



HIGHER EDUCATION EXCHANGE



2014

Editors	David W. Brown
	Deborah Witte
Copy Editor	Joey Easton
Art Director/Production	Long's Graphic Design, Inc.
Cover Design, Illustrations, and Formatting	Long's Graphic Design, Inc.

The Kettering Foundation is a nonprofit operating foundation, chartered in 1927, that does not make grants but welcomes partnerships with other institutions (or groups of institutions) and individuals who are actively working on problems of communities, governing, politics, and education. The interpretations and conclusions contained in the *Higher Education Exchange*, unless expressly stated to the contrary, represent the views of the author or authors and not necessarily those of the foundation, its trustees, or officers.

Copyright © 2014 by the Kettering Foundation

The *Higher Education Exchange* is founded on a thought articulated by Thomas Jefferson in 1820:

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

In the tradition of Jefferson, the *Higher Education Exchange* agrees that a central goal of higher education is to help make democracy possible by preparing citizens for public life. The *Higher Education Exchange* is part of a movement to strengthen higher education's democratic mission and foster a more democratic culture throughout American society. Working in this tradition, the *Higher Education Exchange* publishes case studies, analyses, news, and ideas about efforts within higher education to develop more democratic societies.

CONTENTS

Deborah Witte	Foreword	1
Claire Snyder-Hall	Faculty Happiness and Civic Agency	4
David W. Brown	Blind Spots in Academe	14
Theodore R. Alter Jeffrey C. Bridger Paloma Z. Frumento	Faculty, Citizens, and Expertise in Democracy	22
Adam Weinberg	A Vision for the Liberal Arts: An Interview with Adam Weinberg	31
Lorlene Hoyt	University Civic Engagement: A Global Perspective	42
Richard M. Battistoni	Beyond Service and Service Learning: Educating for Democracy in College	53
Romand Coles and Blase Scarnati	Beyond Enclosure: Pedagogy for a Democratic Commonwealth	65
Marietjie Oelofsen	<i>We Are the Ones We Have Been Waiting For: The Promise Of Civic Renewal In America</i> By Peter Levine	80
David Mathews	Who Are the Citizens We Serve? A View from the Wetlands of Democracy	85

A VISION FOR THE LIBERAL ARTS

An Interview with Adam Weinberg

David Brown, coeditor of the Higher Education Exchange, spoke with Adam Weinberg, recently installed president of Denison University. Brown was interested in learning more about the implications of Weinberg's vision for the liberal arts at Denison, and in America's public life.

Brown: You would use “a residential campus as a design studio for students to practice liberal arts skills.” Aren't most traditional liberal arts colleges these days seriously challenged by and preoccupied with other priorities?

Weinberg: We can't cede this ground. If the residential part of what we do is not central to the educational process, then it is hard to justify the expense. In challenging times, organizations need to be keenly aware of their assets, and they need to leverage them fully. In my view, one of the strengths of traditional liberal arts colleges is the residential experience and the ways it enhances the breadth and depth of the learning.

In my view, the residential part is central to the learning process and needs to be treated as a co-curriculum. A college campus should be a design studio that gives students space to practice their liberal arts skills, thereby deepening mastery in the same way a musician or athlete deepens their craft by practicing their skills. For example, in the classroom, students are acquiring the classic liberal arts skill of connecting disparate thoughts to formulate new ideas. Campus life gives them experiential opportunities to practice, sharpen, and deepen the skill. Second, residential education gives us space to help students develop liberal arts skills that they may not be getting through the curriculum.

Brown: In your experience at Colgate you confronted the “professional service model” of staff being the problem solvers for students, which made students little more than “customers or guests.” Can that change when so many parents who are paying the freight prefer such a model?

“There is a public narrative in which parents only narrowly care about education as it relates to jobs. That is not true.”

Weinberg: I spend a lot of time talking to parents, and I believe we underestimate them. There is a public narrative, which is promulgated mostly by the media and politicians, in which parents only narrowly care about education as it relates to jobs. That is not true. Of course, parents want their children to be employed when they graduate, but they view the college experience much more broadly. They want their children to have a fantastic four-year experience filled with personal growth that prepares them for lives marked by personal, professional, and civic success.

