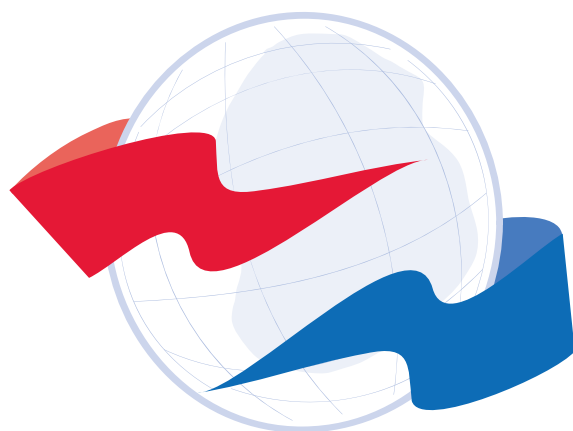


# **Leaders in the Civic Engagement Movement**



## **The Talloires Network**

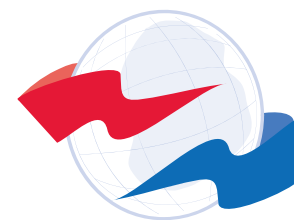
**By Dr. Lorlene Hoyt, *Director of Programs and Research,*  
*Talloires Network***

**and**

**John Pollock, *Consultant, Youth Economic  
Participation Initiative, Talloires Network***

*As published in the Talloires Network Newsletter*

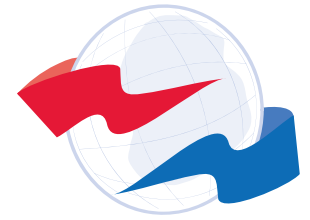
# Leaders in the Civic Engagement Movement



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# Leaders in the Civic Engagement Movement



## **Lisa Anderson** **American University in Cairo President**

by Lorraine Hoyt

May signals the eleventh installment of our *Leaders in the Civic Engagement Movement* series. This issue features Dr. Lisa Anderson, American University in Cairo President and member of the Talloires Network's Steering Committee.

According to Dr. Lisa Anderson, her parents, “like many people in mid-twentieth century America, believed that science was the key to progress.” Both parents were “progressive, hopeful, and generous people who dedicated themselves to service.” Her father worked at a national laboratory and her mother “taught science to 11- and 12-year olds in the local public school.”

Dr. Anderson served as Provost at the American University in Cairo (AUC) beginning in 2008 before the Board of Trustees voted unanimously to appoint her as AUC's 11th and first female President in January 2011. Early on, she “went to college planning to become a civil rights lawyer,” but instead launched her “lifelong focus on North Africa” as an undergraduate at Sarah Lawrence College in New York “when a professor assigned a research paper on Egypt.”

In the mid-1970s, Dr. Anderson studied Arabic for a summer at AUC. “It was a hot and dusty summer before air conditioning was widespread,” she explained, “I remember thinking, correctly it turns out, I would never, ever master the language I was here to study.” Dr. Anderson then turned her attention to earning a Masters degree from the Fletcher School of Law and Diplomacy at Tufts University and a doctorate in Political Science at Columbia University where she later served as Dean of the School of International and Public Affairs. She was “the first woman to hold the job,” and cared deeply about the “purposes of the School—education, training, and research in global public policy.”

About a decade later Dr. Anderson assumed the post of Provost because she was “utterly seduced by the bold vision of AUC” that is now represented by the new campus in Cairo. Immediately after she became President, the entire AUC community “witnessed the fruits of a generation's investment in their children” when young Egyptians headed the January 25 uprising that ended President Hosni Mubarak's thirty-year reign. In response, AUC organized “town hall meetings with faculty and students across the city” and, while the revolution was underway, Dr. Anderson led the university's new initiatives. In Cairo, she explained, “we are embedded, active, and involved partners. Our students develop business plans for small and medium enterprises, our faculty perform in theater and film, our alumni manage social service agencies, and our researchers develop new vaccines and discover new organisms.”

Nonetheless, Anderson pointed out, the opportunities in the Egyptian revolution are also a challenge. “In the face of so much unleashed enthusiasm and such great unmet need, it is easy to take on too much, dissipate your efforts, and deliver less than you'd hoped.” This is true of individuals as well as institutions and, she added, “It is important not to allow students and faculty to succumb to very natural frustration and disappointment in those circumstances. This more than ever is a time in which it is important to channel their efforts into activities with discernible, worthwhile and satisfying outcomes.”

When prompted to describe, in specific terms, what she wants the global movement of civic engagement in higher education to look like in the future, Dr. Anderson replied, “In ten or twenty years, most student learning will be outside the classic classroom—an educational device, let us remember, that was designed to produce the workforce of industrial society, with its neat rows of desks, carefully timed study periods and disciplined hierarchies.” She continued, “In the digital world of the twenty-first century, learning will once again be recognized as happening everywhere and all the time, and teaching will increasingly be acknowledged to be guided learning-by-doing. In labs, seminars and other settings, the cultivation of “creative problem-solvers, effective colleagues and collaborators, and responsible citizens in many domains is essential. How better to do that than in engaging early and often in understanding the needs and aspirations of those around you?”

As our conversation came to a close, Dr. Anderson highlighted the barriers to realizing this vision, adding “It is not easy to transform institutions to meet the demands of this new world—we worked hard to get where we are and we want to reap our well-deserved rewards, but in the civic engagement movement we are creating allies and incentives for our faculty and students to think again about conventional practices in higher education and to experiment with new platforms and paradigms.” However, she offered some advice, too. “The Talloires Network can make an impact by emphasizing the importance of mentoring faculty who are willing to think in fresh ways about how civic engagement enhances and extends what they have traditionally done.”

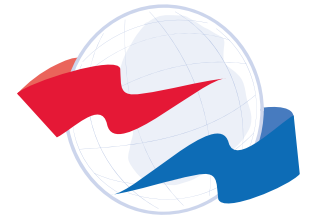
# Leaders in the Civic Engagement Movement



Dr. Anderson is past president of the Middle East Studies Association and past chair of the board of the Social Science Research Council. She is also a former member of the Council of the American Political Science Association and served on the board of the Carnegie Council on Ethics in International Affairs. She is member emerita of the board of Human Rights Watch, where she served as co-chair of Human Rights Watch/Middle East, co-chair of the International Advisory Board of the Von Humboldt Foundation and member of the International Advisory Council of the World Congress for Middle East Studies. She is also a member of the Council on Foreign Relations. Dr. Anderson is the author of *Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century* (Columbia University Press, 2003), *The State and Social Transformation in Tunisia and Libya, 1830-1980* (Princeton University Press, 1986), editor of *Transitions to Democracy* (Columbia University Press, 1999) and coeditor of *The Origins of Arab Nationalism* (Columbia 1991).



# Leaders in the Civic Engagement Movement



## **Scott Cowen** ***Tulane University President***

by Lorlene Hoyt

June signals the twelfth installment of our Leaders in the Civic Engagement Movement series. This issue features President Scott Cowen, Tulane University President and member of the Talloires Network steering committee.

“Since my high school days, where I upon graduation was honored as the student who had done the most for the school, I have been engaged in any community I have belonged to,” President Cowen explained. A New Jersey native, President Cowen found his feet as a leader serving as class president for his high school for three years and later president of the student council and captain of the football team. He believes his sense of involvement and leadership stems from his religious background, his experiences as an athlete and his service in the military. After being recruited to play football for the University of Connecticut where he earned a Bachelor of Science degree in business, he served his country for three years as an infantry officer in the U.S. Army. With a Master of Business Administration and doctoral degrees from George Washington University, President Cowen moved to Cleveland, Ohio, where he worked his way up from assistant professor to Dean of the School of Management at Case Western Reserve University. “Finally,” President Cowen added, “my commitment to public service and desire to make a difference in my community were shaped by my experiences in the revitalization of Cleveland in the 1980s and 90s, and New Orleans, especially after Katrina.”

