

# Community Engagement to Foster Welcome and Belonging

*Inclusive Excellence Conference | 16 May 2018*



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WHERE UNDERSTANDING BECOMES RESPONSIBILITY

# Introductions

- **Connie Snyder Mick**, Academic Director, Center for Social Concerns
- **Shelly Zabukovic**, Community-Based Learning Coordinator, Logan Center
- **Humberto Delgado**, Assistant Executive Director, La Casa de Amistad

# Inclusive Texts, Inclusive Speakers

To create a welcoming, inclusive classroom, what factors are *fixed*?

- Student demographics
- Teacher's positionality
- Campus/community context

What factors can you *change*?

- Academic texts (move beyond the canon)
- Human voices (community partners/guests and deeper register of our own voice)

Today:

- *Texts*: Saltmarch et al., Martin Luther King, Jr., Bryan Stevenson, Dorothy Day, Toni Morrison
- *Voices*: Connie Mick (economic/gender diversity), Shelly Zabukovic (physical/mental ability), Humberto Delgado (racial/ethnic diversity), and all of you!

# Key Considerations

1. Saltmarch et al., argue that diversity and inclusion efforts are advanced through community engagement.
  - *Does community engagement without attention to diversity advance injustice and exclusion?*
2. For 175 years, the mission of the University of Notre Dame has sought to integrate hearts and minds to be a force for good in the world, and for 30 years the mission of the Center for Social Concerns has sought to advance social justice through community engaged research, teaching, and learning.
  - *Is seeking sufficient?*
3. Structures like the Community-Based Learning Coordinator (CBLC) program help faculty members partner with diverse experts in the community.
  - *How can collaborating with community partners as co-teachers increase inclusivity?*

# Creating the “Beloved Community”

“Desegregation is only a partial, though necessary, step toward the ultimate goal which we seek to realize. Desegregation will break down legal barriers, and bring men together physically. But something must happen so as to touch the **hearts and souls** of men that they will come together, not because the law says it, but because it is natural and right. In other words, our ultimate goal is integration which is genuine intergroup and interpersonal living. Only through nonviolence can this goal be attained, for the aftermath of nonviolence is reconciliation and the creation of **the beloved community.**”

– Dr. Martin Luther King, Jr., 1958

# The Opposite of Belonging

“We have all known the long loneliness, and we have found that the answer is community.”

--Dorothy Day

# Center for Social Concerns Mission

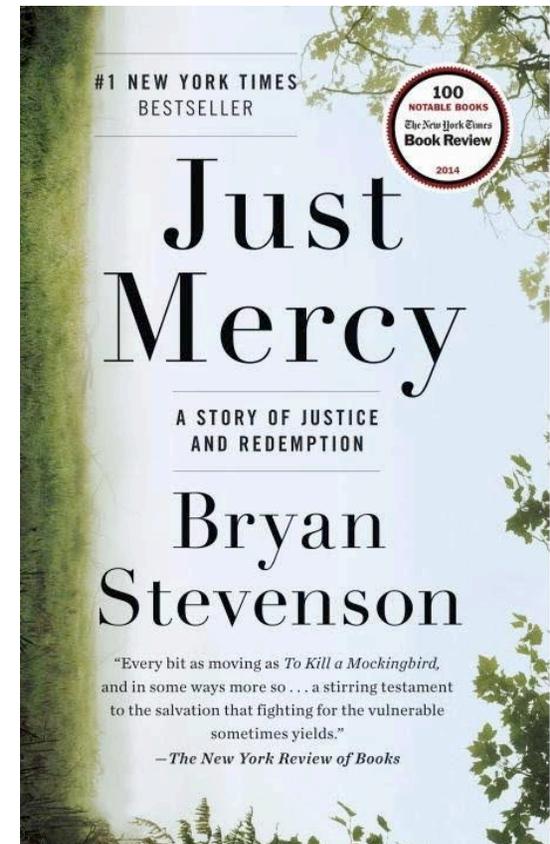
To advance the common good  
through community-engaged  
teaching and research grounded  
in the Catholic social tradition

# Catholic Social Thought Principles

1. Common Good
2. Dignity of the Human Person
3. Correlation of Rights and Responsibilities
- 4. Preferential Option for the Poor and Vulnerable**
5. Dignity of Work
6. Solidarity
7. Stewardship and Care for Creation

*Just Mercy: A Story of Justice and Redemption,*  
Bryan Stevenson

“My work with the poor and the incarcerated has persuaded me that the opposite of poverty is not wealth; **the opposite of poverty is justice**” (18).