Hence, parents want us to help their children explore careers in ways that will lead them to be responsible and productive human beings who contribute to society. They also understand the importance of mentorship and how transformative it can be to spend four years on a college campus with faculty and staff who are role modeling that kind of life. But we have to be much more proactive in helping parents understand a liberal arts college. In other words, we need to give them a roadmap for how to help their children maximize their college experience. We only have ourselves to blame if we don't give them a roadmap and then don't like the path they create!

Brown: Please say more about how residence halls can be critical in developing students' capacities for active citizenship.

Weinberg: Residential halls are great laboratories for experiments in American democracy. Students arrive on college campuses all over the country and move into residential halls. Each hall has lots of students who bring an array of ethnic, racial, class, sexual orientation, political, and religious backgrounds. They also bring a range of different emotional, AOD (alcohol and other drug), and other issues. For many students, this will be the first time they have shared a room with another person, much less bumped up against so much “difference.” We need to capture the educational moments and see beyond residential halls as merely a functional place for housing students.

This generation will inherit communities struggling under the weight of large social and political institutions that are not up to the task of the modern era. They will inherit communities grappling with complex global issues that manifest themselves as local problems, including a lack of jobs, water shortages, and

racial/ethnic/religious divisions. To meet their civic responsibilities, our students will need the capacity to thrive in diverse environments, embrace change as a daily reality, think outside boxes and across categories; and they must possess a mix of personal attributes, including humility, confidence, persistence, empathy, and communication and conflict-negotiation skills. Residential halls are great places for some of this learning to occur.

To do this, we need to make a few shifts. First, we need to better support our residential hall staff, understanding that they are educators on the front lines of the educational process. Second, we need to move away from training staff and student leaders by using professionalized frameworks that encourage them to think of themselves as “experts solving problems.” Instead, we should train staff and students to think and act more like community organizers by using models of public work. And third, we need to “de-layer” residential halls of so many rules. I believe we should seek to replace rules with expectations. In many ways, this is moving toward a model that respects, values, and pushes for student self-governance wherever possible. This would lead to some messiness and, often, to some conflict. We would see these as positive learning opportunities, not messy moments to be avoided.

Brown: And how are “homestays” a way to develop such capacities?

Weinberg: Every student should have the opportunity to live with a family in a community that is vastly different from her or his own. Homestays get us outside our comfort zones in ways that help us to see the texture of family and community. They allow us to see that so many of the key concepts we use to understand the world are socially constructed and, hence, can be reconstructed in new and different ways. Homestays help us to develop humility. (“Others do this differently than I do.”) Homestays help us to develop confidence. (“I can adapt to change and learn to love the differences that challenge my comfort zone.”) Homestays help us to develop resiliency. (“I made it through something that was scary and overwhelming at first.”) In sum, homestays help us develop creativity to live alongside people who are different. They move us from spending too much of our lives avoiding challenge to instead embracing the thrill and fun of vulnerability.

Brown: Another challenge on the forefront for you is “entrepreneurship and design thinking as a liberal art.” Could you help me understand their importance?

Weinberg: I just spent eight years helping to lead World Learning, an organization that works with 10,000 young people from more than 150 countries who are on the frontlines of addressing critical global issues. I came away from this experience convinced that the future will be shaped by people who can think and act entrepreneurially, and continuously engage in design thinking.

I mean this in a few different ways: First, entrepreneurship is a mindset. Students learn to see issues not as problems, but as an endless series of opportunities to work with others to engage in creative thinking that leverages existing assets to create things of lasting social value.

Second, entrepreneurship is a set of skills, habits, and values. Entrepreneurship is most interesting when understood not as a business concept but as design thinking—the interweaving of habits, values and skills of creativity, innovation, problem solving, and risk taking. More and more, entrepreneurship is focused on the arts and natural sciences, with a lot of energy directed to environmental and social justice issues. For example, some liberal arts colleges like Denison are exploring social entrepreneurship and/or innovation with social impacts. These programs are focusing on instilling in students the capacity and interest in innovation, creativity, persistence, teamwork, and drawing connections between disparate ideas, concepts, problems, opportunities, places, and people to solve problems.

Third, entrepreneurship is a way to widen the circle. I have become convinced that entrepreneurship resonates with this generation. It is language they find compelling, and it pulls in a wide spectrum of students on our campuses—especially more men, who can be an under-represented cohort in campus-involvement programs at college campuses.