Scott S. Cowen is Tulane University’s 14th President, arriving to fill the post in 1998. Seven years into his presidency, Hurricane Katrina devastated the city of New Orleans, Louisiana, and nearly destroyed Tulane University. With “70 percent of Tulane’s main campus and all of the buildings of its downtown health sciences campus flooded, Tulane became the first major American research university in the last century to close its doors for an entire semester.” The hurricane resulted in “damages and losses to Tulane in excess of \$650 million.”

President Cowen, however, chose to transform the crisis into an opportunity, viewing Katrina as “a catalytic experience that marked the beginning of our transition to a more deeply engaged university.” He understood Tulane University to be “an anchor institution” with a “responsibility for identifying ways to positively impact the community in which we exist.” Immediately, President Cowen and his team began the “strenuous, necessary, and, most of all, instructive process of rebuilding and re-envisioning the university. We had to ask—and answer—some tough fundamental questions that would define post-Katrina Tulane.” Under his leadership, the Board of Tulane approved his Renewal Plan less than four months after the destructive storm. Today, Tulane is frequently recognized for its outstanding civic engagement programs as well as its consistent ranking among top tier national research universities.

President Cowen continued, “We have dismantled the image of the remote ivory tower and replaced it with that of an engaged and dynamic community of learners and doers.” Since 2006, too many initiatives to describe in this short article have been successfully launched, among them Tulane’s Center for Public Service and Center for Engaged Learning and Teaching. Public service is “integral to the collegiate experience” at Tulane. Students “fulfill their public service commitment by completing service-learning courses in their first two years and by participating in a program approved by the Center for Public Service during their junior or senior year.” They have a lot of choices and the “integration of service and scholarship” creates influential experiences for students, staff and faculty at Tulane, while positively impacting the local community. The Cowen Institute for Public Education Initiatives at Tulane aims to reinforce efforts to rebuild New Orleans’ K–12 public education system. It is an “action-oriented think tank” that meaningfully contributes to public education by providing “access to the myriad experts and resources” available at Tulane. Additionally, in 2009, Tulane began university-wide initiatives in social innovation “to create new models for social change.”

Recently, the university introduced an interdisciplinary Social Innovation and Social Entrepreneurship undergraduate minor. To further “help students realize their intellectual, social, and ethical potential to actively shape the world in which they live,” Tulane started the Center for Engaged Learning and Teaching (CELT) in the spring of 2011. CELT, President Cowen emphasized, has been “a driving force behind a cultural shift in the way faculty and students interact inside the classroom.” Though he noted, “I would be the last one to say we have figured it all out,” President Cowen and his team are proud of the progress made to date, highlighting that “both data and anecdotal measures suggest that our students are more academically accomplished, engaged, and committed than before Katrina.”

# Leaders in the Civic Engagement Movement



Asked about future directions and potential challenges of the global movement of civic engagement in higher education, President Cowen noted, “I want the higher education community to be known for developing the next generation of engaged citizens and leaders.” To accomplish this, he believes civic engagement needs to be effectively integrated in a university’s mission of discovery and learning. He explained, “All of these different but complimentary missions should be closely aligned with the idea of building healthy and sustainable communities around the world.

The opportunities are unlimited given the needs of the world.” Realizing this vision won’t be an easy feat. He added, “The biggest challenge lies in affecting the necessary changes in the culture and focus of many colleges and universities.” To that end, President Cowen hopes the Talloires Network will expand its outreach to higher education institutions across the globe and help them to truly recognize their civic potential. President Cowen concluded, “By assisting universities and colleges in developing engaged citizens, promoting social innovation and entrepreneurship, and enhancing economic prosperity and social mobility, the Talloires Network can have a tremendous impact.”

TIME magazine has named President Cowen one of the nation’s Top 10 Best College Presidents and he was one of only four university leaders nationwide to receive the 2009 Carnegie Corporation Academic Leadership Award. In 2010 President Cowen was elected to the American Academy of Arts and Sciences and was appointed by President Barack Obama to the White House Council for Community Solutions. In 2012 President Cowen was named chair of the Association of American Universities. He is the recipient of several national awards and honorary degrees from institutions such as Brown University, Yeshiva University, the University of Connecticut, the University of Notre Dame and Case Western Reserve University. He is also the recipient of The Times-Picayune’s Loving Cup, which each year honors a New Orleanian who has worked unselfishly for the community without expectation of recognition or material reward. He has been honored by New Orleans CityBusiness as one of the 30 “Driving Forces” in New Orleans in the last 30 years, and by Gambit as New Orleanian of the Year for 2011.



# Leaders in the Civic Engagement Movement



## Mark Gearan

**President of Hobart and William Smith Colleges**

by Lorraine Hoyt

March signals the second installment of our monthly Leaders in the *Civic Engagement Movement* series. This issue features Mark D. Gearan, Chair of the Talloires Network's Steering Committee and President of Hobart and William Smith Colleges in Geneva, New York.

Gearan's commitment to civic engagement started with a bike.

"I was probably 12," Gearan recalls. "And I remember riding my bike around town, passing out leaflets and campaigning for Father Robert Drinan." Drinan would go on to win a seat in the U.S. House of Representatives and become an important mentor to Gearan. "He, along with my family, taught me the importance of working for meaningful change through community service, education and politics. Those were lessons that stayed with me throughout my career."

As Director of Communications and Deputy Chief of Staff in the White House, Gearan says he was able to see firsthand the dedication of those who serve through politics, and, as Director of the Peace Corps, he witnessed what he describes as, "...a window into the energy and political potency of young Americans abroad."

As chair of both the Board of Directors of the Corporation for National and Community Service and the National Campus Compact, Gearan has been "close to the transformative effect of service in the U.S." Today, with nearly 60 percent of Hobart and William Smith students studying abroad and all of them involved in some type of service work, he is focused on graduating a new generation of global citizens who see civic engagement as a way of life.

Hobart and William Smith Colleges, where Gearan has been president for 12 years, were founded in Geneva, N.Y., in what was, at the time, the frontier of the United States and what would later become the birthplace of the Women's Rights Movement. "Community has always been important to the Colleges, whether through the creation of a community on the frontier or advocacy for an inclusive community through the women's rights and civil rights movements," says Gearan. "Given that, it's not surprising that Hobart and William Smith have also always prized community service and service-learning."

In his view, Gearan inherited a "solid platform" and has "worked over the years with faculty, staff, students and community members to expand and knit the Colleges with the people of Geneva." He stresses the importance of getting direction and guidance from the community, a philosophy he brings from the Peace Corps to HWS. "The most important thing a President can do to advance civic engagement is to listen to the community."

Last year alone HWS students, faculty and staff devoted more than 190,000 hours in service to Geneva on a variety of projects ranging from environmental impact work to tutoring.

Aiming to "move the needle for literacy and college readiness in the local school district," Gearan and his team recently adopted a collective impact model known as Geneva 2020. City government, businesses, and non-profit organizations are now working with HWS and the school system to make a material difference in the lives of children. Gearan believes such interactions give participants the "sense that citizenship means more than just paying taxes," he says. "Students begin to understand that we have to rise and support one another in many ways."

Gearan is eager to foster the global movement of civic engagement in higher education. "Awareness is growing among many colleges and universities," he says. He believes "it is a worthy effort" for all types of institutions of higher education and would like to see an arena of competition such as the Talloires Network's MacJannet Prize further developed because it "values excellence in service" and "gives students an opportunity to be part of something global."

