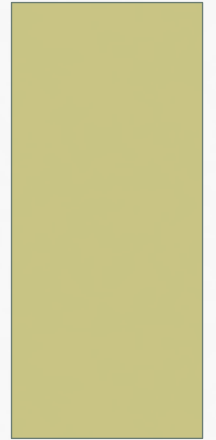# NEW CHALLENGES = NEW OPPORTUNITIES FOR COMMUNITY ENGAGEMENT

MARSHALL WELCH, PH.D.

OVERVIEW

- Congratulations on your Carnegie Classification!
- QUICK review of community engagement
- Pandemic "lull" provides an opportunity for dialogue
- Giving Voice – Two Stories
- Reciprocal Validity
- Examples
- Suggestions for implementation
- Q & A

CONGRATULATIONS!

- Family and Consumer Studies – US Dept. of Health & Human Services Grant for the CARE4U Program

- Nursing – Change Agents for Underserved Service Education Program (CAUSE)

- ISU Start Up Showcase – George & Martha Mean Center for Entrepreneurial Studies in College of Business

- The Autism Place – Department of Psychology

CONGRATULATIONS!

- Stevenson Center for Community & Economic Development partnership with McLean County Criminal Justice Coordinating Council

- Organizational Leadership Institute (OLI) College of Business

- School of Communication - Social Media Analytic Command Center

- Dept. of Language, Literature, and Culture Hispanic Heritage Fair

RECAP – WHAT IS COMMUNITY ENGAGEMENT?

- The Carnegie Foundation for the Advancement of Teaching (2012) defines **community engagement** as…

  "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) *for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity*"

Figure 2.1 Dominant framework of epistemology in higher education.
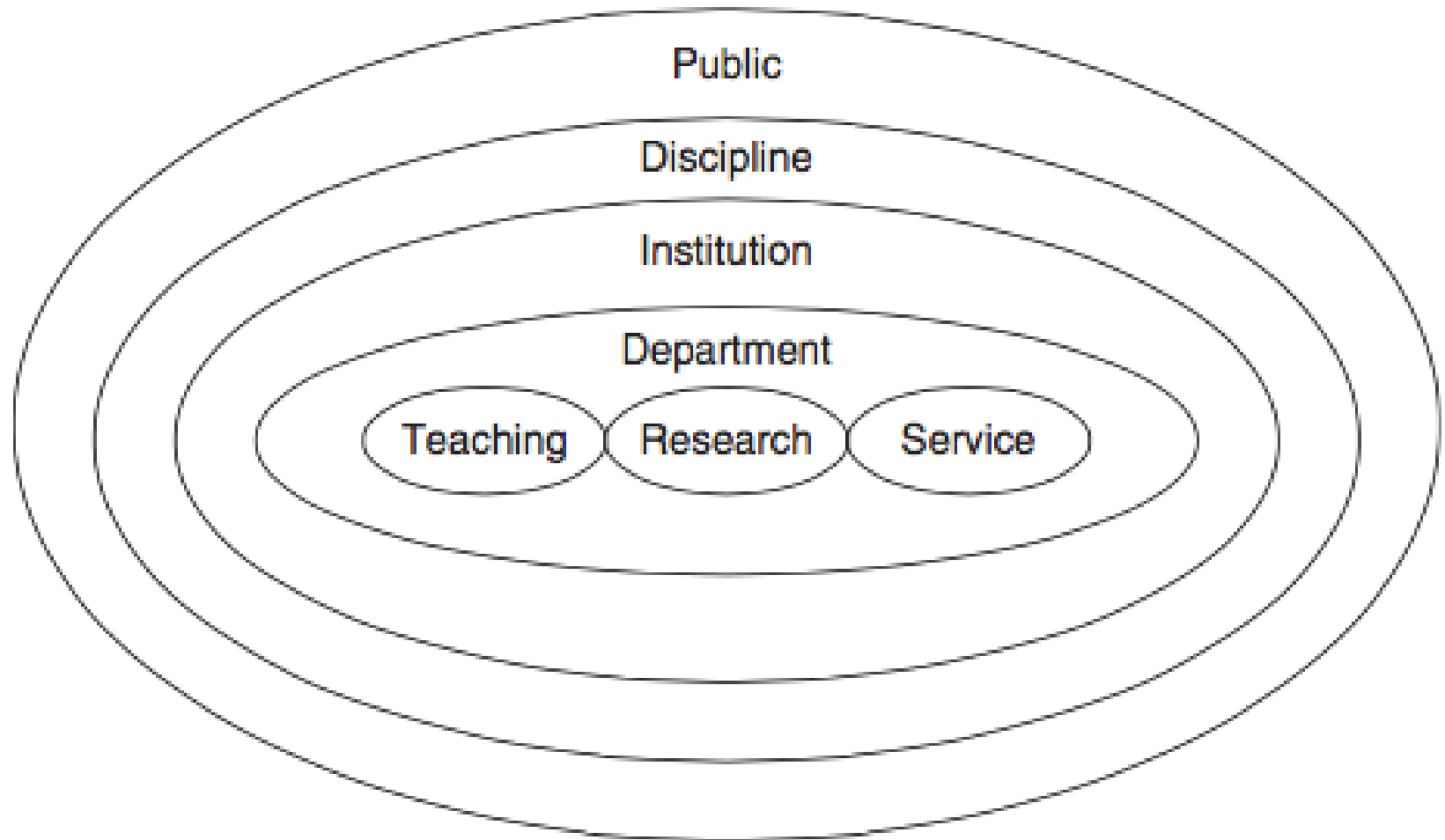
ENGAGED EPISTEMOLOGY