Fourth, entrepreneurship is where the world is going. Most of the interesting work being done around critical global issues is



taking place at the intersection of markets and social needs. This is emerging terrain of immense importance.

In the liberal arts, we too often get hung up on this question: “Is entrepreneurship business?” I want to change the question. Entrepreneurship is neither for-profit nor nonprofit; it is about creating value. I want to instill within students the skills, values, and habits needed to start new ventures and to transform outdated institutions through entrepreneurial ways of being that create things of lasting value within and across communities.

Brown: Given your experience in helping to lead World Learning, what does “getting the ‘global’ right in U.S. higher education” mean?

Weinberg: Global education is imperative for the future of students. In fact, I think you would be hard pressed to find any college in the U.S. that does not claim a globalized curriculum as a goal in its strategic plan. But this is an area where the practice is undercutting the vision.

I worry about the following kinds of things. Fewer than five percent of all U.S. college students have a study-abroad experience. And more worrisome, those going abroad are often going to the wrong places and on very culturally and academically thin programs. The fact that we have virtually no U.S. students studying in China is a serious problem. What does it mean that fewer than two percent of U.S. students studying abroad are choosing to go to India? A large part of the future, I think, will be shaped by relations that either happen or do not happen between the United States, China, India, Russia, Brazil, and other major powers. Very few U.S. students are going to those countries or learning about them during their college careers. Instead, the vast majority of American students are studying abroad in Western Europe, Australia, and New Zealand—all wonderful places, but they are areas where cross-cultural understanding of the west is pretty strong. It is more difficult to have a life-changing cultural learning experience in central London than it is in southwestern Tanzania.

In many ways, the same is true in reverse. The number of international students studying in the United States has also grown, from virtually none in 1950 to more than 800,000 last year. But a recent study showed that 38 percent of international students went

“Public work’ is what happens when people come together . . . to create things of lasting social value.”

back to their home countries having made no real friends in the United States. For Chinese students, which is the largest group in the U.S. and one that I would argue is one of the most important to build relationships with, that figure is even higher. I fear that U.S. colleges and universities send international students back to their home countries with a lesser view of the United States—of who we are and what we stand for.

We need new models for internationalization of higher education that infuse international perspectives, experiences, and content throughout the curriculum. We have to get people into places that are going to be vitally important on the global landscape, and we have to make sure our programs are culturally and intellectually deep. We want students to be culturally challenged so that they are able to form global competency. We also have to enable more students to participate. With 95 percent of U.S. college students never studying abroad, we are unlikely to transform higher education, much less the world. And we have to make sure that our returning students are well integrated so that they are able to help internationalize our campuses. It is part of our ethical principles as an institution of higher education to be good citizens of the world.

To do this, we have to facilitate new relationships between the world’s faculty, here and abroad. Many of the efforts around internationalization have been administrator-to-administrator, setting up branch campuses, or creating MOUs between universities. Or they have been focused solely on students, helping to match them to study-abroad programs. I would advocate a radical shift towards connecting faculty and empowering them to imagine new ways of internationalizing our campuses. Denison has recently joined a new initiative of 25 liberal arts colleges, located in 13 countries. The goal is to help faculty develop relationships, and then find ways to link courses, students, and research—finding ways to infuse “the global” throughout everything we do. Our focus is on finding a multiplicity of ways for our faculty across institutions to develop deep and enduring relationships, and then providing support to pilot ideas. As an example, last semester a Denison faculty member linked his class with one in Slovakia. Students practiced conversational skills. They did joint projects. The classes did some online sessions. Through this, the faculty members developed a relationship. Now, the Denison faculty

member wants to bring their Slovakian colleague to Denison for a week to lecture in classes and to deepen the relationship. I could see this leading to trading students for a semester, undertaking joint research projects, and doing a variety of other activities that globalize the work of our faculty and students.

Brown: And you call for “rethinking Campus/Community partnership to expand beyond service to include political and economic activity.”