# Leaders in the Civic Engagement Movement



## **Budd Hall**

***UNESCO Co-Chair in Community-Based Research and Social Responsibility in Higher Education at the University of Victoria***

by Lorlene Hoyt

February signals the eighth installment of our Leaders in the Civic Engagement Movement series. This issue features Dr. Budd Hall, Professor and Director of the Office of Community Based Research at the University of Victoria, UNESCO co-Chair in Community-Based Research and Social Responsibility in Higher Education, and Secretary of the Global Alliance for Community-Engaged Research.

“Everything in life is connected.” This was Dr. Budd Hall’s opening line after I asked him to explain to me why he is committed to civic engagement in higher education. Born in the U.S., Dr. Hall studied political science as an undergraduate at Michigan State University, a land-grant university with a strong connection to Africa. In his third year, Dr. Hall participated in a U.S.-Nigeria student exchange program where he heard new and exciting African perspectives on History, Political Science and Anthropology from Nigerian professors and began asking the question, “Whose knowledge counts?”

When Dr. Hall went to the University of California, Los Angeles (UCLA) for a doctorate in Comparative and International Education, he was also working as Director of Research at the Institute of Adult Education at the University of Dar es Salaam in Tanzania. It was a serendipitous encounter with a visitor from Dar es Salaam on UCLA’s campus that led him to this post. Here he was “profoundly influenced” by the late President Julius Nyerere who had written on “the capacity of education to unchain people.” In 1971, Dr. Hall invited Paulo Freire to Tanzania to “share his ideas about research methods,” which included the notion that in social science, “ideology determines the methodology (of searching) or of knowing.”

With roots and family in Canada, Dr. Hall accepted a position as Director of Research at the International Council for Adult Education (ICAE) in 1975 based in Toronto where he supported an international participatory research network and later served as the ICAE Secretary-General. Feeling in 1991 it was time for a change, Dr. Hall joined the University of Toronto’s Adult Education and Community Development department where he served as chair.

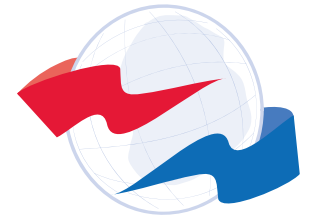
In 2001, Dr. Hall transitioned to the University of Victoria as Dean for the Faculty of Education. At “Uvic” he found there was substantial “interest in engaged scholarship” and set out to create the Office of Community Based Research, which he led for five years beginning in 2006. While he is proud of this achievement, he is also quick to explain that the establishment of the Office of Community Based Research was a challenging task. In his own words, he “faced skepticism” because some of his colleagues weren’t familiar with engaged scholarship and doubted its “rigor.” But Dr. Hall, who sees himself as “of the community” and passionate about “how higher education can serve the communities where they are located,” deployed his community organizing skills. A graduate student carried out a campus-wide study revealing that community based research was alive and well throughout the university. He supported the Vice-President for Research who held a symposium to raise the visibility of this work and to connect people from different corners of campus; about 150 people came to share their stories. He worked with a task force to tap community opinions about a way forward and was pleased to be asked to become the founding Director.

Today, Dr. Hall is Secretary of the Global Alliance of Community Engaged Research (GACER), a “loose” international network of representatives of regional and global networks that support community university research partnerships. He also holds the first United Nations Educational, Scientific and Cultural Organization (UNESCO) Chair in Community-Based Research and Social Responsibility in Higher Education, a position that he shares with the New Delhi-based Dr. Rajesh Tandon, President of the Society for Participatory Research in Asia.

As we neared the close of our conversation and without prompting, Dr. Hall remarked, “You are right. It is a movement and talking about it that way is important.” He then pointed to two challenges facing the civic engagement movement in higher education. “One challenge,” he explained, “is to make sure the new structure and practices of engagement stay attached to values that are linked to the common good.” He shared his concern that civic engagement could become “part of the status quo.” The other challenge “is to build research capacity and knowledge mobilization capacity into community organizations so they are truly equal partners.” The moment is “ripe,” we agreed. The movement has momentum. The proof of the value added by working in these new ways will be seen in our ability to have a positive impact on the critical issues of our times such as, “violence against women, climate change, homelessness, food security.” He closed by saying “We hope to show that the democratic creation and use of knowledge can bring new hope to all our communities.”



# Leaders in the Civic Engagement Movement



**Shamsh Kassim-Lakha**  
**Founding President of Aga Khan University**  
by Lorlene Hoyt

January signals the seventh installment of our Leaders in the Civic Engagement Movement series. This issue features Dr. Shamsh Kassim-Lakha, Founding President of Aga Khan University, Pakistan's former Minister of Education as well as Science and Technology, and active member of the Talloires Network's Steering Committee.

Dr. Kassim-Lakha is the Founding President of the Aga Khan University (AKU), the first private university chartered in South Asia. Under the vision of His Highness the Aga Khan, he led the planning, building and operation of this world-class institution for 27 years in eight countries of Asia, Africa and the United Kingdom.

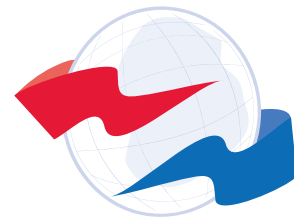
AKU has international renown for the quality of its academic and service programs in Medicine, Nursing and Education. When prompted to reflect on the impetus for his motivation to make community engagement an institutional priority, Dr. Kassim-Lakha pointed to his early work in spearheading the construction of AKU's Health Sciences Centre including its teaching hospital in Karachi. "In 1979-80," he explained, "we worked with leaders from the World Health Organization and other international and national institutions to address issues relating to curriculum development for the AKU's College of Medicine and School of Nursing and its relationship to the teaching hospital." He continued, "Together, we explored two key questions: What should be the role of hospitals in primary care? What kind of education should we plan and provide that is relevant to our context?" They "quickly came to the realization" that the community must be a focal point, and, in turn, they designed and implemented a "model for a Medical curriculum that devotes 20% of its five year program to Community Health Sciences, including service and research in the community." At first, according to Dr. Kassim-Lakha, "Students didn't understand why it was important to work with people in the squatter settlements of Karachi." But students soon learned that infant mortality rates in the region were very high (more than 300 per 100,000 births) and "began spending time with mothers, listening to their concerns, and providing them with basic information to help them understand how to better care for infants." Over a three-year period, infant mortality rates decreased dramatically (to less than 130+ per 100,000 births). He described this outcome as "a jolt" that required leaders like himself to "begin looking at medicine differently and education from a fresh perspective." He added, the "community became more prominent in our thought processes, for in the end all education must result in a positive impact on people's lives."

Dr. Kassim-Lakha believes the community "is the most important partner a university has" and readily acknowledges the myriad of challenges associated with forging and sustaining community-university partnerships. In his view, the "biggest challenge is understanding how to practice community engagement. Universities have an obligation to share their intellectual and material resources with their immediate community and not simply to co-exist with them." Many, he explained, "use the community to do their research and provide little benefit to the community itself." Relying on such concepts as "quid pro quo" and "reciprocity," Dr. Kassim-Lakha painted for me a detailed portrait of how universities can "avoid becoming an ivory tower." Central to this philosophy is the idea that university faculty, staff and students must "listen to people and work through dialogue" to prioritize local problems and co-create long-lasting solutions.

Dr. Kassim-Lakha knows first-hand what these ideas look like in practice. In 2009, The Urban Health Program at AKU, Pakistan was the first place winner of the MacJannet Prize, which recognizes exceptional student community engagement initiatives. Designed in response to a critical assessment of community needs, the Urban Health Program provides preventative and curative care to expectant mothers as well as their children. It also works with organizations in the community to improve literacy rates, increase the mobility and social engagement of women, and make use of micro-credit schemes. In return, AKU students gain experience outside the walls of the university and public hospitals, learning about the health problems and challenges faced by the poor. With time faculty members too have become genuinely engaged with the community as they discovered rich potential for research in this setting.