Figure 2.2 Alternative paradigm of engaged epistemology.
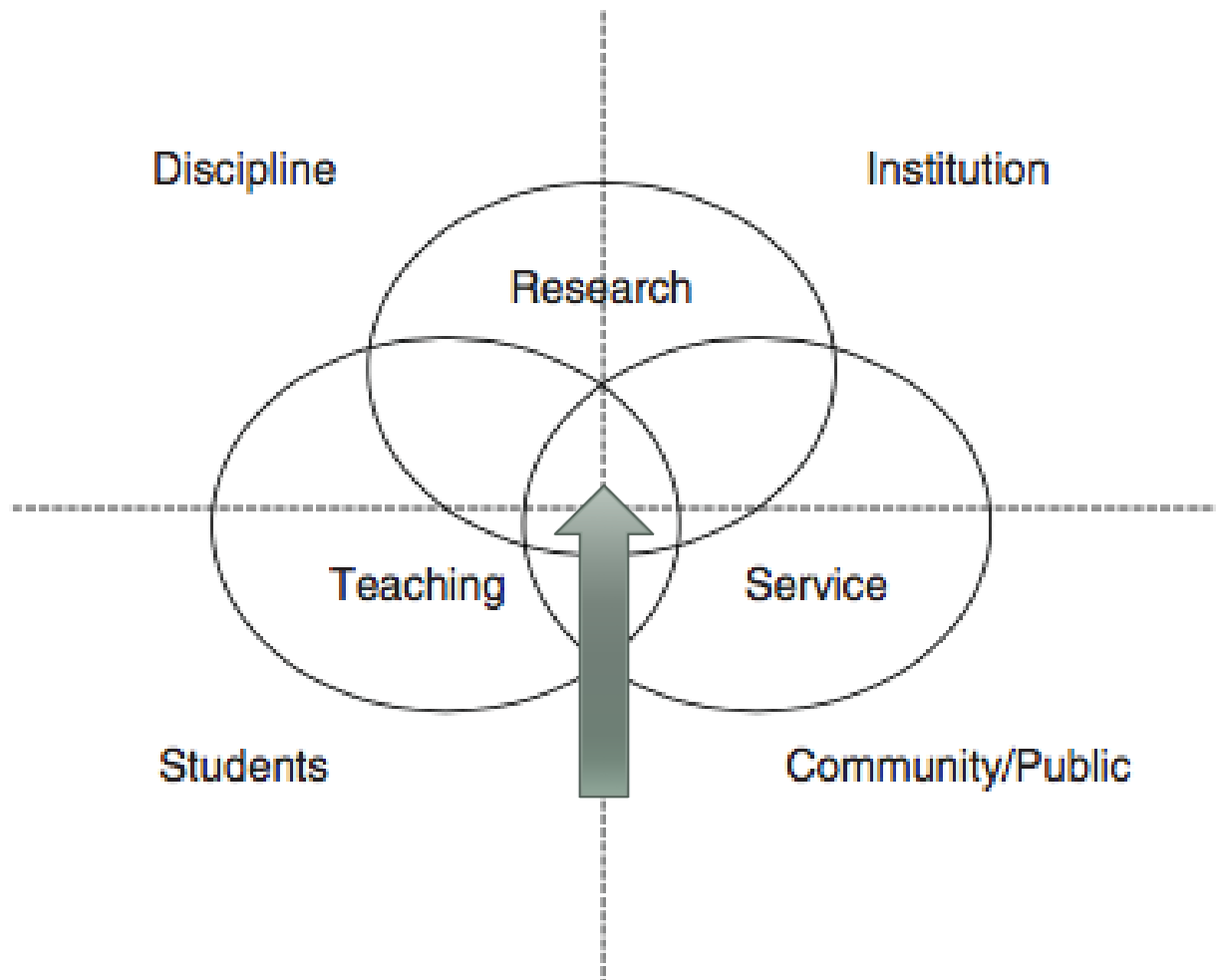
NEW CHALLENGES

