic culture” to concrete practices of injustice at the individual and institutional level (“refusal to name injustice”)
5. The suggestion that democratic norms have been beneficent to all in equitable ways represents a dismissal of history and radical denial of current practices (“uncritically accepting democratic norms”)

Neoliberalism, Democracy, Justice and Community Engagement

Kliwer critique of the ***Democratic Engagement White Paper (2009)***:

- “failed to consider the ways neoliberal ideology and the context of market-based society are stalling the civic engagement field’s potential to transform our democracy....a significant oversight.”
- “the community engagement movement has failed to account for neoliberalism”
- “To maintain robust levels of community engagement in the direction of social justice, the civic engagement field needs to recognize and challenge the structures of neoliberalism.”



SOCIALLY JUST COMMUNITY ENGAGEMENT (Critical Community Engagement)

Countering Neoliberalism through Public Engagement

The logic of neoliberalism includes “relentless attachment to privatization and the destruction of an ethical and relational public,” undermining the civic commitments of higher education. As one scholar writes, “For critics of the neoliberal model...universities became places of civic engagement,” with the result that “one answer to the abuses of neoliberalism became the engaged university” (Jones, E.J., and Shefner, 2014).

- Resist neoliberal logic
- Affirm a democracy building role of higher education
- Assert essential connections between education, democracy, and public purposes of higher education

Critical Community Engagement

1. Challenges, confronts, and disrupts misconceptions, untruths, and stereotypes that lead to or exacerbate structural inequality and discrimination.
2. Provides all students and faculty with the resources that they need to reach their full potential. This includes material and emotional resources.
3. Draws on knowledge assets and community cultural wealth of students, faculty, and community partners. This requires having a critical perspective while also rejecting deficit theories.
4. Is about learning and scholarship that promotes critical thinking and supports agency for social change, providing an apprenticeship in one's role in a democratic society.

Epistemic Equity

Epistemic Equity

Saltmarsh, J, “Afterword: Up Against The Institution,” in Cann, C. and Demeulenaere, E. (2020). *Activist Academic: Engaged Scholarship for Resistance, Hope and Social Change*. Meyers Education Press.

A lens of equity foregrounds how epistemology is connected to the identity of the scholar.

A lens of epistemic equity could shape efforts to resist systemic forms of oppression and cultivate more equitable faculty reward policy that addresses prejudicial exclusion of scholars from participation in the spread of knowledge through credibility discounting and epistemic marginalization.

Equity, in this context, refers to efforts to resist systemic forms of oppression and cultivate a more equitable world—one that centers democracy as a primary core value and in which everyone has equal opportunity to thrive regardless of their backgrounds and situations. Thriving is about access to opportunity, networks, resources, and supports—based on where we are and where we aspire to be - to reach one’s full potential. Regarding scholarship (like community engaged scholarship), enacting *epistemic equity* would mean examining and responding to the impact higher education systems have on privileging whose knowledge is valued, what research is legitimized, and who gets to participate in the creation and spread of knowledge.

This framing of equity draws on Museus, S. D., & LePeau, L. A., Navigating neoliberal organizational cultures: Implications for higher education leaders advancing social justice agendas. In A. Kezar and J. Posselt, Eds. (2019) *Administration for social justice and equity in higher education: Critical perspectives for leadership and decision making*. New York: Routledge.

Epistemic Equity is

- Aimed at intentionally coupling diversity and inclusion commitments with organizational structures, policies, and practices.
- An asset-based approach that values the inclusion of voices that have historically been discounted, delegitimized, and marginalized through academic cultures and practices.
- Foregrounds identity and power in an analysis of ethics and justice countering systems' default processes that silence and delegitimize certain knowers and ways of knowing, creating epistemic exclusion.
- Strategically shaping institutional cultures, structures, and practices to identify and address prejudicial exclusion of scholars from participation in the spread of knowledge through credibility discounting, and epistemic marginalization.