With regard to advancing the global movement of civic engagement in higher education, Dr. Kassim-Lakha was a founding member of the Talloires Network and from its inception has been an active member of the Network's Steering Committee. Working in collaboration with Rob Hollister, Dr. Kassim-Lakha played a major role in developing the Network's new Youth Economic Participation Initiative, a \$5.9 partnership with The MasterCard Foundation (For more information, see <http://talloiresnetwork.tufts.edu/yepi/>)

# Leaders in the Civic Engagement Movement

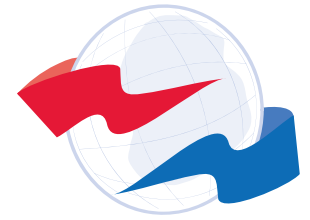


Looking to the future, Dr. Kassim-Lakha advocates that the Talloires Network work vigorously to achieve “the kind of commitment we need from universities.” He would like the TN “to ask members to contribute to the Network and the field by regularly sharing their community engagement achievements” as well as the strategies they have used to reach their goals. He noted TN’s recent expansion and increased interaction with engaged universities in Pakistan and believes we can “allow a thousand flowers to bloom” by increasing the number of such partnerships.

Recognizing that “all community engagement is local,” he recommended stronger connections with regional networks as well as the establishment of new regional networks across the globe. We look forward to working with Dr. Kassim-Lakha on these and other projects for years to come.

*Dr. Kassim-Lakha earned degrees from the South Bank and Westminster Universities in the U.K., and the University of Minnesota in the U.S. In recognition of his academic and social work he has received an honorary degree from McMaster University, Canada as well as national awards of Sitara-e-Imtiaz and Hilal-e-Imtiaz from the President of Pakistan and Officer of the National Order of Merit from the President of France. In 1997, he chaired the Committee that wrote Pakistan’s National Environment Protection Act and co-Chaired (with the Education Minister of Tajikistan) the Commission on the Establishment of the University of Central Asia. In 2001-2, he led the government Task Force that recommended reforms in Pakistan’s higher education and served as a member of the Higher Education Commission from 2007 to 2011. From 2007-8, he also served as Pakistan’s Minister of Education as well as Science and Technology in the Caretaker Government. He is currently Senior Distinguished Fellow at the Munk School of Global Affairs, University of Toronto and consults for the World Bank, and Grameen Bank. He chairs the board of Pakistan Centre for Philanthropy and sits on the board of International Baccalaureate Organization. He is a member of the board of Benazir Income Support Programme, Pakistan’s largest poverty reduction initiative.*

# Leaders in the Civic Engagement Movement



## **Dr. Anthony P. Monaco** **President of Tufts University**

by Lorlene Hoyt

December signals the sixth installment of our *Leaders in the Civic Engagement Movement* series. This issue features Dr. Anthony P. Monaco, Tufts University President, Professor of Biology, Professor of Neuroscience and Ex-officio member of the Talloires Network's Steering Committee.

President Anthony P. Monaco is a first-generation college graduate who received his undergraduate degree from Princeton University, and his M.D. and Ph.D. through Harvard Medical School's Medical Scientist Training Program. He is a distinguished neuroscientist, whose research is focused on the genetic roots of human disorders, including autism and dyslexia. His doctoral research led to a landmark scientific discovery: the gene responsible for X-linked Duchenne and Becker muscular dystrophies.

Before succeeding President Lawrence Bacow and becoming Tufts University's 13th President, Monaco spent twenty years at Oxford University. From 2007 to 2011, he served as the Pro-Vice-Chancellor for Planning and Resources. At Oxford, Dr. Monaco spearheaded initiatives aimed at funding interdisciplinary research and improving student recruitment with regard to diversity and inclusion. He brings these interests and strengths to Tufts where he is currently leading a strategic planning effort. President Monaco points out that it was thanks to a generous financial aid package that he was able to be the first in his family to attend a private university, and raising funds for scholarships is a priority for him.

Tufts' longstanding tradition of civic engagement was one of the things that most attracted President Monaco to the university. In his Inaugural Address, he noted that this tradition "is passed from one generation to the next. Our students take it with them on graduation day, along with their diploma." Increasing Tufts' impact on society is a key goal of the university-wide strategic planning process he launched this autumn.

President Monaco sees interdisciplinary research as an important component of Tufts' institutional civic engagement. He believes that "traditional academic disciplines can only generate partial answers to many of the most pressing questions in today's world." In the next five to ten years, President Monaco expects Tufts' current interdisciplinary programs "will develop and new programs will be addressing interdisciplinary themes." In particular, he sees great potential at the intersection of environmental, life and health sciences.

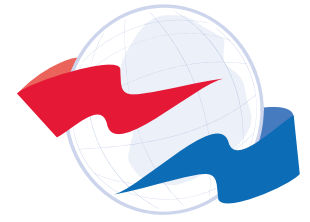
One of the best parts of his current position, according to President Monaco, is talking to students and alumni about their public service. He finds students who "integrate their passions inside and outside the classroom" essential to changing the world for the better. For example, he was inspired by "a dental student who set up a clinic for Boston's homeless residents" during her time at Tufts, "before she served as a dentist in the military." The varied and numerous projects headed by the university's Tisch Scholars for Citizenship and Public Service align with President Monaco's belief in "learning through service and serving through scholarship."

President Monaco has welcomed the opportunity to engage with the Talloires Network and its supporters, since he believes university civic engagement is "one of the most important ways that higher education can address pressing social challenges."

*Further comments from President Monaco on active citizenship at Tufts appear in a recent issue of the Tisch College newsletter: <http://activecitizen.tufts.edu/president-monaco-reflects-on-active-citizenship-at-tufts/>*



# Leaders in the Civic Engagement Movement



## **Olive Mugenda** ***Vice-Chancellor of Kenyatta University***

by John Pollock

Professor Olive Mugenda's commitment to social responsibility is rooted in her own childhood experience. "I grew up in a single mother household, and my mother struggled to put me and my siblings through school." She also points out the importance of help she received early in life as a motivating factor for focusing on social responsibility to those who are less fortunate. "When I got my masters, I did it through a scholarship. This demonstrated to me how important it is to give opportunities to those who are less fortunate. You never know, you could be helping a future President or future Vice-Chancellor."

During Professor Mugenda's seven years as Vice-Chancellor of Kenyatta University, the institution has grown dramatically in enrollment and facilities. It has also increased its community engagement and social responsibility work. For example, Kenyatta established the Orphan and Vulnerable Students Fund to provide tuition support to orphans, students from poor families, and those from marginalized regions, allowing them to study at Kenyatta. Mugenda notes that these students "are able to improve their quality of life, and the quality of life of their families." In addition, for the past four years Kenyatta has had funding from a major Kenyan bank to support students in undertaking service projects.

Mugenda noted that the greatest challenge for Kenyatta's social responsibility work is resources. Although the university has tremendous human resources that can accomplish a lot with limited funding, other programs need additional financial resources. "Public universities in Kenya don't get a lot of funding from government due to competing needs, and government doesn't give money for community engagement." Therefore, Kenyatta is increasingly trying to raise awareness among companies and private citizens of the need for financial support to university community engagement programs.

When asked if she had any advice for university leaders hoping to increase the social responsibility of their institutions, she emphasized the need to seek third-stream funding to support engagement work, outside of government grants and fees. "You should look for income from individuals or companies. Talk to people, network, and write proposals. If you have a good concept, be persistent in seeking funding for it." Professor Mugenda also pointed out the necessity of getting staff buy-in. "You can't do it alone. You need staff and students. You must get buy-in from your team. Even if you have the money, you need the people to implement the work."

