Leaders in the Civic Engagement Movement

*Interviews with **61** leaders from **26** universities in **17** countries written by **15** authors*

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Dedication to the memory of a pioneering leader and champion of university civic engagement

Professor Russel Botman, Former Rector and Vice-Chancellor of Stellenbosch University

"Africa needs a new generation of responsible leaders who will be willing to place the public good before self-interest."

Professor Botman is one of the pioneers of higher education transformation in South Africa. His legacy speaks of Hope, not as goodwill sentiment, but as a palpable directive for efforts in teaching and learning, community engagement and research. We will remember him for his commitment to promote innovation and inclusivity of an institution that can stand as an African and International beacon in Higher Education. Professor Botman displayed courage, patience and determination in seeking solutions to many of his university's most difficult challenges.

Botman was born in Bloemfontein on October 18 1953. In 1976, the year of the Soweto uprising, he led his fellow students in human rights protests against apartheid laws. He was ordained in 1982, he served as minister of religion of the Wynberg congregation of the Dutch Reformed Mission Church from 1982 to 1993. In 1994, he joined the University of Western Cape as a senior lecturer in practical theology. Botman was promoted to associate professor and dean of the faculty of religion and theology in 1999. In 2000, he joined Stellenbosch University as a professor in missiology and public theology. He became vice-rector for teaching at Stellenbosch University in 2002 and served in that position until his historic appointment as the institution's first black rector and vice-chancellor in 2007. He served as president of the South African Council of Churches from 2003 to 2007. In 2010, Botman launched the university's Hope Project, a groundbreaking science-for-society initiative. In 2013, he guided the university to the adoption of its new vision 2030, which was to become more inclusive, innovative and future-focused. In March, he was awarded an honorary doctorate by Hope College in Michigan for leadership in higher education and the Reformed church to promote a more just society for all South Africans. He received Princeton Theological Seminary's Abraham Kuyper Prize for Excellence in Theology and Public Life in April 2013. Botman received honorary membership of the United Nations Association of South Africa for advancing the Millennium Development Goals. Botman was an internationally known theologian who advised the World Alliance of Reformed Churches in Geneva on several topics.

Table of Contents

ARGENTINA **6**
Rafael Velasco, *Rector of the Universidad Católica de Córdoba* 6
María -Nieves Tapia, *Founder and Director of the Latin American Center for Service-Learning* 8

AUSTRALIA **10**
Janice Reid, *Former Vice-Chancellor of the University of Western Sydney* 10

BURKINA FASO **15**
Amadou Hama Maiga, *Director General of the International Institute of Water and Environmental Engineering (2iE)* 15
Elodie Hanff, *Director of Technopôle Center at the International Institute of Water and Environmental Engineering (2iE)* 17

CANADA **20**
Budd Hall, *UNESCO co-Chair in Community-Based Research and Social Responsibility in Higher Education at the University of Victoria, British Columbia* 20

CHILE **22**
Ester Fecci Perez, *Program Director of the Center of Entrepreneurship at Universidad Austral de Chile* ... 22
Andrea Pino, *Director of the Center for Environmental Studies and Human Sustainable Development at the Universidad Austral de Chile* 24
Juan Leyton, *Community Organizer and Former Executive Director of Neighbor to Neighbor in Boston* ... 26

EGYPT **28**
Lisa Anderson, *President of The American University in Cairo* 28
Nelly Corbel, *Executive Director The Lazord Academy at The American University in Cairo* 30
Rana Gaber, *Director of Programs for The Egyptian Youth Federation* 33

KENYA **35**
Olive Mugenda, *Former Vice-Chancellor of Kenyatta University* 35

MALAYSIA **37**
Kok-hai Ong, *Dean at the International Medical University* 39
James Koh Kwee Choy, *Dean at the International Medical University* 41
Wong Chin Hoong, *Lecturer at the International Medical University* 44
Sharifah Hapsah Shahabudin, *Former Vice-Chancellor at the Universiti Kebangsaan Malaysia* 46
Datuk Noor Azlan Ghazali, *Vice-Chancellor of the Universiti Kebangsaan Malaysia* 48
Saran Kaur Gill, *Former Deputy Vice-Chancellor for Industry and Community Partnerships, Universiti Kebangsaan Malaysia and Former Director of Asia Engage* 50
Mohd Fauzi, *Professor at the Universiti Kebangsaan Malaysia* 53

MEXICO **56**
David Noel Ramirez-Padilla, *Rector of the Tecnológico de Monterrey University Mexico*
Ernesto Benavides Ornelas, *Program Director of the Social Citizenship Education Program at the Tecnológico de Monterrey University* 58
María Fernanda Pacheco Bravo, *Coordinator, "Brigadas Comunitarias" Program, Tecnológico de Monterrey University* 60
Sara Ladrón de Guevara, *Rector of the Universidad Veracruzana*
Clíona Maher, *Coordinator of International Cooperation, Universidad Veracruzana*
Beatriz Eugenia Rodríguez Villafuerte, *Vice-Rector of the Universidad Veracruzana, Campus Orizaba-Córdoba* 64

PAKISTAN **69**
Shamsh Kassim-Lakha, Founding President of Aga Khan University and member of the Talloires Network's Steering Committee 69
Sohail Naqvi, Vice-Chancellor, Lahore University of Management Sciences 72
Maryam Mohiudeen Asad, *Co-founder Literaty Pakistan Program, Lahore School of Management Sciences* 74
Hamza Ayub, *General Secretary of Literaty Pakistan* 76

RWANDA **78**
James Gashumba, *Coordinator of the University of Rwanda Nyagatare* 78

SOUTH AFRICA **82**
Jerome Slamat, *Senior Director of Community Interaction at Stellenbosch University* 82
Max Price, *Vice-Chancellor of the University of Cape Town* 84
Elli Yiannakaris, *Director of the Raymond Ackerman Academy, Graduate School of Business at the University of Cape Town* 87
Samantha Mtinini, *Raymond Ackerman Academy Alumna and Camissa Go Tours Owner* 89
Joseph Francis, *Director of the Institute for Rural Development at the University of Venda* 94

SPAIN **103**
José María Sanz Martínez, *Rector of the Universidad Autónoma de Madrid and member of the Talloires Network Steering Committee* 103

THE UNITED KINGDOM **105**
John Wood, *Secretary General of the Association of Commonwealth Universities* 105

THE UNITED STATES **107**
Mark Gearan, *President of Hobart and William Smith Colleges* 112
Anthony P. Monaco, *President of Tufts University* 114
Alan D. Solomont, *Dean of Jonathan M. Tisch College of Citizenship and Public Service, Tufts University* 116
Miriam Nelson, *Associate Dean Jonathan M. Tisch College of Citizenship and Public Service, Tufts University* 120
Hellen Amuguni, *Professor at the Cummings School of Veterinary Medicine, Tufts University* 123
Scott Cowen, *Former President of Tulane University* 125

ZIMBAWE **128**
Charity Manyeruke, C*hair and Lecturer Department of Political and Administrative Studies at the University of Zimbabwe* 128
Donald Bodzo, *Executive Director of paNhari* 130
Irvine Chimedza, *University of Zimbabwe Student and former Enactus Student President* 133

Introduction

Universities around the world are successfully engaging their communities, and also looking for other examples. In March 2012, the Talloires Network (TN) launched the *Leaders in the Civic Engagement Movement* series. The aim of the series was to learn from experienced leaders and share their insights and knowledge of university civic engagement with others. The inaugural article featured Janice Reid, then TN Steering Committee Vice-Chair and University of Western Sydney Vice-Chancellor.

For more than a year, we interviewed a TN Steering Committee member, wrote an article and featured their leadership in the TN monthly newsletter. In doing so, we learned that university civic engagement is driven and shaped by societal values, such as good citizenship, social responsibility, and social solidarity. Though there is significant variation with regard to terminology across and within different regions of the globe, the larger story is one of common cause and vision. Numerous interviewees affirmed that university civic engagement is indeed a growing global movement.

While the leadership of university vice-chancellors, rectors and presidents is essential, the lion's share of higher education civic engagement work is done by university administrators, faculty, staff and students as well as community and funding partners. In November 2013, we expanded the *Leaders in the Civic Engagement Movement* series by interviewing several leaders in a single country each month and taking advantage of the variety of leaders actively involved in TN programs and activities. The articles were accompanied by background research on national contexts and member institutions.

To date, we have interviewed and written articles about the experience of *61 leaders* at *26 universities* in *17 countries*. Each interviewee has been asked the following questions: Why are you committed to civic engagement? What civic engagement achievements at your university are you proudest of? How did you and your colleagues accomplish these? In which areas have you struggled or been less influential than you had hoped? Have any civic engagement initiatives failed? Why? Where you've had difficulty/what barriers mitigated or prevented your efforts? What do you want the global movement of civic engagement in higher education to look like in the future? What are the greatest opportunities? Challenges?

In celebration of the TNLC 2014, we invite you to read this report, which contains the full collection of articles. We also invite you to enjoy the slide show on display in the foyer at Spier. Interviewed leaders appear by country, in alphabetical order. Our salute to TN leaders is dedicated to the memory of a pioneering leader and champion of university civic engagement, Former Rector and Vice-Chancellor of Stellenbosch University, Professor Russel Botman.

Lorlene Hoyt and Amy Newcomb Rowe
Co-editors

ARGENTINA

Rafael Velasco, *Rector of the Universidad Católica de Córdoba*

By Lorlene Hoyt

"The knowledge we produce through our research and teaching must be for the benefit and transformation of our country."

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."

María -Nieves Tapia, *Founder and Director of the Latin American Center for Service-Learning*

By Lorlene Hoyt

"You need to trust young people and give them a chance to participate and to lead."

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). CLAYSS is currently leading the Iberican 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." 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.

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.

AUSTRALIA

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

By Lorlene Hoyt

"Engaged universities extend their mission-based activities out of conviction that their role should be transformative."

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 fulfill 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 kilometers. 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 organization.

Janice Reid is the former Vice-Chancellor of the University of Western Sydney and former Vice-Chair for the Talloires Network Steering Committee. Since 1998, Reid has served on the boards of community organisations and public agencies at regional, state and commonwealth levels in the health, welfare, education and cultural fields. She served as a Non Executive Director of Integral Energy Australia since March 2001. She is a Fellow of the Academy of Social Sciences in Australia, a Fellow of the Australian Institute of Management, and a Member of the Australian Institute of Company Directors. In recognition of her service to cross-cultural public health research and the development of health services, she was made a Member of the Order of Australia. She received her BSc (adelaide), MA (hawaii), MA (stanford), and Phd (stanford).

Barney Glover, *Vice-Chancellorof the University of Western Sydney*

By Lorlene Hoyt and Amy Newcomb Rowe

"We must inform and support research and teaching which embeds civic engagement, we cannot leave it on the margin."

Professor Barney Glover is the Vice-Chancellor and President of the University of Western Sydney (UWS) in Australia. He is a published mathematician with experience in university management and leadership, intellectual property management, and technology-based learning.

Professor Glover grew up in rural Victoria, Australia. He started his career by teaching math at University of Ballarat. He later connected with Perth's Curtin University of Technology, serving as Pro Vice-Chancellor of Research and Development after 10 years, and was then appointed Deputy Vice-Chancellor of Research at the University of Newcastle. In 2009, Professor Glover moved to Australia's Northern Territory and became Vice-Chancellor at Charles Darwin University (CDU). The Northern Territory spans a vast area of regional and remote Australia and is home to large number of indigenous people. He describes his tenure at CDU as a period of time when he was "intimately connected with these communities." Focused on community-based health and education for remote families with limited access, CDU hosts one of the Australia's most significant Schools of Indigenous Knowledge and Public Policy.

Some of his proudest achievements at CDU, according to Professor Glover, include playing a major role in the social, cultural and economic life of a vast and sparsely populated region. This is crucially important for regional universities that risk isolation without the community. Under his leadership, CDU established the Australian Center for Indigenous Knowledge and Education with a large grant from the Commonwealth – an iconic commitment to support the recognition of indigenous knowledge and its relationship with western knowledge systems. Another substantial achievement involves providing through the University support for indigenous Australians to obtain both higher education qualifications and vocational training. This epitomizes the role of CDU in relation to Aboriginal people, as well as education and research in the context of regional Australia.

While Vice-Chancellor of CDU, the University's Lakeside Drive Community Garden won third place in the Talloires Network MacJannet Prize for Global Citizenship in 2011. The outreach program, supported by the CDU Office of Community Engagement, enables students, staff, local government, community members and organizations and local businesses to work together to enhance tropical food production and sustainable living education. Another impressive program engages University students and faculty with secondary schools in the Greek community. More advanced students function as mentors working with primary school students and encouraging Aboriginal children. Role models play an important part in University student learning and even

more so among Aboriginal leaders and youth. CDU was proud to provide the technology enabling remote schools to connect to University learning resources, empowering students and teachers. A joint medical program is another successful achievement with a high number of Aboriginal medical students working in remote areas with the help of impressive facilities opened by the Australian Prime Minister in 2011. Also CDU's teacher training program called "Growing Our Own" supports upgrades for teaching qualifications for indigenous teacher assistants in remote communities and provides an important contribution to sustainability in the region.

A "natural step" to take from CDU, Professor Glover took the reigns of UWS in January 2014. As one of the largest of Australia's 39 universities, each of the University of Western Sydney's six campuses aims to be a "university without walls" (Reid, 2012). Former and longtime Vice Chancellor, Jan Reid, worked relentlessly to provide opportunities for university students while demystifying higher education. This was achieved, in part, by the Refugee Action Support Project (RAS). Through the RAS University students provide one-on-one language and literacy tutoring at participating schools in the Sydney region and rural New South Wales, creating a safe environment for dialogue and exchange. The program provides the next generation of Australian teachers an appreciation of other languages and cultures as well as an opportunity to develop the knowledge and skills of how to teach the English language. The program is large and ambitious. Launched in 2007, it involves multiple universities – University of Western Sydney, Charles Sturt University and Sydney University. In 2013 alone, 11 primary schools and 18 high schools hosted 260 tutors who worked with more than 600 young people. Despite these noteworthy accomplishments, challenges persist. For example, more schools and more university students want to be involved than what the program can realistically support.

University community partnerships are challenging and require sustained commitment. Professor Glover continues to look to community leaders for regular contact and relationship management to increase vision for community and government partnership with the University. It is not always easy if leaders lose sight of what the other partner is doing, or if there is a lack of senior leadership to work with from the start. He explains, "While at CDU, we didn't make as much traction in central Australia as I would have liked; due to some lack of involvement. When I reflect on the activities where there is good will, it can still be difficult to connect. You need buy-in from people who are the direct points of contact and you need to monitor them and report on barriers."

It is also essential to provide incentives for engaged teachers and staff. Professor Glover believes "it is important to connect to the core functions of the university, which are teaching and research." Engagement with communities must inform and support research and teaching; this enables community engagement to become embedded in the institution, not positioned on the margin. Professor Glover explains that leadership with "strong priorities and direction" produces focused results. Looking ahead, Professor Glover is interested in internationalization in higher education. He believes UWS cannot do justice to local community engagement if it isn't seen "on the world stage as a serious contributor to research and teaching." Professor Glover hopes to see UWS engage internationally in Asia and beyond. "I want to continue the great work done by Jan Reid," he says, "and she is a hard act to follow!"

Keeping his sight on flexible technology-based learning and in furthering Indigenous knowledge, Professor Glover is keen to see the role of the university evolve in the 21st Century. It's true that

universities understand the importance of opportunity and research, but how will technology allow education to occur in new flexible ways? It is a great challenge for universities and community engagement. “When we are changing the way that students engage with research and teaching, it will affect engagement,” says Professor Glover, “There will be significant opportunities here; university civic engagement can flourish because technology does enable connectedness,” he continues. Professor Glover is making strong connections to business and research, especially in the field of information technologies. He reminds us that the first group of millennials born in the 21st century will be commencing at university from 2017, and their expectations and capabilities are much different than ever before. He concludes, “Social media and global networks are now a hugely important part of life and the civic engagement implications of this are key.”

Professor Barney Glover is the Vice-Chancellor and President of the University of Western Sydney. Prior to this appointment, he served as Vice-Chancellor at Charles Darwin University from 2009 to 2013. He has also held the positions of Deputy Vice-Chancellor, Research at the University of Newcastle and Pro Vice-Chancellor, Research and Development at Perth's Curtin University of Technology. Dr. Glover has had several positions at the University of Ballarat in Victoria and served as chair on the boards of Innovative Research Universities, Rare Voices Australia, and the Australia-Indonesia Business Council. He holds a PhD in Applied Mathematics from the University of Melbourne.

BURKINA FASO

Amadou Hama Maiga, *Director General of the International Institute of Water and Environmental Engineering (2iE)*

By Lorlene Hoyt

"We want to improve the quality of education to help more African students engage in research and develop knowledge together. "

Professor Amadou Hama Maiga is Director General at the International Institute of Water and Environmental Engineering, or 2iE, located in Burkina Faso's capital city of Ouagadougou. He grew up in 1956 in Tindirma in the region to Timbuctu, Mali, where he "witnessed the challenge of access to water." His desire to "improve access to safe water as well as agriculture" led him to study civil engineering and environmental sciences. Prior to serving as Lecturer, Department Sanitary Engineering Head and Director for Research at 2iE, Professor Maiga worked as an Engineer in Switzerland were he got his PhD at EPFL and in Mali.

There are few water and sanitation specialists in francophone African countries and he is proud of 2iE's "contributions to the human resources" of Burkina Faso and West and Central Africa. According to Professor Maiga, "outreach is the important pillar – knowledge generation matters, but basic needs throughout Africa must be met." Specifically, 2iE prepares "highly skilled engineers who can implement and manage access to resources, including water, solar energy and bio fuels," he says. The Institute also partners with power companies to develop prototypes for water supply and energy systems to service small cities by combining new and traditional technologies.

A Talloires Network partner institution, 2iE's Technopôle business incubator receives support from, and contributes learning to, the Youth Economic Participation Initiative. The Technopôle trains students and recent graduates of the institute to become entrepreneurs with a social focus. Entrepreneurship training is part of the curriculum – it is available to students in all disciplines (Talloires Network, 2014). Technopôle reflects 2iE's founding commitment to the employability of its young graduates to meet the latest needs of African economies (www.2ie-edu.org). "It is meant to make links between 2iE and the private sector," explains Professor Maiga.

Strong and lasting partnerships are a vital ingredient for success. "We are very happy, several partners are funding our work," says Professor Maiga. 2iE receives United States Agency for International Development or USAID funding to further develop its capacity through the Higher Education for Development program. The Institute is also working in partnership with other universities including Pennsylvania State University, the Tuskegee University in Alabama and the University of Mississippi in the United States. The challenge, according to Professor Maiga, is "bridging the gap." He continues, "Higher education in engineering costs a lot of money. A lot of families don't have the money to send students to 2iE. The government doesn't have the money

either. Yet the market is waiting for highly skilled engineers." In 2012, the World Bank approved a grant of $10 million to improve 2iE facilities and house students. Today 2iE is a regional "center of excellence" for the West African Monetary Union, the Economic Community of West Africa, the NEPAD and the World Bank. More than 90 percent of new 2iE graduates are employed within six months indicating that their skills are in demand and well-suited to fit market needs (The World Bank, 2012).

When asked to share his vision for the global movement of civic engagement in higher education, Professor Maiga pointed to the need for partnerships to support the development of science and technology in West and Central Africa countries. He emphasized the importance of working with governments and building new institutions like 2iE to improve Africa's ability to profit from its vast mineral and other resources. For 2iE, Professor Maiga wants "to improve the quality of education and to help get more students from African countries to come, do research and develop knowledge together."

Professor Maiga earned a bachelor's degree in Civil Engineering at the National School of Engineering of Bamako (Ecole Nationale d'Ingénieurs or ENI), Bamako, and a Master of Science in Environment as well as a Doctorate in Water and Environment Sciences and Engineering at the Swiss Federal Institute of Technology of Lausanne (Ecole Polytechnique Federale de Lausanne or EPFL), in Switzerland. Prior to serving as Director General at the International Institute for Water and Environmental Engineering (2iE), he worked as Engineer at the Water Company of the City of Lausanne, then as Engineer in Mali at the National Water Resources Agency. At 2iE, he has served as Head of the Department of Sanitary Engineering and Director for Research leading the laboratory of Pollution Control and Water Treatment and Deputy Director General and Acting Director General. He is member of the Scientific Council of the Canadian Consortium for Research on Climate Change Impacts on Natural Resources, the Board of the African Water Association, and the Scientific Council for the French Inter-Agency for Research and Development. He has been President of the West Africa Network for Capacity Building in Water Resources Management for 6 years. In 2009, he was awarded the Grand Prix of the Foundation of Suez Environment - Water for All for his research and innovative work on water supply to underprivileged populations.

Elodie Hanff, *Director of Technopôle Center at the International Institute of Water and Environmental Engineering (2iE)*

By Nadine Salib

"Many innovative ideas in line with the needs of green growth in Africa need a helping hand in turning them into businesses."

Elodie Hanff graduated from business school in France with a specialization in management and corporate social responsibility. Elodie began her career at the French Ministry of Environment in the field of climate change and carbon offset projects. In 2008, she joined 2iE where she continued to work in the engineering field to develop and implement projects to reduce greenhouse gas.

At 2iE, the strategy of teaching engineering "entrepreneurs" has grown, and as a result the university leadership was looking for people wanting to be involved in new and innovative programs. Motivated by the fact the engineering programming was in line with her background and values, Elodie decided to join the project team. "There are many innovative ideas in line with the needs of green growth on the African continent, but we need a 'helping hand' to turn them into businesses," says Elodie. In the training period, each student is asked to propose a project for entrepreneurship and to prepare a business plan. Each year, 2iE organizes a business startup competition for students to promote the best ideas, and allows them to present to a panel of professionals, including investors, bankers, and entrepreneurs.

Also, 2iE encourages its students to participate in international competitions to gain confidence and legitimacy, and to prove that young Africans do not lack ideas for sustainable economic development for their countries. These interactions have repeatedly demonstrated the quality and relevance of their projects. For example, 2iE students participated in the *Global Social Venture Competition* (GSVC) organized by the University of California at Berkley for three consecutive years. Among more than 600 international candidates, 2iE students consistently manage to reach the world finals ranking within the top 15 projects. In 2013, students from Technopôle won first place and received $25,000 to implement their project, "*Promoting science-based social entrepreneurship in Africa.*" The media coverage has been very important for the reputation of the school, and positioning students on the international scene is an excellent practice for them to serve as role models to younger 2iE students. The competition also validated 2iE's entrepreneurial training role. This validation was critical because 2iE does not receive grants from the Burkinabe government. Though taking part in such competitions is expensive, 2iE faculty and staff consider it an important long-term investment.

Elodie says there are few schools that measure the impact of their programs, yet 2iE has monitored and measured impacts and learning outcomes for several years. One year after graduation, the employability rate of 2iE students is 90 (of the 2,000 students and 1,500 distant learners), suggesting that 2iE graduates are competent and attractive to African and international employers. An important factor in 2iE's success is its recognition of qualifications through certification from the Commission des Titres d'Ingénieur (Commission of Engineering Degrees) in

France, which means graduate students from 2iE receive a diploma with the same value as the one received in France.

According to Elodie, “this label requires us, in order to meet high quality training, to promote employment throughout training and incorporate modules related to management, which interest recruiters." Elodie says that at Technopôle, the teams work closely with businesses and potential recruiters to understand their needs. And, in terms of skills and profiles, Technopôle adapts the curriculum to market demand. For example in West Africa, there has been a boom in the mining industry. In response, 2iE created two new courses to respond to the new demands. This ability to adapt is a unique strength of 2iE, which sets it apart from its Sub-Saharan counterparts.

When asked about the challenges at 2iE, Elodie mentioned two major difficulties. The first is the command of the English language. According to Elodie, in this globalized world, the English language is very important for the formation of an "all terrain" engineer. Hailing mainly from Francophone countries, 2iE students also receive language training as part of their education. She continues, "Not speaking English can be an obstacle especially in the research area. It is a challenge if graduates want to work for multinational or international institutions. We want to train competitive students in line with the global economy”.

The second difficulty lies in the dissemination of research results on the ground. Elodie says, "we have labs and teams of researchers with highly relevant results in very important domains for the development of the country (for example, water pollution abatement, production systems for decentralized energy in rural areas). The problem is enabling access to the research results for local actors. We need to successfully communicate and work together with NGOs, businesses, public bodies, and local populations to promote the dissemination of these solutions,” she adds. “It can be a long and tedious process to change traditions and habits, and of course requires great communication, significant financial resources, and training for the adoption of these techniques.”Elodie hopes that 2iE will help break down barriers between the research world and the reality on the ground.

Regarding 2iE’s social mission, Elodie explains that 2iE specializes in training entrepreneural engineers who work to meet the economic and social needs of their communities. They specialize in the areas of water, sanitation, energy, infrastructure, and are major players in the future sustainable development of their country. The dual jurisdiction of engineering and entrepreneurship makes 2iE a unique institution compared to other universities in Burkina Faso and more widely in Francophone Africa.

However, only 3 percent of 2iE’s graduates become entrepreneurs due to the high risks of starting businesses. 2iE aims to improve this figure so that more graduates create businesses that specifically address the needs of the economy and African populations, which helps to create local jobs. Elodie notes that the Talloires Network Youth Economic Participation Initiative supports 2iE in this effort. The funding strengthens the establishment and materialization of the student start-ups. It also reinforces 2iE’s mission and training with more human and technical resources. Elodie added that 2iE regularly receives visitors, including donors, academics, and development agencies seeking to learn more about 2iE governance, model and strategy. Because it has shown very

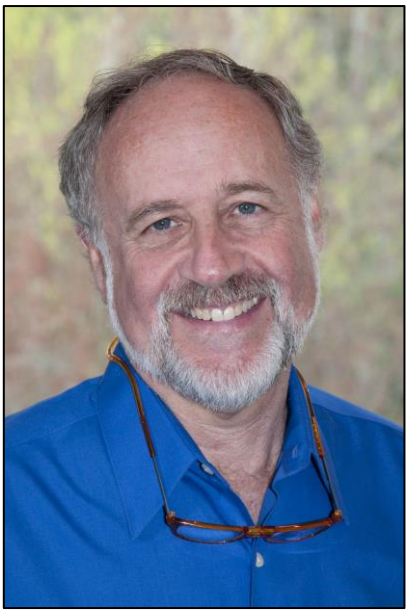
encouraging results, Elodie and her colleagues would like to replicate the 2iE model at other African institutes of higher education

Elodie Hanff is a French lecturer with a Master's degree in entrepreneurship (ESCE Business School, Paris, France) and specialty in Corporate Social Responsibility (IAE Paris XII, Paris, France). Elodie has been working for 5 years at 2iE and is involved in the implementation of the managerial program among students in engineering. She trains students in managerial sciences, organizes the annual competition of business plans, and coaches student social entrepreneurship and innovation competitions. She also manages relations with external academic and private partners such as the business angels' network.

