

April 26, 2013

Dear UNCG colleagues,

As the academic year comes to a close -- and we begin to plan for the next one -- we invite you to **review and reflect on the conversations** held among UNCG faculty, staff, and student colleagues with Dr. Timothy K. Eatman on the **nexus between diversity, equity, inclusion and community engagement**. We were pleased that more than 100 faculty, staff, and administrative leaders participated in dialogues and administrative leadership meetings facilitated by Dr. Eatman during his two-day visit.

**In the following pages, we present key topics and themes raised in the conversations, as well as ideas to continue to inform university dialogues and plans, particularly as they relate to:**

- ❖ diversity, community engagement, and student success;
- ❖ the next generation of community-engaged scholars;
- ❖ collaborative technologies; and
- ❖ the role of the arts, humanities, and design to reimagine and reinvigorate democracy and communities.



*Dr. Eatman is the co-director of  
Imagining America (IA): Artists &  
Scholars in Public Life*

Sincerely,



Emily M. Janke  
Special Assistant for Community Engagement  
Institute for Community & Economic Engagement

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Dr. Eatman was brought to UNCG by the Institute for Community and Economic Engagement (ICEE) and other co-sponsors of the annual **UNCG Community Engagement Series**, including the Office of the Provost, Institute for Community & Economic Engagement, Office of Leadership and Service-Learning, Faculty Teaching & Learning Commons, HHS Office of Community Engagement, Chancellor's Advisory Committee for Equity, Diversity, & Inclusion, Office of Learning Communities, Coalition for Diverse Language Communities + the UNCG Public Scholarship Graduate Network.

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#### **About Imagining America and How Our Membership Serves UNCG**

A consortium of nearly 100 colleges and universities from across the country, **Imagining America** is the only national coalition working explicitly at the nexus of publicly engaged scholarship and the **humanities, arts, and design**. Imagining America works with academic and community partners to develop knowledge about and resources for individual and institutional change through community organizing and movement-building, a large-scale annual conference, and ongoing research and action initiatives. Current initiatives include projects aimed at transforming higher education tenure and promotion policies, assessment practices, and graduate and undergraduate education to cultivate publicly engaged scholarship; linking diversity and engagement efforts on campuses; and partnering with community-based arts, cultural and humanities organizations. Imagining America is hosted at Syracuse University. UNCG faculty, staff, students, or community colleagues are encouraged to take advantage of UNCG's membership. Contact [kdbuchne@uncg.edu](mailto:kdbuchne@uncg.edu) for more information on how to get engaged at UNCG.

More about Imagining America: <http://imaginingamerica.org/>

More about the 2013 conference: <http://imaginingamerica.org/blog/2013/02/18/2013-national-conference-call-for-participation/>

More about Public: A Journal of Imagining America: <http://public.imaginingamerica.org/>

More about the Publicly Active Graduate Education Fellowship: <http://imaginingamerica.org/consortium/student-networks/page/>

## FULL PARTICIPATION: Building the Architecture for Diversity and Community Engagement in Higher Education

Dr. Eatman's Keynote Address provided a framework for the integration of community engagement initiatives with strategies for equity, diversity, and inclusion to improve college access and success of traditionally underserved students. The following themes were addressed:

### Developing a Common Language: Full Participation

To effectively unite conversations on campus about diversity and community engagement, it is critical to think carefully about language. Eatman and his colleagues propose the language of **"Full Participation"** to address questions of diversity and community engagement. Full participation "enables people, whatever their identity, background, or institutional position, to thrive, realize their capabilities, and engage meaningfully in institutional and public life." This language shifts the dominant rhetoric to an affirmative, reflective, and exploratory dialogue; from the question of "what needs to change" to "who do we want to be as an institution, and how can we get there? What are the implications for democracy?" By using the lens of Full Participation, it evokes an inquiry about who is – and is not – included in the prevailing definitions and practices of the academy.