“Love is or it ain't. Thin love ain't love  
at all.”

— **Toni Morrison, *Beloved***

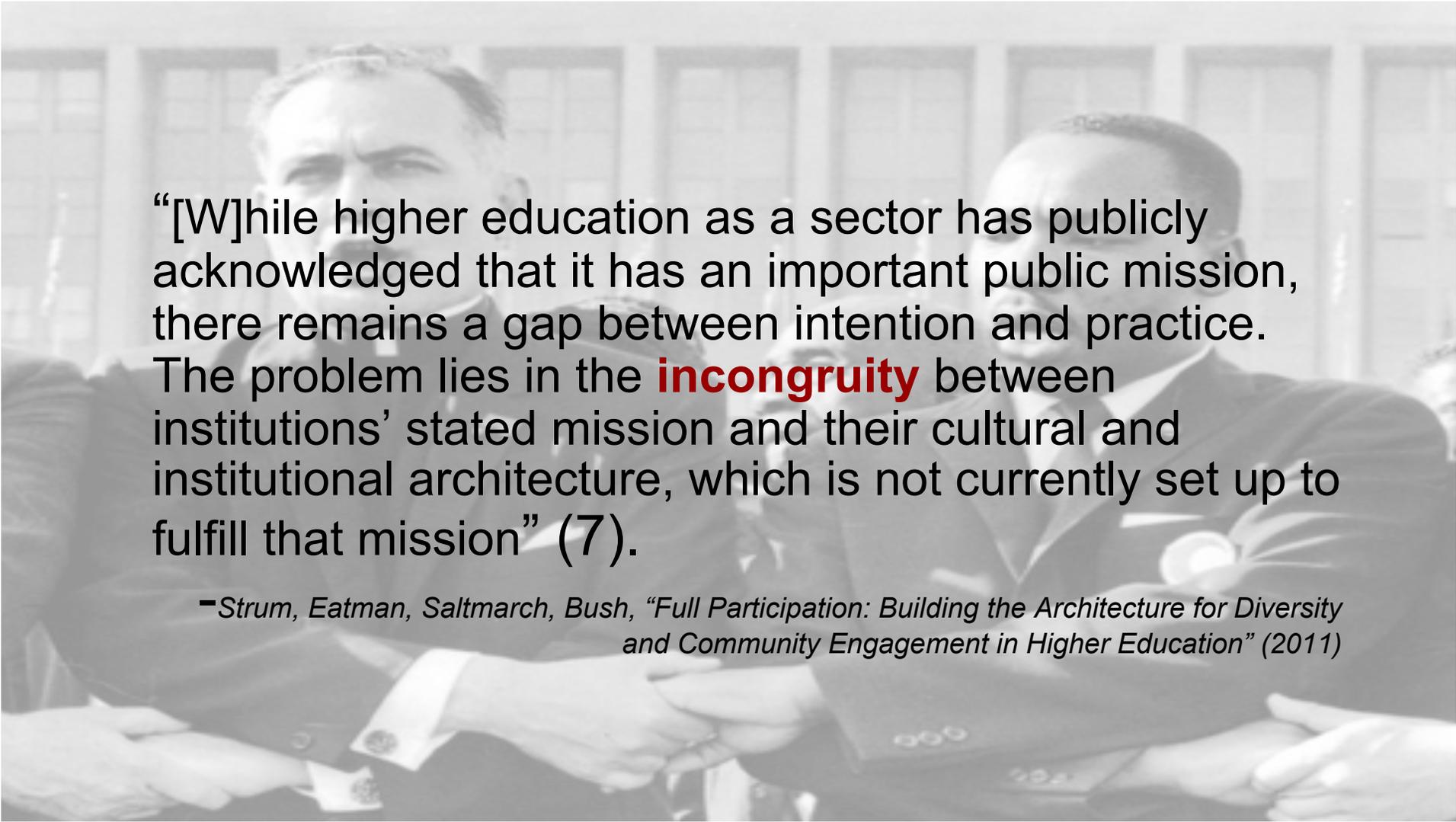
## Provost Tom Burish

“Simply learning about something intellectually or simply doing service is not enough. We want to combine the two in a thoughtful way so we produce people who are committed to **contributing responsibly**, in a civic way, for the rest of their lives.”