CANADA

Budd Hall, *UNESCO co-Chair in Community-Based Research and Social Responsibility in Higher Education at the University of Victoria, British Columbia*

By Lorlene Hoyt



"One challenge is to ensure the new structure and practices of engagement stay attached to values that are linked to the common good."

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."

CHILE

Ester Fecci Perez, *Program Director of the Center of Entrepreneurship at Universidad Austral de Chile*

By Brianda Hernandez

"Students and youth are capable of taking civic engagement and social responsibility to a new level - for mutual respect, as one human being to another."

Dr. Ester Fecci Perez, Director of the Center of Entrepreneurship at Universidad Austral of Chile (UACh) has more than 30 years of experience and an admirable passion for civic engagement and youth development. Along with leading the Center of Entrepreneurship, she is also professor at the Economics and Management Sciences department and director of graduate studies, where she is a highly regarded faculty member and plays a critical role in UACh's civic engagement endeavors.

As the first and only member of her family to attend college, Professor Fecci sees herself as "lucky to have had the opportunity to receive a secondary education," especially coming, as she does, from the copper mining town of Sewell, Chile, in the slopes of the Andes. Sewell, used to be known as the "economic backbone of Chile" beginning in the 1950's. The town was built for mining workers families and is now a UNESCO World Heritage Site for its rich history and uniqueness. She credits the poverty that she observed during her humble upbringing with fomenting in her an awareness of social justice and establishing her belief in the importance of social responsibility. Dr. Fecci received her Master's in Business Administration and Management from the University of Santiago, Chile, in 1998 and then her Ph.D. in Education from Bolivarian University in 2009, all the while staying firmly rooted in her identity as a caletonina from Sewell.

Dr. Fecci believes that having an awareness of the social realities plaguing countries around the world is vital to a student's personal and professional development. During her interview, she highlighted the importance and challenge of acknowledging the backgrounds of students at UACh, explaining that, "there are students who simply have not been exposed to the way that less fortunate people live." In one of the business courses she teaches, she expressly assigns students to projects to expose them to disadvantaged communities as a way of helping them to develop their sense of social responsibility toward their community and country. She explained that, even though her courses are geared toward the economic side of the spectrum, she deviates from the conventional way of teaching - "I foster a mindset of social rather than individualistic entrepreneurship because it offers the opportunity for mutual growth. Individualism can often destroy more than it constructs." This form of teaching resonates with UACh's objective of training entrepreneurs who are capable of offering their services to the community in solving social problems.

A topic that arose from the interview involved the importance of evaluating the perceivable, instead of the quantifiable, impact that civic engagement and social responsibility efforts engender. “Sometimes, the focus must not solely be on the numbers,” says Dr. Fecci. Though she recognizes that it is important for a program to have goals, she is aware that “there are times when thank you cards from those whom we have helped make a greater impact than the numbers we see on paper.” When asked about the future of civic engagement, she stated that there is indeed risk involved. “I fear that civic engagement and social responsibility is a fad, and that some people use it for publicity purposes because it gives them a positive public image,” Dr. Fecci explained. However, she firmly believes that students and youth can change this. She continued, “They are capable of doing more than we ever could in terms of developing businesses and taking civic engagement and social responsibility to a new level - not for publicity, but for mutual respect, as one human being to another.”

As the interview came to a close, Dr. Fecci stated that universities play a lead role in addressing social problems, both on a local and global scale. She explained, “Universities play a fundamental role in identifying global problems, both in their capacity as research institutions and their investment in students as the force that will shape the future.” She continued, “We have to create awareness on a global level. Whether the problem we’re addressing is water conservation or climate change, we cannot afford to stay local, because what happens beyond our borders affects us as well. We must preemptively engage in a collaborative exchange of knowledge as the problem could knock on our door any day. The conversation needs to be initiated with the right type of language, that is to say, one that can readily diffuse through various social strata in the service of inclusively connecting both the constituents of our own society as well as others around the world. This is how we can make an impact.”

Ester Fecci is Program Director for the Center for Entrepreneurship and Professor at the School of Economics and Management Sciences at Universidad Austral of Chile. She is. Her work has focused on designing business plans and projects with students, faculty, and local businesses. She received her B.S. in Economics and Administrative Sciences from University of Chile, and two Master degrees, one in Business Administration and Management from the University of Santiago de Chile and the other in Organizational Behavior and Development from Universidad Diego Portales. She received her Ph.D. in Education with a focus in transformational change from Bolivarian University in Chile. Universidad Austral of Chile is a Talloires Network’s Youth Economic Participation Initiative partner institution. The Talloires Network also awarded two “active citizenship” initiatives at Universidad Austral of Chile in 2011 and 2012: “New Colors and Living Landscape” and “Red Art Valdivia: University/School/Community, Empowering Art Culture and Biodiversity Heritage Assessment.”

Andrea Pino, *Director of the Center for Environmental Studies and Human Sustainable Development at the Universidad Austral de Chile*

By Jennifer Catalano

"One of our duties is to convey knowledge from the university and make it available to the people. The linkages we have with the community influence the type of science we do and the type of knowledge we generate."

Since its inception in 2001, the Transdisciplinary Center for Environmental Studies and Human Sustainable Development (CEAM) has offered a unique space for trans and interdisciplinary and community-based research within the Universidad Austral de Chile. CEAM Director Andrea Pino explains how the center came about: "The founders of CEAM realized there was a need for a space to allow for a reflection and analysis to overcome disciplinary boundaries to address environmental issues that are complex in their nature. So, CEAM was created in 2001 to provide a space for the integration of different perspectives, providing a space for researchers to work collaboratively with each other and with communities."

This collaborative and transdisciplinary approach to working with communities underlines all aspects of the Center's work. Topics of research and community interventions emerge directly from the communities of southern Chile. Many of these are indigenous Mapuche communities, which have a long history of social exclusion and poverty. Pino emphasizes the importance of approaching these communities as full partners and collaborators. "From the very start of a project, we define the terms and the problem in collaboration with the community," Pino explains. "From there, CEAM will write the proposal together with representatives from the community." These representatives might be local leaders, members of community organizations, or even UACh students that come from the community. Later, "when we have the funds available, we co-construct the project together with the community." This requires an attitude based on humility, trust and solidarity, and one that refuses to elevate university-based expertise as superior to community knowledge. "There are differences of knowledge, but that doesn't make [the community's ways of knowing] less legitimate," Pino observes.

The process of co-creating programs in collaboration with communities can take longer than the typical proposal-writing process, but the effort pays off. "Since community representatives have been included in the construction of the proposal, once we go and meet the communities, we are validated," Pino explains. "It's a long process because we need to build trust."

At the implementation stage, project teams include researchers from CEAM, student assistants, senior researchers from other UACh departments, community members, and other stakeholders from the public or private sectors. Within the university, CEAM has found particular success working with early career professionals and retired professors. Students who are starting their

careers often times have great enthusiasm and innovative ideas, while the retired professors have invaluable experience, wisdom and the willingness to give back to the communities.

This highly collaborative approach allows university knowledge to directly benefit the community, while also creating a space for the community to influence the university. Pino observes: “One of our duties is to convey the knowledge from the university and make it available to the people. At the same time, the linkages we have with the community influence the type of science we do and the type of knowledge we generate.” Overall, the work of CEAM supports with the underlying ethos of the Universidad Austral de Chile, whose motto is “knowledge and nature.”

For Pino, who first joined the Universidad Austral as an undergraduate student in veterinary science, a deep sense of ethics underlies her own commitment to CEAM. “We are interconnected,” Pino remarks as she considers her own motivation. “It is a commitment to the most vulnerable of our ecosystem, the ones that have no voice.” This awareness, combined with an interest in broadening her educational horizons, led Pino to abandon veterinary studies in order to explore a wider range of disciplines. In her third year of undergraduate studies, she joined the Center for Environmental Studies and Human Sustainable Development as a participant in the center’s highly-regarded interdisciplinary honors program. After graduating from the honors program as a young mother, Pino stayed as a researcher with the Center and was appointed director of in 2010.

CEAM’s interdisciplinary, collaborative approach does not come without its challenges. Pino admits, “sometimes we get good results, sometimes we get problems.” But the benefits are well worth the effort. Pino notes that being located within a university “focuses us. It is a recognized place. The university supports us, finances us, and provides a wealth of knowledge resources.” Pino reflects, “We are in a particularly great moment in the university’s history, where we see a relaxation of the old-fashioned, rigid structure that allows us to have an influence on higher levels of administration and academia within the institution. The university often takes decisions at a high level that have an impact on the environment at a national and international level – for example, climate change. We have an opportunity to influence those decisions, and to support the university’s commitment to environmental responsibility.”

Andrea Pino-Piderit. Doctor of Veterinary Medicine, Universidad Austral de Chile (1998-2007), with a minor in Environmental and Sustainable Human Development. Diploma in Intercultural Mapuche People and Nature (2004-2005). Her interests lie in the conservation of biocultural diversity, especially what to do with participatory planning that allows the development of productive activities and the conservation of biodiversity and indigenous cultures. Since 2011, she has been Executive Diretor of the Center for Environmental Studies at the Universidad Austral de Chile. Previously, she served as academic coordinator of the Honors Program in Environment and Sustainable Development. Pino has participated in several research projects on biodiversity in ecosystems of temperate and Mediterranean forest stands in 2009 when she was in charge of the participatory development of the Regional Strategy for Biodiversity Conservation.

Juan Leyton, *Community Organizer and Former Executive Director of Neighbor to Neighbor in Boston*

By Amy Newcomb Rowe

"Projects will succeed when universities approach communities with the attitude, not of telling others what to do, but rather opening their hands and saying, this is what we have to share."

Juan Leyton has worked in community organizing, immigration policy, affordable housing, criminal justice and economic equality in the Boston area and in his home country of Chile for more than 25 years. In 2011 Juan was selected as a Mel King Fellow at the MIT Community Innovators Lab in the Department of Urban Studies and Planning to study employment cooperatives and labor unions, at which time he developed a connection with Universidad de Austral Chile (UACh). He soon met Professor Ernesto Zumelzu, Director of Research and Development at UACh and specialist in nanotechnology, and began strategizing on developing ideas for economic development and student entrepreneurship between MITCoLab and UACh. It didn't take long for a strong relationship to form bringing together instructors, students, staff and community leaders to work on the Nucleus for Entrepre-Learning: Prendete UACh!, a program supported by the Talloires Network's Youth Economic Participation Initiative.

As the first in his family to finish college, Juan understands the value of education and the opportunities it affords young people. Growing up in Chile under Pinochet in the 1970's, Juan was involved like many young people in the fight for social justice and human rights to counter crimes against Chilean people in the 80's. It was in those formative years that he gained the promising skills of community organizing and collective action, which drive his "community consciousness" and sense of civic engagement for the greater good. One of his noteworthy civic achievements is the removal of the Criminal Offender Record Information (CORI) from Massachusetts's employment questionnaires to decrease discrimination against low-income individuals seeking access to education, housing and jobs. The effort took decades of organizing activist groups and long hours of opposing the state-level legislation. He remembers, "the new law passed at about 10 pm on the last day of the legislature session." Many members of his organization, Neighbor to Neighbor, came from all over the state to see the results. "They stayed to the very end and when it passed, we celebrated late into the night, happy to know our friends and families would have equal access to the quality of life they deserve," he notes. The CORI removal is one of many examples in Juan's career when he witnessed community leaders of diverse backgrounds invest collaboratively and succeed in policy reform. The process rings true for Juan, who holds the belief that government policy should be incentivizing and not penalizing for citizens.

After completing his Masters in Public Policy from Tufts University, Juan served as Executive Director for Neighbor to Neighbor, a nonprofit with a mission to build political and economic power of communities through leadership, community organizing, coalition building and policy-making. Their work supported efforts like closing corporate tax loopholes, raising the minimum wage and helping train and elect new political leaders. Juan now spends his time developing

university-community networks, particularly around Latino groups and issues, successfully connecting North and South Americans through organizations like the Talloires Network. For Juan and his colleagues, the value of bringing people together is to reduce the work in silos and increase the connection among individuals and groups by learning new things about others, how they live, and how they think. “It is fascinating to observe and reflect on the fact that for many people, the complexities of life are commonalities and can be easily understood through interacting and creating networks of people,” explains Juan. When asked what skills one needs to be an effective community leader, Juan said, “an open mind, to explore and learn new ways of doing things!” According to Juan, skills such as language and management can be learned, but having an open mind and curious attitude in life is the best possible approach to community engagement.

Asked about the roles of universities and communities, Juan believes the university plays a pivotal role in positive development of individuals and groups by offering a historical perspective or specific expertise in a given discipline. But the university in Juan’s perspective also provides something unique by opening doors to the community to reflect and think about the processes around them, and how strategic planning can accomplish positive outcomes. University-community relationships can plan and pilot new ideas especially in times of critical transformation such as the global economic crisis, the digital era and age of entrepreneurship. Chile is home to a great number of low-wage workers, though it is a country where wealth has increased, and UACh is thinking about how to create students who are social entrepreneurs to solve problems and test ideas. UACh is on a learning journey to discover the country’s future leaders including women and indigenous people and others from marginalized communities.

“The community and the university can have complementary roles,” explains Juan. Both should see themselves as great resources for each other especially since they must coexist in the same neighborhood or city. Universities can be an economic engine for a community and the community can leverage resources from the university. Most of all, universities should see themselves as part of the community by establishing trust between neighbors and organizations. Projects will succeed when universities approach communities with the attitude, not of telling others what to do, but rather opening their hands and saying, “this is what we have to share.”

Juan Leyton is Visiting Practitioner in the Department of Urban + Environmental Policy + Planning at Tufts University. He currently is working as consultant, and manages the Greater Boston Latino Network—a grouping of Latino non-profits in Boston advocating for more political power and funding. He is working on a project called Pueblo to develop Latino leadership and communication strategies on climate change for Latinos. He was a research fellow with MIT’s Community Innovators Lab and Executive Director of Neighbor to Neighbor Massachusetts. Juan has a BA in Philosophy from University of Massachusetts, Boston, and MA in Public Policy from Tufts University.

EGYPT

Lisa Anderson, *President of The American University in Cairo*

By Lorlene Hoyt

"In the civic engagement movement we are creating allies and incentives for our faculty and students to think again about conventional

across the Arab region and Asia. In Ancient Egypt, the stone was part of the royal courts and highly prized. However, in modern Arab history the stone has been mostly forgotten and unnoticed. Egyptian youth in many ways can be compared to this stone, full of passion and desire to create a better world and bring the Middle East into the global community with innovation, development and vision for a sustainable, cohesive Arab future. The Lazord Academy seeks to graduate a generation of civically responsible and skilled leaders that play an active role across all sectors of Egyptian society. The Academy is a para-curricular, one-year program that hosts students from all academic disciplines, standings and socio-economic backgrounds. Currently the Academy graduates about 50 participants per year, from undergraduate students to community partners and places 10 graduates in community

organizations with full-time jobs in its Egypt Chapter. The Lazord Academy is a value-based model that holds the idea that learning is to happen in a holistic journey, taking into account the necessary knowledge creation and skill building while allowing for introspective reflection for the learner. To ensure this in-depth and holistic development, the Academy aims to reinforce critical and evidence-based thinking in civic values, attitudes and behaviors, knowledge, skills, and practice, exploring these areas in relationship to self, neighbor and imagined communities. In addition to their traditional courses, Lazord students have workshops, experiential community-based activities, professional mentorship, and guided reflection. For Nelly, the Lazord Academy is considered one of the civic achievements for which she is most proud, and with the larger goal in mind, of bringing civic engagement, a less well-known topic, into the Egyptian public debate. Lazord graduates are now working nationally and internationally bringing this philosophy into their work across sectors, drafting recommendations and provided consultancies for a variety of international organizations and governments on youth, civic education, volunteerism and the democratic transition.

The Lazord Academy is unique in the Egyptian context because it provides a flexible model, which is constantly re-assessed by the stakeholders, including the critical feedback of students. Nelly explains further, “we embrace what the students suggest and we base a lot of what we do and learn on community needs and assets. We don’t make a decision about anything until we confer with our community partners, especially partners like the Egyptian Youth Federation (EYF). We are not afraid to change topics, especially in a country like Egypt where everything changes quickly. In fact, our flexibility is what keeps learning meaningful to the students. We cannot pretend our students are not dying on the streets protesting an autocratic rule, so we must acknowledge this real experience and assist students with the life and death questions.” For Nelly, the AUC teachers, and the community leaders who guide many of the Lazord Academy workshops, the learning journey must take place through the needs of students; life is not static and therefore so must be civics. One of the ways Lazord accomplished this was by building a flexible training schedule, drawing on the university’s and community’s mentors for relationship-building, and creating ways of understanding how to distill the big picture of a national revolution into a single individual. “Building values in parallel to skills is foundational for life-long learning,” Nelly says.

Of course, the flip side of flexibility is the challenge of measuring that which is constantly changing. Employment and effective integration into community work is one measurement the staff uses to track the impact of their work with graduates. Nelly and her staff follow alumni and for some they

continue to guide their professional lives. One graduate in particular started a popular magazine publication which includes a monthly article on philanthropy and responsible giving for young leaders, an effort that is possible with the help from Lazord alumni. Nelly and her colleagues focus attention on how well and with what social values students and graduates do their jobs. Measuring impact is a serious matter for Nelly and she wants to build a network of Lazordians Leaders who can help create a measurement plan for the next five years. Another challenge Nelly faces is that some students' projects develop after they leave the university. "I have to trust what the students are learning will make them responsible citizens on a life-long journey," explains Nelly. One way they are meeting the challenge is increasing the focus on mentorship and coaching which breaks the hierarchal status between professor and students, and builds trust and friendship that goes beyond university years. "When you establish friendships based on mutual respect and understanding, you open the soul of the learner and each of us learns better. Students trust us, which opens their learning beyond the classroom."

Nelly Corbel holds a Master degree in International Affairs: Civil Society Development and Conflict Resolution from the American University of Paris and a Mastère 2 in Sciences Economiques et Sociales: Sociologie des Conflits from the Institut Catholique de Paris. She received her Bachelors in International Politics from American University in Paris. Nelly is the Assistant Director for Programs at the John D. Gerhart Center for Philanthropy and Civic Engagement, Advisory Board member of the Community Based Learning program and representative of the Dalai Lama Fellowship at the American University in Cairo. She co-founded the Lazord Foundation in 2011, where she serves as Executive Director. The Lazord Foundation received the status of Associate of the Lebanese American University Academic Center in New York in 2013. Nelly participated in the Regional Perspectives on University Civic Engagement workshop co-hosted by the Talloires Network and the Kettering Foundation.

Rana Gaber, *Director of Programs for The Egyptian Youth Federation*

By Amy Newcomb Rowe

"It begins with civil society, where people see positive action, not just wasted words or slogans on the street, but action that changes lives and the course of history."

Rana Gaber is pioneering a movement representing the independent voice of youth in the Arab World. As a community activist and youth developer, Rana co-founded Majal for Consultancy and Training, a social enterprise acting as a network of youth initiatives working in the field of nonviolence, conflict resolution, dialogue and civic engagement. Rana is currently Director of Programs for the Egyptian Youth Federation (EYF), founded in 2006, a leading umbrella organization working with over 20 non-profit, non-governmental organizations to promote the role of civil society in post-uprising Egypt. Her primary work focuses on building democratic structures and communication channels for a participatory approach to community development. "No one can work alone," Rana explains her opinion on collaborative efforts with the many Egyptian NGOs her office supports. "Young people in Egypt are in process of understanding the value of democratic processes and practices, and deconstructing the idea that the selected few have all the power." In fact, the opposite is true in Rana's work, emphasizing the power of collective action and principles of inclusion and diversity to move youth policies forward. EYF supports smaller organizations to engage collaboratively with each other to create larger strategies for youth voices, and as a result, realizing the depth of capabilities, talent and skills in each group that creates community power for social good.

According to Rana, Egyptians have long lived under the top-down approach to social policy, enduring the listen-and-obey culture of the state. The New Egypt is turning the old attitudes on their head, creating grass roots movements and citizen empowerment to identify and solve problems they have endured for generations. "It begins with civil society," Rana says, "where people see positive action, not just wasted words or slogans on the street, but action that changes lives and the course of history." The crucial need for more youth-led organizations and those working with an erratic government on the National Youth Policy is largely the motivating factor for Rana and her staff. They work to bring a clear and confident youth voice to the government ministries for greater youth participation in policies for voting, employment, higher education and technology.

EYF works with 20 youth organizations from several local governorates in three main fields: capacity development and skill building; networking for youth and regional support; and campaigning and advocating for national youth policies. The youth category includes ages of 16 – 35 years, which means there are many non-university youth leading and partnering with their work for social entrepreneurship and business development. Much of the capacity development is based on the needs of EYF's member organizations, such as training the board of directors and staff of the member organizations and Ambassadors for Dialogue program. Rana and her team create assessments and projects based on their intensive interaction with member organizations

and university partners, one of which is the Lazord Academy at the American University in Cairo (AUC). In addition to working with AUC, Rana collaborates with UN Agencies, prominent international councils such as the Danish Youth Council, the Swedish Youth Council and other European partners.

The Ambassadors for Dialogue program aims to develop a national task force working to create dialogue on university campuses between students, teachers and community partners. There are currently 40 facilitators reaching over 2,000 students in 16 governorates.
Some of the pertinent issues discussed are political activism, sexual harassment, and security problems on campuses. The idea behind the dialogue groups is to organize responsible students who can present their ideas and solutions to university leaders and replicate the movement to additional public universities in Egypt.

The Lazord Academy at AUC is one of Rana's established partners for the Ambassadors for Dialogue program. The teams are built to ensure diversity of opinions and then asked which topics they want to engage in dialogue. The programs teach clarity of ideas, skills to express and listen to opinions, ability to understand opposing perspectives, and ability to reflect on one's behavior, attitude, and values. Rana enjoys the quality of the partnership with AUC and the flexibility the Lazord Academy offers to her staff of trainers. However, the Academy is only established in a private university and not yet replicated on a larger scale for public universities, which is a future plan for the program. Rana is most proud of how the Lazord students are integrated within their local communities and organizations throughout the entire learning process. She sees a great wealth of knowledge and ideas coming from the community and students but they need guidance on how to develop their experiences. The students sometimes do not realize their capacities and how they might build on existing knowledge and skills. Much of the work involves building awareness of their neighbors and how they will coexist, communicate and meet challenges together.

One of EYF's greatest challenges is working in community spaces. There is sometimes very little space or few organized venues for youth groups to converge and meet. This is why the uprisings saw many young people in the streets and on university campuses. When new spaces open, the youth pour in to learn communication for dialogue and conflict resolution with the help of EYF and their member organizations. Building membership and resources is another challenge Rana experiences as an umbrella organization, motivating other organizations to see the value in coming together for collaborative projects and adding to the numbers of engaged youth. In coming months, she and her EYF colleagues aim to recruit youth organizations who are active in their communities in diverse set of specialties and academic fields.

Rana Gaber is a graduate of the Faculty of Economics and Political Science at Cairo University and holds a diploma in International Relations from the American University in Cairo. In addition to being a volunteer working in one of the poorest villages in Egypt, she is a leading figure in the field of youth development and has participated in numerous international conferences to provide expertise on Egyptian Youth. Rana participated in the Regional Perspectives on University Civic Engagement workshop co-hosted by the Talloires Network and the Kettering Foundation.

KENYA

Olive Mugenda, *Former Vice-Chancellor of Kenyatta University*

By John Pollock

"There is no one-size-fits-all approach to community engagement. Strategies must be context specific."

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).

MALAYSIA

Mei Ling Young, *Provost of the International Medical University*

By Lorlene Hoyt

"Universities are the conscience of society. We will get lost if we isolate ourselves from society in our ivory towers. We must serve our community."

Dr. Mei Ling Young, International Medical University (IMU) co-founder and Provost, participated in the 2011 Talloires Network Leaders Conference in Madrid, Spain, where she "enjoyed meeting like-minded university presidents and rectors." Trained as a demographer and geographer, Dr. Young began her career as a lecturer at the Universiti Sains Malaysia in Penang. She left the university and with two colleagues decided to try something new and "very daring." With the help of two prominent medical educators from the United Kingdom and Canada, they "decided to start a private medical school" and established the IMU in 1992. A private institution with about 3500 students, IMU is committed to "serving society" and developing students who are "competent, ethical and caring."

Civic engagement has always been central to IMU's mission because its co-founders wanted to nurture future "doctors that were caring, with good communication skills and who were committed doctors," Dr. Young explained. She continued, "Core values such as trust and integrity are very important, yet they are disappearing from so many professions." While IMU's values are "easy to enunciate," they are "difficult to institutionalize. Students do not arrive at IMU ready to serve," she says.

Another challenge, according to Dr. Young, is "continuity," explaining that many students are "only with us for two and a half years before they go overseas." That is why IMU offers a variety of engagement opportunities: long-term, medium-term and short-term. The long-term relationships "are the most challenging of all." She adds, we strive to achieve "continuity with the students who get involved only for the period they are here as students in the long-term projects in poor villages and deprived urban areas." These students who have served and are preparing to leave the community are expected to help the next group transition into the community. She believes it is equally important that "students and staff work together across disciplines (e.g., medical doctors, psychologists, dentists) as healthcare teams developing an appreciation for the different professions."

IMU's core values are being institutionalized. Adding community work into the curriculum is one way," she explains. "On the whole, the faculty, staff and students do accept that community service is part of the IMU's core values." At IMU, all staff, including faculty are required to engage with communities by "choosing at least three activities per year," says Dr. Young. She adds, "Not

everyone has to be in the community. Some raise money, some assist with planning. The front line isn't for everyone." To reward faculty participation, IMU has prizes and recognizes faculty contributions during the annual evaluation process. Students also learn by reflecting on their engagement experience. In Malaysia, where the "disparity between the well-to-do and the have-nots is great," IMU attracts a majority of its students from families who can afford to pay high fees of the private sector.

