



NUI Galway
OÉ Gaillimh

Civic engagement and active citizenship as core elements in
an institution's mission

ACA 2019

The engaged university. Linking the global and the local

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cki community
knowledge
initiative





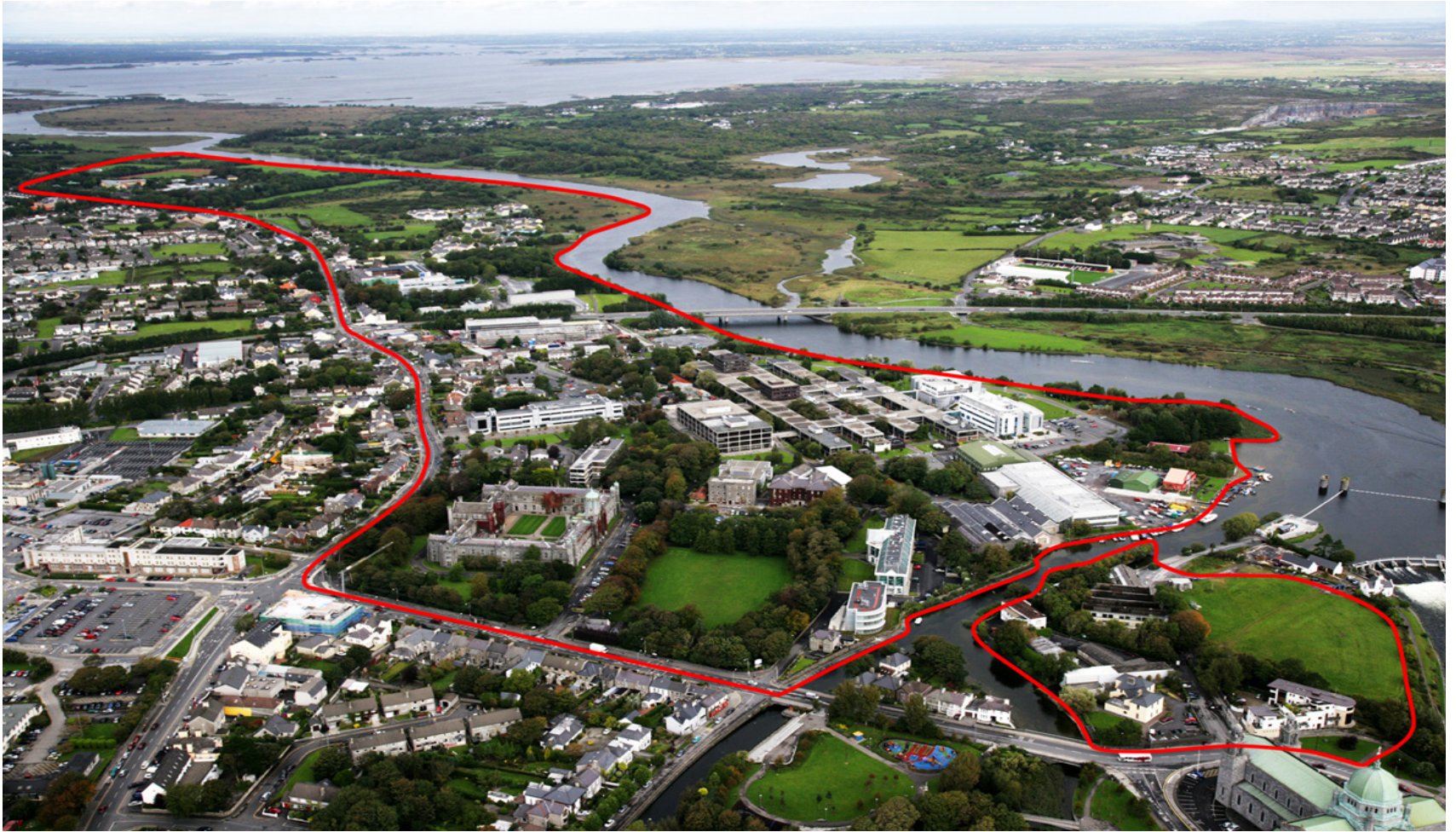
Six themes – from reflective practice & empirical research

1. Rationale
2. Communities of Practice
3. Language
4. Resources
5. Communicate and Celebrate
6. Policy

Culture - History - Context



National University of Ireland, Galway





Teaching



Research



Service



The Community Knowledge Initiative fosters community university partnerships that aim to promote the principles and practices of civic engagement and democracy.