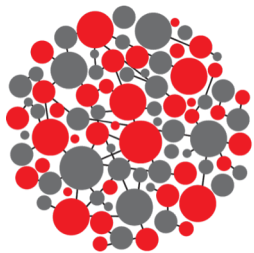
This framing of epistemic equity draws directly on the work of Miranda Fricker, Joan Aker, Victor Ray, and K. Wayne Yang. See Fricker, M. (2007). *Epistemic injustice: Power and the ethics of knowing*. Oxford University Press; Aker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & society*, 20(4), 441-464; Ray, V. (2019). A theory of racialized organizations. *American Sociological Review*, 84(1), 26-53; and la paperson (K. Wayne Yang) (2017). *A third university is possible*. University of Minnesota Press.

Breakout discussion

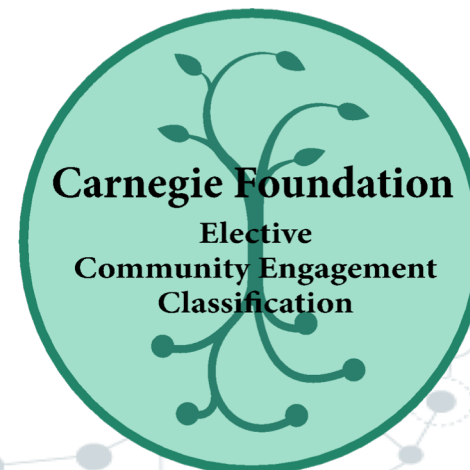
1. Is the community engagement work on your campus representative of critical community engagement – what are the indicators?
2. What are some changes you could make so that community engagement practice has a more critical stance?



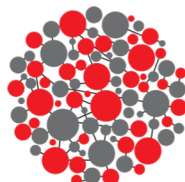
Elective Community Engagement Classification



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Of the **119 institutions classified in the 2020 cycle**, 44 are receiving the classification for the first time while 75 are now re-classified, after being classified originally in 2010 or 2015. These 119 institutions join the 240 institutions that earned the classification during the 2015 selection process, **for a total of 359 campuses** who are currently active holders of this important designation. Among the 2020 recipients of the classification, 67 are public institutions and 52 are private. For Carnegie's Basic Classification, 52 are classified as research universities, 39 are master's colleges and universities, 22 are baccalaureate colleges, 3 are community colleges, and 3 institutions have a specialized focus—arts, medicine, and other health professions. They represent campuses in 37 states and U.S. territories.



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***SCHOOLS IN BONNER NETWORK WITH
CARNEGIE CLASSIFICATION***

- | | | |
|-------------------------------------|---|--|
| 1. Allegheny College (2015) | University Indianapolis (2015) | |
| 2. Averett University (2020) | 12. Maryville College (2020) | 23. The University of the South (2020) |
| 3. Bates College (2015) | 13. Montclair State University (2015) | 24. Tusculum University (2020) |
| 4. Berea College (2015) | 14. Rhodes College (2015) | 25. University of Nevada, Reno (2020) |
| 5. Berry College (2020) | 15. Rollins College (2015) | 26. University of North Carolina at Chapel Hill (2015) |
| 6. Brown University (2020) | 16. Rutgers University-Camden (2015) | 27. University of North Carolina at Charlotte (2015) |
| 7. Capital University (2020) | 17. Rutgers University-New Brunswick (2020) | 28. University of Richmond (2020) |
| 8. Davidson College (2020) | 18. Siena College (2015) | 29. Virginia Wesleyan University (2020) |
| 9. Edgewood College (2015) | 19. Slippery Rock University (2020) | 30. Wagner College (2015) |
| 10. Emory & Henry College (2015) | 20. Stetson University (2015) | 31. Warren Wilson College (2015) |
| 11. Indiana University-Purdue | 21. Stockton University (2020) | 32. Widener University (2015) |
| | 22. The College of New Jersey (2015) | |

Key: bold = first time designated

Discussion

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