Professor Mugenda pointed out that the challenges of poverty around the world present an opportunity for universities to engage with their communities. "For example, 60% of children passing secondary school in Kenya cannot go to university due to space in public universities. What can we do to make sure these children access higher education?" Poor access to health care is another opportunity for universities with medical schools. For example, Kenyatta's medical school mounts camps for health checkup within the surrounding communities. The University has a dynamic Community Outreach Directorate that organizes services for the poor. Kenyatta is also building a 600 bed teaching hospital to help provide greater access to health care.

When asked about her vision for the future of the university civic engagement movement, Professor Mugenda discussed her hope that universities do more to make a difference in the communities around them. "Right now, a lot of universities are struggling to get funding just to keep the university afloat. They need to go beyond that and try to look at communities around them and improve livelihoods." Professor Mugenda noted that there is no one-size-fits-all approach to community engagement, and that strategies must be context specific. Therefore, she recommended that the Talloires Network carefully study the needs of universities and communities in various regions around the world to help design more effective strategies for civic engagement in different contexts.

Professor Olive Mugenda has been the Vice-Chancellor of Kenyatta University since 2006. Her career at Kenyatta has included serving as Head of Department, Dean of Faculty, Deputy Vice-Chancellor and now the first female Vice-Chancellor of a public university in East Africa. Professor Mugenda obtained a Bachelor of Education (First Class Honors) from the University of Nairobi in 1979. She obtained her masters and PhD degrees in Family Studies and Consumer Economics from Iowa State University (USA) and a Masters degree in Business Administration (MBA) from ESAMI, Arusha, Tanzania. She has supervised numerous Masters and PhD theses, won several research grants, and served as technical adviser to numerous workshops in and outside Africa. She has undertaken many research projects and is currently working on a project on Improving the Performance of Girls in Science and Mathematics in Secondary Schools that has been nominated for a Commonwealth Education Award. She has published a number of scholarly papers and books and she has received several awards. Professor Mugenda serves on the board of regional and global bodies including the Association of African Universities (Board Member) and the International Association of Universities (Vice-President).

# Leaders in the Civic Engagement Movement



## **Maria-Nieves Tapia**

***Founder and Director, Latin American Center for Service-Learning***

by Lorlene Hoyt

María-Nieves Tapia is the founder and Director for Centro Latinoamericano de Aprendizaje y Servicio Solidario or CLAYSS (Latin American Center for Service-learning, [www.clayss.org](http://www.clayss.org)). CLAYSS is currently leading the Iberic American Service-learning Network, which includes more than 90 non-governmental organizations, public administrations and universities from Latin America and the Caribbean, the United States and Spain.

Professor Tapia studied history at the National Institute for Teacher's Education J. V. González in Buenos Aires, Argentina, and served as Assistant Professor of Ancient History at Argentina Catholic University in Buenos Aires from 1982 to 2000.

When prompted to explain her commitment to the civic engagement movement in higher education, Professor Tapia replied, "I was a shy teenager, and I was involved in Catholic youth organizations. I believe in civic engagement and service-learning because of the knowledge and skills I acquired as a young leader speaking in public in large theaters, not classrooms." During this time, Argentina had a military dictatorship and Professor Tapia was part of a Christian ecumenical youth movement, the Focolari. In her words, "Being a young leader at that time was by definition a risk" for her safety and future. As she met people from other youth organizations who became the leaders for a democratic Argentina, she learned an important lesson, "You need to trust young people and give them a chance to participate and to lead."

From 1980 to 1987, Professor Tapia was Vice President of the National Youth Pastoral at the Catholic Conference of Bishops. She helped to organize John Paul II's first visit to Argentina (during the Malvinas/Falklands Islands War in 1982) as well as the 1985 National Youth Meeting in Córdoba (a three-day event with more than 120,000 young people). In 1997, working for the Federal Secretary of Education, Professor Tapia organized the first service-learning conference in Argentina. By 2000, Professor Tapia left Argentina Catholic University to be appointed as the first Federal Service-learning Director at the Argentina Secretary of Education. A Presidential Award for Service-learning ("Escuelas Solidarias") was established that year, which continues today. In 2002, the region experienced a financial crisis and most of the federal education programs underwent substantial budget cuts. Professor Tapia and many of her friends and colleagues lost their jobs. This is when and why CLAYSS was born.

Rather than become victims of the national economic crisis, Professor Tapia and five of her friends assembled in her living room. With all of their savings frozen in banks for a decade, they collected their wealth of passion, determination and knowledge and formed CLAYSS in February 2002. "The early years were thrilling in the sense that we had nothing – no money, not office, but we knew about service-learning," Professor Tapia explained.

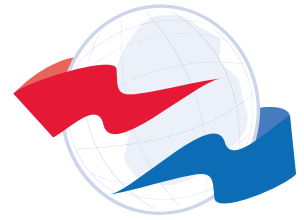
With the courage of their collective convictions, they traveled and spoke at conferences throughout Latin America. Their audiences were keen to learn how universities and colleges could help to "fight poverty and create justice in social relationships." Slowly, they started raising money. Today, CLAYSS provides economic support to schools and universities throughout Latin America, enabling faculty and students with only modest resources to launch and sustain service-learning programs. CLAYSS also conducts service-learning research, which has proven to be a powerful influence in shaping university programs throughout the region. When I asked Professor Tapia where she's had difficulty, she pointed to the challenge of bringing visibility to good practices. CLAYSS showcases and supports service-learning exemplars and is now "experimenting with social media" to convey stories and expertise from the community.

In Professor Tapia's view, the current financial crises in Europe and the U.S. are very similar to what Latin American countries experienced more than a decade ago. "This is an opportunity," she explained, "to demonstrate how much universities can do to address specific problems." She continued, "Now is the time to say (to university and college leaders), 'You are not serious enough if you are not involving your students in reality and building relevant skills. You are not serious enough if the knowledge you are producing is not relevant to pressing problems.'"

Without prompting, Professor Tapia suggested that the North "is just beginning to listen to the South." She believes that the quality of civic engagement practice and theory is "older and deeper" than what exists in the North. She noted the following distinctions: "We have been dealing with poverty for centuries and have learned a lot about working with communities, and not for them. We try to work together and consider each other equals. Our experience is extensive and embedded in the structure of our universities; they have been engaging with local communities since 1905, when the extension movement began. In many of our countries, you don't get your degree if you haven't used your knowledge and skills to serve the community."



# Leaders in the Civic Engagement Movement



For several years, the Talloires Network has made South-North dialogue a major dimension of its activities. Indeed our experience to date demonstrates that Northern institutions of higher education have a great deal to learn from the programs of sister institutions in the Global South. We look forward to working with Professor Tapia and others to advance this important dialogue in months and years to come.

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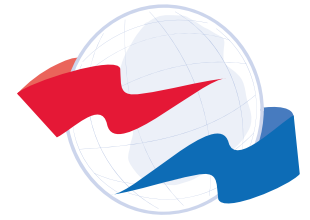
Professor Tapia was a founding member of the Board of the International Association for Research on Service-learning and Community Engagement and represented Latin America on the International Association for National Youth Service Steering Committee from 1998 to 2011.

She has served on the Jury for the Argentina Presidential Awards for Service-learning (2000-2012), the MacJannet Prize for Global Citizenship and other national and international awards.

From 1997 to 2010, she initiated and led the Argentina National Ministry of Education Service-learning Programs: “Escuela y Comunidad” (1997-2001); she led *Educación Solidaria (Solidarity Education)*, from 2003 to 2010. As Chief of Advisors of the National Institute of Youth, she directed the research for a Presidential Project on Conscientious Objection and Substitutive Social Youth Service (1991-1992).

