

University of Guelph | Library

Presentation (Library)

For the Commons Good Presented at OLA Superconference on February 4th, 2011,
Toronto, ON, Canada

K. Jane Burpee,
University of Guelph, Guelph ON, jburpee@uoguelph.ca

Norbert Steinhaus
*Associate Chair of GACER, International contact for Living Knowledge Network, Bonn, Germany,
norbert.steinhaus@wilabonn.de*

Abstract

We no longer live in a world where universities can allow themselves to focus solely on education, research and analysis for its own merit and awards. In response to concerns about local and global unsustainability, universities worldwide are reaching out and many are partnering with groups engaged in supporting community life. Presenters reviewed initiatives that are shifting higher education to change its focus from exclusive to inclusive, examined the concept of Community-Engaged Scholarship, and discussed the role of the librarian in such initiatives.

For the Common Good



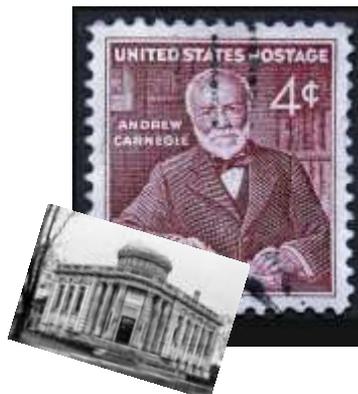
We no longer live in a world where universities can allow themselves to focus solely on education, research and analysis for its own merit and awards. In response to concerns about local and global unsustainability, universities worldwide are reaching out and many are partnering with groups engaged in supporting community life.

1.	2.	3.
•CES Backgrounder	•Global Initiatives	•Libraries

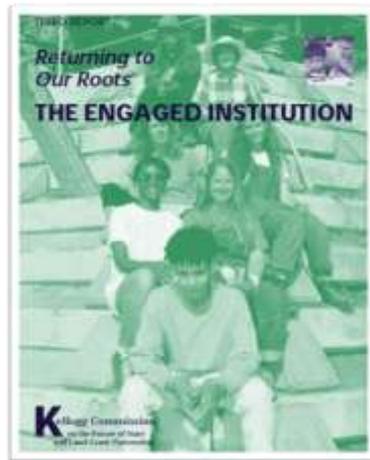
Where do librarians fit in?

Jane Burpee and Norbert Steinhaus
OLA Superconference February 2011

Kellogg's



1.



The Kellogg Commission

“By engagement, we refer to institutions that **redesigned their teaching, research, extension and service functions to become even more sympathetically and productively involved with their communities**, however community is defined.”

1.



The Carnegie Foundation for the Advancement of Teaching

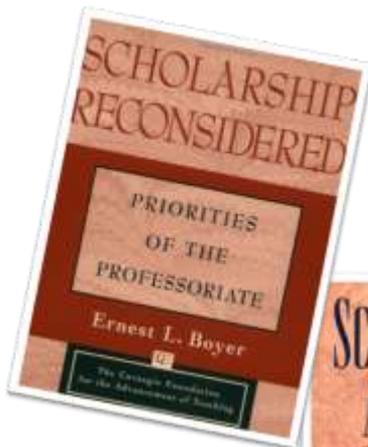
1.

 THE CARNEGIE FOUNDATION for the ADVANCEMENT of TEACHING	
2010 Community Engagement Classification	
Institutions Successfully Classified	
Institution	State
Auburn University	Alabama
University of Arkansas at Little Rock	Arkansas
Azusa Pacific University	California
California State University, Channel Islands	California
California State University, Dominguez Hills	California
California State University, Sacramento	California
University of Southern California	California
Whittier College	California
Central Connecticut State University	Connecticut
Norwalk Community College	Connecticut
University of Connecticut	Connecticut
Florida International University	Florida

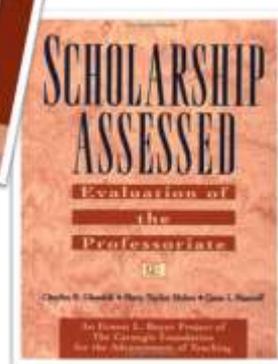
Community-Engagement describes the collaborations between higher education institutions and their communities (local, regional/state, national, global) for the ***mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.***

Carnegie Foundation 2006, 2008

1.



Boyer and Glassick



1.

Community Engaged Scholarship (CES)



Citation for Figure: Commission on Community-Engaged Scholarship in the Health Professions, Linking Scholarship and Communities. Seattle, WA: Community-Campus Partnerships for Health, 2005.

CES overlaps with the traditional domains of research, teaching, and service and an approach to these three domains which is often integrative and consistent with the missions of research, teaching and service.

1.

14 JULY 2009

2009 World Conference on Higher Education:
The New Dynamics of Higher Education and Research
For Societal Change and Development
(UNESCO, Paris, 5 – 8 July 2009)

COMMUNIQUE
(8 July 2009)

On 8 July 2009 at UNESCO Headquarters in Paris, recognizing the existing relevance of the outcomes and Declaration of the 1998 World Conference on Higher Education and taking into account the outcomes and recommendations of the six regional conferences (Cairo, Gaborone, Hanoi, Manila, New Delhi, Suva) and the outcomes of the World Conference, The New Dynamics of Higher Education and Research for Societal Change and Development, adopted the present communiqué.