YOUTH ACADEMY



ALIVE



EPIC



PARTNERSHIP



SERVICE LEARNING



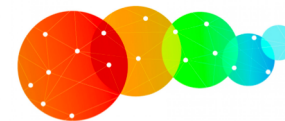
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Universities of Sanctuary



Europe
engage



تواصل
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ENGAGEMENT
COMMUNITY KNOWLEDGE
INITIATIVE SEMINAR SERIES

Come along
to share and
engage!

Enquires to cki@nuigalway.ie

Exploring Some Missions.....

The mission of **Harvard College** is to educate the **citizens and citizen-leaders** for our **society**.....Beginning in the classroom with exposure to new ideas, new ways of understanding, and new ways of knowing, students embark on a journey of intellectual transformation.**intellectual transformation** is deepened and conditions for **social transformation** are created. From this we hope that students will begin to fashion their lives by gaining a sense of what they want to do with **their gifts and talents**, assessing their values and interests, and learning how they can **best serve the world**.

University of Stellenbosch seeks to create and sustain, in commitment to the universitarian ideal of excellent **scholarly and scientific practice**, an environment in which knowledge can be discovered; can be shared; and can be applied to the **benefit of the community**.

The mission of the **University of Maribor** is based on honesty, curiosity, creativity, freedom of spirit, **cooperation and knowledge transfer** in the field of science, art and education. **Concerned with mankind and sustainable development**, the University of Maribor expands knowledge, raises awareness, and promotes humanistic values as well as the culture of dialogue, **quality of life and global justice**.

The **University of Ljubljana** cooperates with organizations from economy and service in public and private sector, with state organizations, **local communities, and civil society**. With this **cooperation** accelerates the use of own research and educational achievements and **contributes to the social development**. With **active responses** to events in the environment represents the **critical conscience of the society**.



DNA – Foundations and Mission

“Foundation and missions akin to DNA with an indelible imprint forever on the evolution of institutions. But perhaps in the latter half of the 20th Century there is evidence to suggest that the purpose of universities had shifted to more of an economic rather than a civic engagement foci with the ‘global marketplace’, ‘knowledge economy’ ‘world class research’, ‘measurement and performance’ and ‘high quality researcher’ gaining predominant attention (Gonzalez-Perez, Maclaren & McIlrath, 2007).





1. Rationale

- Why do engagement?
- Have a clear and relevant rationale
- Rationale that resonates contextually, historically and culturally.

Rationale for Civic Engagement at NUI Galway

strategic commitment to the region
maturing opportunity for students and a belief in
experiential learning
concern about drift from public to private domain
an opportunity for niche marketing
gives an entrepreneurial edge

Source: Boland, J (2005) Interviews with key actors in NUI Galway and document analysis



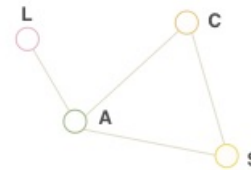


2. Communities of Practice

- diverse people from different sectors or places;
- 'stretch across divisional boundaries' (Wenger and Snyder, 2000);
- they 'generate knowledge' and 'they renew themselves' through their engagement with knowledge (Wenger and Snyder, 2000);
- exist to develop a mutual enterprise with a joint mission in order to achieve something on an ongoing basis and are in concert with each other;
- strong sense of identity among the members exists;
- democratic principles underpin the process, there are no experts in the process;
- the practice of 'brokering' is essential to allow for 'new connections', 'enable coordination' and 'open new possibilities for learning' (Wenger, 1999, p109);
- share a common language laced with special terms and language shortcuts for the practice.



