

CIVIC ENGAGEMENT COUNCIL

Some examples:

Duke University -

University Council on Civic Engagement

The goal of the University Council on Civic Engagement (UCCE) is to work with the Duke Office of Civic Engagement to amplify and coordinate new and ongoing civic engagement initiatives across campus. The Council will identify strategies for fostering effective civic engagement opportunities for students, faculty, and staff; organize and assess existing curricular and co-curricular civic engagement efforts to maximize their impact on student learning and community needs; and set sustainable goals for civic engagement efforts at Duke.

Elon University –

Council on Civic Engagement 2016-17 Members include:

- Assistant Vice President for Student Life and Dean of Campus Life
- Assistant Professor of Political Science and Policy Studies, Faculty Fellow for Civic Engagement
- Professor of Sociology and Director of Project Pericles
- Class of 2018, Student Government Representative
- Associate Provost for Inclusive Community and Professor of Communications
- Associate Professor of Psychology and Faculty Fellow for Academic Service-Learning
- Assistant Professor of Political Science
- Executive Director of North Carolina Campus Compact
- Associate Chaplain for Jewish Life
- Assistant Professor of Entrepreneurship
- Professor of Environmental Science and Biology
- Assistant Dean of Students and Director of the Kernodle Center for Service Learning and Community Engagement
- Executive Director of Community Partnerships, Director of the Center for Access and Success & Associate Professor of Education
- Associate Dean of Students for Leadership and Student Involvement
- Associate Professor of Biology and Director of Civic Engagement Scholars
- Associate Professor of Communications and Faculty Fellow for Leadership
- Director of Strategic Initiatives, School of Law

EQUITY & INCLUSION

FROM: AAC&U *Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides* (2015).

URL: <https://www.aacu.org/publications/step-up-and-lead>

From the website: *Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides* makes the case that America's persistent gaps in education, income, and wealth are widening, with the fastest growing segments of our population the least likely to have the opportunities they need to succeed. It argues that, to effectively educate today's students, higher education must focus more urgently on equity—and on bringing together what we know about closing achievement gaps and advancing high-quality learning outcomes for all students. This brochure builds the case for leadership to challenge the status quo and make the most empowering forms of college learning available to all students.

Excerpt from *Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides*:

Every college and university must focus with new intensity on supporting higher persistence and higher learning for students from underserved communities. This critical work begins with examining the institution's history and data. Then with this context in mind, institutions should ensure that they have a framework of inclusive excellence—one in which underserved students are experiencing the high-impact practices and engaging in the inquiry-based learning that is essential in any high-quality liberal education.

CAMPUS DIALOGUE

From the Campus Compact Knowledge Hub: Campus Dialogue

URL: <https://compact.org/resource-posts/dialogue-resources-for-higher-education/>

What is dialogue?

Dialogue is a process in which groups come together to share experiences around issues that are often avoided or argued toward the goal of informed decision-making. Dialogue involves mutual understanding, suspending judgment and listening deeply, rather than seeking to win.[1]

What can it do for my campus? Why consider it as part of my civic action plan?

Campuses engaged in dialogue use the tool to engage with diverse viewpoints in true civil discourse. A community that has a high level of dialogue skill creates enhanced experiences in co-curricular life, civic engagement, and curricular environments. Dialogue equips students, faculty and staff with the skills to build shared understanding of challenges, to empathize with experiences very different from one's own, and to create positive change from collaboration. Dialogue as pedagogy can enhance student learning, feelings of belonging, and skills for a globalized workforce.

What can it look like?

1. A co-curricular, sustained program engaging faculty, staff or students, all three or blended
2. Curricular coursework
3. Intensive retreats
4. One-time events

Challenges to incorporating:

1. Attendance for sustained engagements
2. Experiential nature requires willingness to pilot new approaches
3. Requires rigorous training to build on-campus capacity

K-12 PARTNERSHIPS

From the Campus Compact Knowledge Hub: K-12 Partnerships

URL: <https://compact.org/resource-posts/building-k-12-higher-education-partnerships/>

K-12 / Higher Education partnerships are perhaps the most pervasive form of community partnerships in higher education. In the early 1900s, for instance, educational philosopher John Dewey created laboratory schools at the University of Chicago as a place for pre-service teachers to learn teaching by actually doing it. For many years, universities have placed (and continue to place) pre-service teachers in classrooms across the United States. A call for increased university involvement grew out of the concerns raised by the A Nation at Risk report (National Commission on Excellence in Education, 1983) and the subsequent Holmes Group Report (1986), which specifically called attention to the need for improved teacher preparation. Over the last 30 years, K-12 partnerships with higher education have expanded to many different areas that are discussed in this knowledge hub.

Excerpt from: Furco, A. (2013). Legitimizing community engagement with K-12 schools. *Peabody Journal of Education*, 88(5), 622-636.

Why is it, with all of the good intentions, substantial resources, and genuine commitments that are applied to these K-12 improvement efforts, that we do not see greater achievement gains and more robust outcomes? And why do external entities continue to invest in school partnerships if such partnerships do not appear to produce the intended results? Some analyses of this issue have pointed to the presence of too many structural and procedural barriers within the K-12 educational system (e.g., limited accessibility to classrooms, inflexible school schedules, costly background checks for those who work with or near children, lack of teacher flexibility, etc.) that ultimately limit external partners' capacity to work effectively and successfully with schools (Manna & McGuinn, 2012.). Other analyses have suggested that educational reform efforts have had limited success because K-12 educators generally resist involvement from external constituents. The reasons cited for this resistance include K-12 teachers' negative perceptions of their students' communities, their fear of public scrutiny, their burnout with new initiatives and reforms, and the norm of isolation that permeates their work environment (Sanders, 2003).