# University Mission Statement

“The University seeks to cultivate in its students not only an appreciation for the great achievements of human beings, but also a **disciplined sensibility** to the poverty, injustice, and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as **learning becomes service to justice.**”

*Photo: Rev. Martin Luther King, Jr., and Fr. Ted Hesburgh, President of Notre Dame (35 years) and Chairman of the Civil Rights Committee*



“[W]hile higher education as a sector has publicly acknowledged that it has an important public mission, there remains a gap between intention and practice. The problem lies in the **incongruity** between institutions’ stated mission and their cultural and institutional architecture, which is not currently set up to fulfill that mission” (7).

—Strum, Eatman, Saltmarch, Bush, *“Full Participation: Building the Architecture for Diversity and Community Engagement in Higher Education”* (2011)

# Architecture for “Full Participation” at Notre Dame

## Advances

- Creation of Director for Academic Diversity and Inclusion, Office of the Provost
- This conference itself provides temporary architecture for transformation toward full participation
- Community Engagement Coordinating Council (CECC)
- The Center for Social Concerns provides permanent architecture for the mindset and practices of full participation
  - ISSLP and SSLP provide stipends for summer internships; Social Concerns Seminars subsidize short-term immersions; McNeill Scholars program develops leadership for change
  - Community-Based Learning Coordinator (CBLC) program employs 7 key partners
  - Community Impact Grants fund engaged teaching and research

## Challenges

- Faculty hiring and retention
- Student admissions and retention
- Value of engaged scholarship at tenure and promotion
- Engaged Learning core course proposal rejected
- Impact of Center for Social Concerns
- Acceptance of status quo community engagement rather than transformative engagement

# Designing for Justice: A Continuum



# Full Participation: Diversity & Engagement

## High-Impact Practices (HIPs)

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- **Diversity/Global Learning**
- ePortfolios
- **Service Learning, Community-Based Learning**
- Internships
- Capstone Courses and Projects

“Research indicates that the academic success of systemically and traditionally underserved students is enhanced by increased opportunities to participate in **high-impact teaching and learning practices**--practices that involve greater engagement in learning. One of these practices is community-based teaching and learning (often referred to as service-learning or community engagement tied to the curriculum) (Kuh, 2008). Research also suggests that the academic success of underserved students is enhanced by increased opportunities to identify with **faculty and staff** who represent ethnic, racial, gender, and cultural diversity (Hurtado, 2001, 2007; Milem et al., 2005)” (11).

*-Strum, Eatman, Saltmarch, Bush, “Full Participation: Building the Architecture for Diversity and Community Engagement in Higher Education” (2011)*



CENTER FOR  
**SOCIAL**  
CONCERNS



“We ... need to look to the local, which keeps our feet on the ground.”

--Pope Francis, *Evangelii Gaudium*

# Engagement: Getting Close

“Love casts out fear, but we have to get over the fear in order to get close enough to love them.”

--Dorothy Day

# South Bend: Assets & Issues

- ❖ **Population:** 101,000 people in South Bend
- ❖ **Mayor:** Pete Buttigieg, elected at 28 years old
- ❖ **Demographics:** 60% white, 27% black, 1.3% Asian, 0.5% American Indian, 13% Hispanic
- ❖ **Assets:** High-density of nonprofits in St. Joseph County
- ❖ **Issues:** Poverty Rate 27.8% South Bend / 14.5% IN / 13.5% U.S.; tent city downtown South Bend 2016



7:07

+ Queue

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Transcript



## A Company Town Reinvents Itself In South Bend, Ind.

June 28, 2012 · 12:23 PM ET  
Heard on All Things Considered

SONARI GLINTON



1 OF 9

Peter Hoffman for NPR

There are two truths about South Bend, Ind. No. 1: You can't escape the influence of the University of Notre Dame. No. 2: You can't escape the ghost of Studebaker.

South Bend may be best known as the home of the Fighting Irish, but it was once the home of Studebaker automobiles. When Studebaker closed in 1963, it left a gaping

# Welcoming and Belonging in Community

**Shelly Zabukovic, Logan Center**

**Humberto Delgado, La Casa de Amistad**

# Key Considerations

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“Something that is loved is never lost.”

— **Toni Morrison, *Beloved***

## Community Engagement for What?

For social change.

For a more peaceful world.

For a well that overflows  
with justice.

# Martin Luther King, Jr.

“The end is reconciliation; the end is redemption; the end is the creation of the **beloved community.**”

– Dr. Martin Luther King, Jr., December 3, 1956



THANK YOU!