Students from middle class families "are shocked to see how poor people live. The engagement experience opens their eyes and they realize they have a responsibility to others who are less well-off." It is difficult, too, to establish long-term partnerships with villages. Some "don't want to work with a private university or they want IMU to supply them with tangible things," Dr. Young explains. But the university has overcome these and other obstacles through its "IMU Cares" program, which connects staff, students and alumni with different communities. Through the Kampung Angkat Project, initiated in 2007 under the banner of "IMU Cares," medical and nursing undergraduate students "were able to achieve 6 out of the 8 curriculum outcomes including the practice of medicine, disease prevention, health promotion, critical thinking, problem-solving, and professionalism. In addition to better health status and awareness among villagers, IMU's presence led to a road upgrade to the village as well as improved access to water and electricity.

Beyond partnerships with communities, IMU has forged lasting partnerships with the Ministry of Health, the Ministry of Education, and NGOs such as the Rotary and Lions Clubsand the National Stroke Foundation. "We learn from each other. The very essence of IMU is partnerships," she says. "Universities are the conscience of society," she concludes, "We will get lost if in our ivory towers we have isolated ourselves from society – we must serve our community."

Dr. Mei Ling Young completed her undergraduate and postgraduate studies at the University of Auckland and the Australian National University respectively. Her field of study in demography is migration, structural change and the labor force. Dr. Young joined Universiti Sains Malaysia in 1979 as lecturer in Development Studies. She served as the Chairperson of the Development Studies Programme of the School of Social Sciences before leaving in 1985 to set up the Sesama Consulting Group, the company that established the IMU. She was also an Associate Research Fellow with the Malaysia Institute of Economic Research. Dr. Young played a major role in the growth and development of the IMU since its inception in 1992. She is responsible for developing partnerships with the Partner Medical Schools from Australasia, North America, United Kingdom, Ireland and China. Dr. Young is the Executive Director of IMU Education and the Deputy President of the Malaysian Association of Private Colleges & Universities.

Kok-hai Ong, *Dean at the International Medical University*

By Ahsen Utku and Lorlene Hoyt

"The need to serve and engage communities has also given the students the opportunities to put into practice what they have learned in the classroom."

"I worked as a medical microbiologist in a large hospital before becoming a lecturer in a medical school," notes Dr. Ong, telling his story. "In 1979, I was one of four lecturers who were selected to start a new medical school at the Universiti Sains Malaysia in Penang, Malaysia. I was there for 16 years before I was invited to start another new medical school, the International Medical University in 1991." Dr. Ong, IMU's Director Of External Affairs, earned his graduate degree at the University of Guelph in Ontario, Canada, and later completed his doctoral degree at the University of Manchester, United Kingdom.

Dr. Ong initiated IMU's community engagement program known as "IMU Cares." Currently, the program has more than 25 community engagement projects that involve the staff and the students of the university as well as a variety of community leaders and partner organizations. IMU emphasizes life-long and team learning through community activities that are integrated into all the curriculum of all IMU's academic programs. From charity runs to carnivals to long-term partnerships with rural villages, students become "reflective and proactive healthcare professionals" while interacting with people outside the university.

"I feel that it is important for all individuals to provide assistance and support to fellow human beings," says Dr. Ong. "Such support can be mental and moral as well as physical. Hopefully, this will make the receiving party feel better, both mentally and physically." Dr. Ong believes IMU leaders are obliged to inculcate into their staff and students the spirit of serving and giving to society. "This is an expected requirement of our profession as healthcare providers," he says.

In this sense, IMU seeks to provide improved physical comfort and better health status, and help people understand their own responsibility to their health. Dr. Ong believes it is essential to give children improved opportunities for a better education towards a better future. He implies that IMU is on the right path emphasizing that they have been successful in providing improved access to healthcare, education and career opportunities for people in rural villages and urban settlements. "We have accomplished this by giving them access to and facilitating their involvement in community projects," he says.

Every success story has its challenges and turning points. "Initially, we had struggled in motivating staff and students to be more active in community engagement," says Dr. Ong. Moreover, challenges have occurred on both sides in this process. He adds, "Getting a larger section of society to participate in our community engagement programs, particularly to industrial programs has been another challenge."

However IMU's engagement strategies have evolved over time. He explains,"Our activities and strategies improved through better organization and planning, through integrating community activities into the curriculum itself; by requiring students to prepare proposals and reports; by incorporating these reports as an integral part of their learning portfolios and by getting the heads of academic programs to accept responsibility for monitoring and ensuring these activities are carried out."

IMU expects that when its students and staff engage with community, the needs of the community must be clearly defined and prioritized. "The outcomes are only met if the defined needs can be measured and societal impact is achieved," he says. According to Dr. Ong, the assessment of the needs depends on the nature of the needs. In other words, it also depends on the desired change or result, which can be either social, physical or environmental at the macro or individual level. Through "IMU Cares," the university has "adopted" several rural and urban communities in Peninisular Malaysia (e.g. the Klang Valley, Negeri Sembilan and Johor) such as Kampung Orang Asli Serendah, Damansara Constituency, Kampong Kala, Kampung Tekir and Batu Pahat. In these communities, students provide health screening (e.g., vital sign monitoring, eye and breast exams, cholesterol monitoring and physical exams), provide health education (e.g., sex education, personal hygiene), and work with villagers to improve the local environment (e.g., clean-ups to mitigate mosquito breeding). Individuals with specific health or dental problems are given free treatment by IMU's doctors, dentists or chiropractors.

According to Dr. Ong, the IMU Cares program in its totality, has resulted in greater involvement by staff, students and community members and this results in a "greater impact to the individuals that we are serving." The need to serve and to engage communities has also "given the students the opportunities to put into practice what they have learned in the classroom. We hope this will make them to become competent and caring health professionals," Dr. Ong concludes.

Dr. Ong earned his undergraduate and graduate degrees in Canada and the United Kingdom. He lectured in the Medical Faculty at the National University of Malaysia (1977-1979) and at the Medical School in Universiti Sains Malaysia (1979 to 1991). Active in community work, especially in kindergarten, primary and secondary education, Dr. Ong co-founded the International Medical University in 1992 becoming Deputy Dean in 1993. Appointed Dean of Student Affairs in 1998 and Director of External Affairs in 2002, he is directly involved with providing leadership in the IMU Cares program.

James Koh Kwee Choy, *Dean at the International Medical University*

By Trang Vuong

"University community engagement has been a large part of the IMU vision as well as its culture. Social responsibility is deeply expressed through the way Malaysians take care of family and community."

Dr. Koh began working at the International Medical University (IMU) in Malaysia 14 years ago as a trainee lecturer in internal medicine. He is now an associate professor of medicine and a physician where his area of specialty is HIV medicine and infectious diseases. His involvement in the university's community engagement activity began in 2006 when he was given the task to find and adopt a village near the Clinical School of IMU in Seremban to implement a project under IMU Cares program. "Honestly, I had not had much experience before," confessed Dr. Koh. "Most of the community work I had done at the time was limited to my areas of interest in HIV medicine working with several NGOs focusing on the marginalized groups in Malaysia. Thus, being asked to head a committee to work in a nearby community was something new for me and it turned out to be a greatly enriching experience," he explains.

Malaysia has a diverse culture originating from a potpourri of ethnic groups and a long history of colonization. It is a challenge not only for the universities but also for the government to unite numerous ethnic groups, each with its own way of engaging. However, as a typical Asian culture, social responsibility is deeply expressed through the way Malaysians take care of family and community. For IMU, university community engagement had been a large part of its vision as well as its culture. This is how Dr. Koh gradually grasped a vision of commitment to working in the community.

IMU had been involved with civic engagement since its establishment, but early activities were relatively sporadic and disorganized. "We used to describe it as Corporate Social Responsibility (CSR), and then it was changed to Community Social Responsibility in 2008 to reflect the focus on the community," says Dr. Koh. In 2010, all CSR activities at IMU were eventually consolidated under the banner of IMU Cares, headed by Prof Kok Hai Ong, the Director of External Affairs. IMU Cares has its own defined philosophy, vision and mission statements.

Today, IMU Cares is the home for more than 50 community engagement projects. Funding for these projects come from several sources. Annual charity events such as golf tournaments and the annual IMU Chariofare Run are organized by IMU to raise funds. This year, the IMU Chariofare attracted more than $50 thousand from the participation of nearly 1,000 runners and the sale of food and beverages by IMU staff.

In the framework of Kampung Angkat (Village Adoption) Project, IMU focused on health problems in Tekir, a village of roughly 500 people, nearly half under the age of 12. They are Temuan

aboriginal inhabitants, who have lived with chronic poverty, educational shortage and limited employment opportunities. “To provide free health care services, we first identified their current health issues which consist of high blood pressure, alcoholism, smoking, glue sniffing, and teenage pregnancy; we also had to deal with several hindrances such as their pronounced apathy and prevalent culture of dependency,” says Dr. Koh. He continues, “It is difficult to fully describe how we were attempting to help villagers realize they need to take charge of their own health.” In addition, there are several other stakeholders that need to be continually engaged including the management of the oil palm plantation surrounding the village, the state health department, and hospitals and clinics. Dr. Koh and his colleagues must negotiate with them and with the villagers to reach a consensus.

The Village Adoption project is considered a success for a number of reasons. First, it is supported by the senior leadership of IMU, which includes its visionary founders. Second, they have created a clear process for project selection and implementation, which includes submitting proposal, forming teams, formulating action plans, and identifying outcomes and measurements. Third, the project responds promptly to local challenges. For example, IMU faculty and students decided to change the schedule for medical screenings from the morning to the afternoon to attract more local people. They also stopped asking villagers to come to the community hall for service and began making visits to households. Dr. Koh explains, “Instead of a major event in one location, we divided into small groups of trained students, each supervised by faculty, walking to every house to perform the health check and education.” Lastly, eight curriculum-based outcomes were used to evaluate the project. According to Provost Young, this project achieved six of the eight essential outcomes for students, “including the practice of medicine, disease prevention, health promotion, critical thinking, problem-solving, and professionalism.”

While Dr. Koh is proud of IMU’s achievements, he also highlighted challenges. For example, it is difficult to define outcomes for faculty and staff, more so than for students. An even more difficult task is measuring how the community has been impacted. He explains, “We have a lot of numbers and figures about health status but we do not have enough data to show whether their attitudes have changed.”

After seven years working on this project, Dr. Koh now has new post and focuses on curricula development and online learning. A new aborigines village called Kampung Sebir will be adopted and similar work will be conducted there. Dr. Koh hopes that universities in Malaysia will become more involved and act more collectively to pool their resources. Beyond sharing experiences at conferences, “I would like to see the day our work merges with other disciplines. We are in charge of health care. It would be satisfying to partner with a university responsible for community economic revitalization, for instance,” he concludes.

Associate Professor of Medicine James Koh Kwee Choy completed his BSc (Hons) in Clinical Biochemistry at the Universiti Kebangsaan Malaysia, MBBS at the Manipal Academy of Higher Education (India) and MMed at the Universiti Malaya (Malaysia). After working at a number of universities and hospitals, he is currently the Head of Department of Internal Medicine at the International Medical University (IMU). He also works as Infectious Diseases Consultant at IMU and Physician and Infectious Diseases Consultant at Hospital Tuanku Ja’afar Seremban. He has

numerous publications in national and international journals and books mainly in his area of interest which are HIV medicine, advocacy, infectious diseases and medical education, just to name a few. He has received several awards that include Excellence in Community Service by IMU (2011) and first place of MacJannet Prize for Global Citizenship by Talloires Network (2013).

Wong Chin Hoong, *Lecturer at the International Medical University*

By Long Nguyen

Dr. Wong Chin Hoong is attempting to instill "a lasting change in the hearts of students towards being more compassionate individuals." He hopes that the "outward manifestation of that compassion will be a lifelong commitment of service to society." Dr. Wong is a family medicine specialist and lecturer at the International Medical University Malaysia (IMU), an engaged university. Established in 1992, IMU aims to meet a growing need for trained medical personnel in the developing nation. Today it hosts over 3,400 students in a multitude of healthcare-related programs and has partnerships with over 30 Partner Medical Schools throughout the world.

Dr. Wong received his undergraduate medical training at Cardiff University, and his graduate education as a member of the Royal College of General Practitioners. During his time in the United Kingdom, he volunteered at a soup kitchen that was run by his church group, where he saw the immediate and direct impact on the lives of the people he served. These experiences reinforced ideals that were engrained in him as a child, especially the importance of investing in relationships with one another. Dr. Wong returned to Malaysia in May 2012, coming to IMU through the recommendation of his sister, who is also a graduate from IMU. IMU enabled Dr. Wong to strengthen his commitment to civic engagement by providing a platform for him to "empower residents and communities to create their own change."

Dr. Wong was recently named Coordinator for the Kampung Angkat (Village Adoption) Project for Kampung Sebir, an extension of the very successful project at Kampung Tekir. The project's mission is to offer primary healthcare to villagers, provide clinical skills training to medical and nursing students in a real world environment, and to facilitate research into rural healthcare and indigenous populations in Malaysia.

Kampung Sebir faces many of the same problems as Tekir. First, funding for implementation and maintenance of each project has been difficult to secure. Additionally, the engagement of villagers has been problematic due to cultural differences between the indigenous people when compared to the students and faculty members administering care. The trust of the villagers has been difficult to gain and may stem from the belief that IMU has ulterior motives. Initial student commitment has also been difficult to obtain because of a sense of limited and sporadic involvement, a similar problem faced by the project in Tekir.

Dr. Wong hopes to build on the successes in Tekir by not only overcoming similar challenges, but by also by leveraging the differences between the two projects. For example, Tekir was initiated by IMU and was met with contention by the local authorities and health commission. In Sebir, the local health commission identified the need for primary care in the village and asked for IMU to engage. The structure of the two projects is also very different. In Sebir, the organizing committee is completely student-led, allowing them to have more active roles in leadership; students have

ownership to design, implement, and coordinate the project. Staff members play a supporting role by facilitating and mentoring the students. Mentorship is encouraged so that more advanced students will pass on their knowledge to younger students, fostering stronger, longer-term commitment to service. Because the primary care service in Sebir is provided monthly, there is greater opportunity for engaging with the villagers and for the students to grow personally and professionally.

The effort in civic engagement from many organizations has produced significant returns, notes Dr. Wong. Some organizations have started to come together to share thoughts with conferences and collaborations. However, Dr. Wong has not seen much direct collaboration between organizations and thinks that they still seem to be disconnected from each other. He hopes that continued dialogue on the subject will further enhance outcomes by allowing organizations to realize shared issues and better understand how to deal with them. The increased effectiveness will not only alleviate the problems at hand but also inspire civic duty in a new generation of young people. IMU's village adoption model has experienced some early success. Dr. Wong and others aim to build on that success in years to come.

Dr. Wong is a Lecturer at the International Medical University, serving with the Department of Family Medicine since September 2012. He was previously a general practitioner in the United Kingdom before returning to Malaysia. He is presently a member of the Royal College of General Practitioners in the United Kingdom. His present research interests lie in the areas of ethics and professionalism and in community service. Dr. Wong is presently the Coordinator of the Kampung Sebir IMU Cares project, an extension to the Kampung Tekir project. He is passionate about serving the community, and in his spare time serves the community through his local church.

Sharifah Hapsah Shahabudin, *Former Vice-Chancellor at the Universiti Kebangsaan Malaysia*

By Lorlene Hoyt

"Civic engagement helps people to see beyond their differences."

June signals the fourth installment of our monthly *Leaders in the Civic Engagement Movement* series. This issue features the Vice9Chancellor 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 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 industry9community 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 Vice9Chancellor for Industry and Community Partnerships, which is currently led by Professor Saran Kaur Gill. Additionally, Vice Chancellor Shahabudin created full9time Deputy Dean Positions for Industry9Community Partnerships in each of the 13 colleges and revised faculty evaluation procedures to reward civically9engaged 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 9915 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 Asia9Talloires Network of Industry and Community Engaged Universities (ATNEU), the ASEAN University Network (AUN), the Thematic Network on University Social Responsibility and Sustainability (AUN9USR&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.

Datuk Noor Azlan Ghazali, *Vice-Chancellor of the Universiti Kebangsaan Malaysia*

By Lorlene Hoyt

"The University has the moral responsibility to create a positive impact on the public especially in developing the human capital of the country as well as the lives of people."

On January 1, 2014, Universiti Kebangsaan Malaysia's (UKM) Prof. Datuk Dr.Noor Azlan Ghazali, Deputy Vice-Chancellor for Academic and International Affairs will succeed Prof. Tan Sri Dato' Seri Dr. Sharifah Shahabudin as the Vice-Chancellor of the University. Dr. Azlan was all praise of the Vice-Chancellor who has brought the University to a higher level of excellence and has set the strategic direction for the future of the University. He plans to journey on the path the Vice Chancellor has set and is "looking forward and excited" to continue the University's active participation in the Talloires Network. In particular, he will "personally pay close attention" to the Graduate Transformation and Small and Medium Enterprise (SME) Development Programme, one of the Talloires Network's eight Youth Economic Participation Initiative partners.

"UKM is the national university of Malaysia," he began. "It was established in line with the wishes of the public. The University, therefore, has the moral responsibility to create a positive impact on the public especially in developing the human capital of the country as well as the lives of people." Dr. Azlan believes that preparing the next generation of responsible citizens is a critical task of UKM. He added that "all faculties have a role in making sure that everyone in the community has the opportunity and ability to improve their lives."

Dr. Azlan attributes his commitment to civic engagement to his parents. They were both teachers and community leaders. "Since my young age," he explained, "my parents were very involved with improving the quality of living of the people in our community." Following in his parents' footsteps, Dr. Azlan applies his expertise in economics to enhance public welfare through "various aspects of national socio-economic planning and initiatives targeted at creating a better living for all."

When prompted to highlight a civic engagement achievement, Dr. Azlan pointed to his role in leading the Knowing ASEAN Programme at UKM. Through this effort, he organized study visits to four ASEAN countries including Thailand, Vietnam, Indonesia and Burma (Myanmar), "to understand and appreciate the economies and communities in ASEAN." In each place, the group visited government agencies, universities, multi-national corporations, historical sites and community development centers.

In 2006, when Dr. Azlan was Dean of the Faculty of Economics and Business at UKM, he left to serve in the Prime Minister's Department as Director of the Malaysian Development Institute, in

the Economic Planning Unit. Leaving the ivory tower of academia, there, he "worked on the ground dealing with reality" and began to rethink and "reframe the role of the university in the nation."

Recently, he led the University Ambassador Programme under the National Blue Ocean Strategy (NBOS) to deliver programmes and services "to the public that are high in impact, low cost, and rapidly executable." The strategy involved a "mass of youth volunteers" who were mobilized for "nation-building activities" in rural areas. By "becoming agents for change," students help to spur growth in Malaysia while creating "a more inclusive society," he explained. Civic engagement is "well-institutionalized" at UKM as evidenced by the establishment of a Deputy Vice-Chancellor for Industry and Community Partnerships position in 2007.

The seat is held by Prof. Saran Gill, who is both the Executive Director for AsiaEngage and a Visiting Scholar for Engagement Australia. Dr. Azlan affirmed that UKM faculties are encouraged to engage with local communities as well as NGOs and private industry, explaining, "Sure, scholarship is important, but there is much more to academia than academic scholarship. While producing graduates will always remain one of its mainstays, the University also has an obligation to the wider society." He pointed to the challenge of supporting university civic engagement in "developing countries like Malaysia," noting, "the idea of academic excellence and university rankings place real demands on academics." He continued, "However, there is no clear framework on how to measure the impact of scholarly work on communities. So, we must convince the campus community that improving lives is something we all must do."

In looking to the future, Dr. Azlan urged that engaged scholars "focus attention on sustained partnerships and impact." When universities are engaged with partners for a longer term, he said, "You can see improvement over time." As for the Talloires Network, Dr. Azlan emphasised the "need to share our experiences and cases of engaging the society," explaining, "It is important that we create a set of cases from different regions and share those experiences widely." There is a need, he added, to "provide strategies on how to work well with communities." As our conversation came to an end, he concluded, "I'd like to see a session like this at the next global conference."

Deputy Vice-Chancellor Prof. Datuk Dr. Azlan Ghazali is a Professor of Economics in the Universiti Kebangsaan Malaysia's Graduate School of Business. In 2011, he completed the Mason Program in Public Policy and a Master of Public Administration at Harvard University. He currently serves as Head of the Economic and Management Cluster for the National Council of Professors, Malaysia. He earned a Doctor of Philosophy in Economics, a Master of Business Administration and a Bachelor of Science in Business Administration at the University of Nebraska.

Saran Kaur Gill, *Former Deputy Vice-Chancellor for Industry and Community Partnerships, Universiti Kebangsaan Malaysia and Former Director of Asia Engage*

By Tossatham Singalavanija

"To obtain the buy-in for partnerships, I had to convince and persuade academics, industries, NGOs and the community of the value of this field; I had to show them what we could do."

As one of the recipient universities of The Ministry of Education's vision to promote community engagement, Universiti Kebangsaan Malaysia (UKM) has established many initiatives and engagement programs at national and regional levels. Professor Saran Kaur Gill, the first and former Deputy Vice-Chancellor for Industry and Community Partnerships at UKM, is considered a key player in transforming the national vision into successful reality.

When Professor Gill was first appointed as Deputy Vice Chancellor for Industry and Community Partnerships in 2007, there was no clear scope of authority or formal guidelines on how to drive community engagement programs forward. She was told that "Service" would become the university's third principle. Rather than believe this principle would be readily understood or adopted, Professor Gill foresaw that service needed to be integrated across UKM's core principles, education and research. She defined service in a readily perceivable way, "To do someone a service, one must be involved in volunteerism; this is extremely valuable. We must give with our hearts, hands and minds back to society," says Professor Gill.

More importantly, Professor Gill's creative leadership style also plays a pivotal role in developing significant progress in partnership and engagement fields. She offers the following, "To obtain the buy-in, I had to convince and persuade academics and industry, NGOs and community of the value of this field. I had to show them what we could do for them. It was not a situation of 'do as I say,' instead it was 'work with us and we will add value and strength to what we do for you and society.'"

When prompted to reflect on community engagement accomplishments she was proudest of during her seven-year position, she pointed out the effort to institutionalize community and industry engagements. Not only does institutionalizing community engagement support research, teaching, learning and service, but it also creates positive impacts on policy, governance systems and structures, promotional criteria and the development of innovative research grants. Professor Gill further underscored another important effort in promoting community engagement beyond Malaysia - AsiaEngage, an UKM established international platform to promote partnership between higher education with industry and community stakeholders across ASEAN and Asia, an organization which Professor Gill has been an executive director of for four years.

AsiaEngage helps ensure that the knowledge generated in the universities is meaningful and can be applied to benefit society at a larger scale. She recalls, “At various forums that my colleagues and I have attended, we have always been asked to share the knowledge and experience that we have gained over the years. We then felt that it was valuable to take this to the regional level to create the multiplier effect and to discover synergies in community and industry engagement through regional platforms.” Although establishing an international platform like AsiaEngage has been challenging, creating opportunities and developing initiatives that are meaningful for the members has become a much bigger challenge. According to Professor Gill, one effective approach is to “identify and promote experts in various areas and share good practices across the region through visits and workshops.” She also shared her perspective on the current challenges and the future of the program. On the one hand, the challenge is to expand the network of participants to new university-community practitioners. On the other hand, she wants AsiaEngage to have a self-sustainable network that does not solely rely on external funding. Moreover, in driving the program forward, Professor Gill also emphasized the need to increase and build human capacity to help carry out all programs and initiatives for the members.

One of the other achievements has been the development and implementation of the ASEAN youth Volunteer Programme in 2012. This is a platform that provides opportunity for youth to work collaboratively to help solve problems and contribute to the development of communities across ASEAN. The first two programmes focused on the development of ASEAN Youth Eco-Leaders and Heritage Leaders respectively. The strong interest from youth in volunteerism is demonstrated by over 2000 applications received for the 150 places available.

For the future of community engagement, Professor Gill underlined the age of collaboration, elaborating that “We need to explore ways in which AsiaEngage together with our industry, NGOs and community partners across the various countries, can generate and share new knowledge to create solutions to solve problems faced by communities in the areas of the environment and climate change, rural development and poverty eradication, education and technology development and others. As we do this, we will need to further the mission of community engagement by professionalizing the field through research, publications and capacity building.”

Dr. Saran Kaur Gill was appointed Deputy Dean of the then Faculty of Language Studies andreceived Universiti Kebangsaan Malaysia’s Excellence Award for Enhancing the Image of UKM at the National / International Levels, in Human Resource Development. She was appointed member of the UNESCO Scientific Committee for the Asia-Pacific Region for Higher Education, Research and Knowledge in2004. Two years later, she was recipient of the Fulbright Scholars Award at the University of Pennsylvania. In 2007, Dr. Gill became the first Malaysian Sikh to be appointed Deputy Vice-Chancellor (Industry and Community Partnerships) of UKM, by the government of Malaysia. Over the past 7 years, she has strategically developed an innovative eco-system, creating opportunities for meaningful partnerships between the university and communities, NGOs, industry, foundations and government agencies. In 2011, she received the inaugural award of “Education Personality of the Year” from the Australian High Commission. In 2013, she became the first Asian to be invited by Engagement Australia to be part of their prestigious Visiting Scholars and Experts Programme. As the Lead Developer and Implementer of the ASEAN Youth Volunteer Programme, she has astrong passion for inspiring youth to develop

leadership skills through volunteerism and community engagement. She obtained her PhD from the University of London on a Commonwealth Academic Scholarship. She has been with Universiti Kebangsaan Malaysia for over thirty years.

Mohd Fauzi, *Professor at the Universiti Kebangsaan Malaysia*

By Amy Newcomb Rowe

"I believe everyone in society has helpful knowledge and every student has good ideas. It is our job to give students a chance to find a vision toward success, and to enjoy life and develop their career along the way"

Professor Mohd Fauzi Mohd Jani is the current full-time Director of the UKM Centre for Entrepreneurship and Small and Medium Enterprise Development (UKM CESMED) at the Universiti Kebangsaan Malaysia (UKM) in Bangi, Malaysia just outside of the central city of Kuala Lumpur. Dr. Fauzi has taught Agricultural Economics and Marketing in the Faculty of Economy and Management at UKM since 1985. He served as Dean from 2006 to 2011 and was appointed Director of the specialized consultant-based research Centre, a UKM Pakarunding Sdn Bhd, a private wing of UKM, established in 2003 until 2005. UKM was named one of eight award universities in 2013 for the Talloires Network Youth Economic Participation Initiative Demonstration Grant (YEPI). Dr. Fauzi and his staff are overseeing the award program, which seeks to develop shared service-learning methods to support graduates who are working with small and medium businesses in their communities, both urban and rural. I sat down with him in person at the Talloires Network Welcome Workshop last week in Cape Town, South Africa to learn more about his vision for the program.