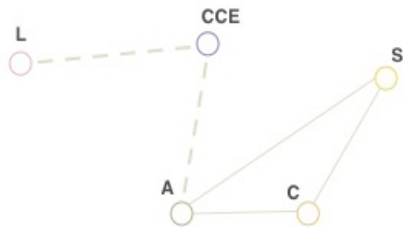
Old University of Croatia



Keys for Alidades

- L = Leader
- A = Academic
- S = Student
- C = Community
- CCE = Centre for Civic Engagement

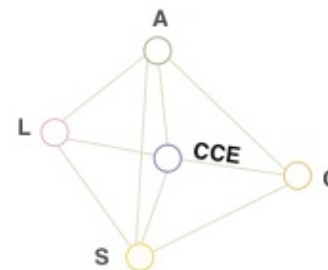
Modern University of Flanders



Keys for Alidades

- L = Leader
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New University of England



Keys for Alidades

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2. Communities of Practice

- Not necessarily top-down and bottom up but all encompassing;
- It allows for the identification of many leaders and champions;
- It becomes a movement that is owned by many;
- Essential nature of leadership.





3. Language

- Engaged University/Institution (Watson et al, 2011)
- Civic Professionalism (Sullivan, 1998)
- Engagement (ACU, 2002)
- Engaged Scholarship (Boyer, 1996) – USA
- Public engagement (NCCPE, 2010) - UK
- Civic Engagement (Campus Engage 2010) – Ireland
- Academic citizens (MacFarlane, 2007)
- Community engagement (Carnegie Foundation 2013)
- Third Mission (Inman and Schultz, 2012)





3. Language

1. Avoid Definitional Anarchy/Terminological Anarchy (Sandmann, 2008)
2. Create your own language that matters and resonates contextually, historically and culturally.
 - društveno korisno učenje in Croatia
 - Community Based Teaching and Learning in Ireland
3. Define it in such a way that there can be ownership.
4. Develop a community of practice around language development such as university open forums for consultation and community partnership.



4. Resources – Philanthropy, Statutory, EU, International and Institutional



Erasmus+



The Talloires
Network



European Commission
TEMPUS

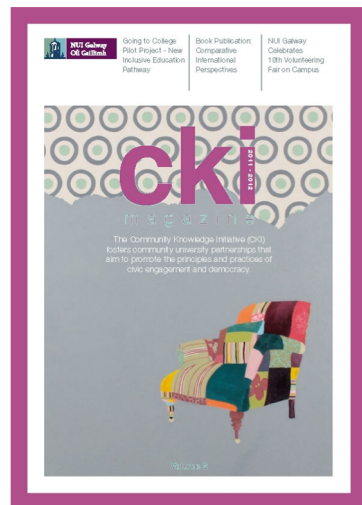
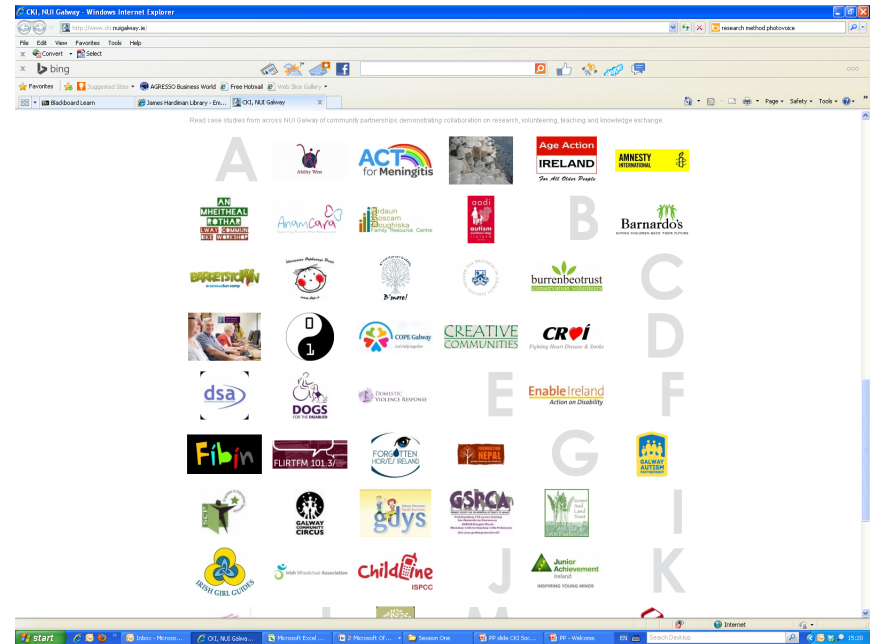


4. Resources

- This is core business therefore we should invest in engagement in the same way as any other distinctive pillar of higher education;
- Develop a gateway – University as a maze to the outside
- Campus Cartographers – brokers or boundary crossers who can move into and out, create maps and new points of intersection;
- Seed funding – a little can go a long way in terms of developments.