- Black Lives Matter
- Me, Too
- LGBTQ
- Election Jitters
- Pandemic

NEW OPPORTUNITIES

- Pandemic "lull" provides an opportunity to engage in dialogue and give voice to the community and marginalized groups.

- View and incorporate community agencies as partners & public scholars

- Incorporate respectful <u>and</u> scholarly dialogue

ONCE UPON A TIME…TWO STORIES

ANOTHER STORY…
THIS ACTUALLY HAPPENED

GIVING VOICE TO PUBLIC SCHOLARS

- Prepositions matter: Working *with* vs. working *for*
- The pandemic "lull" provides an opportunity for dialogue with the community
- Process Framed Theoretically by **Reciprocal Validity** (Welch, Miller, & Davies, 2005)
- Conducted at various levels
  - Institutional
  - College
  - Departmental
  - Individual Faculty Members
- Town Hall Meetings

CLARIFYING WHAT THIS IS AND *ISN'T*

- Example: Catholic school community partner
  - Response to initial conversation = college students help set up tables and chair for a fund raising gala
  - Reframed response to aspiration = analyze students' reading performance scores on standardized tests → led to statistics class "crunching the numbers" → led to graduate level course developing a custom-made reading program

EXPANDING & ENRICHING OUR SCHOLARLY LENS BASED ON THEORETICAL PRINCIPLES

RECIPROCAL VALIDITY
(WELCH, MILLER, & DAVIES, 2005)

- Hybrid approach of triangulation combining theoretical models + an Adelphi approach to form new qualitative methodology to generate new programs and/or research

- Four Theoretical Foundations – Each incorporate the notion of giving voice:
  - Constructivism (Freire, 1998; Lincoln & Guba, 2000)
  - Critical Race Theory (Delgado & Stefancic, 2000; Tate, 1996)
  - Critical Pedagogy (Freire, 1982, 1998)
  - Democratization of Knowledge (Benson & Harkavy, 2004)

CONSTRUCTIVISM

- Constructivist "way of knowing" is the interaction between human actions and perceptions and the surrounding environment.
- Reality is neither static nor immutable; it is dynamic and constantly under construction.
- Constructivism acknowledges the values and perspectives of both the researcher and the research participants that influence the research process
- (Freire, 1998; Lincoln & Guba, 2000; Schwandt, 2000)

CRITICAL RACE THEORY

- CRT emphasizes the validity and necessity of incorporating the voices and stories of research participants as central components of emancipatory research (Delgado & Stefancic, 2000).