When asked why he is committed to civic engagement, Dr. Fauzi recalled his childhood in a rural village where his father was a primary school teacher, and where he observed his father's commitment to the community and public services. "My father taught many subjects, including language and mathematics, and he used a lot of his time beyond the classroom connecting with young people, for instance working with a chicken production project in the village. I was impressed with his work." he explained. "I realized that every single person, no matter their origins, can achieve great things in life," Dr. Fauzi said. Detailing how he eventually made his way to university, Dr. Fauzi received a diploma in Animal Health and Production from Universiti Pertanian Malaysia, and afterward was given an opportunity to study abroad changing his course to Economics, receiving his Bachelor of Science and PhD in Agriculture Economics from Washington State University in the United States. He describes the abundant benefits of merging two powerful areas of research, both sciences and the arts, which he uses in mentoring students in both sciences and humanities programs.

Malaysia is a rich multicultural and multiethnic society with a large youth population. One of the areas of civic life that Dr. Fauzi and his team are working with is youth economic development through the channels of higher education. They are looking for innovative ways to empower students to start small businesses and be employed after graduation. To do this, they are working to develop a healthy ecosystem that supports small businesses and also gives back to the community. Many students in the Malaysian higher education system are purposely directed

toward an area of study based on their exam results, and not necessarily based on their choice of career.

Dr. Fauzi wants to help students reconcile this; by guiding them toward careers they are both passionate about and good at. As lecturers, Dr. Fauzi and his engaged colleagues are learning to blend high expectations of students' hard work and good marks with a certain amount of praise and encouragement that motivates students toward successful entrepreneurship. "Young people have all the energy in the world, but are sometimes not guided or directed in a way that makes them feel good about their ideas. I believe everyone in society has helpful knowledge and every student has good ideas. It is our job to give students a chance to find a vision toward success, and to enjoy life and developing their career along the way," Dr. Fauzi explained. To date, UKM students are engaging their communities in several disciplines, including health and environmental sciences, engineering, applied sciences. One of their most successful programs is in accounting and called TechnoCount. The idea is to connect accounting students with small businesses that are required to follow certain federal filing procedures. The students learn about federal requirements in class and transfer the knowledge by way of service to a community business. The students set up templates and software that provide an increase in income enabling business to be sustainable. "When our students meet their goals and the small businesses are generating income, we know we have increased both the students' and the communities' abilities to solve problems for themselves. The challenge of convincing students and community leaders to be open to collaboration and receiving help from others continues to be in our learning agenda," says Dr. Fauzi.

Teaching students how to use their accounting skills to engage the community is only one example of CESMED's work at UKM. The founding of the Centre is considered by the team one of their greatest achievements in civic engagement work with the university. It began with a small research grant from Waseda University in Japan, from which they received about $10,000 dollars to start a project called "COBlas" working closely with the SME Corps, a government agency and consultation program that helps small and medium enterprises launch in the early stages of development. After successfully managing COBlas, it acquired additional funds for a national outreach campaign to 14 Malaysian universities. Dr. Fauzi described the outcomes of the program, "we saw many students going into successful internships and learning how to start, manage and operate small businesses. What started as a simple project with SME Corp developed into a larger centre for our graduates as well as 14 other universities in the region!" The Centre has received the SME Internship Program National Award for the last two years.

UKM is a model for rewarding engaged faculty and staff by offering incentives such as training programs and small allowances, which are based on staff mentoring, advising and administrative work as department coordinators. They have 14 fellow coordinators, as well as strong interdepartmental support from top university leaders. The Centre also supports staff with acknowledgments and certificates of appreciation. Dr. Fauzi brings a wealth of experience in staff development and states, "one area of incentive that I have noticed over my career is connecting senior faculty leaders with junior lecturers. When I engage the senior members, the juniors follow. The younger lecturers also enjoy travel opportunities and professional development, which we

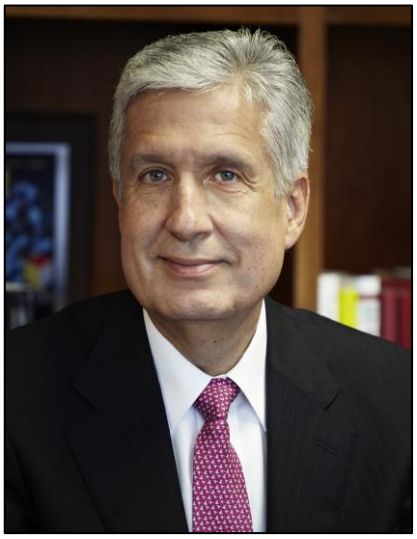
include as support for their engagement work. These opportunities advance networking and resources."

However, positive staff support may not always translate to good recruitment numbers, says Dr. Fauzi. From the perspective of a former dean, his primary concern is to increase the number of engaged lecturers at UKM. When the core group of engaged lecturers committed to the Centre, they worked together very well and established common understandings; there were about 10 core lecturers initially. When they formalized the Centre within the university, of course the members grew, and the core group became worried and that the Centre would lose its original vision. Dr. Fauzi allowed the core members lead the new members to transfer the same vision and passion, as well as creating new ideas for civic engagement. Now they have 130 staff that contribute to the expanding agenda and who have important leadership responsibilities thanks to the efforts of our original group. In a little over three years, they built a cohesive group of engaged faculties across campus by bringing together lectures for a similar vision. They have many more lecturers to recruit in the future, says Dr. Fauzi.

MEXICO

David Noel Ramirez-Padilla, *Rector of the Tecnológico de Monterrey University Mexico*

By Amy Newcomb Rowe



"Universities, as anchor institutions, need to be attentive to the surrounding needs in their communities, to eradicate poverty, and corruption. This type of awareness is contagious and is fundamental for any leader."

At Tecnológico de Monterrey, a private institution established in 1943, "we teach the Trilogy of Social Responsibility: Human Development, Solidarity and Peace," Rector Ramirez explained from Tec's central campus in Nuevo León, one of 30 campuses across Mexico including an international Virtual University. The idea, in addition to preparing young people to be competitive professionals, is to work closely with their universities' communities to prepare students to be happy and ethical human beings by giving their skills to the service of others. "Our students, as well as myself, have tattooed in our minds and hearts the importance of civic engagement in an ethical way. Upon graduation, students sign a promise to practice their profession ethically, act beyond their own personal needs and to serve others that are in most need."

For Rector Ramirez, knowing his community and having a socio-economic awareness are the first steps to active community engagement. As a professor of Finance for the last 38 years and prior to his appointment as Tec's Rector, he taught his students the importance of an ethical perspective to better maneuver the tough environments of materialistic and individualistic ideals in society. The dominant beliefs that corruption and dishonestly bring about prosperity and success oppose the ideas Rector Ramirez emphasize to his staff and students, that in order to be successful business owners, one must first be an ethical human being dealing honestly and giving to others. It has been a primary goal of the Rector and his staff to develop students with social consciences attuned to those living at the base of the pyramid with the greatest needs. "Universities, as anchor institutions, need to be attentive to the surrounding needs in their communities, to eradicate poverty, and corruption. This type of awareness is contagious and is fundamental for any leader," says Rector Ramirez.

During the last decade, Tec has increased its focus on providing better access to university education for students from diverse backgrounds and as a result became a large contributor to the growth of Mexico's higher education enrollment. The number of tertiary graduates in Mexico grew 32 percent from 2005 to 2011, and the share of underprivileged students enrolled in higher education from 10 to 21 percent during the same period (World Bank, 2013). In 2011, approximately 91,000 students enrolled at Tec of which 51% received scholarships and financial aid to attend. Tec Virtual University hosted more than 145,000 students in the continuous

education programs, which include tailor-made business programs, corporate and top-management courses and social entrepreneurship programs. With research as a key strength of Tec's approach to solving many of Mexico's social issues, Rector Ramirez views higher education as a door that should remain open to those who are unemployed and stricken by poverty in order for the community to not simply benefit economically, but to develop in a wider sense, giving people the skills necessary to create their communities in tangible ways unique to their environments. Combining strong research with a tradition of creating ethical leaders has been Tec's effective practice to reducing social inequality, increasing competitiveness and improving the quality of life for Mexicans.

One of the greatest challenges students encounter in their community engagement projects is creating trust with the community members. It requires research to identify the issues and then also, and more importantly, to identify with the issues that both the university and community are encountering. In this way, the students relate and perceive the community and university working together to solve problems. For example in the community of Toluca, the people wanted a new park with recreational facilities.

The students assisted by contacting and introducing the city commissioner who helped create the new park. The community and the university took action together to build the park, which diminished the experience of poverty for the people living and using the space. In Rector Ramirez's words, Tec is "not tying to hand communities the solutions, but trying to change their way of thinking, their mentality that they have the power to do something about the issues they are experiencing." The university has a responsibility based on its solidarity with the community because it is mentoring and molding leaders for the future of those communities. The skills students gain at university must be used to serve others trapped in poverty or who are victims of the political system.

Asked about the future of civic engagement in higher education, Rector Ramirez emphasized the importance of team efforts, particularly in terms of assessing community needs by involving everyone across sectors and potential barriers. In addition, Tec's professional staff development is an important component for training the next generation of civic engagement leaders enabling staff to participate in certificate programs on ethics and citizenship. In Mexico, Tec is leading with new and innovative ways to engage students within the Triology of Social Responsibility. "Sharing and giving to others strengthens peace among people," says Rector Ramirez, "I always remind my students, we are responsible for one another, and in order to have peace, we must give back."

Rector Ramirez has received several prestigious awards throughout his career: Price-Waterhouse Award, Charles Elizundia Award, Distinguished Sanjuanense Presea, awarded by the state government of Jalisco, also that Pope John Paul II named him a Knight of the Order of St. Gregory the Great and the Mexican Institute of Public Accountants awarded him the Distinguished Professor medal. In 2006, he received the Ricardo Margáin Zozaya Medal for Citizenship Involvement for his enthusiasm in promoting ethical values in his country.

Ernesto Benavides Ornelas, *Program Director of the Social Citizenship Education Program at the Tecnológico de Monterrey University*

By Brianda Hernandez and Lorlene Hoyt

"As soon as a professor in a university stops sharing or extending knowledge beyond the classroom, he or she becomes obsolete."

Our interview with Ernesto Benavides Ornelas, Program Director of the Social Citizenship Education Program, started with his recollection of the underying question that prompted the creation of Tec's mission. He explained, "We asked ourselves, when will we cease to live in a social system that perpetuates inequalities, inequity and creates vulnerable people?"

Benavides pointed out that the idea of civic engagement in higher education is growing, yet the form it takes varies from nation state to the next, and also varies within individual states. He noted, "fortunately, there are a large number of universities that are acknowledging the importance of civic engagement, but the way they understand their civic engagement role is quite different." He knows Tec and its particular approach to university civic engagement well and described it as an effort to go "beyond charity and philanthropic work" to create "institutional changes in the public sector which includes the culture of politics, public participation in the decision-making processes, and social justice."

This approach, Benavides and his colleagues at Tec believe, should be the aim of the entire university system; civic engagement should cut across different disciplines, permeate individual institutions and reach across multiple campuses. He is "against the notion of creating special offices or centers for university civic engagement" to enhance public participation and collective action. Such a strategy, he believes, "further creates a misalignment of civic engagement goals and activities. He underscored this point with a question followed by a response: "who really believes that a university as a whole cannot be civically engagaged? I certainly do not."

Mexico, like many countries around the world, struggles with issues of economic and social inequality. One way Tec is addressing such issues is by involving a variety of professionals in training. We asked Benavides why Tec is involving students in hands-on problem solving activities with communities, to which he replied, "a major problem is the growing indifference to problems in society. This paralyzes progress. We strive to solve this problem by teaching students, through hands-on experience, the importance of injecting into political systems. This is a direct and effective way to change the very systems that perpetuate poverty, corruption and impunity." Specifically, Tec relies on service learning, a pedagogy that connects the classroom with the community partners to enhance student learning and societal outcomes. "Service-learning is as important as other academic requirements" at Tec, Benavides explained.

Though Tec is a leader among institutions of higher education that are engaged and committed to social responsibility, according to Benavides there have been “significant setbacks.” He continued, “one of the obstacles Tec experienced was the challenge of understanding how these institutional changes would occur.” He and his colleagues found that “active dialogue and ongoing reflection” was a good beginning for the change process.

These methods help the Tec community learn more about themselves and the communities in which they are working. Benavides elaborated, “students working in these marginalized communities have emersed themselves in different political systems.

We are now beginning to see that they are contributing to a more active and democratic system. They are developing the skills that enable them to realize social change.” He also warned that the “battle” continues. It is not time to claim victory. What is needed, he argued, “is real institutional change in all civic programs until we cease to produce and perpetuate social problems.”

As the interview came to a close, Benavides explained the importance of university civic engagement from the faculty perspective: “as soon as a professor in a university stops sharing or extending knowledge beyond the classroom, he or she becomes obsolete.” The social reality is that “the university can no longer resist the separation between professions and public life, the very separation that has caused so much harm.”

Ernesto Benavides Ornelas graduated from Universidad Autónoma Agraria Antonio Narro in Saltillo, Coahuila, as an Agricultural Engineer in 1991. He earned a Master of Science in Agriculture and Livestock Productivity as a National Council of Science and Technology Scholar and a Masters in Administration with a specialization in Human Resources in 1996. He also graduated from LASPAU, a Program for Strengthening Social Leadership in Schools in Latin America in 2003 as a fellow for the W.K. Kellogg Foundation. He has served as a Research Professor participating in institutions like the National Peasant Confederation of the State of Tamaulipas, and Tecnológico de Monterrey in the Biotechnology Development Center, and at the Center for Strategic Planning in the areas of Agriculture and Agribusiness.

María Fernanda Pacheco Bravo, *Coordinator, "Brigadas Comunitarias" Program, Tecnológico de Monterrey University*

By Nadine Salib

"Poverty is not only material, but is also cultural in the matter of empowerment. It is difficult to make people believe change is possible."

Maria was born in Mexico City and completed her undergraduate studies in Communication at the Instituto Tecnológico y de Estudios Superiores de Monterrey Campus Querétaro. Since she was a student, Maria has volunteered in local and international NGOs that work to overcome extreme poverty in slum areas. Brigadas Comunitarias located at Campus Queretaro[1] since 1994 was among these NGOs. In collaboration with a governmental office, SEDESOL, it seeks sustainable development of marginalized communities through education and fair work. Since Maria's graduation from Brigadas in 2011, she decided to continue working in the program - where she became the coordinator for the development and prosperity in Queretaro, Mexico.

In Mexico, all students are required to complete 480 hours of social service (*Servicio Social* program) before graduation. At Tec, the service is designed so that the students undertake practical social activities to both benefit society and complement their professional or technical studies. Maria explains that the Brigadas, among other programs at Tec that give the students the opportunity to accomplish their social service, is actively committed to civic engagement by working with Tec students to help solve problems in Queretaro's marginalized communities. The Brigadas introduces students to the community's life and problems. Students work with the government and, sometimes, NGOs to help solving these problems.

When asked about the challenges she faces in civic life and how she addresses them with the students, Maria says, "At Tec we are aware that social problems need time and patience to be solved." At the end of every year, students working with communities are sometimes disappointed because they cannot see the results of their project immediately. Maria and her colleagues try to encourage students to understand that it is not easy to change people's habits and way of thinking. According to Maria, "poverty is not only fiscal, a matter of what people have or do have not; it's also cultural. The latter is hard and involves working with people until they believe change is possible."

Regarding the civic achievements she is most proud of, Maria explains that the Brigadas team is very happy with the students who become more sensitive, develop knowledge of social, political and economic conditions in Mexico, and act with solidarity in their profession. Maria and her team organize workshops with the students before and after their projects with the communities. They

[1] It is one of Tec's 33 campuses.

listen to students' ideas and give them feedback and advice that prepare students before they live for several weeks in the community.

On Brigadas' strategies for engaging students and how it evolved over time, Maria said that the activities have changed a lot since she joined. Earlier, the students used to go in the communities without any training. Eventually the program developed a selection process to ensure that students really want to work in the assigned community and are not interested in the program for the purpose of completing all of their required service hours at once. Students are selected via interviews and based on their areas of interests and ability to live in these communities.

The program also plays a positive role in increasing entrepreneurship in the country. A start-up, Fábrica Ecológica (Ecological Factory), was established by students in the Brigadas with a focus on recycling projects. The startup promotes the development of vulnerable groups through the creation of jobs through education and training for the production of various goods from waste materials. This model changed produces community wealth and positively impacts the environment (www.fabricaecologica.com/).

Tec's mission has evolved. Since its foundation in 1945, its mission focused on graduating highly qualified professionals. Its mission since 2005 is to form students with high standards of ethics, who are competitive in their professional fields and good active citizens in their communities. When asked about how to assess these activities, Maria responded that Tec has developed an instrument to track the students' service hours in the communities. Each student submits a civic engagement report with photographs of the community before and after a project, in addition to an essay. Additionally, social service NGOs report students' work in the communities to Tec. Maria hopes to see other Mexican universities working together to increase the outcome of various civic projects. According to her, "the problem is that many universities do not know where or how their students work these social hours, they do not follow-up their social service hours" She concludes, "The impact would be greater and Mexico would be better if universities gave more attention to the service requirement."

Maria Fernanda Pacheco Bravo graduated with the highest honor award that the Queretaro Campus delivers, "The Student Achievement Award." María was part of the student government as vice-president of the group in charge of intern elections on campus as well as part of the representative group of theatre. She obtained the Social Service award for a strong commitment to social development and has participated as speaker at different conferences such as the SELIDER Congress and Second Social Service National Congress ANUIES. For five years, she volunteered at TECHO, an international NGO that works to overcome extreme poverty in slums.

Sara Ladrón de Guevara, Rector of the Universidad Veracruzana

By Brianda Hernandez and Lorlene Hoyt

"Learning to appreciate and love the differences we all have is a path that leads toward a more equitable future."

In September of 2013, Sara Ladrón de Guevera made history by being unanimously appointed to serve as the first female rector in the history of Universidad Veracruzana. With twenty years of extensive experience in the field of anthropology, her background prepared her not only for her role as a rector, but informed her commitment to civic engagement in the broadest sense. Says Dr. Ladrón de Guevara, "I come from the field of humanities – we are trained and encouraged to go out into the world, we are made aware of social issues." She was born and raised in Veracruz, Mexico, a located in the Gulf of Mexico. Veracruz is a special state, according to Rector Ladrón de Guevara, "it is diverse in many aspects – we have seaports as well as mountain regions, and many different ethnic groups, including many indigenous peoples – each region is different."

She comes from a family that values education, especially higher education, for its ability to improve the lives of both individuals and the greater society. As a result, she has excelled in her academic career, receiving her bachelor's degree in Anthropology from Universidad Veracruzana. She went on to receive her Master's degree in Art History and Archaeology from Paris University: Panthéon-Sorbonne on a scholarship from the State Government of Veracruz, and finally her Ph.D. from Universidad Nacional Autonoma de Mexico. Prior to being appointed rector, she was an anthropology professor and researcher at Universidad Veracruzana, and most recently, she was director at the Museum of Anthropology in Xalapa, Mexico.

In 2012, Universidad Veracruzana received the MacJannet Prize for Global Citizenship for a program called University Social Service Brigades. "The effort that students and faculty put into their community engagement work is something to be very proud of; the work done in the university houses and in the community highlights the university's commitment to society," says Rector Ladrón de Guevara. University Social Service Brigades started as a way for the university to address social and economic issues. It involves a broad spectrum of disciplines, including students in the fields of health sciences, medicine, and humanities.

The program began in 1993. Today, there are 8 university houses in different regions of the state functioning as hubs for community development and research. Students participating in the program are able to enhance their professional training while fulfilling their social service requirement. By way of the university houses, student participants provide basic health, education, technical counseling to support the agricultural sector, and a broad array of social

services. According to annual reports, the program has served approximately 80,000 people (Universidad Veracruzana, 2013). The program reflects Universidad Veracruzana's mission, a set of humanistic ideals that are also embedded in the Mexican constitution. Such ideals are the product of some great minds of the time," Rector Ladrón de Guevara notes, "and when it comes to quality education, these humanistic ideals are paramount." The program has not been without challenges. Rector Ladrón explains, "Like any program that works with the community, the financial support is always needed to keep it running and expanding." Moreover, she recognizes the importance of mutual respect, especially with regard to community engagement. Such programs connect people from all walks of life. This is particularly important in Mexico, "a multiethnic society" where "some are not aware of the cultural richness of this state. It a great asset," she adds.

As the interview came to a close, Rector Ladrón de Guevara stressed the need to "join forces," noting that "some universities do not subscribe to these values for fear of draining their resources. "Joining forces can have an even greater impact," she continues, "I would like to see the future of community engagement involve every member of the university, because connecting and working together happens best when all of the members of the university are conscious of their substantive roles in the movement." Dr. Ladrón de Guevara acknowledged her own appointment as rector of Universidad Veracruzana as a sign of movement in the right direction. "We need more women in positions of power – we need to make gender equity part of educational and personal development programs." She finished, "Learning to appreciate and love the differences we all have is a path that leads toward a more equitable future."

Dr. Ladrón de Guevara is a distinguished anthropologist and member of the Mexican Academy of Sciences. She received her bachelor's degree from Universidad Veracruzana, Master's degree from the University of Paris Sorbonne and Ph.D. from the National Autonomous University of Mexico. She has been a professor at the University of Guadalajara as well as Universidad Veracruzana. Dr. Ladrón de Guevara has served as director of the State Institute Gallery of Veracruz Culture, Academic Secretary of Universidad Veracruzana and Director of the Museum of Anthropology at Universidad Veracruzana. Her recent research projects have studied Mesoamerican symbolism, religion and iconography and she has authored over one hundred academic publications. Universidad Veracruzana's University Social Service Brigades won a first place MacJannet Prize for Global Citizenship and Universidad Veracruzana is a partner in the Talloires Network Youth Economic Participation Initiative

Beatriz Eugenia Rodríguez Villafuerte, *Vice-Rector of the Universidad Veracruzana, Campus Orizaba-Córdoba*

By Brianda Hernandez

"It is very important that the development of professionals and academics includes a vocation of giving back, to ensure they have this kind of commitment for the rest of their lives."

Dr. Beatriz Eugenia Rodríguez Villafuerte is a university leader with a deeply engrained commitment to civic engagement. Since she was a young girl, she "had an interest in this vocation of helping society, a society that has given and helped me so much." Impelled by this internal force, it has served her as a moral compass for her personal and professional development, helping her earn a B.A in Sociology, a Master's in Urban Development, and a doctorate in Political Science. She vividly recalls fieldwork she did as a student in communities in Mexico City, as it was becoming a major metropolitan city, experiences that "really mark you, and determine the your way of viewing the world."

She came to the state of Veracruz 29 years ago to follow her heart, and in 2009 became the first female to assume the position of Vice-Rector in the Orizaba-Córdoba campus of Universidad Veracruzana, a position she feels aligns with her passion for teaching and working with youth to better assist communities in need. Universidad Veracruzana is the single largest public university in the ecologically and demographically diverse state of Veracruz, with five campuses in the state and a student body of 74,000. When asked why she is committed to civic engagement, she said with a sure tone, "I have a passion for teaching, to create human resources, youth who can help us see and change the social realities we live in, to work with youth and those communities most in need." She continued, "the university understands its obligation toward engagement through its very mission and vision, which is to address social problems. Plus, the university assumes its role as an educational institution thanks to society - it owes itself to them." Engagement run's through the university's bloodstream, so to speak, meaning that, "from administration down to all of the different departments, we strive to understand and address the difficult social problems in Mexico such as social instability, chronic poverty, and the various forms of inequalities, these issues commit us even more as an Institution of Higher Education and contribute to their solution is part of our responsibility."

The award winning civic engagement program at Universidad Veracruzana began as a way to address social issues in a very direct way. Called *Brigadas Universitarias en el Servicio Social* (BUSS), which translates to University Brigades in Social Service, it is a novel approach for students to complete their constitutionally mandated 480 hours of social service. The student brigades have the opportunity to work in one of the eight university houses situated in various parts of the State of Veracruz. These houses are a physical representation of the commitment the university has to its community, and to a greater extent a manifestation of the community's investment and the

trust that the state has placed in the university to provide support and services. As Rodríguez states, “The university houses are autonomous, which means they make decisions based on the perceived needs and expressed by the community, although they often face financial problems because of this autonomy, the fact is that they can work independently and are not subject to government pressure, which helps to generate an authentic relationship with communities and trust.”

When asked about specific examples, she noted, “a project that I would like to highlight is that of a regional support group for traditional indigenous medicine (GRAMIT), they are given support in collaboration with staff and students from different fields, indigenous doctors and helps them to disseminate their valuable medical knowledge and expertise. The students in the Chemical, Biological and Agricultural Sciences assist them in packing and commercializing their herbal remedies. It serves as a way to rescue our roots and traditions, and also helps the local economy.” These issues are especially pertinent to UV, given their high percentage of indigenous populations and the rich culture and diversity they bring.

Though Mexico has a long-standing tradition of university social service, there are challenges when it comes to mandating service hours. “It is crucial that students understand *why* they are required to do these hours, so they do not lose the conviction to help others. They cannot forget there are many people that need us,” she says. UV has noticed this change in the mentality of students, only completing their hours because it’s required to do so. To address this, they provide workshops and mini-courses to sensitize students to the issues, to make them aware of their role in society, because obtaining an education is, as Rodríguez states, a “privilege - there are many who wish to be in the position they are in.” As the large public university in the state, Universidad Veracruzana often sees itself in the position of only accepting a small percentage of applicants, around 34%, because of financial restraints. “It’s a real shame, but given that only about 1% of the national budget is devoted to public higher education, there are serious constraints in capacity.” Though they are lobbying for even a 1% increase in the budget, education is a serious issue in the state, which suffers one of the lowest rates of educational attainment throughout all levels, from primary school to higher education.

In the interview, Vice-Rector Rodríguez and I went off on a tangent concerning a very timely and globally pertinent issue: college graduate employment, or, more appropriately, unemployment. She explained that, this is a global situation, and that “it has a lot to do with the way we are focusing education and the skills taught and gained while in college. The skills needed in the workforce are much different than those needed 10 years ago, and education needs to reflect that.” Graduates need to develop skills that are aligned with the needs of society and the economy, and she calls for “a dialogue with employers to see exactly what skills they are looking for. Take their recommendations with caution, however - we do not want to be an institution that develops students tailored to a specific trade, but rather use that dialogue to reflect on the curriculum, on what it being taught, because something is not working. We want to motivate students to believe in themselves, that they can be their own employers, not just to make a living but to identify a need and be able to resolve it.”

