Outreach and Engagement Terminology in Higher Education

Activism

1) An intentional action to bring about social or political change. These actions occur in support of, or opposition to, one side of a controversial argument. 2) An action taken to achieve a specific goal.

Asset based

One who takes an asset-based approach to work with others focuses on others' resources and strengths rather than needs and deficiencies. The term was coined by John McKnight and Jody Kretzmann in their work with community development. The asset-based approach is defined by three characteristics:

- It is built on strengths. This community development strategy starts with what is present in the community, the capacities of its residents and workers, the associational and institutional base of the area — not with what is absent, or with what is problematic, or with what the community needs.
- It is internally focused. The development strategy concentrates first of all upon the agenda-building and problem-solving capacities of local residents, local associations and local institutions.
- It is relationship driven. One of the central challenges for asset-based community developers is to constantly build and rebuild the relationships between and among local residents, local associations and local institutions.

McKnight and Kretzmann add:

Two major qualifications should be stated as strongly as possible. First, focusing on the assets of lower income communities does not imply that these communities do not need additional resources from the outside.... The assets within lower income communities, in other words, are absolutely necessary but usually not sufficient to meet the huge development challenges ahead. Second, the discussion of asset-based community development is intended to affirm, and to build upon the remarkable work already going on in neighborhoods across the country.

McKnight, John and Jody Kretzmann. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Chicago: ACTA Publications, 1993, p. 9.

Capacity building

(1) The development of an organization's core skills and capabilities, such as leadership, management, finance and fundraising, programs and evaluation, in order to build the organization's effectiveness and sustainability. (2) The process of assisting an individual or group to identify and address issues and gain the insights, knowledge and experience needed to solve problems and implement change.

Citizenship

Citizenship can be understood both in its most literal sense — citizen as a legally recognized resident of a nation — and in its more theoretical sense — citizen as someone who possesses and exhibits certain values and beliefs that are connected to a particular form of government. It is the latter that we are using when we discuss citizenship in this book, specifically in relation to citizens of a democracy.

Aristotle defines a citizen in a democracy as an individual who simultaneously follows and participates in making the rules that govern his or her community. This notion of citizenship implies that the citizen is part of a community, and takes an active and interested role in affecting that community. The citizen, by definition, sees the larger picture, which connects him to the community as a whole.

This definition is expanded upon by such authors as Benjamin Barber and Harry Boyte. Barber defines citizens in a democracy as "self-conscious, critical participants in communities of common speech, common value, and common work that bridge both space and time." Given this definition, education is a necessary prerequisite for the democratic citizen to be able to intelligently and actively take part in a democracy. Boyte adds to this definition the act of joint public work that brings citizens together to form and re-form their community. He writes, "American citizenship in its most expansive sense is understood as public work: visible effort on common tasks of importance to the community or nation, involving many different people."

Citizenship as it is discussed by these authors may be summarized in three characteristics:

- Having a role and responsibility in making the rules of the community.
- Having a role and responsibility in the common life and values of a community.
- The ability and act of engaging with others in common tasks of importance to the community.

Barber, Benjamin R. Aristocracy of Everyone. New York: Oxford University Press, 1992, p. 265. Boyte, Harry C. and Nancy N. Kari. Building America. Philadelphia: Temple University Press, 1996, p. 21.

Civic education

Civic education refers to the development of skills and motivation to engage actively in community issues.

Civic education has three components:

- Developing good civic attitudes (tolerance and respectful behavior, sense of one's ability to make a difference, a desire to advance the public good),

- Imparting knowledge and analytic skills

- Instilling practical skills of participation and problem solving.

Civic engagement

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes…A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.

From *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000.

Civil Society

Civil society refers to those groups, organizations, and associations that are neither private (businesses) nor public (government); often called the nonprofit, independent, or voluntary sector. Benjamin Barber writes that civil society, or civic space, occupies the middle ground between government and the private sector. It is the space we occupy when we are engaged neither in government (voting, jury service, paying taxes) nor in commerce (working, producing, shopping, consuming). It is a space defined by such activities as attending church or synagogue, doing community service, participating in a voluntary association, contributing to a charity, assuming responsibility in a parent-teacher association or a neighborhood crime watch or a hospital fund-raising society.

Barber Benjamin R. "An American Civic Forum," in The Communitarian Challenge to Liberalism. Ellen Frankel Paul, Fred D. Miller, Jr., and Jeffrey Paul, eds. Cambridge, England: Cambridge University Press,

Community Based Learning

Community-based learning (CBL) is an academic approach to learning and teaching that combines community engagement with explicit academic objectives. Students participating in CBL are able to establish connections between their academic work and the community context in which service is provided. CBL enhances academic curricula and fosters civic engagement.