5. Communicate and Celebrate





6. Policy

Legislation

- Universities Act 1997 - promote the cultural and social life of society', 'foster a capacity for critical thinking amongst its students', and 'contribute to the realisation of national economic and social development' (1997)

Formal Policy

- National Strategy for Higher Education to 2030 (2011) - 'engaging with the wider society' is 'one of the three interconnected core roles of higher education' (Department of Education and Science, 2011, p75).
- EU Higher Education policy

Informal Policy

- Campus Engage Charter for Civic Engagement (2014) – ten point commitment charter
- Local NUI Galway Policy (On-going)





New Era for Civic Engagement in Ireland National Review of Higher Education 2030 (2011)

Endorses the civic mission of higher education and that ‘engaging with the wider society’ is ‘one of the three interconnected core roles of higher education;

Defines ‘engagement with business and industry, with the civic life of the community, with public policy and practice, with artistic, cultural and sporting life and with other educational providers in the community and regions and it includes an increasing emphasis on international engagement’;

Implementation of engagement with the wider society include strong leadership at institutional level, resource allocation, inclusion in promotion criteria and inclusion in the metrics evaluating impact at the institutional, regional and national levels.





CAMPUS ENGAGE CHARTER FOR CIVIC AND COMMUNITY ENGAGEMENT

ONE
We, the Irish Higher Education Institutions, wish to acknowledge and celebrate the achievements of our higher education institutions over the years, pursuing engagement with local communities, and society at large, for the common good;

TWO
We will continue to promote civic and community engagement through the mission and strategy of our institutions wherever possible;

THREE
We will promote civic and community engagement through a variety of community-based learning, community-based research, public scholarship and volunteering activities and seek to align these with the overall teaching, research and outreach missions of our institutions;

FOUR
We will continue to build a campus community imbued with a civic culture through our use of space, cultural activities, commitment to diversity, co-operation with partners, student civic engagement and all relevant operational practices;

FIVE
We will pursue, through a variety of means, our aspiration to open our campuses to local communities, and our social, arts, cultural, academic and sports activities will, where possible, promote local community engagement and partnership;

SIX
We will contribute to the widening participation and lifelong learning agendas by promoting civic and community engagement, combating disadvantage and furthering the social inclusion mission of higher education;

SEVEN
We will partner with relevant stakeholders and agencies to promote our institutions as hubs of engagement activity in order to actively address the local and regional development, regeneration and research agendas;

EIGHT
Our campus and all our activities will be informed by the sustainability agenda in recognition that a 'green campus' contributes to community well-being and economic development;

NINE
We will continue to promote the engagement of our institutions with the wider society through two-way knowledge exchanges, and actively communicate the social relevance and impact of our research and teaching activities as broadly as possible;

TEN
We will continue to advocate for appropriate resources, both financial and human, to achieve high impact civic and community engagement activities to maintain and build on what we have achieved to date.



CampusEngage

Network for the Promotion
of Civic Engagement
in Irish Higher Education



Final Messages

- **leadership commitment** – this can make policy development, enactment, resource allocation akin pushing an open door;
- community need to access via an engaged unit or **central gateway** to counteract the ‘maze’;
- university as less hierarchical and **democratise knowledge** and its relationships, the days of the old ivory tower are over. Wenger’s (1998) community of practice approach is central to this as all kinds of people with different knowledge can come together to learn, share, and make social change.
- The nature and flavour of a university’s engagement varies hugely, ensure that our own **flavour resonates with our institutional and societal context, history and culture**, the past and history matters, and engagement affords universities with an opportunity to articulate their distinctiveness.