As the interview came to a close, the word vocation came up again, a heavily weighted term in Universidad Veracruzana, she said, “It is very important that the development of professionals and academics includes that vocation of giving back, to make sure they understand that they must have that commitment for the rest of their lives.”

Dr. Beatriz Eugenia Rodríguez Villafuerte is the vice-rector of one of the five Universidad Veracruzana campuses, campus Orizaba-Córdoba. She received her bachelors in Sociology from Universidad Autónoma Metropolitana. She later received her Master’s degree in Urban Development from the prestigious College of Mexico (El Colegio de México) and graduated cum laude with a doctorate degree in Political Science from The Autonomous University of Madrid in Spain. She has been vice-rector of the campus since 2009. She has been a distinguished researcher for the University since 1985, and has presented in several conferences in the United States, Europe and other prestigious universities in Mexico.

Clíona Maher, Coordinator of International Cooperation, Universidad Veracruzana

By Ahsen Utku and Lorlene Hoyt

"Both the community and the students are changed through the engagement with one another."

Over twenty years ago the Universidad Veracruzana (UV) developed an innovative project for Mexico's 480 hours of compulsory social service for UV's undergraduate students. According to Clíona Maher, UV's International Cooperation Associate, Social Service is based on "the idea to give something back to the country for receiving free public education." At UV, the Mexican social service initiative started with health science, medical nutrition and dental students working with communities lacking basic health services. Today, the idea has spread to all fields of study at UV, with a variety of disciplines involved in ways that contribute to society while developing relevant professional skills."They are global citizens," says Maher, describing the role of the students. Emphasizing the capacity of and impact onparticipating students, Maher highlighted both the community and the students are changed through the engagement with one another. With regard to student outcomes, she explains, "once the students become a part of this project, they become more resourceful. They think bigger and overcome obstacles much easier."

Maher and others appreciate UV's humanistic mission. Maher made note of UV's stance regarding open access to knowledge commenting, "it's one of the few universities with a very large publishing house. It publishes books and sells them at very cheap prices." She continued, "all of the first-year students receive a free collection of classic books. The history of the university includes social vocation."

Originally from Ireland and based in Mexico for the last 18 years, Maher regularly observes the challenges in everyday life as well as the impacts of civic engagements on higher education. Reflecting on work at UV, she explains, "we had ground breaking results, such as the empowerment of women in local communities. The issues we are trying to address are varied and include poverty, mal nutrition, unemployment, lack of access to education, culture, health, sustainable development and empowerment of the local community." UV has adopted the longer view, implementing projects aimed at improving the quality of life for the society's disadvantaged and marginalized. Projects are created in collaboration with community participants who take the lead in determining and articulating their needs. The process involves university faculty and students.

UV, however, has faced numerous challenges over the years. One of the greatest obstacles to sustainable development in Mexico is corruption and a lack of commitment by local public authorities. Moreover, elections frequently result in turnover in the representation as well as priorities. As a result, civic engagement projects are unearthed soon after they begin to grow

roots. Maher described a dynamic and sometimes turbulent political environment with each party wanting “to be seen doing something different than the other party.”

On the other hand, social service projects with a multidisciplinary focus offer inspiration. UV students from different departments hold meetings together each week to learn more about each other’s work, which is a very successful model from Maher’s perspective. “For instance, agriculture students have teamed up with business students and very successful agricultural businesses have formed,” she says, “this makes them think outside the box and learn to work effectively with other disciplines.”

This way of “civic learning”, as Maher calls it, is an integral part of the university’s curriculum. UV offers a flexible educational model, where students have the chance to focus skills for tackling relevant issues in the region.

Civic learning takes place on two levels with students receiving ongoing feedback from faculty as well as community leaders. Local community participation in student evaluation is a key aspect of the project, according to Maher. In addition to earning credits toward their degree, students are encouraged to relate their theses to their civil service work. In this way graduating students have developed critical skills while advancing important projects. Maher highlights the work of a UV graduate whose thesis research helped to develop an organic tomato business with community partners into research in wild native chili plants.

Maher also emphasized the attention UV receives from other Latin American universities, explaining, “partnerships with other universities are fostered often through the InterAmerican Organization for Higher Education (IOHE). Also the Mexican Association of Universities and Higher Education Institutes (ANUIES) gives grants to students who participate in community engagement programs throughout Mexico as well as annual awards to engaged universities and colleges. “Through the IOHE, we increasingly have more regional partners. UV also hosts exchange students from other universities in Latin America. Maher points to a promising future, concluding, “for us, it’s a first step in sharing and learning more about how universities practice civic engagement.”

Clíona Maher is the International Cooperation Associate for Universidad Veracruzana, Mexico. She pursued undergraduate studies in Humanities at the University of Limerick, Ireland, Universidad de Cantabria and Universidad de Cádiz, Spain and was awarded a Scholarship from the Mexican Secretary of Foreign Affairs to study a PhD in Public Law at Universidad Veracruzana. Maher has worked in educational and cultural international cooperation for Universidad Veracruzana and the Veracruz state Ministry of Education in Mexico since 2001, establishing international partnerships to benefit educational community engagement projects in Veracruz. She is very interested in the social responsibility of higher education institutions and how higher education can play a key role in promoting local empowerment and self-sustained ethical development on a local, regional and global level.

PAKISTAN

Shamsh Kassim-Lakha, Founding President of Aga Khan University and member of the Talloires Network's Steering Committee

By Lorlene Hoyt

"The community is the most important partner for a university."

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.

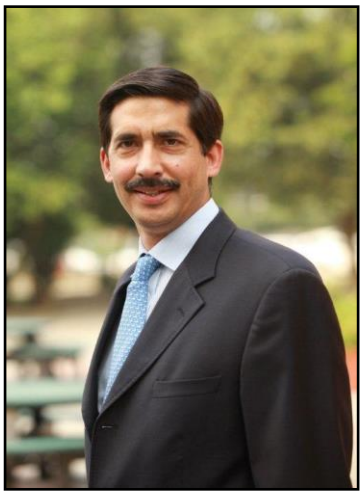
Looking to the future, Dr. Kassim-Lakha advocates that the Talloires Network work vigorously to achieve "the kind of commitment we need from universities." He would like the TN "to ask members to contribute to the Network and the field by regularly sharing their community engagement achievements" as 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.

Sohail Naqvi, Vice-Chancellor, Lahore University of Management Sciences

By Lorlene Hoyt



"It is extremely important students get a sense of purpose with their education. Technical knowledge is crucial, of course, but the purpose of education is greater and leads to a purpose in life."

In July 2013, Dr. Naqvi assumed the Vice-Chancellor's office at Lahore University of Management Sciences (LUMS), a private research university located in Lahore, Punjab, Pakistan. Prior to joining LUMS, he served as Executive Director of the Higher Education Commission (HEC), Islamabad, developing and implementing a comprehensive strategy to improve higher education throughout the country.

Dr. Naqvi studied in the United States, where he earned his Bachelor's, Master's and Doctoral degrees in Electrical Engineering at Purdue University in Lafayette, Indiana. While serving as Assistant and Associate Professor at the University of New Mexico, Albuquerque, "the thought of returning to Pakistan became more and more intense." In 1995, he took a sabbatical to join the Faculty of Electronics at the Ghulam Ishaq Khan Institute of Technology (GIKI) as Professor and Dean. "The big picture emerged" during his five years at GIKI as he forged partnerships between the institute, the community and industry.

"The mission of LUMS," Vice-Chancellor Naqvi explained, "is to achieve excellence in teaching and research while also engaging with society." He continued, "I want to build the strategy that aligns with this vision, implement it and measure progress." The Literaty Pakistan Program in the School of Humanities Social Sciences and Law is a good example of how "to build social enterprise and examine impact." The program supports aspiring young entrepreneurs by providing skills, space, workshops and courses, and an "ecosystem" for start-ups.

During his eight years at the helm of HEC, Vice-Chancellor Naqvi "assessed higher education in Pakistan, looking at gaps and deciding where to make improvements." He found it "exciting" to work on policy, highlighting his initial focus on three areas of the system: access, quality and relevance. The reforms he led were implemented across the country and included the redesign of curricula to include participation by industry and community in ways that "related to the needs of the country." Additionally, he and his team changed the structure of academic programs, creating 4-year undergraduate programs and quadrupling international research publications across Pakistan.

Vice-Chancellor Naqvi is one of 39 university heads in Pakistan who constitute the Pakistan Chapter of Talloires Network, which was launched in 2013 at the National University of Sciences and Technology (NUST), Islamabad. A steering committee of six members, headed by NUST Rector Muhammad Asghar, has committed to establishing a secretariat, publishing a quarterly newsletter, holding conferences and workshops, issuing awards and maintaining a web presence. Vice-

Chancellor Naqvi is already working with Rector Asghar and Talloires Network Steering Committee member

Shamsh Kassim-Lakha to expand membership as well as the involvement of LUMS. “At LUMS there is a very strong tradition of working with the community and it has been driven by the students,” he explained. He continued, LUMS plays “a key role in responding to natural disasters.” Students deployed geographic information systems to understand the impacts of the 2005 earthquake and the 2010 flood. He added, “Students use technology to improve public systems, this is how they bring academic and research expertise to bear.”

When asked what the global movement of civic engagement in higher education will look like in the future, Vice-Chancellor Naqvi explained, “It is extremely important that students get a sense of purpose with their education. Technical knowledge is crucial, of course, but the purpose of education is greater and leads to a purpose in life.” He then illustrated his point by asking, “Do you want to be a taker or giver?” As for the Talloires Network’s role in shaping the movement, he suggested members focus on the issue of intolerance explaining, “Intolerance affects Pakistan deeply.” He continued, “It is beginning to dominate the discourse. It affects us in terms of terrorist activities. There is a lack of respect for diversity of opinion.” He believes that “thought leaders are responsible for providing people with knowledge” and helping them “to understand different perspectives.” Engaged universities around the globe can and should make headway in this area. “Our mutual survival depends on it,” Vice-Chancellor Naqvi concluded.

Dr. Naqvi joined LUMS as the fourth Vice-Chancellor of the university in July 2013. He served as the Executive Director of the Higher Education Commission for 8 years where he helped develop and implement a comprehensive strategy for the revival of the university education sector of Pakistan. He was also member of the Human Resource Development at the Ministry of Science and Technology (IT&T Division), Vice President Operations at Communications Enabling Technologies, Islamabad, and a founding member of Ibero-American Science and Technology Education Consortium, a non-profit organization comprised of educational, research, and industrial institutions throughout America and the Iberian Peninsula. Dr. Naqvi is also the founding member of Engineering Education Trust, a not-for-profit organization dedicated to the development of higher education in Pakistan. He has been awarded three patents. The Literaty Pakistan Program at LUMS is a Talloires Network Youth Economic Participation Initiative demonstration site and LUMS is a member of the Pakistan Chapter of the Talloires Network.

Maryam Mohiudeen Asad, *Co-founder Literaty Pakistan Program, Lahore School of Management Sciences*

By Seher Syed

"There is so much potential for growth in Pakistan. The people are extremely talented and there is so much they can do. All they need is a platform and some support."

A strong advocate of social justice, Maryam Ahmed is the cofounder of Literaty Pakistan Program. Literary was launched three years ago as a magazine and evolved to a platform for the youth focusing on diverse issues such as cultural revival, tourism promotion, and awareness for the necessity of social enterprises in Pakistan. It has since emerged as incubator for students at LUMS to conceptualize and implement their own social enterprises. Literary is now helping students launch twenty social enterprises each academic semester.

Maryam and Asad Ayub (co-founders of Litarary Paksitan Project) were in Karachi in 2011 where they witnessed three days of political and religious violence, during which targeted killings left hundreds dead. In the middle of social and political volatility, Maryam recalls the prevalent forlorn attitude amongst people about the country and being told to just get up and leave before it gets worse. The global image of Pakistan was becoming even more negative due to the exaggerated and sensationalized accounts in the international media. This disturbed them and Maryam felt "they had reached a juncture where they couldn't just sit and do nothing about it." That's when Literary Pakistan took off focusing attention to the need to change the way people perceived Pakistan and to get across a more nuanced narrative which told both sides of the story. The initial medium for this was a magazine, which included contributions from students in both schools and universities. The network of universities and schools involved gave rise to informal chapters, an online blog and documentaries about Pakistan.

It was during the launching phase of the magazine when Maryam was first introduced to the concept of social enterprises and found it "phenomenal." Both Asad and Maryam researched social enterprises in Pakistan and abroad, and compiled the "Social Enterprise Handbook." They realized they could do a lot with the preexisting social enterprises and launched an informal incubation and consulting initiative. At the same time, Maryam was a graduate student at the University of California at Berkeley and engaged her own network of American Pakistani students encouraging them to work with Pakistani entrepreneurs. She had seen everywhere in Pakistan that people had excellent ideas, but they did not have the resources to leave their jobs and concentrate full time on launching the enterprises.

Through the Youth Economic Participation Initiative (YEPI) grant awarded by the Talloires Network, it has now become possible. Maryam's traces her commitment to civic engagement to patriotism and gratitude. She always felt very grateful while growing up for the opportunities she was given and the freedom she had. She explained that her parents "were very different from typical Pakistani parents…they saw something in her and let her do it." While they really wanted Maryam

to become a doctor, they let her choose her own career path. The courses she took at LUMS in anthropology, philosophy and social sciences added to the feeling of gratitude. She realized the fact “she had been given so much meant she had a greater responsibility to give back.” She used to look around her and feel blessed which “puts in you this feeling you have to give back and there is no other way.” The generosity she saw in her parents and grandparents also fed into her psyche to give back, helping people where she could and fulfilling the call of duty. “There is so much potential for growth in Pakistan. The people are extremely talented and there is so much they can do. All they need is a platform and some support.” Maryam explains, “once you see that, you cannot ignore it and that is why I am doing what I am doing.”

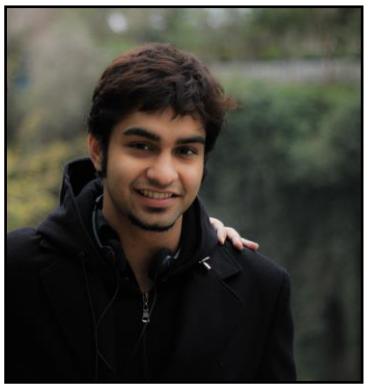
While a lot of the social enterprises are focused on poverty alleviation, Literaty’s definition of poverty is not restricted to economic and financial poverty. Literaty also looks at the “poverty of ideas,” “poverty of creativity” and “intellectual poverty” among others. Some of the ideas for the social enterprises that are being formed cut across all domains and help students rethink their corporate vision of employment and look into social entrepreneurship as an alternative.

Maryam’s proudest civic engagement achievement to date is Literaty and there is “nothing on the planet that makes her happier than seeing students and her team in the Literaty social innovation lab.” Maryam confessed that her experience working on social justice issues in the past which involved death penalty clients and acid burnt victims was very emotionally taxing. Working with her team and the Literaty project in so many ways brings back her faith in humanity. It refreshes her and in her words “provides the impetus and zeal to continue doing what she is doing.”

Maryam Ahmed is the cofounder of Literary Pakistan, which is one of the recipients of the Youth Economic Participation Initiative (YEPI) grant. Maryam graduated from the Lahore University of Management Sciences in 2012 with a dual degree in Bachelors in Law and Bachelors in Arts. She also holds a Masters in Law from the University of California at Berkley where she focused on International and Comparative Law.

Hamza Ayub, *General Secretary of Literaty Pakistan*

By Seher Syed



"By enabling students to interact with under-rescourced members of a community, the students see new perspectives and get the chance to give back."

Hamza Ayub, 21, is a rising senior at the Lahore University of Management Sciences (LUMS). He embodies what Literaty stands for: raising awareness about the good things of Pakistan and inculcating confidence and responsibility in the youth.

A native of the city of Karachi, Hamza was born and raised there until he went to Lahore to attend LUMS. The summer before college, Hamza was going to attend the Model United Nation meeting at Harvard, which coincided with the Global Young Leaders Conference. Hamza recalls applying for his United States visa so that he could attend the meeting and the conference, but his passport was not returned on time and he could not travel to America. That incident left a bitter taste in his mouth, and he realized how the negative image of Pakistan created by the activities of a few individuals impacted everyone's future. Hamza heard his calling to become "a good Pakistani citizen who is representative of the entire population" to make up for the negative experience he had after the visa incident.

Hamza described his younger self as a typical example of a business student who wanted to ride the corporate wave and land on Wall Street. His first encounter with Literary was during his freshman year when his brother, Asad (co-founder of Literaty) gave him a copy of the first issue of the Literaty magazine. Maryam and Asad introduced him to the Literaty project and asked him to work with them. Hamza was skilled in graphic design and they asked for his assistance with the magazine. His first project was to create a map of Alexander the Great's conquest in Northwest of the Indian Subcontinent (what is now Pakistan). The map outlined the route Alexander took inside Pakistan, the battles he fought and the route he took to leave the country. After his first project, Hamza became heavily involved in the design aspect of the Literaty magazine.

Thinking back, Hamza remembers how he was amazed by the rich history of Pakistan he came across during his research to create the map. He was even more surprised that very few people knew or talked about it. After he completed the map project for Literaty, Hamza wanted to create "positive sensationalism" about the country so that people look at Pakistan based on its potential and not through the lens provided by the media. He ran for student body elections at the end of his first year, with the mission to "galvanize the entire student population into action and instill pride about Pakistan within them."

As one of the first few members, Hamza has witnessed the growth of Literaty firsthand. During the initial stage of Literaty, the organization only had 8 members, until they opened the applications to other students. The first introductory meeting was a full house, after which there was an addition of 75 members. It turned out be one of the biggest organizations in the university. While they

struggled to accommodate everyone logistically and due to lack of funding, “the dream they all have only got bigger.” As Hamza puts it, “we are still working for it and getting closer to it.”

When asked about civic engagement, Hamza feels that the social enterprises inducted at Literaty help in creating community partnerships and invoking civic engagement amongst the students. By getting the students to interact with the underprivileged members of the community, the students bridge gaps by getting new perspectives, narrating stories and getting the chance to give back.

While his life has taken a different path from what he envisioned as a career on Wall Street, Hamza is extremely grateful for the opportunity to give back to his country. He is happy to see that the social enterprises being hatched at Literary are invoking social responsibility amongst the students and envisions a Pakistan where the entire youth is socially responsible and civically engaged part of the society.

RWANDA

James Gashumba, *Coordinator of the University of Rwanda Nyagatare*

By Lorlene Hoyt

"It's all well and good to say we are teaching through community outreach, but we are struggling when it comes to assessment. Teachers are discussing different approaches and we are eager to learn from others."

Since December 2011, Dr. Gashumba served as Rector of Umutara Polytechnic, an institution of higher education initiated by residents of the war ravaged Umutara region, in the north-east of Rwanda. Located in the city of Nyagatare, "the community was crying out for a higher education institution," explains Dr. Gashumba. "We began as a community university," he continues, "and the expectation was that we would focus on community service and outreach to solve problems." The university is currently in "a period of transition" as it has recently merged with others to form the University of Rwanda. Dr. James Gashumba's official title is now Coordinator, University of Rwanda – Nyagatare Campus, though his role and responsibilities remain unchanged. Professor James McWha is Vice Chancellor of the University of Rwanda, overseeing multiple colleges and campuses.

Born and raised in Uganda, Dr. Gashumba was influenced by his father who "kept cattle" while he was growing up. As a boy, he "dreamed of becoming a veterinarian," and the journey began in earnest when he applied to Makerere University. After Dr. Gashumba received his Bachelors in Veterinary Medicine, he went to the University of London for a Ph.D. and also worked as a technical advisor for the World Health Organization, training researchers and field workers in East and West Africa. He later followed his roots to Rwanda, where his forefathers lived before they migrated to Uganda.

Dr. Gashumba is the Principal Investigator for the Solve the Equation East Africa program, or SEE, supported by the Talloires Network's Youth Economic Participation Initiative. SEE is a collaborative network between four universities in East Africa (University of Nairobi in Kenya, Muhimbili University of Health and Allied Sciences in Tanzania and Makerere University in Uganda) working to increase graduate employment by supporting the development of youth technical skills and providing business incubation centers. "Why reinvent the wheel? We focus on partnerships to share experiences and learn from one another," says Dr. Gashumba. This network of universities is in the process of identifying community partners including bank and farming communities. Paul Sserumaga, senior lecturer in Animal Nutrition, Poultry Management and Water and Wastewater Quality and Treatment in the Faculty of Veterinary Medicine at University of Rwanda – Nyagatare, "has taken the lead on several cooperatives with women-led cooperatives," explains Dr. Gashumba, These cooperatives are led by alumni who "see participation in the community as very important," he notes. When prompted to highlight a challenge associated with coordinating such a

diverse network, he explains, “Distance is a problem. We still don’t have very good ways of communicating. We rely on e-mail exchange and sometimes use Skype.”

Community engagement is “part of the university mandate. Our focus is outward and we are community-oriented,” says Dr. Gashumba. In addition to the SEE program, engagement is “routine in the curriculum.” Students of agriculture and veterinary medicine, for example, do field work with farmers, helping them turn their farms into viable businesses.” Defining and measuring student learning outcomes in these community-based activities is difficult, however. “It’s all well and good to say we are teaching through community outreach, but we are struggling when it comes to assessment. Teachers are discussing different approaches and we are eager to learn from others,” he says.

Dr. Gashumba would like to “return to research” to focus on diseases affecting cattle. Of particular interest to him is the “One Cow per Poor Family” program run by Unicef (or Girinka Program). Approximately 90 per cent of cattle were slaughtered during Rwanda’s 1994 genocide, making a vital source of nutrition and income scarce. “Many of the cows in the program are imported from Europe” and suffer as they attempt to cope with tropical temperatures and parasitic diseases. He wants “to see how farmers can improve milk production,” to feed locals and generate income.

Dr. Gashumba obtained his Bachelor of Veterinary Medicine at Makerere University in Uganda, then proceeded to the United Kingdom where he earned both his MSc and Ph.D. at the University of London. Dr. Gashumba has had a long career in research in both veterinary and medical parasitology in Europe (mainly England), Africa and Australia. In the 1980s, he served as a technical advisor to the World Health Organization by training research and field workers in East and West Africa. Dr. Gashumba has published in international peer-reviewed journals. He also has experience in tertiary teaching (parasitology) and worked with several secondary schools in Australia particularly in curriculum development in the teaching of science.

Paul Sserumaga, *Senior Lecturer at the University of Rwanda Nyagatare*

By Ahsen Utku

"The first and most important achievement is accepting and knowing that we share similar problems and moving forward to jointly solve them."

Mr. Paul Sserumaga is senior lecturer in Animal Nutrition, Poultry Management and Water and Wastewater Quality and Treatment at the Faculty of Veterinary Medicine, University of Rwanda. He holds a Bachelor of food science of Makerere University, Uganda and a Masters degree in food production management of The University Nottingham in the UK. He also holds a certificate in Financial Management. He started his career working in corporations such as the Coca Cola Company in 2001, then switched to the food industry in 2002 and gained experience in animal nutrition. During that time, he developed a keen interest in higher education and has been actively engaged in teaching since 2009.

Mr. Sserumaga and his team began focusing on civic engagement activities as a small group of teachers and practitioners in Uganda where they started a park for local farmers. After 2011 they were organized by a USAID sponsored project under Respond called "One Health in Central and East Africa." They were involved in similar activities that addressed environmental challenges having implications in One-health. At the moment, Mr. Sserumaga and his colleagues work for the only veterinary school in Rwanda. From having only a department of Veterinary Medicine in 2010, the school has grown with new departments such as the Department of Wild Life, Department of Livestock Production Technology and Development and a Department of Environmental Health and Epidemiology.

In their civic engagements, Mr. Sserumaga and his team mates have addressed issues including environmental health issues, unemployment and poverty and hunger. The Strategic partners that have made these activities possible include; the government of Rwanda through IPEMP project, the Dutch government through SPARK-UP, USAID through OHCEA and the Talloires Network through Tufts University the Youth Economic Participation Initiative to Solve the Equation East Africa (SEE).

SEE is a local network of four universities in four countries; Rwanda, Kenya, Uganda and Tanzania, which realized that they have common problems around graduate unemployment. SEE seeks to improve graduate employment through training for entrepreneurship coupled with participatory business incubation-based learning among youth and other community members.

According to Mr. Sserumaga, the first and most important achievement for SEE is, "Accepting and knowing that we share similar problems among the member universities and moving forward to jointly

solving them." He says, "We also agreed to work with groups, teams and networks through projects like student or faculty exchange. We were able to establish student clubs both under One Health and the Entrepreneurship club whose motto is "Job creaters YES, job seekers NO." Also under the Ambulatory Vet-On-Call services supported currently by Tufts' Cummings Veterinary School, we are doing great work with Akagera National Park and the farming community. This helps us to contribute positively to food and nutritional security in our area as well as to local tourism. "People are happy with that contribution," he says.

Networking and healthy collaborations with regional partners has been one of the key factors of Mr. Sserumaga and his team's success. "While establishing a veterinary-medicine faculty, University of Nairobi helped us to develop the curriculum," he notes. "The laboratory facilities were minimal, and thankfully we received support from Makerere University and then National University of Rwanda. Under OHCEA, we have obtained academic books and some laboratory equipment from Tufts University." According to Sserumaga, OHCEA network initiated the collaboration between fifteen universities in Eastern Africa and two collaborators in United States of America; Tufts University and the University of Minnesota. All these collaborations and networks among universities have revealed the power of unity and have enhanced the sharing of experiences. The scope of the exchange program has expanded quickly in the last five years.

The outcomes of civic engagement for University of Rwanda - Nyagatare campus are highly based on the good relations with the community. "Our campus was established as a community university," he says. "The community offered money, cows, labor and some offered other things all together. They expect a lot from us being a community initiated university. And thanks to our partners, we have started to pay back the community. We have so far produced three cohorts of graduates, are engaged in community specific projects and activities, and soon starting short courses under Talloires and are conducting demand driven research with Tufts Veterinary School."

