

University Engagement with Socially Excluded Communities

Paul Benneworth
Editor

University Engagement with Socially Excluded Communities

 Springer

Editor

Dr. Paul Benneworth
Center for Higher Education Policy Studies
University of Twente
Enschede
The Netherlands

ISBN 978-94-007-4874-3 ISBN 978-94-007-4875-0 (eBook)

DOI 10.1007/978-94-007-4875-0

Springer Dordrecht Heidelberg London New York

Library of Congress Control Number: 2012951296

© Springer Science+Business Media Dordrecht 2013

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work.

Springer is part of Springer Science+Business Media (www.springer.com)

To Leanne and Theodore Hendrick

Preface

This volume emerges from a symposium organised in Newcastle-upon-Tyne in the summer of 2009 with the title “Excellence in Engagement: Policies and practices for university–community engagement”. This was organised as part of the UK Economic and Social Research Council-funded project “University engagement with socially excluded communities” (*cf.* “Acknowledgements” to this chapter). That day aimed to stimulate a discussion between those with an interest in universities contributing to the problems of socially excluded communities, through a series of presentations and discussions from five main constituencies, governmental policy-makers, university senior managers, university academics researching engagement, university staff working in engagement projects and community groups themselves engaging with universities.

That symposium highlighted a number of tensions and pressures which exist in seeking to stimulate university–community engagement. It was clear that that discussion could not be done justice to in a single day symposium, and so the idea was born to extend those discussions into a volume from which more clarity about the nature of university–community engagement could be gained. This volume therefore seeks to provide the space for a range of leading authors in the field of university–community engagement to explore what to them are the main tensions and dynamics in universities engaging with excluded communities, and to reflect on the potential implications this has for the evolution of the idea of a university.

This volume does not seek to give a straightforward or easy answer to the question of how universities are evolving in response to the grand challenges of the twenty first century. Rather, through the contributions, it becomes possible to move beyond current simplistic narratives, between idealists arguing that engagement is central to university missions, and opportunists who say engagement only happens in order to fulfil some other responsibility. The idea of the engaged university is being constructed in different places in different ways depending to some extent on the external environment, and also on the enthusiasm and commitment of the particular institutions involved to the ideals of engagement.

In a sense, that balancing act should not be surprising, because one of the reasons for the longevity of the institution of university has been that it is a means to balance between tensions, between the need for practical and vocational skills, between the

need for particular and universal knowledge, between the need for disinterest and commitment in knowledge creation, a theme raised at more length by Powell and Drayson in Chap. 8. The structure behind the book is to take five main debates framing university–community engagement. By presenting a series of perspectives on those debates and valuations, clarity concerning how engagement is balanced within the wider pressures confronting contemporary universities.

Not all the chapters presented in this volume were presented within the original symposium, and likewise not all those participating in the symposium were able to contribute chapters to the volume. The four areas chosen for this volume loosely correspond to the organisation of the day, but were amended in response to the presentations and discussions on the day, as well as to the comments of the reviewers of the proposal and manuscript, and also the editorial team of our publishers at Springer.

I would like to thank many people associated with the production of this volume. Firstly, to Yoka Janssen, my publisher at Springer, for her support and patience with what has been an inadvertently long process. Secondly, to all the authors and co-authors in this volume, for helping with the development of the ideas in this book and the wider intellectual project. Thirdly, to CHEPS, for making time available for me to successfully complete the research and the manuscript. Fourthly, to a set of referees for their supportive ideas and comments which I hope they see reflected in this final product. Finally, to my wife Leanne, who had to live with me writing the book, and my son Theo, who came to life during me writing this book, I could not have done this without you both, and for that reason, I dedicate this volume to you.

Enschede, The Netherlands/Tynemouth, The UK
February 2012

Paul Benneworth

Contents

Part I University Engagement with Socially Excluded Communities

- | | |
|---|----|
| 1 University Engagement with Socially Excluded Communities | 3 |
| Paul Benneworth | |
| 2 Celebrating Worthy Conversations | 33 |
| Ros Derrett | |
| 3 Challenging Inequalities Through Community–University Partnerships | 47 |
| Angie Hart and Kim Aumann | |
| 4 Universities, Regions and Social Disadvantage | 67 |
| Ruth Williams and Allan Cochrane | |