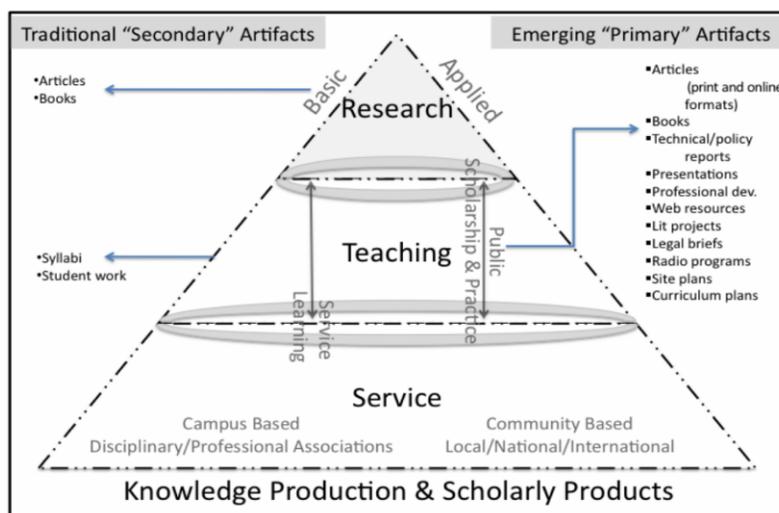
### An Imperative

Diversity is a fact in the 21<sup>st</sup> Century. The demographics of global, national, and local societies are changing and the ways in which higher education welcomes and embraces that diversity will be crucial to its success. Education is a gatekeeper of mobility that has implications for the health of our society, for our workforce, and for our democracy. The democratization of access to higher education has successfully brought underrepresented populations into higher education, but how can institutions ensure their success? For example, research shows that participating in high-impact teaching and learning practices (like community-based teaching and learning) enhances student learning, and that women and faculty of color disproportionately view public problem solving as critical to their purpose in the academy.

The idea of Full Participation builds on higher education's public mission to: "build pathways to social and economic citizenship for diverse publics through education...; connect the knowledge resources of the academy with the pressing and complex problems facing multiple communities; [and] build the capacity and commitment of diverse leadership equipped to tackle these social problems" (Sturm, et. al., 2011). UNCG has the opportunity – and obligation -- to actively support and celebrate the full spectrum of gifts that a diverse and fully inclusive community brings.

### Expanding the continuum of knowledge-making

To successfully attract and prepare all students from all backgrounds, higher education must expand its traditional notions of what constitutes knowledge and what counts as scholarship to consider the vast continuum of how knowledge is made, expressed, and internalized. This reframing requires a new perspective and acceptance of a more porous set of relationships between teaching, research, and service. Parallel to these shifting perspectives must be a shift in institutional policy and culture around rewards structures. How can we address the changing needs of students when institutional policies create disincentives for faculty to undertake alternative forms of teaching, research, and service through their faculty roles?



## Organizational Catalysts

How can we organize ourselves to see the strategies and overlaps between diversity and community engagement? By engaging those who are at the boundaries of different arenas and spheres of influence within and outside of the academy, we can broaden our ability to identify institution-wide synergies and leverage them to make a significant impact. Important questions to explore include:

- ❖ How does work involving your institution bring together the practices of diversity and public scholarship/civic engagement?
- ❖ Who is involved and how do they work together?
- ❖ Where is this work situated in relation to the core values of your institution?
- ❖ What are examples of products or outcomes of this work that have emerged or can be envisioned?
- ❖ How is this work supported, rewarded, and shared?
- ❖ Can you identify and describe examples of integration of these projects and goals, with each other and into the fabric of the institution? What are their features?
- ❖ What are the obstacles or challenges to integrating these approaches with each other?
- ❖ How would your institution have to be transformed for these values to become central to its culture and practices?
- ❖ Where do you see momentum or openings to push for this kind of transformation? Who are potential allies? Where are the possibilities for collaboration?

\*An edited version of Dr. Eatman's keynote address is currently under development and will be available at [communityengagement.uncg.edu](http://communityengagement.uncg.edu) soon. Please check back often!! **Dr. Eatman's presentation is available at <http://bit.ly/14JYki2>.**

## THE NEXT GENERATION: Engaged Scholars

If universities are to successfully recruit and retain publicly engaged graduate students and future faculty, they must expand the continuum of scholarship. Dr. Eatman's [research on publicly engaged scholars](#) indicates that the next generation of graduate students and faculty is changing drastically: "75% of the respondents indicated that it was important, very important, or extremely important for them to find employment at a college or university that values publicly engaged scholarship." This rings true right here at UNCG, where incoming faculty candidates are envisioning what their future selves as community-engaged scholars at UNCG might look like, inquiring about the support for engaged scholarship and potential community partners.