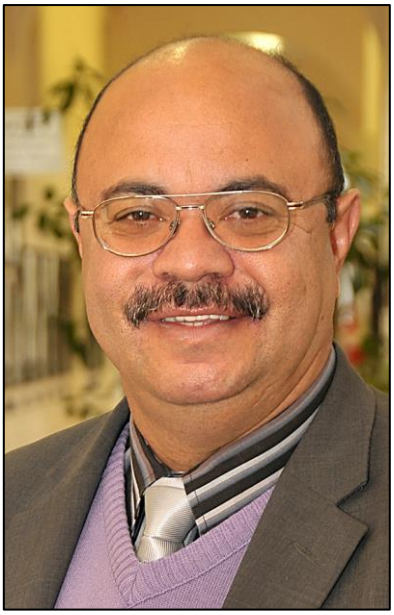
These projects, along with creating positive impacts on society, have also contributed to the reduction of youth unemployment, but there is still a lot that needs to be done. "We have provided employment, however, a lot of families are still very underemployed," he indicates. "As the country grows the employment grows, but there is still a gap."

Mr. Sserumaga is a product of Makerere University's Department of Food Science and Technology in Uganda and also of the School of Biosciences, Department of Food Sciences of The University of Nottingham in the UK. He has worked in beverage, poultry and education industries. His current professional area is animal nutrition. He is greatly interested in using the knowledge and skills of science into tools of socio-economic transformation. He is the Rwanda Coordinator of the SEE program and a Head of Department Livestock Production Technology and Development in University of Rwanda- Nyagatare Campus.

SOUTH AFRICA

Jerome Slamat, *Senior Director of Community Interaction at Stellenbosch University*

By Lorlene Hoyt



"Community engagement can bring back the founding sentiments of the university."

November signals the fifth installment of our Leaders in the Civic Engagement Movement series. This issue features Dr. Jerome Slamat, 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. Slamat 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, Slamat 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, Slamat 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 Slamat 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, Slamat was arrested, beaten by imprisoned murderers, and ultimately found not guilty of public violence, a charge that carried a five-year sentence.

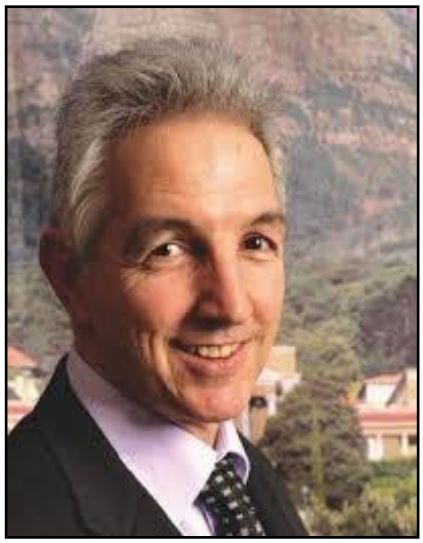
Slamat views himself as a "bridge" –someone who "understands communities, especially poor communities" and "knows the academy." He strives to introduce different kinds of knowledge systems into higher education and works to get others to see the university, especially Stellenbosch, in a new light. When prompted to describe the community engagement achievements for which he is most proud, Slamat 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, Slamat 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 Slamat, "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.

Max Price, *Vice-Chancellor of the University of Cape Town*

By Lorlene Hoyt



"The civic engagement movement as a whole needs a stronger African voice."

Born in Johannesburg, Dr. Price is now serving his second term as Vice-Chancellor at the University of Cape Town, a public research university in the Western Cape province of South Africa founded in 1829 (then known as the South African College) and the oldest university in South Africa. An "engaged university," with a mission that reads "We aim to produce graduates whose qualifications are internationally recognized and locally applicable, underpinned by values of engaged citizenship and social justice," Dr. Price points out that he didn't set the course – the commitment to social responsiveness and active citizenship has been a defining feature of UCT for decades. However, from a personal point of view, he traces his belief in the importance of university civic engagement to his experience as an "activist" and Student Representative Council president at the University of the Witwatersrand during the Soweto uprising in 1976. As a student, Dr. Price studied medicine in public hospitals and clinics located in poor communities. "When privileged students like me see the gross inequalities in society, they realize they have a responsibility to address social issues," he continues.

Prior to assuming his current post in July 2008, Dr. Price was Dean of the Faculty of Health Sciences at the University of the Witwatersrand. He took this position in 1996, soon after then President Nelson Mandela established the Truth and Reconciliation commission to discover past wrongdoings under Apartheid. Dr. Price seized the opportunity to create a similar process at Wits. While Wits was a liberal institution that opposed Apartheid and found ways to admit black students in spite of the restrictive laws, Wits as an institution was part of the Apartheid system. For example, "black students couldn't go to white hospitals and treat white patients," he noted. Dr. Price therefore worked with others to publicly apologize to black alumni and others, recognizing that Wits "didn't do enough to challenge conditions at the time." Under his deanship, he also established new academic programs in rural health, bioethics, sports medicine, emergency medicine, and biomedical sciences.

When prompted to reflect on his first term as Vice Chancellor of the University of Cape Town and the achievements in social responsiveness he and his colleagues are proudest of, Dr. Price highlighted several crucial initiatives, some of which aim to address "very serious challenges to the country's success." The challenges he and his colleagues identified included: education, violent crime, AIDS and TB, concerns about attacks on the constitution and climate change. To begin, Dr. Price worked to identify and connect the faculty and staff already

working on such issues; there was considerable work underway throughout the university, yet mostly happening in silos. Next, he raised the profile of those priorities and tried to elevate them

to institution-wide initiatives by creating a new post, a Pro-Vice-Chancellor position, for each of the areas. The appointment of senior people reporting to him has resulted in “new research grants, conferences and books, community engagement, policy development and a cross-disciplinary masters degree in climate change and development,” to name a few. Under Dr. Price’s stewardship UCT has revised a policy framework to strengthen and expand engaged scholarship (formerly called social responsiveness at UCT). The university promotes and acknowledges engaged scholarship through an annual award, conference and report as well as the implementation of modified promotion policies.

Additionally, Dr. Price’s leadership has resulted in concrete pathways for connecting university faculty, staff and students with nearby communities. The Knowledge Co-op Project office, for example, functions as a “portal for NGOs and communities that need someone to do research for a problem they have.” The office staff work with community members to “refine questions and match them up with a graduate student or staff member.” Though considered an effective way to prepare students for engaged scholarship, the office faces such perennial challenges as scheduling, the fact that universities and communities operate on different calendars, as well as demand – the sheer volume of requests can at times be daunting. Another example is the efforts of the university to promote student volunteerism, which is not considered a form of engaged scholarship at UCT, yet highly regarded because it allows students “to develop a social consciousness.” Dr. Price explains, “Volunteerism has been a part of UCT for 70 years, especially in health, education and law with more than 1,000 students going into surrounding townships each week to offer services to community members.”

As for challenges to university civic engagement, Dr. Price immediately highlighted the need to measure impact. “We don’t have any good way of doing this objectively as there is tremendous variation from one initiative to the next. We approach prizes and promotions by way of a peer-review process,” he says. He suggested the Talloires Network is perfectly positioned to help UCT and other engaged universities learn more about evaluating individuals for promotion in terms of their engaged scholarship. The Talloires Network might also address the “problem with rankings,” and how “they are steering parents, prospective students as well as potential employees toward institutions that rank highly primarily based on their research. The current ranking systems do not measure the other attributes, including community engagement of graduates,” he says. “Another challenge to engaged scholarship is when communities are divided, as they almost always are,” Dr. Price adds. “In these instances of university- community engagement, faculty, staff and students have to guard against becoming unwitting instruments of a conflict. Moreover, it is sometimes challenging to integrate engagement efforts with government bodies and coordinate work with other institutions and organizations.”

Our conversation concluded with his ideas about the future. For the civic engagement movement in higher education, Dr. Price suggested the Talloires Network continue working with its member institutions to “develop a sense that this is the mainstream and not the fringe.” Sharing experiences and “exchanging good practices is important,” he says. The “movement as a whole needs a stronger African voice,” he notes. The Talloires Network’s upcoming global conference in Cape Town is a good platform for elevating the visibility of engaged universities on the continent.

Dr. Max Price has been Vice-Chancellor of the University of Cape Town since 2008. Prior to joining UCT, he served as Dean of the Faculty of Health Sciences at the University of the Witwatersrand (1996-2006). Dr. Price holds a MBBCh degree from the University of the Witwatersrand (1979), a BA PPE (Oxon 1983), and an MSc in Community Health from the London School of Hygiene and Tropical Medicine (LSHTM). He was a research fellow in health economics at the LSHTM, director at the Centre for Health Policy at Wits University and a visiting Takemi Fellow in International Health at the Harvard School of Public Health. He has served as Chair of the Ministerial Committee on Health Care Financing. Other accomplishments include a Rhodes Scholarship at Oxford University, and an honorary fellowship of the Colleges of Medicine of South Africa in Public Health.

Elli Yiannakaris, *Director of the Raymond Ackerman Academy, Graduate School of Business at the University of Cape Town*

By Lorlene Hoyt

"Observing and following students' personal journeys is a good way to measure their skills development."

A graduate from the University of Cape Town, Elli knew early in life that she wanted to make a difference in the world. Her first encounter with the Raymond Ackerman Academy (RAA) was volunteering as lecturer and guest speaker. By 2008 she became the director. Leading the RAA full-time enables Elli to utilize her business background while making a significant social impact in the community. Developing young people is a passion she shares with the Ackerman family foundation. The Raymond Ackerman Foundation is the philanthropic arm of the Ackerman Enterprise and manages various social responsibility projects.

The Foundation plays an important role in the strategic vision of the Academy and meets with the Academy management team regularly to discuss activities and opportunities. The Foundation also plays an important role in terms of access to networks and linkages through their partners and the Pick-n-Pay Company. The Academy approached UCT to work with 18-30 years olds who had never studied at or were not enrolled at a university.

The Raymond Ackerman Academy has been in operation since 2005 in Cape Town and since 2009 in Soweto. Both academies have several years of experience in entrepreneurial development training. The RAA selects students in a variety of ways, which include relationships with local NGOs, small business networks, social media, and alumni word of mouth. The program runs twice a year, six months at a time. They receive about 120 applications and can take 30 students every six months. The Soweto campus can take 40 students every six months with a total of 80 per year. Across both campuses, 140 students are enrolled each year.

The RAA was established with the desire to offer under-resourced youth, excluded from tertiary education because of social, academic or financial constraints, a chance for self-development and to make a difference in their own future, as well as the future of their communities. They identified soft skills development among the most critical for young aspiring non-graduate entrepreneurs. The program in essence quickly develops young people to a point where they can either start and sustain a business or find a suitable job so that they are able to support themselves and potentially create jobs for others. The Academy's innovative approach includes techniques for idea generation and personal development with significant emphasis on the individual's personal challenges and areas for growth. "This has proven to be very effective in that approximately 80% of RAA graduates are either working, studying or have their own business," says Elli.

Many young South Africans cannot afford to take three or four years to complete a tertiary course or undergraduate degree as they are under immense pressure to start earning an income to support themselves or their families. The RAA entrepreneurial development program is 6 months long in order to allow Academy graduates to enter the market quickly so that they can support themselves and their families. When asked about challenges, Elli said starting new businesses is difficult for young people and motivation levels fall quickly. She and her team are working on ideas to support graduates after they finish the program.

Elli and her staff assess student-learning outcomes on three main levels. First, they observe if graduates are economically active after they complete the program. Second, they observe the life skills development and change in student oral presentations and self-confidence. Following personal journeys is a good way to measure these changes. Third, the team works with students when creating and starting their businesses after graduation. RAA shares its numerous success stories via their Facebook page.

Elli Yiannakaris is the Director of the Raymond Ackerman Academy of Entrepreneurial Development, responsible for management, curriculum development, marketing and recruitment. She has been in the role since 2008 and has been integral to the growth of the Academy, curriculum development and alignment with the Soweto campus. Her experience includes several years in advertising. She also spent a year in the Corporate Learning Department at the UCT Graduate School of Business assisting the Director. She's recognized for her passion for development, work ethic and determination to get things done.

Samantha Mtinini, *Raymond Ackerman Academy Alumna and Camissa Go Tours Owner*

By Nadine Salib

"Believe in your ideas and trust yourself. Do not give up! Work hard and realize your dreams."

A dynamic businesswoman, Samantha "Sam" Mtinini is the Marketing and Sales Officer of Camissa Tours in Cape Town, South Africa, and a remarkable graduate of the Raymond Ackerman Academy (RAA) at the University of Cape Town. Sam was born in the Xhosa tribe in Eastern Cape Town to a large family. Her grandfather had a small farm where she worked, along with other family members, and where she learned values such as independence, a good work ethic, and the importance of helping others. After high school, Sam faced financial constraints and worked to provide for her studies in Tourism Management. She eventually dropped her studies and moved to Cape Town joining relatives with the hope of finding greener pastures. Sam found various jobs in different industries but continued to think about ways to start her own business.

In 2003, Sam received a contract to work as an Information Officer on the now famous Robben Island where Nelson Mandela was imprisoned for 18 years. There she had an opportunity to work closely with former political prisoners who are now tour guides on the Island. She learned a great deal from them about the culture and history of South Africa, as well as the burgeoning tourism industry in Cape Town, which is visited by thousands of people every year from all corners of the world.

Soon after gaining important work experience, Sam registered for a tour guide short course and became a freelance guide working for a number of companies based in Cape Town. "I was doing various tours for other companies but my heart was in the cultural part of Cape Town's Townships," she says "I was searching for ways to apply my own business ideas." In 2006, after starting Camissa, Sam felt she still needed to learn more running a successful business. She learned about the RAA program based at the Graduate School of Business at UCT. While attending the Entrepreneur Development Program, Sam gained important business skills, such as marketing, negotiation, and ethical business principles, which empowered her efforts for Camissa. She met with many guest speakers, local business people, who shared their personal experiences and challenges. "I learned a lot from these generous speakers especially when they spoke about the challenges they faced in their early years of business. It gives me hope and helps me know I am on the right track in my business," Sam explained.

When asked about how the university and the community work together to address a social problem, Sam replied, "the RAA program helps young people become business owners in order to employ others." For her, the RAA is a unique program for people having great business ideas but do not have the resources to materialize them," she explains, "there are very few programs in Cape Town focusing on entrepreneurship." South African townships, where many of the students come from, suffer from high unemployment rates, which contribute to poverty and crime. Sam

described the importance of raising awareness in the community and listening to their ideas about safety and development.

The entrepreneurship program helped Sam and her colleagues solve a pressing socio-economic problem in her community. A good partnership was developed with the communities and many jobs were created. “I am happy that since I started Camissa, it has helped young people make a living. People begin to see the benefit of opening their communities and we are supporting a number of community-based projects.”

Every good job is not without challenges as Sam explained, “I was not able to meet everybody’s expectations.” Many people need support and Sam could not help every person. Sam’s small company also faced challenges from competition of bigger companies. In order to counter the monopoly, Sam focused on educating smaller tourist groups and university students. She shares a great benefit as a link between the university and the community.

Sam spoke about the impacts the RAA program had on her personal and professional development. “They discovered in me a good coach to help others in my family and community to realize their dreams,” she says, “as a business woman, it is hard to balance work and family, but the RAA program developed my personality to better balance my life.” She goes on to say, “professionally, the program helped me share my experience, opened channels for networking, and offered valuable trainings and workshops.”

When asked about the opportunities to exercise her leadership abilities, Sam explained that since graduation, she has become a good friend of the Academy. She was selected, among five others small and medium-sized enterprises (SMEs), to be on the Graduate Entrepreneur Support Service where she mentors and shares with other students. Sam also has opportunity to meet other SMEs, to share their ideas and challenges, empower and encourage each other. “We are all in same boat and we face similar challenges especially when time is tough, so we look out for each other,” she said. After seven years of running a successful small business, in her own words Sam encourages new students and everyone with great business ideas to “believe in your ideas, do not give up and trust yourself. Work hard and realize your dreams.”

Samantha is a graduate of the Raymond Ackerman Academy class of January 2008. She owns and operates Camissa Tours since 2006 and provides high quality educational tours in and around Cape Town to teach the public about the culture and history of South Africa.

Cheryl de la Rey, *Vice-Chancellor and Principal of the University of Pretoria*

By Lorlene Hoyt

"Experiential learning, participatory and action research as well as community outreach, all form part of our strategy on community engagement."

At the University of Pretoria (or Tuks), South Africa's largest research university, "we are privileged to have influence over the next generation of leaders," Vice-Chancellor de la Rey explained at the University of London between plenary sessions during the Association of Commonwealth Universities' Centenary Conference. For her, "education by definition is engagement," and with six campuses in two cities (Pretoria and Johannesburg), she has made notable progress in implementing the university's mission to pursue excellence in the "core functions of research, teaching and learning" while "integrating engagement with society and communities." This bold ambition is consistent with her view of the university as a "public asset" in a developing democracy and represents a continuation of the significant strides she made as Deputy Vice-Chancellor at the University of Cape Town.

Born and raised on South Africa's east coast in Durban, Vice-Chancellor de la Rey completed her Bachelor of Arts and Master's degrees at then University of Natal at the height of apartheid. Before she landed a junior lecturing job at the University of Durban-Westville (which merged with Natal to become the University of KwaZulu-Natal), she taught at a high school in Marianridge. She then moved to the University of Cape Town where she earned her PhD in Psychology and later served as Chief Executive Officer of the Council on Higher Education.

Immediately following the University of Pretoria's centenary celebrations, she both represented and launched a new era as the university's first woman and person of colour to be appointed to the position of Vice-Chancellor. An expert on gender issues, leadership and higher education policy, she frequently relies on her educational background, where she developed skills of listening and skills of empathy, to guide and realize the "pillar" of the university's mission: community engagement. "Experiential learning, participatory and action research as well as community outreach, all form part of our strategy on community engagement. Through this strategy we firmly embrace our role in the promotion of good citizenship and sustainable development," Vice-Chancellor De la Rey affirmed in her inaugural speech in April 2010.

When prompted to share what she and her colleagues had accomplished at the University of Pretoria, she immediately highlighted two important initiatives. "First," she said, "every graduate must be involved in some aspect of engagement of community – it is a compulsory component of the curriculum." She continued, "Second, there are more than 130 co-curricular engagement activities throughout the university. Each student is expected to contribute to the community."

Recognizing that "students are transient," she believes it is "important to see engagement as mutual and sustained, to make an impact over the long-term."

Such partnerships are coordinated by the university's Community Engagement Office in the Department of Education Innovation affording staff and students alike ongoing opportunities to interact with communities in Tshwane areas of Mamelodi, Eesterust, Pretoria North, Pretoria West and the inner city areas of Sunnyside and Hatfiled. To "ensure the "vision of the university is aligned with the city's vision," Vice-Chancellor de la Rey signed a partnership agreement with the Office of the Executive Mayor of Tshwane City, which is "home to the capital city including 180 national embassies and High Commissions." Two vital issues being addressed through the partnership include the provision of water and infrastructure.

The university, she explained, can "provide water engineering expertise to close the gaps between the haves and the have-nots." She continued, "Getting clean water to people, bringing down energy consumption and improving food security and health care are essential." Additionally, under Vice-Chancellor de la Rey's leadership, the university has "developed a database to map the impact of engagement activities." The university "must move from rhetoric to outcomes," says de la Rey, who values accountability. To explore and understand the "value of having the university in the city," she commissioned a study on the university's contribution to the City of Tshwane, the Gauteng Province and to South Africa. Among the impressive findings, the summary report of a 2011 study entitled The Contribution of University of Pretoria to the South African Economy reveals that the university's total impact on economic output amounted to $150.11 billion (R19.85 billion) nationally with the largest share $106.32 billion (R14.06 billion) in the City of Tshwane. While much has been accomplished, the perennial challenge of "how to spend limited resources" remains, according to Vice-Chancellor de la Rey. When making difficult choices, she said, "we think about values" finding that "notions of responsible leadership and citizenship are crucial to humanity." She believes "we are interconnected" and that students who are receiving an education have a responsibility to work collaboratively and cooperatively in South Africa and beyond."

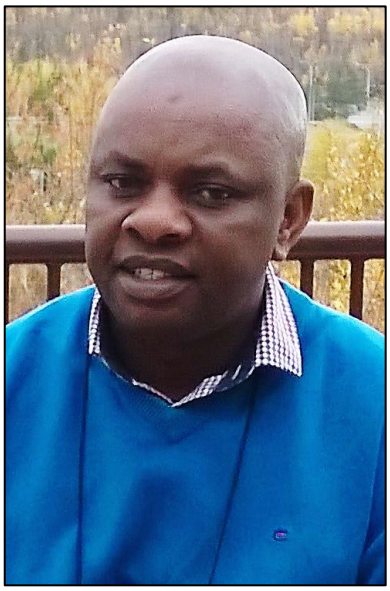
Asked about the future of civic engagement in higher education, Vice-Chancellor de la Rey pointed to the need to "cope with and respond to rapid urbanization" in South Africa because of its impact on human health and well-being. The University of Pretoria is an active member of a network of South African universities "learning together how to make a positive impact." Global networks, she explained, "are an opportunity to bring into dialogue conversations in the developing world with emerging economies; a spirit of community is needed to realize Millennium Development Goals."

Prof Cheryl de la Rey has been the Vice-Chancellor and Principal of the University of Pretoria since November 2009. Her previous executive positions include being the Chief Executive Officer of the Council on Higher Education, Deputy Vice-Chancellor at the University of Cape Town and Executive Director at the National Research Foundation. Professor De la Rey is registered as a Psychologist by the Health Professions Council of South Africa, is a fellow of the Psychological Association of South Africa, and a fellow of the Royal Society of South Africa and of the Academy of Science of South Africa. She is a member of the national Human Resource Development Council, the Council of the Association of Commonwealth Universities, International Council of Science's Strategy and

Planning Committee and she is the African Co-Chairperson of the Australia–Africa Universities Network. She also serves as the chair of the Science, Engineering, and Technology for Women. Profesor De la Rey is a member of the Talloires Network Steering Committee.

Joseph Francis, *Director of the Institute for Rural Development at the University of Venda*

By Barbara Shepard-Kim



"Community Engagement requires a lot of passion, dedication, commitment, and working well beyond the call of the clock."

The interview began with Joseph Francis recalling how he became involved in community engagement and rural development. Although he is an animal scientist by training he has always had a "passion to connect animal science with society." Originally from Zimbabwe, his passion led him in 2002 to pursue postdoctoral research at the University of Pretoria's Postgraduate School of Agriculture and Rural Development in South Africa. For him, the university's mission to be at the center of tertiary education for rural and regional development in Southern Africa as well as "community engagement at UNIVEN emphasizing the need for embedding scholarship in the academic work" is a natural fit. Located in one of the most rural regions of South Africa, UNIVEN's flagship Institute of Rural Development, for which he is the Director, is a key implementing arm of UNIVEN's community engaged work.

As he began to work more with communities, he realized that although good policies were in place to direct rural development and university-community engagement, "involvement of people on the ground remained extremely elusive and a cause for concern." To work on filling this knowledge gap, Joseph successfully applied for a facilitation grant from the WK Kellogg Foundation aiming to "mobilize and galvanize society to self-drive community development." The key question asked was "how can the university contribute and create an effective development approach that brings on board different interest groups within the villages in Vhembe District where UNIVEN is located?" Work from this grant and with the help of many players in the community created the product that is now called Amplifying Community Voices (ACV).

The ACV endeavors to "take the university to its rightful owners – grassroots communities" by creating all-inclusive decision making platforms. Joseph strongly believes that "when we are discussing any issue that is affecting a village we need to ensure that the voices of children, youth, women, men and leaders are captured in the process." Through engaging traditional leaders, elected leaders, and many other constituencies in the area, the ACV approach was developed, seriously taking into account gender and age as critical components.

Through participatory reflection circles that students and staff facilitate in partnership with "Foot Soldiers" or "Village Development Champions" (community representatives at village level), issues militating against local development are deliberated on in a democratic manner leading to community-owned decisions. Various participatory tools and techniques are used to engage interest groups. University students and staff are trained in such techniques and mediate the discussions. Their role is to "democratize the discussion space, so that everyone in the discussion

group has a chance to say what he/she thinks about the issue under discussion.“ After the discussion, the outputs of the engagement are then used to plan intervention programs.

Since its inception in 2006 more than 75,000 community members and 100 students per year who are usually members of the Amplifying Community Voices Students Association (ACVoSA) have participated in the work. UNIVEN received additional funding to upscale the program from the national Department of Science and Technology in 2010. Also, in 2014 Vhembe District Municipality and UNIVEN received a joint grant from the Local Government Sector Education and Training Authority (LGSETA) to facilitate the development of the local economic development strategy for the entire Vhembe District. In addition to this funding, the University has also used its own resources to train local government workers in ACV principles and engaged work.

One of the keys to success has been the ability to identify local leadership institutions that are ready to enter into partnership for development. It is worth noting that the ACV was developed in partnership with Makhado Municipality, which is not UNIVEN’s closest neighboring local government institution. This was made possible because “the municipal leadership was ready then to enter into the partnership. They were prepared to try something new.” With the success of the initial phase of the project, ACV has expanded to include work in other Municipalities and traditional leadership Council areas (e.g. Masia, Manenzhe and Sinthumule) within Vhembe District.

Another determinant of success was identifying leaders for development in local villages who served as key partners in the facilitation process. “Over the years we have observed that these people we recruited and worked with as volunteer community change agents are being absorbed into some governmental structures such as Ward Councilors, Ward Committees and Community Development Workers. I believe this is a clear demonstration of the visibility and recognition of the power of the work that we are doing.” In addition, students who have participated in the ACV seem to easily get absorbed by organizations that do development-orientated work.

When asked about the challenges associated with implementing the program, Joseph spoke about gaining the trust of the community and being flexible when the potential partnering communities weren’t ready for the program. He argues that “Through persistence you eventually find things starting to move.” Another challenge was unsatisfactory faculty involvement, although participation has grown, presumably due to the successes that the program has scored to date. Joseph recognizes the tension on faculty time between teaching, research, and community engagement. In addition he notes that community engaged work may not be for every faculty. “It requires a lot of passion, dedication, commitment, and working well beyond the call of the clock” and may not be possible with other obligations on faculty members’ time. Despite this recognition, one of his hopes for the future is that “most of the faculty on campus honestly embrace engaged work as critical in their day-to-day activities.”

Apart from more faculty engagement, Joseph would like to see students, such as members of ACVoSA serving as the main leaders from the university involved in community development with faculty playing a predominantly advisory role. Moreover, he yearns to see “communities in the driver’s seat, implementing their own development programs, initiating, developing projects and

securing funding for themselves, generating their own funding" He concludes, "that would be a self-sustaining system."