For her work in the Youth Service field, Nieves Tapia has been honored as an *Eisenhower Fellow* (1988); *National Service Fellow* (1993), and was the recipient of the 2001 *Alec Dickson Servant Leader Award*. She has published numerous books and articles in Spanish, English, Portuguese and Italian. Professor Tapia teaches a service-learning course at FLACSO-CIEE Program (Latin American Post Graduate School for Social Sciences).

# Leaders in the Civic Engagement Movement



**Janice Reid**  
***Vice-Chancellor, University of Western Sydney***

by Lorlene Hoyt

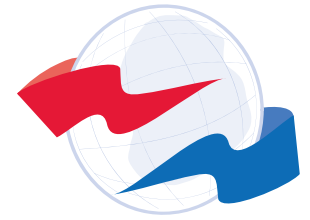
February marks the start of our monthly Leaders in the Civic Engagement Movement series. We begin with the Talloires Network Steering Committee Vice-Chair and leader of the University of Western Sydney, Janice Reid. According to Vice-Chancellor Reid, the location of the University of Western Sydney (UWS) is a driving force behind her commitment to making civic engagement an institutional priority. As one of the largest of Australia's 39 universities, each of UWS's six campuses aims to fulfil the University's motto, "Bringing Knowledge to Life". Reid believes that with its 40,000 students UWS can make a difference by reinforcing and contributing to a vital and productive future for its urban region of 10,000 square kilometres. She notes, "The area is transforming socially and economically. It is very diverse and there is a visible need for productive partnerships through community engagement." Reid's background in public health and anthropology also explains her keen professional and personal interest in leading the University in a way that makes a demonstrable contribution.

The University of Western Sydney has numerous programs which aim to enhance civic engagement. When prompted to point to a successful effort, Reid pointed to the University's coordinated focus on more than 900 schools. She described a rich array of activities including after school tutoring by student volunteers of refugee and Aboriginal students in disadvantaged schools. Such initiatives, she believes, not only provide opportunities for university students, but also "demystify higher education" by bringing the campus into the community. "Breaking down such barriers" is essential. UWS aims to be a "university without walls". The University's advisory board ensures that communication between the University and its school partners is well informed, robust and meaningful. In Reid's words, "The stakeholders set the direction and priorities for the partnership. They are the way finders." Reid explains that trust and management are key ingredients in success, especially in the early stages of engagement. The University must understand its role in the community and "take cues from senior leaders in the region."

At the same time, Reid acknowledges that civic engagement is challenging work. UWS's civic engagement work is not funded by government or philanthropy. Some programs, such as SMExcellence (a free learning platform designed by students and staff to support small business owners) take on a life of their own and absorb more resources than initially anticipated. Civic engagement is vital, yet the availability of sufficient resources to support it is a perennial challenge.

Reid believes the global civic engagement movement in higher education will receive more attention from philanthropists, governments, and private investors in the future as they "begin to understand that building social capital for their regions is in their best interest" and that universities are "powerful agents of change." Reid explains, "Engaged universities extend their mission-based activities out of conviction that their role should be transformative." In the next phase of its work, the Talloires Network can "highlight the value and rewards of civic engagement in the public mind and for other universities," while "bearing in mind the cultural and national differences in the way civic engagement is approached." By building a more vibrant network, financial support will follow. Reid has directly contributed to strengthening the network in several ways, including the establishment of the Australian Universities Community Engagement Alliance (AUCEA) at UWS. Most Australian universities are members of this national organisation.

# Leaders in the Civic Engagement Movement



## **José María Sanz Martínez** **Rector of the Universidad Autónoma de Madrid**

by Lorlene Hoyt and John Pollock

September signals the 13th installment of our Leaders in the Civic Engagement Movement series. This issue features José María Sanz Martínez, the Rector of the Universidad Autónoma de Madrid and a member of the Talloires Network Steering Committee.

When asked to describe his most important value, Professor Sanz answered “igualdad de oportunidades” (equal opportunities). His commitment to equal opportunities stems from his own background. He was born in Madrid to a humble family that was deeply committed to providing their son with a good education and opportunities. Due to the influence of a teacher who inspired his interest in math and physics, Sanz chose to study Physics at the Universidad Autónoma de Madrid. UAM was a new university at the time, founded as a research university. “As a student, it was a wonderful time. The university was trying to introduce new techniques, and I developed friendships with many of my classmates and professors.” After earning his PhD in Material

Science from the University of Stuttgart in Germany, Sanz came back to UAM as a lecturer and researcher. He joined the management of UAM as the Vice Rector in 2002 and Rector in 2009.

Professor Sanz first became aware of university civic engagement when he became Vice Rector for Research at UAM. Universities in Spain had traditionally avoided addressing social problems, and only in late 1990s did they become more engaged. The previous rector of UAM launched the Office for Solidarity and Cooperation in 2002, and the office gradually became a key institution at the university. The leadership displayed by his predecessor in making UAM a more engaged campus motivated Sanz to also play an active role in social responsibility work as Rector of UAM.

One of the most important goals of the office for Solidarity and Cooperation “was to make students and professors aware of social responsibility.” One of the early programs to achieve this goal was a student volunteer program to assist students with disabilities. UAM also collaborated with the United Nations Volunteer (UNV) Program to launch the Spanish University Volunteer Network, which sends volunteers from 27 Spanish universities to work toward achieving the Millennium Development Goals in developing countries. Professor Sanz credits the Founding Director of the Office for Solidarity and Cooperation, Silvia Arias Careaga, with the success of these programs. “This was new. This way of involving students was difficult in the beginning, and it took time to make it work. But Silvia did beautiful work, and the Volunteers Program is now a key point of the university.”

Sanz freely admits that UAM’s progress on social responsibility has not come without challenges or setbacks. “We expected that things would go faster and that we would involve people more rapidly.” In particular, it is difficult to get professors involved in social responsibility because they are under pressure with their research and teaching duties, and they are often not conscious of social responsibility. It tends to be much easier to get students interested in these issues. When asked if UAM would consider making social responsibility activities mandatory for students, he dismissed this idea: “You don’t have to push students to get involved, but encourage them to do so, by proposing interesting projects and by supporting the ones students suggest.”

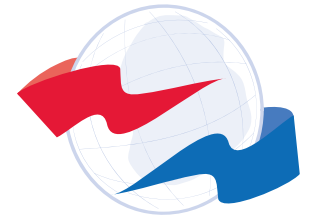
When asked about his vision for the future of the global movement of engaged universities, Professor Sanz emphasized connecting university stakeholders around the world. “Networking is one main objective, and the Talloires Network is in a position to put people in contact with each other.” By connecting institutions around the world, the Talloires Network can facilitate the sharing of knowledge and raise the visibility of university civic engagement.

Professor Sanz also argued that “Research should be the focus for the next ten years, looking at civic engagement and social responsibility. Developing and sharing knowledge, research and ideas is the only way to move these ideas forward.” This is particularly challenging because different countries and regions have diverse ideas about civic engagement and social responsibility. Professor Sanz noted, “People in South America speak the same language as me, but we are talking about different things because our culture and traditions are different.” The language and terminology about civic engagement often differs from country to country. Therefore, the Talloires Network could be in a position “to help define concepts of civic engagement and social responsibility in different contexts around the world” and develop common definitions and good practices.

José María Sanz Martínez was elected Rector of the Universidad Autónoma de Madrid in July 2009 and was re-elected in April 2013. He has been a member of the university’s governing body since 2002 and has extensive experience in university management. As a scientist and experienced researcher, he is a member of several national and international steering and review committees and panels, and since 2001 he has been the European Editor of *Surface and Interface Analysis*. An expert in materials science as well as in electron spectroscopies for surface and interface analysis, he has published more than 130 papers in a wide range of international peer-reviewed journals and has been responsible of numerous research projects.