- CRT seeks insight into and from various social constructions to work toward social change from an insider's perspective.
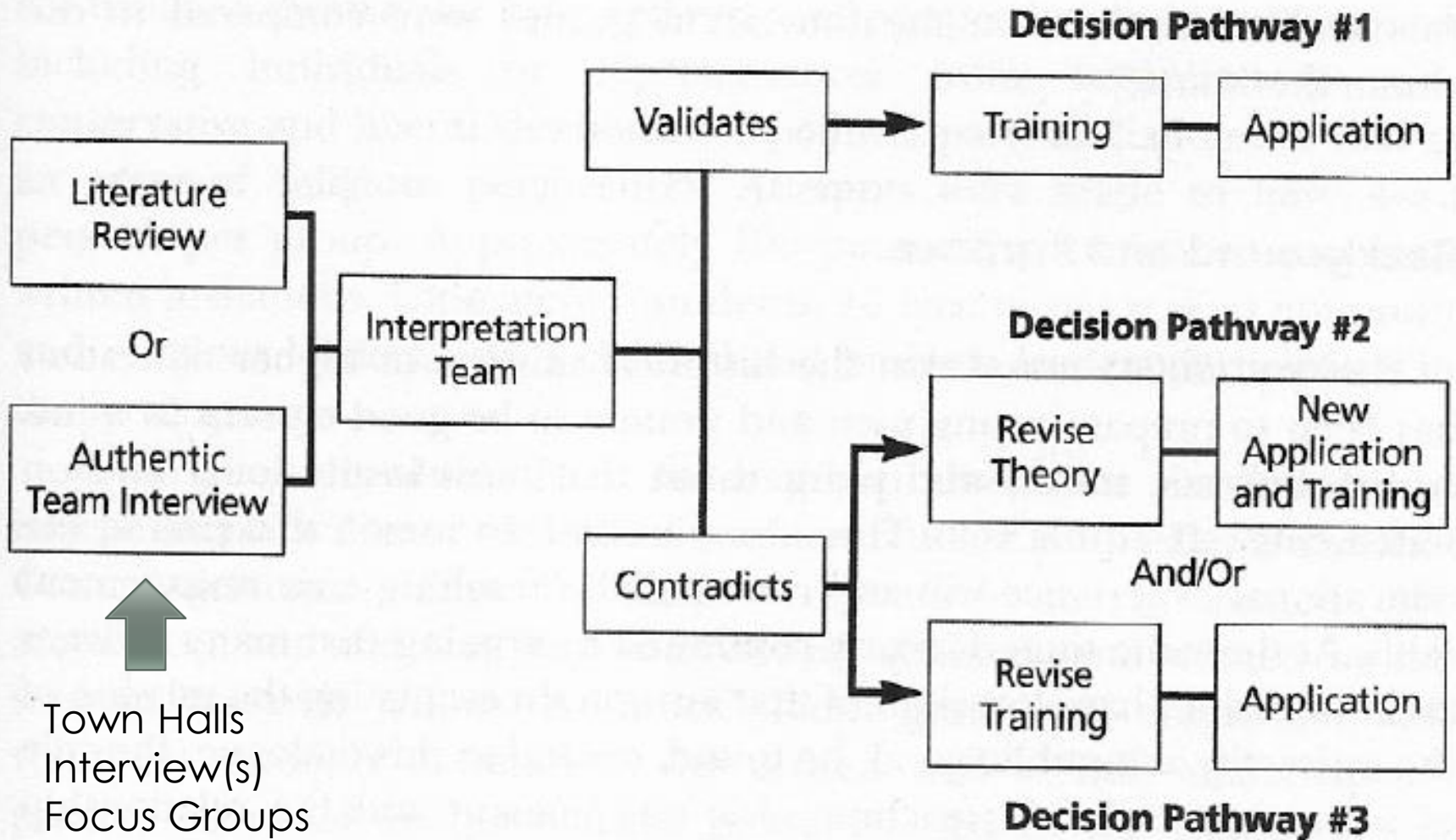
CRITICAL PEDAGOGY

- The inclusion and incorporation of participants' voices to critically look at the world in a way that lends authentic insight and perspective, especially from oppressed, marginalized, or neglected groups that call into question inequitable structures (Freire, 1982).