Community Based Research

Community based research is a learning partnership between faculty researchers or students and members of a community with the purpose of addressing a need, solving a community problem or effecting social change. It is conducted with and for, not on, members of the community.

Community Development

Community building, community development, and economic development are generally used to express a similar idea: that of community members working together to achieve long-term benefits for the community and an overall stronger sense of community. Effective development has four important characteristics:

- It is predicated upon the importance of social and economic institutions in the lives of community members.
- It is planned and achieved with representation, input, and guidance from a cross-section of community members.
- It builds efficient, self-sustaining, locally controlled initiatives to address social and economic issues in the community.
- It promotes the economic self-reliance of community members and of the community as a whole.

Democracy

Democracy is most commonly understood as a political system defined by certain key attributes: popular suffrage; the right to challenge laws; freedom of speech, press, religion, and assembly; etc. As it is discussed here, democracy is used in its fuller sense as a broad social idea that connotes a society where people have the freedom and wherewithal to engage in meaningful forms of association with others.

This definition is emphasized in the writings of John Dewey: The idea of democracy is a wider and fuller idea than can be exemplified in the state even at its best. To be realized it must affect all modes of human

association, the family, the school, industry, religion.... Regarded as an idea, democracy is not an alternative to other principles of associated life. It is the idea of community life itself. According to Dewey:

1. Democracy takes community life as fact and perceives individuals as deriving their identity through their communities.
2. The individual in a democracy uses his or her capacities to help form and direct the activities of groups of which he or she is a member.
3. The individual in a democracy participates according to need in the values which the groups sustain.
4. Groups in a democracy demand "liberation of the potentialities of members of a group in harmony with" the common interests and goods of the groups.
5. Groups in a democracy are free and able to interact with other groups, with individuals free and able to act as members of different groups.

Michael Sandel adds particular emphasis to the notion of the citizen as one who is able to maintain his or her identity while participating in multiple groups that may both support and challenge the status quo and offer different versions of the common good.

Sandel, Michael J. Democracy's Discontents: America in Search of Public Philosophy. Cambridge: The Belknap Press of Harvard University Press, 1996, pp. 317-351. Dewey, John. The Public and its Problems. Athens: Ohio University Press, 1927, pp. 142-148.

Direct service

Direct Service can be defined as:

- Time physically spent serving and addressing community needs (i.e. building a house, raking leaves)
- Time spent helping with ongoing and existing service projects in the community (i.e. tutoring children)
- Time spent assisting the community in accomplishing necessary tasks (i.e. serving food at the Market Street Festival)

Empowerment

Empowerment derives its definition from the idea of "liberation of the oppressed" put forward by Paulo Freire. Empowerment may be seen as Freire's notion of the acquisition of freedom by people who have been subordinated to an inegalitarian position of economic or physical dependence on others. Freire writes: The oppressed, having internalized the image of the oppressor and adopted his guidelines, are fearful of freedom. Freedom would require them to eject this image and replace it with autonomy and responsibility. Freedom is acquired by conquest, not by gift. It must be pursued constantly and responsibly. Freedom is not an ideal located outside of man; nor is it an idea which becomes myth. It is rather the indispensable condition for the quest for human completion.

Teachers must work closely and self-consciously with those whom they seek to empower, openly recognizing power inequalities and seeking to reduce them by working together and following mutually identified guidelines for action. Teachers who seek to empower others must also recognize that those who are disempowered are often reduced to a focus solely on material goods — such as food or shelter. It is the responsibility of the teacher to work with the disempowered to meet their material demands while simultaneously connecting these demands to issues of deeper social meaning. Connecting demands such as those for higher wages or better housing to meaning such as the autonomy of humans is to go a step beyond the deception of palliative solutions. It is to engage in authentic transformation of reality in order, by humanizing that reality, to humanize women and men.

Freire, Paulo. Pedagogy of the Oppressed. New York: Continuum, 1994, pp. 29, 164.

Experiential education/ experiential learning

Bill Proudman describes experiential education first and foremost as "emotionally engaged learning" in which the learner experiences a visceral connection to the subject matter. He writes: "Experiential education is not simply 'learning by doing.' Living could be described as learning by doing. Often, this is not education, but simply a routinized, prescribed pattern of social conditioning that teaches us to stay in pre-determined boxes for fear of being labeled as outside of the norm.

"Good experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process that impels students toward opportunities for taking initiative, responsibility, and decision making. An experiential approach allows numerous opportunities for the student to connect the head with the body, heart, spirit, and soul. Whatever the activity, it is the learning and teaching process that defines whether a learning experience is experiential. Further, an experiential learning process can be conducted almost anywhere and with any type of activity or learning medium.