Part II Internal University Transformations for Effective Regional Engagement

- | | |
|--|-----|
| 5 The Relationship of Community Engagement With Universities’ Core Missions | 85 |
| Paul Benneworth, David Charles, Catherine Hodgson and Lynne Humphrey | |
| 6 University–Community Engagement: Dislocation of Theory and Practice | 103 |
| Lynne Humphrey | |
| 7 ‘Building’ Engagement into the Fabric of the University | 125 |
| Laura Saija | |
| 8 Engagement and the Idea of the Civic University | 143 |
| James Powell and Karl Dayson | |

Part III Transformations in the Epistemic ‘Idea’ of a University

- 9 Universities’ Perspectives on Community Engagement** 165
Paul Benneworth and Lynne Humphrey
- 10 Can Universities Really Effectively Engage
with Socially Excluded Communities?** 189
Fred Robinson and Ray Hudson
- 11 Translation, Insulation and Mediation** 199
Tim May and Beth Perry

Part IV Transformation in the Social Environment for University–Community Engagement

- 12 University–Community Engagement in the Wider Policy
Environment** 223
Paul Benneworth and David Charles
- 13 Policies for Promoting University–Community Engagement
in Practice** 243
Paul Benneworth and Ben Jongbloed
- 14 Learning from History** 263
Ben Jongbloed and Paul Benneworth
- 15 The Carnegie Classification for Community Engagement** 285
Elaine Ward, Suzanne Buglione, Dwight E. Giles Jr. and John Saltmarsh
- 16 The Evaluation of Universities and Their Contributions to Social
Exclusion** 309
Paul Benneworth

Part V Conclusions

- 17 The Engaged University in Practice?** 329
Paul Benneworth
- Index** 345

Contributors

Kim Aumann is Director Amaze Research and Training, Brighton, UK.

Dr. Paul Benneworth is a Senior Researcher at the Center for Higher Education Policy Studies at the University of Twente in the Netherlands.

Suzanne Buglione is part-time faculty at Worcester State University, Doctoral Candidate in the University of Massachusetts Boston's Higher Education Administration program and Principal and Lead Consultant of Community Build.

Prof. David Charles is professor of regional economic development and policy and the European Policies Research Centre, University of Strathclyde. He is also adjunct professor at Curtin Business School, Curtin University, and at the universities of Newcastle and Tampere.

Prof. Allan Cochrane is a Professor of Urban Studies at the Faculty of Social Sciences, The Open University, United Kingdom.

Cheryl Conway is Programme Co-ordinator in the "Asociacion de Mujeres del Antiplano" (AMA) <http://www.amaguatemala.org/>, Quetzaltenango, Guatemala.

Dr. Karl Dayson is at Salford University, United Kingdom.

Prof. Ros Derrett was Head of Regional Engagement at Southern Cross University and is a Professor at Naresuan University Bangkok Campus, Thailand.

Prof. Dwight E. Giles Jr. is Senior Research Associate at the New England Resource Center for Higher Education (NERCHE) and professor in the Department of Leadership in Education at the University of Massachusetts Boston.

Prof. Angie Hart is Professor of Child, Family & Community Health at the School of Nursing & Midwifery, and Academic Director of the Community University Partnership Programme, University of Brighton, UK.

Prof. Ray Hudson is Pro-Vice-Chancellor (Partnerships and Engagement) at Durham University, UK.

Lynne Humphrey is a doctoral researcher at the School of Modern Languages, Literatures and Cultures at Royal Holloway, University of London, United Kingdom.

Dr. Ben Jongbloed is a Senior Researcher at the Center for Higher Education Policy Studies at the University of Twente in the Netherlands.

Prof. Tim May is Director of the Centre for Sustainable Urban and Regional Futures at the University of Salford, Greater Manchester, UK.

Dr. Beth Perry is a Research Fellow at the Centre for Sustainable Urban and Regional Futures, University of Salford, Greater Manchester, UK.

Prof. James A. Powell is Emeritus Professor of Academic Enterprise at Salford University, United Kingdom.

Prof. Fred Robinson is a Professorial Fellow at St Chad's College, Durham University, UK.

Dr. Laura Saija is a 2009 Marie Curie International Outgoing Fellow at the University of Catania, Italy, and visiting professor at the Graduate Division of City and Regional Planning, University of Memphis, Tn (USA).

Prof. John Saltmarsh is the Director of the New England Resource Center for Higher Education (NERCHE) and professor in the Department of Leadership in Education at the University of Massachusetts Boston.

Dr. Elaine Ward is a Postdoctoral Research Fellow at Dublin Institute of Technology's Centre for Social and Educational Research (CSER), Higher Education Policy Research Unit (HEPRU), Ireland.

Ms. Ruth Williams is a Principal Policy Analyst at the Centre for Higher Education Research and Information, The Open University, United Kingdom.