DEMOCRATIZATION OF KNOWLEDGE

- An attempt to step away from privileged academic elites to also include and take into consideration the multiple perspectives and realities that exist within various communities (Harkavy, 2004).

PRINCIPALS OF VALIDITY

- Based on three types of validity
  - Construct validity (Kerlinger, 1979)
  - Content validity (Kerlinger, 1979)
  - Social validity (Schwartz & Baer, 1991)

  - Differentiates "we" as scholars from "them" as practitioners or clients raising the provocative question if, "we [scholars] are presumed more rational than 'they' [practitioners]" (p. 232)
  - Seeking community expertise and perspective to validate and/or test theoretical assumptions and practice.
  - Collaboration in defining research questions & goals
  - Minimizing "Should-ing" on the community

Decision Pathway #1

Validates → Training — Application

Literature Review

Or

Authentic Team Interview

Interpretation Team

Decision Pathway #2

Contradicts

Revise Theory — New Application and Training

And/Or

Revise Training — Application

Decision Pathway #3

Town Halls
Interview(s)
Focus Groups

An Example – A Truncated List of "Best Practice"

Exhibit 7.1. Skills of Civic Engagement Focus Group and Literature Comparison

Skills in Current Literature	Source	Students	Faculty/ Staff	Business/ Political	Nonprofit/ Religious
1. Communication	Battistoni, 2002; Colby et al., 2003; Morse, 1992; Ramaley, 2000	X	X	X	X
2. Political knowledge	Battistoni, 2002	X	X	X	X
3. Collaboration	Carnegie Corporation and CIRCLE, 2003; Colby et al., 2003;	X		X	X
4. Wholeness and inclusiveness	Peng, 2000; Ramaley, 2000	X		X	X
5. Listening	Peng, 2000	X	X		X
6. Public discussion of problems	Peng, 2000; Rimmerman, 2001	X	X		X
7. Self-understanding	Colby et al., 2003	X	X		X
8. Community/coalition building	Battistoni, 2002			X	X
9. Understanding of relationship between self and community	Colby et al., 2003; Ramaley, 2000			X	X
10. Collective action	Battistoni, 2002	X			X
11. Compromise	Colby et al., 2003	X			X
12. Cultural awareness		X			X
13. Problem solving	Battistoni, 2002; Carnegie Corporation and CIRCLE, 2003; Colby et al., 2003; Coplin, 1997; Peng, 2000	X			X

NATIONAL INVENTORY ON INSTITUTIONAL INFRASTRUCTURE FOR COMMUNITY ENGAGEMENT (NIIICE) – (WELCH & SALTMARSH, 2013)

- Best practice from the literature
- Indicators from the Carnegie Classification application
- Identified 66 indicators of best practice
- 147 respondents "ranked" indicators
- A Delphi questions to identify factors & practice not included in the literature or Carnegie Classification
  - Identified additional five key "markers" from the field
  - → Only 43% of centers had community partner advisory boards or representation on boards*
  - **Kudos to you for establishing your new Community Consulting Board!!!**

GIVING VOICE

- University of Utah → University Neighborhood Partnership (UNP)
- 250 One-on-one interviews
- Town Hall meetings
  - Poster paper + post-it brainstorming off campus
- Results/Outcomes:
  - Physical presence in the community
  - Goals + Aspirations Identified (note asset-based language)
  - Asset Mapping
  - Programs co-developed

METHODS & EXAMPLES

- Meet with community partners and ask them:
    - to identify salient necessary skills for professionals
    - articulate "best practice" or "ideal scenario" in authentic settings
    - share perspectives on trends or events
    - Identify/articulate goals and/or aspirations for programs that could be developed & implemented in collaboration with IHE

UNIVERSITY NEIGHBORHOOD PARTNERSHIP – UNIVERSITY OF UTAH

- 250 interviews + series of Town Hall meetings
- Identified critical priorities to "drive" programming toward collaborative partnerships with departments/scholars/students:
  - Increase the capacity of organizations and others to work effectively in the areas of housing, job training, small business development, health, and environment → A need for greater educational and employment opportunities for youth
  - Develop greater skills and opportunities for resident leaders to be able to address local issues
  - Find ways to overcome mistrust and conflict stemming from differences of income, ethnicity, religion, race, and political affiliation which divide the community and make it difficult to pursue common goals.