# Leaders in the Civic Engagement Movement



**Sharifah Hapsah Shahabudin**  
**Vice-Chancellor, Universiti Kebangsaan Malaysia**  
by Lorlene Hoyt

June signals the fourth installment of our monthly Leaders in the Civic Engagement Movement series. This issue features the Vice-Chancellor of the Universiti Kebangsaan Malaysia (UKM) and active member of the Talloires Network Steering Committee, Sharifah Hapsah Shahabudin.

Vice Chancellor Shahabudin identified three key moments in her early life that ignited her passion for civic engagement. Her mother was an active member of the Women's Service League in Kedah, Malaysia, and as a young girl, Vice Chancellor Shahabudin accompanied her mother to villages in Alor Star where kampong women were being taught to cook and sew. Her interest in civic engagement grew when she was a second year medical student in Kuala Lumpur and bravely volunteered to deliver food and other supplies to people in "hot areas" who were stranded by the curfew imposed during the racial riots after the 1969 general elections. The third moment that shaped the Vice Chancellor's passion for civic engagement took place in 1985 when she successfully raised money through fashion shows and charity bazaars to establish a nursery for the working parents in the Faculty of Medicine at UKM. Through that effort she was invited to join the Association of Women Graduates and became its representative to the National Council of Women's Organisations of Malaysia (NCWO).

Today, as UKM's Vice Chancellor (since August 2006) and the president of NCWO (since 2004), Vice Chancellor Shahabudin is a forceful advocate of knowledge transfer for social development by way of industry-community partnerships. As head of a premier research university with more than 27,000 students, she is committed to "institutionalizing" the university's civic work and has made significant progress on this front. UKM recognizes and reinforces civic engagement at the highest levels. In 2007, it established the position of Deputy Vice-Chancellor for Industry and Community Partnerships, which is currently led by Professor Saran Kaur Gill. Additionally, Vice Chancellor Shahabudin created full-time Deputy Dean Positions for Industry-Community Partnerships in each of the 13 colleges and revised faculty evaluation procedures to reward civically-engaged faculty members. UKM's focus on social responsibility is also guided by national and local priorities as well as its own students. Vice Chancellor Shahabudin believes that civic engagement not only benefits people in the community, but it also enhances the future employability of UKM's students.

There are too many civic engagement initiatives at UKM to describe here. They include such efforts as (1) adopting Kundang Hulu, a village in Johor that was devastated by a massive flood in 2007 and getting an interdisciplinary faculty to work with the villagers in its development; (2) creating an annual camp in UKM to challenge gifted children ages 9-15 with advanced mathematics, science and literary and classes; (3) supporting a special program led by the faculty of education who work with parents of children with autism to develop new methods of instruction; and (4) establishing a center for youth at risk and developing models of intervention and empowerment.

For new and future university presidents who have an interest in making their university or college more socially responsible, Vice Chancellor Shahabudin offers the following, "Passion is an important characteristic; you must have a passion for civic engagement and the will to change academic structures and policies to support it." As for the future of civic engagement in higher education around the world, she would like "to see universities working together at the regional level to address particular issues such as poverty, human rights, and literacy." She is a fierce advocate for youth and believes that civic engagement "helps people to see beyond their differences."

Last month, UKM launched AsiaEngage at the National University of Malaysia in Kuala Lumpur. At present, AsiaEngage has more than five dozen members and aims to maximize the strengths of the Asia-Talloires Network of Industry and Community Engaged Universities (ATNEU), the ASEAN University Network (AUN), the Thematic Network on University Social Responsibility and Sustainability (AUN-USR&S) and the ASEAN Youth Volunteer Programme (AYVP). As an active member of the Talloires Network Steering Committee, Vice Chancellor Shahabudin has provided invaluable guidance on issues related to youth economic participation.

For more information on the AsiaEngage conference, see:

Regional Focus as ASEAN Joins Global Family of Engaged Universities  
<http://www.universityworldnews.com/article.php?story=20120517155927916>

<http://www.universityworldnews.com/article.php?story=20120517132331608>

How to be a World-class, Community-engaged University  
<http://www.universityworldnews.com/article.php?story=20120518123421968>

# Leaders in the Civic Engagement Movement



## **Dr. Jerome Slammat**

**Senior Director of Community Interaction, Stellenbosch University**

by Lorlene Hoyt

November signals the fifth installment of our Leaders in the *Civic Engagement Movement* series. This issue features Dr. Jerome Slammat, Senior Director of Community Interaction at Stellenbosch University, Chairperson of the South African Higher Education Community Engagement Forum and active member of the Talloires Network's Steering Committee.

Slamat, after serving for four years as Chairperson of the South African Higher Education Community Engagement Forum (SAHECEF), is stepping down this week. Slammat described his position of Senior Director of Community Interaction at Stellenbosch University as one that “fits me like a glove.” The son of a painter and domestic worker, Slammat is the youngest of 6 children. He grew up in Elsies River on the Cape Flats (Cape Town), lovingly surrounded by people who skillfully and unknowingly practiced Martha Nussbaum's concept of “compassionate imagining” towards him.

His high school and university years, however, were “turbulent.” Here he was surrounded by student boycotts in opposition to the apartheid system. Engaged in a national union of young Christians (MJUSA, now known as the Moravian Youth Union of South Africa) standing against the apartheid regime, Slammat developed a “vision of an egalitarian and caring society, with no discrimination on the basis of race, class or creed.” He was shaped, too, by “progressive lecturers” at the University of the Western Cape who helped Slammat discover the requisite “intellectual tools to analyze and articulate the nature of our oppression and our vision of emancipation.” In his final year as student leader, Slammat was arrested, beaten by imprisoned murderers, and ultimately found not guilty of public violence, a charge that carried a five-year sentence.

Slamat views himself as a “bridge” –someone who “understands communities, especially poor communities” and “knows the academy.” He strives to introduce different kinds of knowledge systems into higher education and works to get others to see the university, especially Stellenbosch, in a new light. When prompted to describe the community engagement achievements for which he is most proud, Slammat pointed to the 2011 Community Engagement Conference in East London, South Africa. With about 300 participants including both “local minds and international speakers,” the conference was an important milestone in creating a community of practice dedicated to integrating community engagement, academic research, teaching and learning.

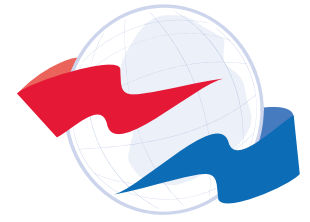
In September 2012, at the Potchefstroom Campus of North-West University, the South African Higher Education Community Engagement Forum held the first of three seminars sponsored by the Walmart Foundation and facilitated by the Talloires Network. Entitled “Sustainable Livelihoods: Cooperatives, Access to Markets, Health and Wellness,” 35 participants representing 19 universities tackled such questions as: What innovative and collaborative practices are universities involved in that promote development and transformation of the local economy?

Slamat believes “we are bound to each other internationally with the challenges we face” and that community engagement can “bring back the founding sentiments of the university.” He believes we can create a different, more sustainable world by working together to co-produce knowledge for seemingly intractable societal challenges.

With a Ph.D. in Education Policy Studies from Stellenbosch University, a Masters degree in Education and a and Bachelors degree in Commerce from University of the Western Cape, Slammat serves today as a member of the National Research Foundation's expert panel on community engagement. This is one of his many strategies for moving community engagement to the forefront in academic consciousness. It frustrates him that community engagement is sometimes marginalized within the academy. According to Slammat, “My contribution to education in South Africa and globally is not yet complete.” He will remain in his position at Stellenbosch University and will continue to serve SAHECEF and the Talloires Network.