Weinberg: For me, “public work” is what happens when people come together within communities and work with others—often with people they don’t know, or know but don’t like—to create things of lasting social value. It’s the magic of locally rooted democratic action. Colleges need to do more than send students out into the community to do service. And we need to do more than just work with established nonprofits, governmental agencies, and other existing formal entities. These are great activities as part of much broader and deeper patterns of action. We need to create long-term partnerships with formal and informal groupings of people in order to be a constant participant in attempts to do public work. This means freeing our staff to be civic participants—even if this means they take time during the workday to devote to civic pursuits. It means encouraging faculty to think about public scholarship as important, valued, and rewarded forms of intellectual work. It means working with locally rooted neighborhood groups or emerging coalitions, which might make us a little nervous because they are unpredictable.

Brown: What is Denison doing to better connect faculty and students with the town of Granville where the college resides?

Weinberg: Clearly, it starts on campus. We need to find more ways for our faculty and staff to feel support and encouragement to exert citizenship through their work at the university. There is a range of ways that administrators send out signals and construct incentive structures that place obstacles in the ways of our faculty and staff members who want to be citizen-scholars. Do we count public scholarship for promotion and tenure of faculty? Do we free staff to attend civic meetings that take place during the workday? How do we treat staff when they take public stands that might not benefit the college? This requires addressing difficult and deep issues. It takes a willingness to talk openly about incentive

structures within our institutions that have mostly pushed faculty and staff to be less engaged with local communities than they ought to be.

But it goes well beyond role modeling on campus. Our students need mentors within the local community. Colleges shape the availability of these role models through the range of decisions we make every day about how to operate. For example, in our local community of Granville, Ohio, we have lots of people trying to expand citizenship through work. They are starting local businesses and stores with an ecological bent; working to develop organic farms; engaging in social entrepreneurship; and/or working as independent professionals who have more time to serve on local boards. If the college supports their work, they will become local mentors and role models for our students.

As a new president, I am operating in ways that will open up more space for effective role models to thrive in our local community. For example, in my initial conversations with civic organizations, I am talking openly about the need to protect the civic fabric of our community by more consciously supporting members of our community who are blending work and citizenship. As part of this work, we are taking initial steps to partner with social entrepreneurs on economic development that creates opportunities for citizenship and work to collide. We are trying to support locally rooted businesses.

These ordinary decisions allow us to role model in ways that open up space for our faculty and staff to act in a similar way. It also creates room for more local community members to be the kinds of coaches and mentors our students need. And it allows us to broaden the range of community projects we are focused on. There are some hidden initiatives to redevelop an old downtown about five miles from campus. It is being led by a loose coalition of entrepreneurs, community activists, main street business owners, and local government folks. The goal is to start with empowering people, not fixing buildings. It is risky for lots of reasons. Where it will go is unpredictable. It may not work. It may become politically contentious at some point. We freed our faculty to work on it and told them not to worry about the risk.

Brown: You find “conflict” to be an educative tool. How is that promoted in the work of a liberal arts college?

Weinberg: On most college campuses, there is some sort of controversy each year. When those emerge, we often have teams of administrators, staff, and faculty who step in to try and resolve the issue. We do this because the goal seems to be to make the campus calm. I take an opposite view. I see these moments of conflict as crucial to the educational process. They are moments when we can help students learn to work across difference with others to do public work. The liberal arts are about learning to think broadly, deeply, creatively, and boldly. A liberal-arts education should prepare individuals to work effectively in diverse teams to identify and solve problems in ways that create value and move organizations, communities, and institutions forward.

“I see these moments of conflict as crucial to the educational process.”

If anything, colleges should work hard to put the controversial issues on the table and endeavor to keep them there, where people have to interact around them. We should then encourage students to engage. As students engage, faculty and staff should coach and mentor students on how to do it in ways that lead to public work and social outcomes. This is hard work. It takes commitment and time. Often it will mean ignoring negative media spin and other very real pressures to resolve the conflict. Organizations need a clear goal. For me, the goal of a liberal arts college is to educate students by helping them develop the ability to think broadly, deeply, creatively, and boldly, and to connect effortlessly with a variety of people, allowing them to develop and put into action ideas that can positively anchor their lives while strengthening the world around them.

Brown: Tell me more about all the attention on careers and what this means for civic work.

Weinberg: Students are graduating into a competitive world and they are often doing so with debt. Jobs matter, and students crave jobs that matter.