JUST A FEW EXAMPLES

- University of Utah
  - Community organizing – Dept. of Political Science
  - Hartland Community Outreach - Immigrant & Refugee Outreach – Occupational Therapy
  - Family Education Support – Eastern European families
  - Family/School Collaboration – C.O.E. + SLC School Dist. + Families

OTHER INSTITUTIONS

- University of Pennsylvania
- San Diego State University
- Drexel University
- Seattle University
- Providence College

- Yamamura, E.K., & Koth, K. (2018). *Place-base community engagement in higher education: A strategy to transform universities and communities*. Sterling, VA: Stylus Publishing

EXISTING I.S.U. PROGRAMS AS GOOD STARTING POINTS – JUST TO LIST A FEW

- ALL the excellent programs I acknowledged earlier

- Women's Studies Gender & Sexuality

- Family and Consumer Studies

- Criminal Justice Studies

- Social Work

- Public Health

- Performing Arts

What are the markers of "best practice" within these fields and to what extent do they align with community goals + perspectives??? (reciprocal validity)

How can these perspectives inform research & practice?

EXISTING & POTENTIAL PARTNERS IN NORMAL, ILLINOIS

- YWCA – Family violence, Racial Justice & Civil Rights, Economic Development, Health & Safety

- Children's Home & Aid

- Community Care Systems

- Local business association

- Food Bank

POTENTIAL INSIGHT

- Victims of abuse and/or systemic racism
- Perspectives of the houseless/hungry
- Elements of quality/effectiveness in criminal justice practice/policy
- Benchmarks of effective parenting
- Research gerrymandering & SES factors
- Asset mapping of resources to:
  - Empower families
  - Bridge the digital divide
  - Support locally owned business (S.L.O.B.)

SUGGESTED STARTING POINTS

- Incorporate Cultural Humility
  - Asset-based language & perspective
    - Goals, aspirations, imagine, envision
  - Avoid pathological phrasing
    - Issues, problems, concerns, needs
- Utilize colleagues from your Diversity Office
- Utilize community leaders to co-facilitate dialogue
- In an "ideal" non-pandemic world meet in the community – otherwise via ZOOM

THANKING & HONORING PARTNERS

- Library Privileges
- Community Advisory Board and/or presence on other committees
- Professional Development Opportunities
    - Higher Ed 101
    - Communications → Using Social Media
    - Development Office → Grant Writing & Fund raising
    - Human Resources → Staff development + Performance reviews
- Networking
- Public Recognition Events
    - Attendance by board members/donors
    - Framed certificates or plaques of partnership

IT IS A PROCESS

- Takes time & phases
- Requires trust
- Reciprocal validity bridges traditional scholarship and community perspective
- Mutuality → real-world application + potential scholarly products = win-win

  - Frostburg State University (Maryland) – Appalachian Center for Ethno-botanical Studies - Ethno-botany: A living science for alleviating human suffering.

- Wildfire management
  - Marks-Bloack, T., & Lake, F.,K., & Curran, L.M. (2019). Effects of understory fire management treatment on California hazelnut – an ecocultural resource of the Karuk & Yurok Indians in the Pacific Northwest. Forest Ecology & Management, v 450.

CLOSING THOUGHTS

- This is not simply "doing good." Unfortunately the term "service" has been so diminished, we see it as doing anything that seems to be sentimentally appropriate. I'm drawing a sharp distinction between what I call the civic functions of the academy, that is, doing what you need to do in order to be a good citizen both on and off the campus, and the academic function of applying knowledge, relating one's discipline and theories to the reality around you. That's quite a different definition of service. ~ Ernest Boyer

QUESTIONS? COMMENTS?