Proudman, Bill. "Experiential Education as Emotionally Engaged Learning," in: The Theory of Experiential Education. Warren, Karen, Mitchell Sakoffs, Jasper S. Hunt Jr. Dubuque: Kendall/Hunt, 1995, pp. 240-241.

Engaged campus

An engaged campus is one that promotes public engagement through its mission, work values, and programs. The engaged campus actively develops strong relationships with its community and brings resources to bear on the improvement of life for community members, while advancing scholarship and learning of students. Benchmarks of an engaged campus are: campus-community partnerships, two-way reflection, and sustained impact.

Engaged scholarship

Engaged scholarship is creative intellectual work that relates faculty and/or student learning and research to advancing community or public causes.

Engaged teaching

Engaged teaching refers to course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways. This includes internships, field placements, service learning and other community-based learning experiences, involvement in community-based research or other community-based projects.

Indirect service

Provision of skills and/or work to help an agency perform its functions or to impact upon issues of concern to the agency and the clients/community who it serves. Examples of indirect service include setting up a computer program for agency use, helping with clerical tasks or research for HIV/AIDS for an agency that works in the field of HIV prevention and education.

Internships

A form of personal and professional development and learning that places a student within an organization in order to develop professional skills and understanding while also contributing to the organization's mission.

Leadership

John Gardner defines leadership as "the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." He outlines six key characteristics of leaders:

- They think long-term.
- They grasp the relationship between the units they are heading and larger realities.
- They reach and influence people beyond their official jurisdiction.
- They put heavy emphasis on the intangibles of vision, values, and motivation and understand intuitively the nonrational and unconscious elements in leader-constituent interaction.
- They have the political skill to cope with the conflicting requirements of multiple constituencies.
- They think in terms of renewal, seeking the revisions of process and structure required by ever-changing reality.

Gardner, John W. On Leadership. New York: The Free Press, 1990, pp. 1, 4.

Outreach

Outreach refers to the provision of programs, services, activities, or expertise to those outside the traditional university community. Outreach is one-way, with the university providing contact or a service on a reduced or no-fee basis

Public engagement

Public engagement involves a partnership in which there is mutually beneficial, two-way interaction between the university and a public or NGO organization

Reflection

Reflection is a primary component of service-learning: the process of deriving meaning and knowledge from experience. Effective reflection engages both teachers and students in a thoughtful process that consciously connects learning with experience.

Service-Learning

Service-learning is a course-based, credit-bearing educational experience where students actively participate in an organized service activity that meets a community need while also deepening their understanding of the course content. This is accomplished through reflection on their service activity as a means of gaining a deeper understanding of the learning outcomes, an enhanced sense of civic responsibility, and/or a greater understanding of community life.

Social Change

Social change describes efforts to address the root causes of problems that affect society. As a goal of service-learning, this may be contrasted with "palliative service" that provides help without addressing the root causes of social problems. Marie Troppe and Mark Langseth distinguish six sets of activities that, when taken together, help to foster social change.

- Charitable volunteerism: activities that address immediate needs, but not the conditions from which these needs emerge.

- Community/economic development: activities that identify and increase the human and/or economic assets of a neighborhood or community.
- Formal political activities: activities that mobilize influence on public policy through formal political channels, such as campaign work, voting, or voter registration.
- Confrontational strategies: activities that use confrontation, advocacy, or public disobedience to raise awareness of or change policy on an issue.
- Grass-roots political activity or public policy work: activities that identify allies, build common ground, and implement a strategy for changing public policy.
- Community building: activities that build trusting relationships among individuals and groups around issues of common concern.

Langseth, Mark and Marie Troppe. "So What? Does Service-Learning Really Foster Social Change?," in: Expanding Boundaries. vol.2, Spring 1997, pp. 37-42.

Social Capital

By analogy with notions of physical capital and human capital— tools and training that enhance individual productivity— 'social capital' refers to features of social organization, such as networks, norms, and trust, that facilitate coordination and cooperation for mutual benefit. Social capital enhances the benefits of investment in physical and human capital. Working together is easier in a community blessed with a substantial stock of social capital.

Putnam, Robert. "The Prosperous Community: Social Capital and Public Life," in: The American Prospect, Spring 1993, pp. 35-36.

Volunteerism

Volunteerism refers to engaging in activities of public benefit without remuneration or any legal requirements to do so.

Sources:

Campus Compact

Virginia Service

Florida Campus Compact

The Non Profit Good Practice Guide