Joseph Francis is the Director of the Institute for Rural Development as well as an Associate Professor at the University of Venda in South Africa. He has worked as a university academic for more than 18 years, during which time he has extensively engaged with grassroots communities in various countries in Southern Africa, including Botswana, Lesotho, Mozambique, South Africa, Swaziland and Zimbabwe. He holds a PhD, specializing in integrated crop-livestock systems, obtained from the University of Zimbabwe.

Adam Habib, *Vice-Chancellor of the University of Witwatersrand*

By Lorlene Hoyt

"Around the world the image of the university is changing. Universities are intended to create economic opportunity by developing human skills and enabling knowledge transfer, they are not mechanisms to create elites."

Professor Adam Habib is the Vice-Chancellor and Principal of the University of the Witwatersrand (Wits). Professor Habib is an academic, activist, administrator, and renowned political media commentator and columnist. A Professor of Political Science, he has more than 30 years of academic, research, institutional and administration expertise. His experience spans five universities and multiple local and international institutions, boards and task teams.

Professor Habib's professional involvement in institutions has always been defined by three distinct engagements: the contest of ideas; their translation into actionable initiatives; and the building of institutions. Transformation, democracy and development are fundamental themes of his research. He has written extensively on the need to create an inclusive society and to transform higher education in service of that goal.

According to Habib, Wits has embraced a holistic approach to engagement with society. Instead of "community service" being practiced in a narrow and parochial manner, with connotations of a self-actualised and self-sufficient university "serving", and often doing extractive research that has no tangible benefit to the communities being researched, Wits tries to pursue a mutually beneficial approach, which seems to be better described by the term "engagement" rather than "community service".

Therefore, at Wits University, partnerships with all sectors of society are seen as vital for the advancement of both the University and society in general. In this context, partnerships are understood as mutually beneficial, programme-based, purposeful and sustainable relationships that are largely embedded in the University's academic and research programmes. They find expression in a variety of shapes and forms, ranging from volunteer activities to service learning and research programmes.

Volunteer activities are coordinated by the Wits Citizenship and Community Outreach office which serves as a supportive, facilitative conduit from University to community. It both meets the goal of being responsive to civil society needs and provides students with experiences that help to develop a consciousness for civic responsibility. "Volunteering plays a valuable role in shaping how students learn to interact with their community, define public problems, develop their social skills and value systems, and develop a sense of empowerment to take action on behalf of the common good. Volunteerism is necessary to become an active citizen," says Professor Habib.

He finds it pleasing that, at a time when many institutions of higher learning are concerned that South Africa is experiencing a general decline in civic and political engagement, volunteering appears particularly strong among students within Wits University. Students are far more generous with their time and energy in benefiting community development than is generally acknowledged. Many students are motivated to meet identified community goals and this has led to a range of innovative student-led projects.

The most common form of volunteering is placement, where volunteers give their time on a weekly basis. The majority of these include working with youth and children at non-governmental organisations. For the volunteer who has difficulty with ongoing commitments, a day-long campaign, where a task is organised and completed, is popular. These are also popular service activities for clubs or societies. Work camps are residential trips to rural communities for smaller groups of students that give a more in-depth service experience.

Another important aspect of community engagement at Wits is service learning, which enables the University to continue to engage academically with broader society (government, business and industry, NGOs, communities) through community, public service and industry based programmes. Service learning modules form a crucial part of professional disciplines such as education, health sciences, engineering, social work, speech and hearing, psychology and law, and typically take place in non-profit organisations and public service, such as clinics and schools, with which the University has long-standing relationships. Most service learning activities take place in the communities, but an increased number are now delivered through three centres that Wits has set up specifically for service learning activities.

Professor Habib believes that the function of universities should be to create economic opportunity by developing human skills and enabling knowledge transfer, and not to be mechanisms to create elites. In line with this, at the beginning of 2014, together with the South African Minister of Basic Education, Wits announced the launch of the Wits Equality Scholarships which cover all tuition and residence fees, textbooks, food and a cost of living allowance for the top 10 learners from disadvantaged communities who choose to attend the University. “The Scholarships aim to create hope in society, and in so doing, to create meaningful transformation and change in South Africa,” says Professor Habib.

The scholarships have enhanced Wits’ suite of equity programmes, which promote access to higher education for talented learners from disadvantaged backgrounds. They include the Targeting Talent Programme, which identifies and nurtures talented learners from Grades 10, 11 and 12; the Carnegie Bale Scholarship Programme, which provides financial, academic, social and psychological support to young women in the higher education system; the Go to University to Succeed (GUTS) outreach campaign, which supports the aspirations of Grade 11 and 12 learners who would not normally consider higher education as an option by providing them with mentors from similar backgrounds; and the Leadership, Education and Development Programme (LEAD), which immerses high school learners in career opportunities in health sciences, engineering and business, so that they are able to make better informed decisions.

In the South African government's White Paper for the Transformation of Higher Education (1997) "responsiveness to societal interests and needs" is considered as one of the three roles of a university, and one which should be fully integrated with mainstream teaching and research. This is congruent to Professor Habib's belief that no student should graduate from university without a strong sense of the ways in which he or she can actively contribute to development of society, through the considered exercise of his or her rights and responsibilities as a citizen.

Professor Habib has served as the Vice-Chancellor and Principal of the University of the Witwatersrand since 1 June 2013. Prior to this, he served as the Deputy Vice-Chancellor for Research, Innovation, Library and Faculty Coordination at the University of Johannesburg (UJ). He was instrumental in transforming UJ following the nationwide mergers of tertiary institutions in 2005 and played a key role in increasing research output at UJ. He also served as the Executive Director at the Human Sciences Research Council and as a Research Director on Governance and Democracy. He has held several academic, research posts at the University of Natal, including serving as a Professor in the School of Development Studies and as Research Director of the Centre for Civil Society. Professor Habib holds qualifications in Political Science from three universities including the University of Natal and Wits. He earned his masters and doctoral qualifications from the Graduate School of the City University of New York. His latest book, South Africa's Suspended Revolution: Hopes and Prospects*, launched in August 2013, has made huge waves both locally and internationally. The book focuses on South Africa's transition into democracy and its prospects for inclusive development.*

Thabo Putu, *Community Partner and Former Programmes Coordinator, Community and University Partnerships at the University of the Witwatersrand*

By Kim Etingoff

"The community cannot just walk into fenced universities. You have to take students out to the community."

Thabo Putu describes himself first and foremost as an "activist." Growing up during the height of apartheid in the city of Soweto, community activism was, and remains, a major part of his life. At the University of the Witwatersrand (or Wits), a public research university in Johannesburg, his job as the Programmes Coordinator for CUPS (Community Univeristy Partnership) was to "fight for the rights of communities," as he describes it. At the same time he nurtured thousands of students who passed through community engagement programs at Wits, providing experiences, supporting and teaching them how to interact with the wider world, perhaps becomes activists themselves.

Thabo's role is situated in the larger context of community engagement in South African universities and at Wits. All universities must and have to participate in some sort of community engagement activity, as it is required by our South African Higher education legislation. The office of Community and University Partnerships (CUPS) has been an effective and central organizing force behind community engagement across Wits University, according to Thabo, although community engagement is not always as prioritized as he would like to see, sometimes it is put at the back seat to research and teaching. He also noted the physical isolation of universities as a challenge to be addressed. To engage with the community, "You have to take students out of the university campus to the community, community members are not able to access to the university easily," He says.

In addition to activism, Thabo also has a background in teaching that contributes to his outlook on community engagement strategies today. He has used his teaching skills to encourage the next generation of leaders, describing his approach as "education now, activism later," meaning that education provides an important base for students to jump off of to become activists. He says if you are informed you are armed to act, to make better decisions. Many students at Wits have not experience life outside the communities they grew up in, and Thabo and his colleagues recognize the importance of introducing them to the rest of the world, which is often very different from the world from which they come. Wits has taken students to Mozambique, a neighbouring country, as well as rural South Africa, where they experience living and working with poor communities without basic amenities. Students sometimes express shock that these communities exist so close to their own. Thabo commented that seeing communities in context also helps students understand social issues and regional challenges such as immigration, poverty, and xenophobia. .

Wits students participating in these programmes are given a chance to reflect on such experiences to enrich their learning, and personal growth. Witnessing personal transformations has been very satisfying for him. He related a story of a student who went on a community engagement trip to Mozambique, who was inspired and changed her career path to teaching so that she could continue the valuable work she had started on the trip.

Thabo enjoys working with students, but balances their needs with the needs of the communities they are working with. He acknowledges that community service can be a one-way street, with student projects taking advantage of their hosts. One strategy used to address this issue is a Service level Agreement, which is signed by the student. It holds students responsible for respecting the community and listening to the community's stated needs. In his work, Thabo emphasizes to students that they are traveling to communities to learn and listen, not to teach, and that interactions with the community are always about both giving and receiving. Thabo's approach to community engagement can best be summed up by his "Three E's" (Entrance, engagement, and exit). First, it is important how students enter the community, and must do so respectfully and with open ears. Second, students must engage with community members without being patronizing or bossy. Third, students must exit the community by showing appreciation and without making promises to the community they can't keep.

While at CUPS, Thabo focused on making community partnerships sustainable, a challenge in light of a constantly changing student population. His work to create strong partnerships ensured continuous benefits for both communities and Wits University programs, without having to renegotiate relationships and start from the beginning for every project undertaken. Thabo says, “ Involving and inviting community leadership helps demonstrate that their participation is valued and that their views will be considered. This can help to build trust, increase communication and create openness to utilizing services.

Thabo held the position of Program Coordinator for ten years. During that time, he help transformed CUPS, tapping in to Wits' commitment to community engagement. He engaged students who were required to participate in community engagement activities as part of their degrees, as well as students who were purely volunteers and offered their time to help local communities. Although Thabo is no longer with CUPS, he has continued in the same line of work with Boundary Crossings, an organization dedicated to development, democracy, community development and life skills programs. He has built on his work at Wits, and continues to engage with both students and communities.

As an activist with many connections and with a good reputation, Thabo was able to coordinate with many communities who had needs that could be filled by Wits students. When he began his work at CUPS, there were around twenty-five students participating in community engagement projects. By the time he left, there were a three thousand students, each required to give only two hours a week.

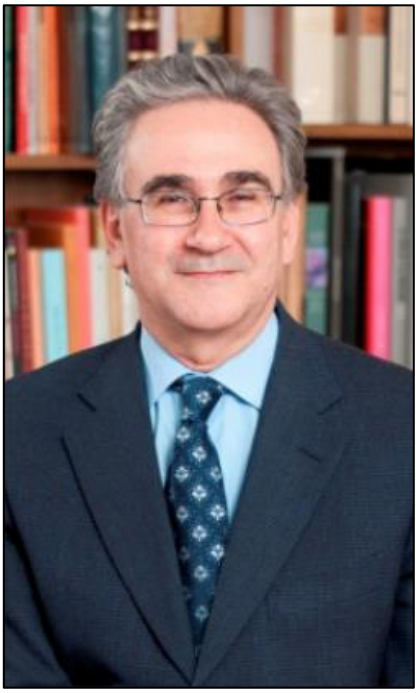
Thabo Putu is currently the Director of Boundary Crossing, a non-profit focusing on community engagement activities, and was the long-time Programmes Coordinator at the Community and University Partnerships office at Wits University. He recently spent six months in the United States

as an International Civil Society Research Fellow with the Charles F. Kettering Foundation, and holds a University Diploma in Education and Teaching from North West University, Bachelor of Arts (Vista University), Advanced Diploma in Management and a Master's Degree in Public Management, also from North West. And a Doctoral Candidate

SPAIN

José María Sanz Martínez, *Rector of the Universidad Autónoma de Madrid and member of the Talloires Network Steering Committee*

By Lorlene Hoyt and John Pollock



"You don't have to push students to get involved, but encourage them to do so by proposing projects and supporting the ones students suggest."

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.

THE UNITED KINGDOM

John Wood, *Secretary General of the Association of Commonwealth Universities*

By Lorlene Hoyt

"The issues of social inclusion come up time and time again. Increasing access to higher education is tied to accessing better occupations."

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 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.

THE UNITED STATES

Giovanna Summerfield, *Associate Dean for Educational Affairs at Auburn University*

By Lorlene Hoyt

"We at Auburn realize that the challenges are the same from Alabama to Africa despite cultural differences, and providing and increasing financial resources for civic engagement is important."

Born and raised in Sicily, island of Italy, Dr. Giovanna Summerfield believes civic engagement is embedded in the Auburn University's mission. "Auburn is a land grant institution. We are mandated to solve problems and work together as a team for the well-being of the community," she explains. "It is easier for us to see the goal of engagement spanning across our research, teaching and service." Dr. Summerfield enthusiastically highlighted a variety of civic engagement achievements at Auburn University. Among them the College of Liberal Arts Engaged Scholars program or CLA Engaged Scholars. Established in 2008, CLA Engaged Scholars supports faculty in the College by way of a three-year appointment and an annual supplement of $5,000. According to Dr. Summerfield, "It is important that we always nurture and reward mentors."

The Engaged Scholars are a cohort of faculty who have established a track record of engaged scholarship; they work together to encourage engaged research and teaching in different departments and to support student engagement locally, nationally and internationally. Dr. Summerfield was a CLA Engaged Scholar, an experience that influences her role as Associate Dean for Educational Affairs, which covers diversity, outreach, and international affairs in the College, including direct oversight of minors in Africana Studies, Women's Studies and Community and Civic Engagement as well as the Caroline Marshall Draughon Center for the Arts and Humanities. "The Community and Civic Engagement minor was born in 2010 and now has as many as 50 graduates. We are very proud of their accomplishments," she notes.

One recently received a Newman Civic Fellows Award from Campus Compact, honoring college leaders. Another received the George J. Mitchell Scholarship and traveled to Belfast, Ireland, to learn more about Northern Ireland, its politics and history. "The interdisciplinary minor offers students an opportunity to learn about themselves and others, to participate actively in public life, to develop empathy, a sense of social justice and appreciation of human diversity," Dr. Summerfield explains. Another learning tool within the CCE Initiative is the Global Citizenship Project, designed to provide faculty and students with opportunities to familiarize themselves and collaborate with international communities. A Global Learning Community was launched for all freshmen in 2011, together with a book club, an International Voices Series, global experiential learning experiences for undergraduate and graduate students in Paris, Guatemala, Beijing, Dublin, and London, and annual GCP retreats in locations within the state of Alabama. "In 2012, we

connected with partners in Bayou La Batre (33% Asian), while this year we will visit the community of Collinsville (43% Hispanic)", says Dr. Summerfield.

These global/glocal initiatives were showcased in the volume Scholarship in Action: Communities, Leaders, and Citizens (2013). Edited by Barbara Baker, Kathleen Hale, and Giovanna Summerfield. Common Ground Publishing. Auburn University assesses student civic learning outcomes in several units and colleges. In 2010-2011, Dr. Summerfield worked on an assessment tool for the civic engagement minor adding an introductory and capstone course. These courses allow faculty to evaluate individual student work from start to finish.

When prompted to discuss where she and her colleagues have struggled or been less influential than they had hoped, Dr. Summerfield said, "Promotion and tenure comes to mind first." Though she is proud of the commitment Auburn University has made to service and outreach including the addition of outreach in faculty promotion and tenure guidelines, she continues to witness concerns on the part of some administrators and senior faculty. She explains that "they are concerned when junior faculty engage." When she arrived at the Dean's office, she "looked at best practices and [she] saw how engaged scholarship spans research, teaching and service." She then "explained to faculty that there is not a conflict" between the university's mission as a research university and the idea of engaged scholarship. Overall, she is hopeful and proud of the progress Auburn has made, concluding, "it takes time to change the culture."

In partnership with Imagining America and with funds from the Teagle Foundation, Auburn University began the Academy for Civic Professionalism in 2012. A community and civic engagement initiative within the College of Liberal Arts, the Academy includes workshops and lectures by engaged scholars and well-known keynote speakers (Harry Boyte, Timothy Eatman, Julie Hatcher, to name a few) as well as access to training resources and local site visits. Prior to 2012, the academy was known as Summer Academy and restricted to Auburn faculty. Today, "regional and international faculty participate in the Academy," according to Dr. Summerfield. "We at Auburn realize that the challenges are the same from Alabama to Africa despite cultural differences," says Dr. Summerfield. "I read your article," she adds, "and providing and increasing financial resources for civic engagement is important. Grants and awards for public universities are drying up." The Talloires Network is "great because it supports intercultural exchange, allowing all of us to learn from one another and to share resources."

Dr. Giovanna Summerfield holds a BA in Government from the University of Maryland, an MA in French and a Ph.D. in Romance Languages and Literatures from the University of Florida. She was appointed Associate Dean for Educational Affairs at Auburn University in 2011. She is an Imagining America Fellow as well as the institutional representative to the NY-based national consortium. Together with Dr. Brunner, a faculty member in the School of Communication and Journalism at Auburn University, Dr. Summerfield has established an IA Institute that will focus on civic professionalism and collaborative leadership for the liberal arts and will be launched in Spring 2015. She is also Director of the Languages Across the Curriculum Program. A published poet and short-story writer, she has also published extensively on French and Italian literature; religious and philosophical movements; European and Mediterranean history/civilization; and material culture. Auburn University is a Talloires Network member institution and a member of Campus Compact

and Imagining America: Artists and Scholars in Public Life. Auburn is recipient of the Community Engagement Classification by the prestigious Carnegie Foundation for the Advancement of Teaching.

Mark Wilson, *Director of Civic Learning Initiatives at Auburn University*

By Amy Newcomb Rowe

"We want students to listen long enough to understand what the community seeks for itself, then lend a hand to help them accomplish their vision."

In his first year as a doctoral student at Auburn University, Mark Wilson found himself working with a small nonprofit in rural, west Alabama on a unique development project converting an old bank building into a vibrant, local library. Together with a team of volunteers and donated materials, they opened the doors of the library within 30 days of starting the project. For Mark, the experience was transformational in unexpected ways and the beginning of his career in university civic engagement. "I was able to see how institutions, local government and everyday citizens come together for the common good, and with positive results," he explains.

Ten years on, Mark is guiding AU undergraduates through the requirements for a minor in community and civic engagement to accomplish similar goals. One of his teaching strategies is an exploration into the deeper social issues of modern society, and the asset-based approach to civic engagement. He describes the process, "Learning is experienced through relationships between people and institutions, but problems of race and class create divides and people are not reaching across civic lines." He teaches his students to view social roles horizontally across the divides to identify spheres of influence and benefits for all of society, not only sections. "We want to flip the deficit narrative, and view communities as assets with vitality and the ability to flourish where they are. We want people to think beyond the band aid approach and discover what communities have to offer," Mark says.

According to the Alabama Civic Health Index, published by the David Mathews Center and the National Conference on Citizenship, Alabama citizens ranked fourth in the nation for neighborliness and social connectedness. The study showed that strong social capital increases the collective well being of neighbors and between diverse groups. However in 2010, Alabama ranked last in political engagement and contacting or visiting a public official. The challenge for Mark, his students and the communities in which they live, is to find ways to relate to one another politically as well as neighborly. Promoting political engagement is an important aspect to civic life, not just as individual acts of voting, but in other activities such as attending public meetings and conversing about political topics. Consequently, civic education becomes an essential tool in building civic engagement for Alabamians.

The Living Democracy project is one such educational tool. Participating students are matched with a rural Alabama community for a year-long relationship and ten-week residential experience in the summer. The program is young, small, and experimental. "Internships provide an excellent introduction to a business or organization," says Mark, "but a living-learning experience in a community, developing projects that build on what local citizens see as their assets, that's where some long lasting

civic education can take place. The program was inspired in part by Auburn classes that have worked with Marie Cirillo, a longtime community developer in Appalachian coal country and founder of a living-learning center in Eagan, Tennessee. “In 2010, students and I spent our first spring break with residents of the Clearfork Valley,” Mark recalls, “and when one of the students organized a return trip to complete a project at the end of the semester, I knew this small community had something students needed as part of their university education.”

Assessing civic learning is a challenge for Mark and his colleagues, but they are seeing positive results. The capstone project must present the types of skills gained by working with local communities and what they accomplished together with the newly acquired skills. First-year students taking introductory courses are required to conduct interviews with final-year students, and in the process learn about civic problems faced by their fellow classmates. The Living Democracy cohorts reflect and write a weekly blog to recognize the new habits and practices that result in approaches led by people in communities. “The goal of assessment is to determine the lasting gains of learning both in and out of the classroom,” explains Mark.

Incentives for students and staff to participate in civic engagement are growing and not lessening at Auburn University according to Mark. AU gives awards for public works and outreach as well as scholarships for leadership programs. Mini-grants are provided to faculty for projects and Living Democracy provides stipends for each cohort. “We want to chart a plan that will provide endowed funding to support students’ projects that link back to the communities where they are learning and sharing,” says Mark, “and some projects can become profit making ventures for the community.” “More than anything, we want students to listen long enough to understand what the community seeks for itself, then lend a hand to help them accomplish their vision,” he says.

Dr. Mark Wilson is Director of Civic Learning Initiatives in the College of Liberal Arts at Auburn University. He is also an active participant in the “Regional Perspectives on University Civic Engagement” research and writing collaboration co-led by the Talloires Network and Kettering Foundation. Originally from Saraland, Alabama, he holds degrees from the University of Mobile (B.A.), McAfee School of Theology at Mercer University (M.Div.) and Auburn University (Ph.D.). He currently teaches the Introduction to Community and Civic Engagement Course and a practicum that includes a living-learning experience in an Appalachian community. He is an Appalachian Teaching Fellow with the Appalachian Regional Commission. He coordinates research and action projects with partners (Kettering Foundation, David Mathews Center for Civic Life, Appalachian Regional Commission) and communities around the state. He is the author of several articles and the book William Owen Carver’s Controversies in the Baptist South, published by Mercer University Press. Wilson serves as the secretary of the Alabama Historical Association and lives in Auburn with his wife and two children.

Mark Gearan, *President of Hobart and William Smith Colleges*

By Lorlene Hoyt

"The most important thing a President can do to advance civic engagement is to listen to the community."

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.”

Anthony P. Monaco, *President of Tufts University*

By Lorlene Hoyt

"The tradition of civic engagement is passed from one generation to the next. Our students take it with them on graduation day."

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.

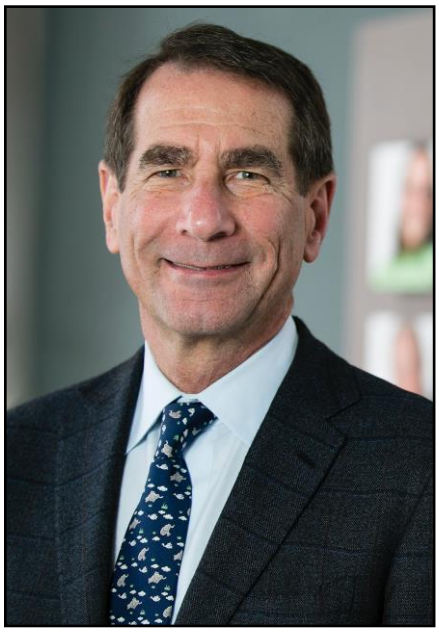
One of the best parts of his current position, according to President Monaco, is talking to students and alumni about their public service. He finds students who "integrate their passions inside and

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/

Alan D. Solomont, *Dean of Jonathan M. Tisch College of Citizenship and Public Service, Tufts University*

By Jim McKeag



"When citizens are actively involved in their civic and democratic institutions their community and their nation are stronger, more just, and more prosperous."

Alan Solomont, the Pierre and Pamela Omidyar Dean of Tufts University's Jonathan M. Tisch College of Citizenship and Public Service, served as the U.S. Ambassador to Spain and Andorra from 2009-2013. He has also served on the Board of Directors for the Corporation for National and Community Service (CNCS), where he oversaw the expansion of national service initiatives such as AmeriCorps and SeniorCorps, and the implementation of the Serve America Act under President Obama.

Dean Solomont has been a successful community organizer and activist, which led, in part, to his involvement in political campaigning and fundraising. He has played important roles in six presidential campaigns. He is a successful entrepreneur and leader in the area of elder care, where he has helped expand elder services into communities throughout New England and founded HouseWorks in 1998, an innovative approach to at-home elder services which gives seniors and their families control of their own care and treatment. Dean Solomont is active in the Jewish community and has served on many local boards and philanthropic initiatives.

Dean Solomont was born and raised in the Boston suburb of Brookline, Massachusetts, and when he entered Tufts as a freshman in 1966 he was plunged in to a new awareness of social and political issues. "I learned to be a citizen at Tufts," Solomont said. "I was quite taken by the politics of the time. The antiwar and civil rights movements were a huge influence on me." In 1968 he was a page on the floor of the Democratic National Convention in Chicago, when the Democratic Party fractured and the deep social divisions in U.S. politics were put in the global spotlight. The following year at Tufts, Dean Solomont helped organize student actions protesting the racially biased hiring practices of a large local construction firm that were building a new dormitory at the University. "My first visit to the President's office was uninvited," he said, referring to a sit in he helped organized that launched the issue into the regional spotlight.

After graduating and studying abroad as a Thomas J. Watson Fellow, Dean Solomont became a community organizer in Lowell, working hand in hand with neighborhood residents and employees, some of who were putting their livelihoods at stake to fight for changes in their communities and places of employment. "It's difficult to change things from the outside," he said. "It's really important for citizens to be engaged in their community and the life of the nation, to

stand up for what they believe is right and work with others in common cause, but you also have to deal with politics and government too; you have to change things from the inside."

For Dean Solomont, higher education has a critical role to play in transforming students into good citizens and effective leaders. He points to research showing the eagerness of college-aged students to get engaged in pressing social problems and make a difference in the world, but notes the well-documented erosion of confidence and interest that young people have in our political institutions as a disquieting counter trend. "We need to figure out how we can restore confidence in our democracy, otherwise the problems that our nation and the world faces will not be solved," he said. "This is why I believe so strongly in higher education's role as a platform for civic engagement, for educating students to be active citizens and to be involved in both civic and democratic institutions."

As someone who has been involved in direct political and civic action, who has shaped change from inside the political arena, and used his success in business as a platform to become more involved in community issues, Dean Solomont returned to Tufts with an appreciation for how student's lives can be transformed through education. "I was a young person impatient for change. I see in students today a similar impatience – a belief that things that are wrong can be righted at the snap of a finger – and they're frustrated when change doesn't happen."