We need to focus on preparing students for the professions broadly, including work in nonprofits, education, and socially responsible businesses, and for becoming social entrepreneurs. We also need to prepare students to work as professionals who act with others, not *on* others. We have an opportunity to produce a generation of doctors, lawyers, financial investors, and others who approach their jobs as citizen professionals, who are keenly aware of and interested in doing their jobs in ways that have a positive social impact. Harry Boyte has a wonderful new book out on this topic!

The boundaries and categories, for this generation, are blurring in exciting ways. The rise of social-impact investing and social entrepreneurship are two examples of what could be deeply exciting transformations of the professions. To make this shift requires some complex shifts. We need to shift how professionals see themselves in relation to others and as citizens. We need to train students to be professionals who do not compartmentalize their roles as citizens into “professional workers by day and citizens by night.” Second, when professionals act in the community, do they act *for* the community, or are they partners who act *with* the community?

This requires rethinking the career-development process. Starting with orientation, we need to create a more conscious connection between the curriculum and career development by framing large questions about human history and students’ places in it. The first-year experience should be filled with classes that explore the classic liberal-arts issues. We then need to build on those classes during the sophomore and junior years to get students to draw connections between liberal arts frameworks and skills and real conversations about careers, jobs, and professions. In other words, we need more thoughtful and intentional ways to connect classes to create an arc that helps students develop clear views about how civic lives are led through the professions, not as an addendum to a professional life.

We also need a fresh look at the ways we on-board students into their first jobs and ultimately into a profession. We need to connect them with alumni who can speak about jobs and about the wide range of ways people blend professions and public work. We need to move past the current categories that lead us to bring in alumni who work in the nonprofit sector to speak to the civically oriented students, and then bring in alumni who work in the private sector to talk to students who have more material goals. Why not blend the two? Why not expose students to alumni who are working throughout the professions to build meaningful lives where public work is infused throughout their work lives? We need to give people permission and space to make the hidden visible to our students as part of a larger process of linking jobs to citizenship and public work.

At Denison, we are at the very middle of a robust and vibrant conversation about how to move in this direction. We are reexamining the first year to make sure we are effectively getting students

to ask big questions as a way to unearth and upend assumptions, freeing their minds to explore and imagine. We are taking a hard look at the sophomore year to find places that get students to make better decisions about academic majors, because this is another place where students start to form decisions about jobs that bifurcate work and citizenship. We are asking how we can use the time between semesters to expose students to alumni and parents through internships, externships, and profession-specific training. And we are examining new language and forms of mentorship that help students understand the arc of career, helping students to better understand that the first few years out of college are a time to take some risk and explore.

Brown: Thank you, Adam, and we wish you well.

CONTRIBUTORS

Theodore R. Alter is professor of Agricultural, Environmental, and Regional Economics and codirector of the Center for Economic and Community Development in Penn State's Department of Agricultural Economics, Sociology, and Education. He is program head for Penn State's Intercollege Minor in Civic and Community Engagement and Scholar-in-Residence with the Penn State Sustainability Institute. He also serves as Adjunct Research Fellow in the School of Law at the University of New England in Australia. Alter's research and teaching focus on community and rural development, institutional and behavioral economics, and public scholarship and civic engagement in higher education.

Richard M. Battistoni is a professor of political science and public and community service studies at Providence College, where he also serves as the director of the Feinstein Institute for Public Service. An accomplished practitioner and scholar of the role of education in a democratic society, Battistoni researches service learning, citizenship education, community organizing, and democratic theory and practice.

Jeffrey C. Bridger is a senior scientist with the Department of Agricultural Economics, Sociology, and Education in Penn State's College of Agricultural Sciences. He frequently teaches undergraduate courses in community, environment, development, and rural sociology. Bridger's work focuses broadly on community interaction, sustainability, and barriers to community agency, and has contributed to the methodological use of narratives as an explanatory tool for gaining a deep understanding of communities.

David W. Brown is coeditor of the *Higher Education Exchange* and coedited two recent Kettering publications, *Agent of Democracy* and *A Different Kind of Politics*. He taught at Yale's School of Management and New School's Milano Graduate School. Brown is the author of *Organization Smarts* (Amacom 2002), *The Real Change-Makers: Why Government is Not the Problem or the Solution* (Praeger 2012), and *America's Culture of Professionalism: Past, Present, and Prospects* (Palgrave Macmillan 2014).