### Who are engaged scholars?

Today's graduate students and incoming junior faculty identify as stronger scholars when they are actively participating in the making of a better world – they want to do work that pays, but also that matters. Many have spent their entire lives engaged in community service-learning through their K-12 and undergraduate experiences, and expect no less when they enter graduate school and begin to envision the future trajectories of their careers. Increasingly, graduate students right here at UNCG are intentionally pursuing community-engaged dissertations that allow them to integrate engagement into their disciplines, and are actively seeking interdisciplinary committees that will help guide their work. Peer networks such as the [UNCG Public Scholarship Graduate Network](#) and the [Publicly Active Graduate Education Program](#) (Imagining America) are emerging locally and internationally to help graduate students explore together their personal and professional articulations of community-engaged scholarship.

### From Anxiety to Agency

However, as the [Tenure Team Initiative Report](#) describes, "the mode when one asks what the academic career options are for a graduate student or junior faculty member is one of anxious boldness among graduate students and profound concern among everyone else." Tension often surfaces between generations, as what is expected of the incoming generation is still foreign and uncomfortable to some more seasoned scholars. Mentors protect their students and junior faculty from the "dangers" of engaged scholarship and often encourage them to postpone their engaged work until they've reached a "safer" stage in their career. But the culture of academic institutions is changing. Institutions are beginning to expand the continuum of scholarship to include the aforementioned scholarly aspirations of the next generation and to create enabling and nurturing environments

in which they can thrive. Institutions (including UNCG) are [revising promotion and tenure guidelines](#) to include community-engaged research, teaching, and service, and departments are beginning to explore how this manifests in their respective disciplines.

### **COLLABORATIVE TECHNOLOGIES: Breaking Down Barriers**

As technology becomes more pervasive across our society, students and faculty are finding it easier to communicate and collaborate with their partners and are redefining “community” beyond geographic barriers. Dr. Eatman shared some technological tools that foster reciprocity, transparency, participation, and dialogue. The following tools were explored:

- ❖ CMAP - <http://cmap.ihmc.us/download/>
- ❖ Mopad - [etherpad.mozilla.org](http://etherpad.mozilla.org)
- ❖ Delicious - <https://delicious.com/>
- ❖ Podio - [students.podio.com](http://students.podio.com)

\*The [Coalition for Diverse Language Communities](#) has provided a full-length recording of Dr. Eatman’s session, “An Exit with A View: Next Generation Scholars + Collaborative Technologies,” accessible at <http://bit.ly/15W2JN1>.

### **THE ARTS, HUMANITIES, AND DESIGN: National Models & Local Varieties**

How can those in the arts, humanities, and design disciplines claim engagement at the core of their identities as intellectuals and artists? Dr. Eatman discussed how these fields can reinvigorate democracy and emphasized the possibilities of humanities, arts, and design in knowledge-generating initiatives.

#### **Excerpt from [A Working Guide to the Landscape of Arts for Change](#) (Haft, 2012):**

“A growing number of colleges and universities are expanding and deepening the role that publicly engaged scholarship in the humanities, arts, and design can play in contributing to positive change in the communities and regions within which higher education institutions exist. Imagining America provides an overview of how this is happening, largely through mutually beneficial partnerships between campuses and communities. Such collaborations aim to leverage assets as well as tackle local problems through the unique capacities of humanities, arts, and design while enhancing faculty teaching and research, preparing students with practical skills needed for jobs, and influencing higher education institutions’ commitment and responsibility to civic purpose.”

#### **Excerpt from [What \(Public\) Good are the \(Engaged\) Humanities?](#) (Jay, 2012)**

“Jay argues that connecting humanities research and teaching with projects to further democracy, social justice, and the public good can take advantage of the latest episodes of fiscal crisis, technology innovation, and mission drift, and presents a strong direction for revival. He considers questions of how we define the public, who belongs to it, and how digital media may be creating new publics. He also provides specific examples of academic centers, programs, and courses that link the humanities to public engagement.

Jay offers “Ten Key Points for Reflection:” (1) the political economy of higher education is such that engagement needs to be structured into the curriculum, not marginalized as “outreach”; (2) tenure and promotion criteria will have to be revisited and revised, with an insistence that engagement and publicly-oriented humanities or art work are forms of research knowledge- production; (3) disciplines need to recognize the importance of “going local” in academic research; (4) successful community engagement requires critical reflection by faculty and students on diversity, multiculturalism, and their own identities; (5) projects should proceed by mapping community assets, not by assuming “deficits” in need of fixes; (6) sustainability means turning projects into partnerships and (7) institutionalizing engaged courses; (8) engagement in the curriculum means altering course goals, learning outcomes, and assessment strategies; (9) partnership projects mean new and different work-loads for everyone; and (10) engagement can help campuses build bridges to underrepresented groups and neighborhoods and so help diversify the academy and increase educational opportunities for students of color.”