# Leaders in the Civic Engagement Movement



## Rafael Velasco

*Rector of the Universidad Católica de Córdoba*

by Lorlene Hoyt

April signals the tenth installment of our Leaders in the Civic Engagement Movement series. This issue features Rafael Velasco, Rector of the Universidad Católica de Córdoba and member of the Talloires Network Steering Committee.

My interview with Rector Velasco took place in the morning on Good Friday, also known as Holy Friday, a religious holiday commemorating the crucifixion of Jesus Christ. A minute or two into our conversation, I learned that Rector Velasco knows the former Archbishop of Buenos Aires, Jorge Mario Bergoglio, now leader of the Roman Catholic Church. And the Rector confirmed what I had heard from Maria Nieves Tapia (Director for the Latin American Center for Service-learning) earlier this month: Archbishop Bergoglio, now Pope Francis, is an advocate of university civic engagement. Case in point, when then Archbishop Bergoglio appointed the current President of the Catholic University of Argentina, he urged him to reorient the university's resources toward the nearby slums.

Rector Velasco has headed Universidad Católica de Córdoba (UCC), located in his hometown, since 2005. Before assuming this post, he was Rector of the Colegio del Salvador (1999-2003). Under his leadership, UCC adopted an approach called "University Social Responsibility," which includes a wide array of social responsibility projects and programs that permeate the university's research and teaching activities. Today, there are 44 such initiatives up-and-running, with 900 students participating each year. The university supports social responsibility and learning in five distinct areas: human rights and poverty; sustainability and development; health and disease prevention; public policy; and applied knowledge.

When I prompted Rector Velasco to paint a portrait of an UCC initiative, he replied with enthusiasm, "Architecture students learn about architecture in the slums by helping people build houses. They provide professional assistance and learn about the reality of people living in poverty." He also described an ongoing research program in a town adjacent to UCC, Nuestro Hogar III (Our Home III), where the local government located a dump. UCC "stood with the people of the town, conducting research on the environmental consequences of the dump, confronting local authorities and presenting a legal suit." As a result, the newly elected Mayor decided to relocate the dump. Rector Velasco concluded, "we shared UCC's teaching and research expertise with the community. The university's credibility was useful."

Rector Velasco is motivated to make civic engagement and social responsibility an institutional priority because he believes that "people who have access to knowledge have a social responsibility." He explained, "Very few people in our context have access to a university education. Only 10% of the people in Argentina get a college education; they have a responsibility to the 90%." He continued, "Our university cannot be an Ivory Tower because we have social, political and economic problems to face. The knowledge we produce through our research and teaching has to be for the benefit and transformation of our country."

"There was resistance," he added, when I asked about his efforts to introduce and impart social responsibility at UCC. Some of the people at UCC, according to Rector Velasco, "didn't think we needed to worry about where and how knowledge was used or applied." While the Rector readily recognizes UCC's intellectual mission, he views social responsibility as both a step forward and a necessity. He believes "people in a university must stand in solidarity with the poor." He asked, as if to imply the heads of universities and colleges are obligated to choose, "Do we represent people who do not have rights or do we stand against them?"

Rector Velasco is a Jesuit Priest. After his ordination in 1997, he specialized in Spiritual Theology at the University of Comillas in Madrid, Spain. UCC is part of the worldwide network of Jesuit universities (in over 90 countries) and is an active member of the network of Jesuit Universities of Latin America. When asked what he wanted the global movement of civic engagement in higher education to examine in years to come, Rector Velasco replied, "The economic crises in Europe and the U.S. are due, in part, to ethical issues. It is increasingly clear that knowledge must be acquired and used in ways that are socially responsible." He concluded, "Universities have power and credibility in society; they must have something to say about poverty and inequality. We need to think about what people do with the knowledge they receive from the university and the consequences of those actions. This is an important ethical question."

# Leaders in the Civic Engagement Movement



## John Wood

**Secretary General of the Association of Commonwealth Universities**

by Lorlene Hoyt

May signals the third installment of our monthly *Leaders in the Civic Engagement Movement* series. This issue features John Wood, Secretary General of the Association of Commonwealth Universities and a member of the Talloires Network Steering Committee.

John Wood's first experience with higher education began at the University of Sheffield in England at a time when a small percentage of young adults (5%) sought an advanced degree. Located within the valleys of the River Don, the City of Sheffield held an international reputation for steel production during the Industrial Revolution, but fell into a spiral of decline in the 1970s when the steel and coal mining industries began to collapse. Having spent a week working at a Canadian Company in Birmingham, England, Wood discovered metallurgy (the study of the physical and chemical behavior of metallic elements). Wood, a first-generation university student, won several scholarships and worked at United Steel where he "first got involved with social action." In the City of Sheffield, he saw "kids without shoes living in substandard housing" and began "serving meals to elders on weekends." He recalls, "It was an eye-opening experience."

Wood enjoyed life in the academy, especially research, and saw that a doctoral degree would take him "to new frontiers." He explained, "A lot of people never left Sheffield." The University of Cambridge was doing some of the most innovative work in the field and Wood wanted to be part of it. He became a Lecturer and an independent research fellow left to follow his own ideas. At this time, he was also working with a youth club supporting children whose parents were in prison. At this time, Wood realized that he was "motivated to help people who didn't have advantages." Though they pressed him to stay, he "wanted a change."

His next move would take him to the Open University (which is notable for having an open entry policy), where he spent ten years running his own lab and teaching final year projects. In 19XX, the University of Nottingham was looking for a "young person to change things" and hired Wood to serve first as head of department and then as Dean of Engineering –another ten year run for Wood.

Next he stepped out of the academy to join, as Chief Executive, the Council for the Central Laboratory of the Research Councils. Through this post, he linked the materials industry with academia in both Europe and the United States. He also served as Chair of the European Strategy Forum for Research Infrastructure where he was responsible for the first European Roadmap. Prior to heading the Association of Commonwealth Universities (ACU), Wood transitioned to Imperial College, first as Principal of the Faculty of Engineering, and subsequently as Senior International Advisor.

Today, Wood is the Secretary General of the ACU, an organization that will be 100 years old next year. It is the oldest inter-university network in the world, with over 500 members in six continents and about 50 secretariat staff based in London. Wood notes, "Four fifths of our members are outside the United Kingdom. Two-thirds are in very poor countries." During the past two years, Wood has spoken with heads of universities from Canada to the Republic of Malta, and to find that "the issue of social inclusion comes up time and time again." In his view, increasing access to higher education is tied to accessing better occupations; of equal importance are the ways in which the diversity of society can access and contribute to the university.

Wood explained how many countries are faced with the challenge of redressing entrenched and systematic inequalities based on race, ethnicity, gender and religion as well as social status. For example, the South African Higher Education Act of 1997 seeks to redress "past discrimination" and ensure "equal access," but among the faculty only 38% of academics in 2008 were black (e.g., African, Indian, "colored") though they comprise 91% of the population. India, too, is committed to addressing the issue of caste and race disadvantage, yet widespread exclusion persists. In Canada, initiatives focus on increasing participation of Aboriginal or First-Nation communities in higher education. In New Zealand, the government emphasizes the need to be culturally responsive to Māori and Pacifica students. Social inclusion looks different in different nations.

Wood aims to build on the burgeoning partnership between the ACU and the Talloires Network. Having worked to increase the participation and profile of women in the leadership of higher education by supporting the Gender Conference in Sri Lanka, Wood would now like to co-organize a workshop to raise awareness by helping policy-makers to define and realize their social inclusion objectives. "One wonders about the future," he concludes, "we need to analyze the situation and explore many options." In higher education and beyond, he explains, "we need to meet people where they are instead of where we want them to be."

Wood is involved with a number of charities, including acting as chair of the International Network for the Availability of Scientific Publications.