For Dean Solomont, higher education can help develop students' appreciation for hard work, dedication to social justice and the importance of small steps. Service leaning opportunities can immerse students in local communities, and colleges and universities have a duty to help students develop the skills and knowledge necessary to become leaders in a democratic society; to value civic institutions, develop an ability for discourse and a respect for differences. Referring to his own campus activism and early impatience, he said, "we got people's attention, but it was really the clarity of our arguments and the moral persuasion that made the difference. You don't get anywhere just throwing stones."

When asked how Tufts has been able to sustain its commitment to civic engagement Dean Solomont is quick to point to university leadership. "President Monaco is fond of saying that civic engagement is part of Tufts' DNA, and I like to say that Tisch College is the repository of the genetic code," he said. He considers the institutionalization of Tufts' commitment to civic engagement by founding a college a "stroke of genius" by its founders, Rob Hollister and President John DiBiaggio. "The smartest, most important thing they did was to make this a college to be led by a dean. Even though Tisch is small compared to other schools, we are not a "program," we are not a "center," we do not report to [another dean]. That is a source of enormous strength, because from that platform we are able to have a much greater influence on the culture of the university."

Dean Solomont is also quick to acknowledge the strong foundation he has inherited and the important work that came before him, but as the new dean of Tisch College he wants to fully imbed the values and skills of civic engagement deep into the institutional culture of the University. For students, he wants "to engage them more intensely, more broadly, more deeply," and make civic engagement a vital component of their Tufts experience. This is especially true in

technical disciplines, such as math, engineering and the sciences, that may not appear to be as naturally connected to Tufts' civic engagement efforts. As a model, he cites a joint effort between Tisch College and Tufts Medical School, where all students are required to do at least 50 hours of community service relevant to their studies in order to receive a degree, and are given the support to find opportunities and reflect on their experiences. He would like to see such requirements across the entire university.

He would also like to make civic engagement a core component of faculty teaching and research, tying experiential learning to rigorous academic discipline. Miriam Nelson, the new Associate Dean at Tisch, exemplifies this approach with the community health research she has done in the Boston area as a faculty researcher at the Friedman School of Nutrition. "We would like to find ways to reach more students and faculty around education for active citizenship and apply civic engagement to teaching and research so that students who go through Tufts will leave with a sense of wanting to part of something for the rest of their lives, wanting to engage in their communities and government."

He also cites the 1+4 Bridge-Year Service Learning Program, which will be rolled out in 2015, as a promising strategy to prepare students for a commitment to civic responsibility during their stay at Tufts. The program will give 50 incoming freshmen the opportunity to immerse themselves in community service projects either in U.S. or around the world prior to beginning their academic studies. The idea is to turn the "gap year" into a "bridge year," and prepare students to come to campus with maturity and a real sense of purpose. "We imagine a day when maybe a couple hundred freshmen will be coming to Tufts with this experience and it will become a core part of the Tufts experience," he said.

Dean Solomont also believes that Tufts is well positioned to be a leader in the study and scholarship of civic engagement. The Center for Information and Research on Civic Learning & Engagement (CIRCLE), part of Tisch College's research enterprise, has contributed important scholarship on the civic and political life of youth. It "is one our real aspirational roles," he said, to expand this area of focus and bring an academic track to Tufts, attracting scholars to study the nature of civil society and community engagement.

Dean Solomont stresses the importance of civic engagement to personal success as well. "There's a real relationship between civic engagement and economic success," he said. "When citizens are actively involved in their civic and democratic institutions their community and their nation are stronger, more just, and more prosperous." However, he acknowledges the role of chance and serendipity in determining one's chances in life. He makes a point to mention the importance of one's upbringing, the role of mentors, and values they help instill in preparing a person to seize opportunity when it comes. Speaking about his passion for politics and civic engagement, he said, "I didn't just come at this because it was exciting; I was moved by the moral imperative, and that's a product of my father's faith tradition and the values I learned from him." He also mentions the importance of good teachers, such as Antonia Chayes, now at Tufts Fletcher School, whose influence on his intellectual blossoming he describes as "profound." It is this ability to inspire civic responsibility he would like to see ingrained in the Tufts culture, hoping that Tufts' efforts will be

part of a much larger trend in higher education; in the words of Robert Kennedy, one “ripple of hope” joining with other ripples to “become a giant wave.”

Alan D. Solomont is the former Ambassador to Spain and Andorra. He also served on the Tufts Board of Trustees and was appointed by President Clinton to the Board of Directors of the Corporation for National and Community Service. Dean Solomont serves on the boards of numerous organizations including Angel Healthcare Investors, LLC, Boston Medical Center, The Jewish Fund for Justice, The New Israel Fund, Israel Policy Forum, Jewish Community Housing for the Elderly and the WGBH Educational Foundation. He earned a B.A. from Tufts University in Political Science and Urban Studies and a B.S. in Nursing at the University of Massachusetts Lowell.

Miriam Nelson, *Associate Dean Jonathan M. Tisch College of Citizenship and Public Service, Tufts University*

By Sarah R. Jimenez

"I care about impact and making a difference."

These days at Tufts University there is "a fire hose of interest" in civic engagement, says Dr. Miriam Nelson, the newly appointed Associate Dean at Tufts University's Jonathan M. Tisch College of Citizenship and Public Service. Though a member of Tufts' community for three decades as a researcher, professor, and faculty leader, Dr. Nelson admits surprise at the strength of interest in civic engagement she has encountered as Associate Dean from students, faculty, and even from outside the university. "We're almost drowning in opportunities," she says. Dr. Nelson's plan for her first year as Associate Dean is to develop and lead strategic planning with a focus on determining how Tisch College can structure itself to better support ever-increasing interests in civic engagement activities. Dr. Nelson is a natural fit for this leadership role: prior to her new appointment, she was the chair of associated faculty at Tisch College – presently a collection of approximately fifty professors from colleges across the university – and worked to strengthen the network of faculty interested in using civic engagement in both teaching and research.

The core of Dr. Nelson's work has been in civically engaged public health research. She recalls some debate years ago over the legitimacy of civically engaged research – some uncertainty in its rigor, status, and quality – but finds it is much less controversial nowadays. "The proof is in the research that is being conducted," she says, "that it can be high quality, impactful, and interesting." And for Dr. Nelson, the potential for lasting impact of civically engaged research is hardly theoretical: two landmark projects in which she was involved – the Shape Up Somerville child nutrition and exercise study led by her close colleague Dr. Christina Economos started in 2002, and Dr. Nelson's own national community-based Strong Woman program started in 2003 promoting exercise in mid-life and older women especially in rural communities – are active to this day, each over a decade old and still going strong. The content of the Strong Woman program for health and wellness in mid-life and older women emerged from Dr. Nelson's research findings and publications, but the structure of the program reflects the community orientation of Dr. Nelson's work. It is a community-based program built through the work of community partners rather than a top-down model. The program has "very much evolved with strong community partners" identifying their own community needs.

Dr. Nelson was an early pioneer in the field. When she started her work in nutrition and exercise research at Tufts in 1983 people "didn't even have the term 'community based participatory research.'" She cares about impact and making a difference, believing that direct engagement of citizens and stakeholders in the community is critical to developing systems to shift culture, values, and practices within a community in a sustainable manner. This approach is at the center of Tisch College's mission of civic renewal, the movement to improve societies by engaging their citizens.

Community engagement, Dr. Nelson explains, “makes for a much richer and better informed body of work.” And on top that, she adds, “it’s more interesting and inspiring, and importantly, leads to better outcomes.”

Also critical to impact, according to Dr. Nelson, is remaining cognizant of the interplay of practices and policies at different levels: “You need to think about the individual, about the local community, and then also policies at the state and national levels.” Her work in helping shape nutrition and exercise policy at the community level has been complemented by extensive opportunities to shape policy at the national level, including serving as a panel member on the 2010 and 2015 Dietary Guidelines for Americans. “I feel I’ve been able to infuse some forward thinking into this fairly rigid guidelines work, thinking about the larger context of the food environment and physical activity environment.” Dr. Nelson was also the 2007-2008 vice chair of the Physical Activity Guidelines Advisory Committee for the US Department of Health and Human Services, which released a report that was used to develop the inaugural Physical Activity Guidelines for Americans.

Though Dr. Nelson recalls fondly how her work benefitted from the direct collegial support from other Tisch Faculty Fellows, staff, and leaders, the first priority of Tisch College has always been to increase and improve civic engagement education for students. Where Dr. Nelson had previously worked more closely with faculty and, appointed at the Friedman School and the School of Medicine, with graduate and professional students, stepping into a greater leadership role at Tisch means she has greatly increased contact with undergraduate students. She says, “undergraduates are really fascinating, filled with such potential and interest and excitement.” One of the challenges she hopes to support at Tisch College in the coming years is the problem of political apathy. Across the nation, university leaders have perceived that civic engagement among students doesn’t automatically inspire political engagement. In fact, some believe it allows, in effect, students to bypass participation in the political world.

A national leader in civic education, Tisch College’s unique model and engaged research are setting the standard for higher education’s role in civic renewal. Serving every student at Tufts University, Tisch Colleges prepares young people for a lifetime of civic engagement and creates an enduring culture of active citizenship. The strength of this approach, Dr. Nelson says, is that each school and each faculty or student participant will take a slightly different approach to civic engagement, feeling out ways of engaging the community that are creative and tailored to each field of study. While this approach fosters ingenuity, it also makes difficult the process of finding “common metrics” to evaluate Tisch College’s overall impact. And Dr. Nelson is very clear on the kind of impact she will be looking for. Communities with high levels of citizen engagement in civic and democratic institutions are “more prosperous, more equitable, and… better places to live, learn, work, and play.” The “big goal” of Tisch College as Dr. Nelson sees it, and what her energy will now be channeled toward, is “to make sure that every student that comes out of Tufts has the values, skills, and knowledge to be lifelong active citizens because that will be good for their career but it will also be good for their community, the nation, and the world.”

Dr. Nelson has worked with Tisch College for over a decade. As Associate Dean, she leads Tisch College’s community engagement, student programming, and communications efforts. She also

leads the process of refining Tisch College's strategic vision by engaging a variety of stakeholders, including faculty, students, staff, community partners, and the Board of Advisors. A prolific and best-selling author, Dr. Nelson's research on physical activity, nutrition, and obesity prevention has contributed broadly to public policy and has attracted extensive extramural funding. She holds primary academic appointment at the Friedman School of Nutrition Science and Policy with a secondary appointment at the School of Medicine. Dr. Nelson holds a BS from University of Vermont and a Ph.D. in Nutrition from Tufts University.

Hellen Amuguni, *Professor at the Cummings School of Veterinary Medicine, Tufts University*

By Amy Newcomb Rowe

"The university has three main objectives – to educate, conduct research, and translate that research to affect positive change in society."

A native of Kenya, Dr. Amuguni began her veterinary career at the University of Nairobi and is now a research professor at Tufts University's Department of Infectious Disease and Global Health. She is the technical advisor for the U.S. Agency for International Development (USAID) Respond Project Africa, which coordinates programs across six African countries including Kenya, Uganda, Tanzania, Rwanda, Ethiopia and Democratic Republic of Congo. Dr. Amuguni's department together with the University of Minnesota's School of Public Health and Development Associates Inc., provide technical and organizational support to institutions, governments, and civil societies to respond to pandemic diseases.

The goal of the five-year Respond Project is to merge the medical and veterinary fields that so often work in silos but when combined "yield greater knowledge and capacity for both disciplines," says Dr. Amuguni. In East Africa alone, the project covers 14 universities, 7 public schools and 7 technical veterinary schools. In addition, Respond works in South East Asia with the South East Asia One Health University Networks (SEAOHUN) also a network of 14 universities in four countries. Both projects work to build the capacity of the current and future workforce to be able to prepare, respond and control any emerging pandemics using a One Health Approach, sensitizing people to the idea of one health through integration of core competencies into curricula and programs. "It is difficult for universities to link with the governments in some countries," explains Dr. Amuguni, "which is where our work begins with One Health, bringing together committees made up of university staff and ministry officials."

Her team leads training workshops, program evaluations, and curricula development with an eye toward interdisciplinary outcomes. Most governments desire citizens to be prepared and skilled for possible pandemics and Dr. Amuguni's One Health teams provide the necessary skills to prepare and protect people for such cases. In addition to her work with USAID, Dr. Amuguni is a co-investigator for the Cummings Foundation and Institute for World Justice Grant to provide ambulatory services for communities in Rwanda through the University of Rwanda, Nyagatare, and Veterinary School. University of Rwanda is recipient of the Talloires Network Youth Economic Participation Initiative, a demonstration grant program providing support to universities to prepare their students for employment after graduation.

Rwandan students go to rural communities to meet farmers and examine animals. They record their findings and bring information back to the classroom to be shared with a virtual network of

students in the One Health Club and student exchange. This summer's research program will take two students from Tufts University to visit University of Rwanda, Nyagatare. These experiences and real-world responsibilities prepare students for medical and government jobs.

Dr. Amuguni also a gender specialist ensures that students and staff are engaging in ways that are gender and culturally sensitive. She realized after many years in fieldwork that it is indeed women who take care of animals in most African households. She was keen to observe the roles of women and men and to create effective trainings for local people as well as university staff. Using participatory rural approaches, she created gender sensitive livestock training materials and programs for women and men, to assist communities with forming effective alliances to solve local problems. Through the RESPOND project, Dr. Amuguni has worked with partners in Uganda to develop a Gender and One Health short course that they hope can be adopted in the region and around the world. "The university has three main objectives," Amuguni explains, "to educate, conduct research, and translate that research to affect positive change in society." In other words, for Dr. Amuguni, research must be communicated in ways that everyone can understand and bring communities into conversation that enhances collective knowledge. This is a crucial strategy in advancing the study of veterinary medicine and infectious diseases because local communities must take the lead in developing interventions. "Their pragmatic knowledge of rabies and tuberculosis informs university research and working together is the absolute best way to mitigate the risks of infections," she says. Clearly, local people are a central and valued part of Dr. Amuguni's work.

Dr. Amuguni trained as a veterinarian at the University of Nairobi, Kenya. She earned a Masters degree in International Development with a focus on participatory development and gender from Clark University, and a Ph.D. in Infectious Diseases from Tufts University. Dr. Amuguni has worked previously as a veterinarian, community development specialist and gender consultant in the horn of Africa mostly with pastoralist communities. She has worked and consulted for various organizations including Food for the Hungry International, Heifer Project International, Veterinarians without Borders (VSF-B) under the umbrella of the UN-Operation Lifeline Sudan, SNV Netherlands Development Organization and AU/IBAR. She facilitates in Immunology seminars, International Veterinary Medicine forums and Problem Based Learning courses at Tufts and is the Co-Director of the Human Dimensions of Conservation Medicine course for graduate students in the masters in Conservation Medicine program. To view a short video about the University of Rwanda's first ambulatory veterinary clinic, see: http://youtu.be/5So2q52ouZk

Scott Cowen, *Former President of Tulane University*

By Lorlene Hoyt

"I want the higher education community to be known for developing the next generation of engaged citizens and leaders."

"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."

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.

ZIMBAWE

Charity Manyeruke, *Chair and Lecturer Department of Political and Administrative Studies at the University of Zimbabwe*

By Amy Newcomb Rowe

"Universities should remain open and aware of what others are doing. They should see value in investing in students and their community work. It helps students change their attitude and prepare for life after formal education."

As a young girl growing up in the small town of Marondera, Dr. Manyeruke's first encounter with civic engagement was as a tennis student. The volunteer instructors who taught her and the other children were commitment to the community through education. Dr. Manyeruke's passion to work with and inspire university students originated from being a student herself in various stages of a successful academic career. Now she teaches undergraduates and graduates, and serves as advisor for Enactus, one of UZ's most up-and-coming student-led programs.

"Working with Enactus students has been useful to me because I see the transfer of inspiration and the incredibly hard work they put into it," she explains, "I am proud to be associated with these students, who sacrifice their extra time and go the extra mile."

Dr. Manyeruke's greatest civic accomplishments focus on her work as advisor to students beyond the formal teaching structures. One of these projects is the women's empowerment group that provides a soap-making program for victims of gender-based violence. During the first year, the program struggled to get off the ground, but after a re-evaluation to understand basic business principles and the importance of engaging the right community partners, the program now teaches women entrepreneurship skills as well as giving them opportunity to financially provide for their families.

UZ has proven to be a positive supporter of Dr. Manyeruke's efforts. The university provides meeting space and logistical provisions for students groups and their advisors. Institutionally, Dr. Manyeruke is able to contribute regularly to senate meetings to discuss university policy around community engagement activities, and a university-wide bulletin is available for staff to publish research related to sustainable community development.
"There are other universities involved in the community and of course with Enactus, but generally speaking, we do not hear a lot about their projects and impact," she says. Enactus is a unique program in a leading institution, especially in terms of 'student-led' programs according to Dr. Manyeruke.

When asked about advice for other universities, particularly those in the Talloires Network membership, Dr. Manyeruke recommends more cross pollination of ideas between universities and better ways of sharing what others are doing.

“Universities should remain open and aware of what others are doing. They should see value in investing in students and their community work. It helps students change their attitude and prepare for life after formal education.”

Dr. Charity Manyeruke is the Acting Chair of the Department of Political and Administrative Studies, and a Senior Lecturer at the University of Zimbabwe. She is a Research Board member and teaches International Economic Relations, International Conflict Management and Contemporary Strategic Studies. She is also the senior coordinator of a female students' project which participated in a SADC universities programme. She was recently appointed as the Faculty Advisor of Enactus. She has a PhD in International Relations. Her recent publication is “Global Trade and Economic Development: WTO and Developing Countries.”

Donald Bodzo, *Executive Director of paNhari*

By Ahsen Utku

"When a person becomes conscious of responsibility and participates in social issues with the aim of improving the overall condition, then we can say that we have achieved civic learning."

Civic engagement projects at the University of Zimbabwe are in the hands of young social entrepreneurs, who are pioneering innovative solutions to daunting global challenges such as Donald Bodzo. Donald is a 28-year-old young activist who serves as a community catalyst. He is the Executive Director of paNhari – a program that empowers students in Zimbabwe through providing economic and learning opportunities. Despite his young age, he is one of the most successful leaders of civic engagement in Zimbabwe. In 2007, he was one of the first pan-African students to receive the U.S. President's Student Services Award due to his consistent commitment to community development in Zimbabwe. In 2009, Donald was also selected among thousands of young people around the world as one of the twenty YouthActionNet® Global Laureate Fellows. Launched by the International Youth Foundation (IYF) and Nokia, this unique leadership program supports a new generation of socially-conscious, global citizens who create positive change in their communities, their countries, and our world. Upon graduating from the University of Zimbabwe in 2008, Donald worked for Anchor Holdings in Zimbabwe. He then served as an Atlas Corps Fellow in Washington D.C – working at the Grameen Foundation and Service For Peace. He has also worked for other non-profits in the United States including the Global Peace Foundation and Global Peace Connect. He holds a Masters Degree in International Development from the School of International Training at World Learning in Washington, D.C. He also graduated from the University of Zimbabwe with a Bachelor of Science Degree in Applied Environmental Sciences in Agriculture.

Upon graduation from the University of Zimbabwe in 2008, it was challenging for him to find a job. "Unemployment rates in Zimbabwe were unprecedented," says Donald. "Using the skills I had garnered from being a community catalyst and social entrepreneur at the university, I decided to create my own job by starting a social enterprise," explains Donald how he started his journey in civic engagement. He developed a low-cost approach to boosting agricultural productivity in poor, rural communities through training farmers how to produce, apply, and sell low-cost, enriched cattle manure.

For Donald, there are a lot of problems in developing countries in terms of community engagement. "There are decade-long political and economic crises in Zimbabwe, which posed several problems," he notes. "The first is youth employment. The second is poverty eradication. With the unprecedented rate of youth of unemployment in Zimbabwe, there is poverty and

prostitution, increased crime, a lot of political violence exacerbated by unemployed youth. Also you see increased HIV diseases. It's a vicious circle."

Donald has been involved in many projects in a relatively short time period but there are certain ones that he takes pride in. "I can probably tell you about a 1000 projects. However, one of the most intriguing project was an initiative I developed as a student a few years ago," he says. "We worked with some young girls in a semi-rural area. Their families could not afford to send them to school, so they dropped out. Some of them were single mothers, and some of them had HIV. We trained them on basic entrepreneurship and helped them start small businesses as individuals and also as a cooperative. Some of them already had small businesses, but they were always in trouble with the authorities because they were operating illegally. Also, they did not know how to utilize their small profits – they lacked basic financial literacy skills. We assisted them in all these aspects. One particular girl stood out. She managed to grow her business and opened a bigger shop that sells clothes and shoes. She had dropped out of high school a few years ago but eventually managed to pay for her school fees and tuition all the way up to University level. She's such a hallmark of success. To me, that was a life changing project."

Donald's definition of "achievement" or "success" goes much beyond the literal meaning. "Whenever we are able to make a change in someone's life, and they come back to you and thank you… As long as you affect even one person's life, that is significant even in a small way." However, for Donald, the real achievement is not only 'giving the fish' but 'teaching how to fish.' "When a person becomes conscious and aware of his or her responsibility, and participate in bringing change in society issues, with the aim of improving the overall condition, then we can say that we have achieved civic learning," he says. "It's utilizing those skills and knowledge and being able to have the responsibility to change the community." Meanwhile, one of the short-term results of Donald and his team's work is the increasing employability of their students. "Most students start their own enterprises and they don't need to hunt for jobs like several other ordinary students who do not go through our program."

None of these –big or small- achievements can occur without any challenges. "One of the challenges that we face is the financial resources for the program itself," indicates Donald. "Last year there has been a lot of demand among the universities in Zimbabwe to introduce the paNhari program on their campuses, but we don't have enough resources to expand the program." Donald notes that they try to avoid any training that would include "political issues." "If you're doing training on political issues, the moment you got up in a community and train people on political issues, that would be considered as a political rallying. You have to make sure what your intentions are, why you do this and that when you do some community gatherings." Through the time that Donald has been involved in community engagement, he and his team has learned and changed many things in their projects. "For instance, gender of issues were never a key issue in our organization's mission. While recruiting students we never considered that we should have a balance between men and women," notes Donald and adds, "But over time, we increased our priority in promoting gender equality in our program."

On the other hand, there is still a lot of work to be done, both on the local and regional level. "A lot of universities still need to be more involved in civic engagement and collaborate within

Zimbabwe, Southern Africa, even in Africa itself," notes Donald. "Unfortunately, collaborative efforts among institutions in Zimbabwe on civic engagement does not seem to exist. That's why we need the Talloires Network more in the country, and within the region." says Donald. "I don't think these universities are working collectively, but they are rather competing. We need to sit down together as institutions and see how we can work together."

Donald Bodzo graduated from the University of Zimbabwe with a Bachelor of Science Degree in Applied Environmental Sciences in Agriculture and began working for Anchor Holdings in Zimbabwe. He then served as an Atlas Corps Fellow in Washington D.C – working at the Grameen Foundation and Service For Peace. He has also worked for other non-profits in the United States including the Global Peace Foundation and Global Peace Connect. He holds a Masters Degree in International Development from the School of International Training at World Learning in Washington, D.C.

Irvine Chimedza, *University of Zimbabwe Student and former Enactus Student President*

By Amy Newcomb Rowe

"Leadership is not about one person, it is about the results of a team effort. Leading is about listening and coordinating with others and I always give credit to the team."

UZ graduate student Irvine Chimedza was not a natural born leader, but his position in the forefront of a promising young group of Zimbabwean leaders says otherwise. To date, Irvine has served as Secretary General, Team President and now in his final year as Advisor to the UZ's Enactus team. Born and raised in Zvishavane, Irvine began his community engagement in high school participating in fundraising for school clubs and variety shows. He is proud to have learned the importance of developing life skills and becoming a peer-educator as early as high school. When he arrived at university, he found Enactus and was eager to join.

Enactus is wholly student-led and student-powered, and much different than the volunteer work Irvine did as a high school student. In his third year as president, the team won the National Competitions and were semi-finalist at the Enactus World Cup in Mexico with a recycling project called *Environment Rebirth*, which supports a new business model for plastic collectors in Mbare, and helps carpenters in Karoi secure materials and training from local sources. The Karoi project also focused on youth training on entrepreneurship and skills development in carpentry and welding. Remarkably, all aspects of the Enactus projects come from the students in collaboration with community.

It is evident that the University of Zimbabwe is home to many talented, young leaders. This might have something to do with soft skill development as a priority for Irvine and his colleagues. They rely on progressive initiatives for community planning, such as place-based development and local economic development, and the participation of local community members in shaping the outcomes of their communities. Irvine engages in candid dialogue and leads discussions with community leaders, which is not always easy considering the number of languages, tribes and traditions requiring thoughtful negotiation.

"Our goal is to maximize the positive things the community is already doing, and try to utilize the resources and ideas they have, both young and old," he explains. Some student projects do not have sustainable efforts because people do not always have access to the latest resources, which is why involving people from rural and indigenous groups is important for sustainable solutions to poverty and isolation.

"We ask and care about their problems," Irvine says, "Since their resources and access to education are limited, we must gain a good understanding of what they want, not necessarily what we think they need. For example, we may think they need training for motor mechanics, when they actually want training for carpentry or welding. How would we know if we don't ask?"

Consulting people in the community is also important for building trust and finding sponsors. The students identify collective problems by asking the community members; they identify key partners by finding organizations with similar goals; and they secure supporters through a proven success record. This doesn't happen overnight. Since winning the Enactus World Championships in 2005, the young leaders have established a robust alumni group as well as close working relationships with key organizations such as BOOST and the International Labor Organization and now the Talloires Network through the YEPI program.

Moreover, Irvine's professors at the university provide a helping hand whenever possible. Whether lending a car, helping with personal expenses, and offering moral support, Irvine feels fortunate to work with the network of professors and staff. As a young student once quite shy, he now feels more confident with their counsel. Engaging the tough questions through the Business Advisory Board, a group of professors and local business people, Irvine has become a confident public speaker ready to face their challenges. He respects that UZ is concentrating on corporate social responsibility and knows the valuable impact on his academics.

Thankful for a good team of classmates, advisors and mentors, Irvine is setting his sights on starting sustainable businesses in mining and greenhouses for food production. Irvine says the heart of civic engagement is having a heart for people and treating people fairly. As an aspiring businessman, he knows a successful business depends on its human resources and the community in which it exists. "My parting advice to others? For students, always have a lot of fun! Always pursue your interests and passions, and the brilliant ideas will follow. Dismiss your fears, enjoy and have fun in your studies and work," he says with a smile, "and my advice for university leadership is to support students more often and don't be afraid of student failures. Supporting student efforts is more important than failing or winning."

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