

Full Participation and Campus Change

Inclusive Excellence: Becoming Beloved Community

University of Notre Dame

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Self-Interest

“I know that you all take diversity seriously, but if you are going to take diversity seriously, then you need to take community engagement seriously.”

Provost to Council of Deans

“I go right to self interest – their interest is in attracting the best faculty to their colleges and departments. Increasingly those faculty are more diverse in every way, and they are trained in and want to pursue new forms of scholarship, like community engaged scholarship”

Academic Plan 2011 UNC-CH

1. **Faculty engagement with the public** outside the traditional scholarly community should be valued and evaluated during the tenure and promotion process. Faculty “engagement” refers to scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside UNC-CH.
2. New forms of **scholarly work and communication made possible primarily by digital technology** should be included in evaluations of scholarship.
3. **Work across disciplinary lines** should be supported. Expectations of all involved parties should be articulated at the outset, and referred to as tenure and promotion decisions are made.



Catalyst Paper

Full Participation:
***Building the Architecture for Diversity and
Public Engagement in Higher Education***

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The **full participation** of women in academic STEM careers is also important given the pivotal role that faculty members and administrative leadership have as intellectual, professional, personal, and organizational role models that shape the expectations of many prospective scientists and engineers.

Persistent underrepresentation of women faculty, especially in leadership positions, may affect all students' critically important relationships with mentors, participation as members of research and education teams, and self-identification as potential researchers.

Full Participation

Full participation is a way of expressing the connections between what is on many of our campuses essential but often disconnected institutional priorities. Full participation is about integrating the priorities of

- Diversity, inclusion, and equity
- Public engagement, and the
- Success of underserved students

said somewhat differently, it is about understanding and fostering the connections between

- collaborative ways of generating knowledge (epistemology and methodology)
- active and collaborative teaching and learning (pedagogy)
- and student success (retention, persistence, graduation)

Full Participation (goals)

- Increasing student access and success, particularly for historically underrepresented students (students of color, first-generation, and low-income students)
- Diversifying higher education faculties, often with separate projects for hiring, retention, and climate
- Promoting community, civic, or public engagement for students
- Increasing support for faculty's publicly engaged scholarship

Full Participation (integrated faculty roles)

A growing body of research has demonstrated that women and faculty of color are

- more likely to engage in both interdisciplinary and community-service-related behaviors,
- including community engaged and inclusive pedagogical practice in teaching and learning and
- building research agendas related to public problem-solving in local communities.

They are also more likely to cite such experiences as critical to their purpose in the academy (Baez, 2000; Antonio, Astin, & Cress, 2000; Antonio, 2002; Vogelgesang, Denson, & Jayakumar, 2010; Rhoads et al., 2008; Hale, 2008; Ibarra, 2001).

Full Participation (teaching and learning)

Research indicates that the academic success of systematically 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).

Full Participation (academic culture)

Research indicates that faculty roles and rewards—criteria for research, scholarship, and creative activity—either (1) reward community engagement as service (counting little in promotion and tenure) or (2) do not specifically reward community engagement as either teaching, research and creative activity, or service. Institutional policies often create disincentives for faculty to undertake community engagement through their faculty roles.

Although full participation articulates goals in affirmative terms, its pursuit evokes an **inquiry about who is—and is not—included in the prevailing definitions and practices of the academy.**

Because full participation is constrained by “cultural dynamics that reproduce patterns of under-participation and exclusion,” **it cannot be achieved “without examining...multi-level decisions, cultural norms, and underlying structures.”**

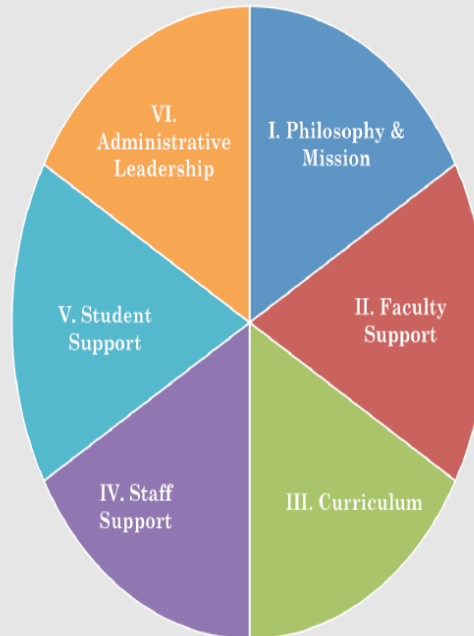


New England Resource Center for Higher Education

A RESOURCE CENTER AT THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT, UNIVERSITY OF MASSACHUSETTS BOSTON

NERCHE is committed to collaborative change processes in higher education to address social justice in a diverse democracy.

NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education



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I: PHILOSOPHY AND MISSION OF DIVERSITY, EQUITY, AND INCLUSION

COMPONENTS	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming
ALIGNMENT WITH CAMPUS RENEWAL AND TRANSFORMATION EFFORTS	Diversity, inclusion and equity stands alone and are not tied to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of teaching, writing excellence emphasis, etc.)	Diversity, inclusion and equity are tied loosely or informally to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of teaching, writing excellence emphasis, etc.).	Diversity, inclusion and equity are tied formally and purposefully to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of teaching, writing excellence).
ACCREDITATION	The campus does not include diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.	The campus sometimes includes diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.	The campus always includes diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.
HISTORICAL CONTEXT	Diversity, inclusion and equity and their relationship to the geographic or cultural history of the community are not acknowledged nor widely understood.	Diversity, inclusion and equity and their complex relationship to place are acknowledged but not widely understood, nor used to build an inclusive campus.	Diversity, inclusion and equity and their complex relationship to place are fully acknowledged, widely understood, and used to build an inclusive present and future.

Full Participation (implications)

- Attends to the scholarship as well as the scholar
- Connect epistemology, methodology, and pedagogy to identity
- Makes linkages between the intellectual and ethical dimensions of epistemology, raising questions of “epistemic injustice” (and how to create systems of epistemic justice)
- Examines systems that create “inequality regimes” in the academy

Higher Education Research Institute (HERI) at UCLA
Faculty Survey (every 3 years)

Community service questions were asked for the first time in 2004-2005.

2013-14, based on the responses of 16,112 full-time undergraduate teaching faculty at 269 four-year colleges or universities.

During the past two year, have you collaborated with the local community in teaching/research?

Higher Education Research Institute, UCLA, Faculty Survey.
 Changes in Faculty Reports of "During the past two years, have you collaborated with the local community in teaching/research?"

		2004-2005	2013-2014*	+ Change in response
All Baccalaureate Institutions		42.4%	48.8%	6.5
Institutional Control	Public	44.0	50.4	6.4
	Private	38.3	46.4	8.1
Academic Rank	Professor	40.4	45.0	4.6
	Associate Professor	46.9	52.5	5.6
	Assistant Professor	45.5	51.1	5.6
	Lecturer	35.9	45.0	9.1
	Instructor	35.6	46.0	10.4
Tenure Status	Tenured	43.2	48.2	5.0
	On tenure track, but not tenured	46.8	51.1	4.3
	Not on tenure track, but institution has tenure system	38.6	47.9	9.3
	Institution has no tenure system	34.4	48.1	13.7
Sex	Male	41.1	46.3	5.2
	Female	44.1	52.4	8.3
Race/Ethnicity	American Indian	53.4	86.8	33.4
	Asian	40.9	46.8	5.9
	Black	40.4	42.4	2.0
	Hispanic	38.1	55.2	17.1
	White	42.3	48.4	6.1
	Other	47.4	53.4	6.0
	Two or more race/ethnicity	44.7	57.1	12.4

*Based on responses from 16,112 full-time undergraduate teaching faculty at 269 four-year colleges and universities.

Institutions

		Percentage, 2004-2005	Percentage, 2013-2014*	+ Percentage Change in Response
All Baccalaureate Institutions		42.4%	48.8%	6.5%
Institutional Control	Public	44.0%	50.4%	6.4%
	Private	38.3%	46.4%	8.1%

Faculty Rank and Tenure Status

Academic Rank	Professor	40.4%	45.0%	4.6%
	Associate Professor	46.9%	52.5%	5.6%
	Assistant Professor	45.5%	51.1%	5.6%
	Lecturer	35.9%	45.0%	9.1%
	Instructor	35.6%	46.0%	10.4%
Tenure Status	Tenured	43.2%	48.2%	5.0%
	On tenure track, but not tenured	46.8%	51.1%	4.3%
	Not on tenure track, but institution has tenure system	38.6%	47.9%	9.3%
	Institution has no tenure system	34.4%	48.1%	13.7%

Sex, Race, and Ethnicity

Sex	Male	41.1%	46.3%	5.2%
	Female	44.1%	52.4%	8.3%
Race/Ethnicity	American Indian	53.4%	86.8%	33.4%
	Asian	40.9%	46.8%	5.9%
	Black	40.4%	42.4%	2.0%
	Hispanic	38.1%	55.2%	17.1%
	White	42.3%	48.4%	6.1%
	Other	47.4%	53.4%	6.0%
	Two or more race/ethnicity	44.7%	57.1%	12.4%

Full Participation (implications)

“As I’m sure you are aware, there have been recent reports issued by professional, academic organizations such as MLA and AHA, which call for senior faculty and administrators to update their institutional evaluations of digital/online publications, public scholarship, and written work generated by faculty’s civic engagement. I seriously doubt—based on the unofficial [departmental personnel committee] report I have seen—that these recent recommendations were considered, and thus my work in these three categories was not given adequate consideration under ‘research, professional and creative activity’.”

Memo to Dean, tenure-track woman of color

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