Romand Coles is the Frances B. McAllister Chair and director of the Program for Community, Culture, and Environment at Northern Arizona University, where he is a leader in the democratic education initiative discussed in his essay in this volume. He has collaborated with the Kettering Foundation, the American Commonwealth Partnership, and the American Democracy Project. Coles is the author of several books, including *Beyond Gated Politics: Reflections for the Possibility of Democracy* (University of Minnesota Press 2005); *Christianity, Democracy, and the Radical Ordinary: Conversations between a Radical Democrat and a Christian* (with Stanley Hauerwas, Wipf and Stock 2008); and *Visionary Pragmatism: Toward Radical and Ecological Democracy* (forthcoming from Duke University Press).

Paloma Z. Frumento is a research associate with the Department of Agricultural Economics, Sociology, and Education in Penn State's College of Agricultural Sciences. Her research interests include democracy and collective action, community arts and education, paradigms of development, empowerment theory, and emerging technologies and public policy.

Lorlene Hoyt is the director of Programs and Research for the Talloires Network, a global coalition of engaged universities. She is also an associate research professor in the Department of Urban and Environmental Policy and Planning at Tufts University and a visiting scholar at

the University of Massachusetts, Boston's New England Resource Center for Higher Education. From 2002-2011, Hoyt was an assistant, then associate, professor of Urban Studies and Planning at the Massachusetts Institute of Technology, where she founded MIT@Lawrence, an award-winning city-campus partnership with the city of Lawrence, Massachusetts.

David Mathews, president of the Kettering Foundation, was secretary of Health, Education, and Welfare in the Ford administration and, before that, president of the University of Alabama. Mathews has written extensively on Southern history, public policy, education, and international problem solving. His books include *Politics for People: Finding a Responsible Public Voice* (University of Illinois Press 1999), *Reclaiming Public Education by Reclaiming Our Democracy* (Kettering Foundation Press 2006), and *The Ecology of Democracy: Finding Ways to Have a Stronger Hand in Shaping Our Future* (Kettering Foundation Press 2014).

Marietjie Oelofsen is a Kettering Foundation resident researcher from South Africa. Her research focuses on talking and listening as devices for political communication and political participation. She will submit her PhD dissertation in media studies this fall at Rhodes University in South Africa. Oelofsen has published papers in the *Global Media Journal-African Edition* and in *Communicatio: South African Journal for Communication Theory and Research*.

Blase Scarnati is the director of First and Second Year Learning at Northern Arizona University, which includes the First Year Seminar-Action Research Teams Program. He is also a codirector of the First Year Learning Initiative and associate professor of musicology in the School of Music at NAU. Scarnati has collaborated with the Kettering Foundation, the American Commonwealth Partnership, the American Democracy Project, *The New York Times* Center for Strategic and International Studies, and the American Association of State Colleges and Universities.

Claire Snyder-Hall writes popular and scholarly texts on issues of concern to democrats and others. She served as research deputy for the Kettering Foundation on the faculty happiness and civic agency project. A former associate professor of political theory, Snyder-Hall holds a PhD from Rutgers University and a BA cum laude from Smith College. She resides in Rehoboth Beach, Delaware.

Adam Weinberg is the president of Denison University. He began his career at Colgate University, where he also served as dean of the College. Most recently, Weinberg served as president of World Learning, a global organization that runs international education, exchange, and development programs in more than 70 countries. Weinberg is a sociologist by training and has published extensively on civic engagement and higher education.

Deborah Witte, a program officer with the Kettering Foundation, is coeditor of the *Higher Education Exchange*. She also directs the foundation's collaborative research with Russian nongovernmental organizations. Witte serves on the executive committee, as well as the board, of the Southwestern Ohio Council for Higher Education (SOCHE) and the Ohio Humanities Council. She received her PhD in Leadership and Change from Antioch University.

Kettering Foundation

200 Commons Road, Dayton, Ohio 45459 (937) 434-7300; (800) 221-3657
444 North Capitol Street, NW, Suite 434, Washington, D.C. 20001 (202) 393-4478
6 East 39th Street, New York, New York 10016 (212) 686-7016
www.kettering.org

Nonprofit
Organization
U.S. Postage
PAID
Bloomington, IN
Permit No. 26