As a public good and a strategic investment for all levels of education and as the basis for research, innovation and creativity, higher education must be a matter of responsibility and economic support of all governments. As emphasized in the Universal Declaration of Human Rights, higher education shall be equally accessible to all on the basis of merit (Article 26, paragraph 1).

The current economic downturn may affect the goal in access and quality between developed and developing countries as well as within countries, presenting additional challenges in countries where access is already restricted.

At no time in history has it been more important to invest in higher education as a major focus in building an inclusive and diverse knowledge society and to advance research, innovation and creativity.

The past decade provides evidence that higher education and research contribute to the realization of poverty to sustainable development and to progress towards meeting the internationally agreed upon development goals, which include the Millennium Development Goals (MDGs) and Education for All (EFA). The global education agenda should reflect these realities.

SOCIAL RESPONSIBILITY OF HIGHER EDUCATION

1. Higher education as a public good is the responsibility of all stakeholders, especially governments.
2. Faced with the complexity of current and future global challenges, higher education has the social responsibility to advance our understanding of multifaceted issues, attract innovative social, economic, scientific and cultural disciplines and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, reap the fruits of science, climate change, water management, international dialogue, renewable energy and public health.
3. Higher education institutions, through their core functions research, teaching and service to the community carried out in the context of institutional autonomy and academic freedom, should increase their interdisciplinary focus and promote critical thinking and active citizenship. This social attribute is sustainable development, peace, wellbeing and the realization of human rights, including gender equity.
4. Higher education must not only give solid skills for the present and future world but must also contribute to the education of ethical citizens.

36. Research for research and development is a public good and should seek new ways of crossing high multi-stakeholder, public-private and industry enterprises.

37. For the quality and integrity of higher education, it is important that academic freedom is a fundamental value that must be protected in higher learning and wider global environment.

38. Higher education institutions should assess and assess the well-being of the teaching and research staff and ensure that they are protected in and out of work.

39. Higher education institutions should assess and assess the well-being of the teaching and research staff and ensure that they are protected in and out of work.

40. Higher education institutions should assess and assess the well-being of the teaching and research staff and ensure that they are protected in and out of work.

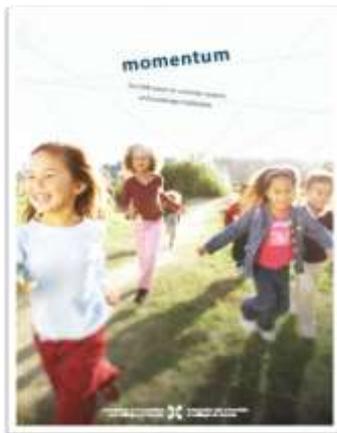
41. Higher education institutions should assess and assess the well-being of the teaching and research staff and ensure that they are protected in and out of work.

42. In the face of increasing global challenges, higher education should be encouraged to explore and develop innovative ways to address these challenges and ensure that they are protected in and out of work.



2.

Community Engagement in Canada



“AUC...” seeks to encourage collaborative research projects undertaken by Canadian universities and their private sector, government, community and international partners, to make outstanding advances and from which **we all will benefit.**”

1.

Canadian Higher education & Community Engagement



University
of Victoria

Strategic Plan



Drivers of CES

 Social Sciences and Humanities Research Council of Canada
  Conseil de recherches en sciences humaines du Canada
  Canada


 Social Sciences and Humanities Research Council
www.sshrc-csrh.gc.ca

[français](#) | [Home](#) | [Contact Us](#) | [Help](#) | [Search](#) | [canada.gc.ca](#)

[Home](#) > [Funding](#) > [Funding Opportunities](#) > [Community-University Research Alliances](#)

SSHRC  **CSRH**
 About SSHRC
 Funding

Funding Opportunities
Community-University Research Alliances

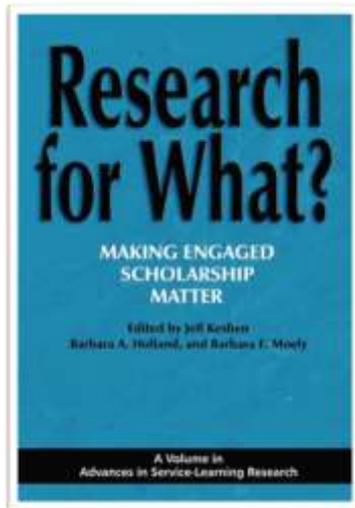
Objectives

The purpose of the program is to support the creation of alliances between community organizations and postsecondary institutions which, through a process of ongoing collaboration and mutual learning, will foster innovative research, training and the creation of new knowledge in areas of importance for the social, cultural or economic development of Canadian communities.

Specific objectives are to:

- promote sharing of knowledge, resources and expertise between postsecondary institutions and organizations in the community;
- enrich research, teaching methods and curricula in postsecondary institutions;
- reinforce community decision-making and problem-solving capacity; and
- enhance students' education and employability by means of diverse

Issues of Engaged Scholarship



Community-Engaged Scholarship in Canada

- Science Shops
- Research Shop

Community Engaged Scholars

The [IFLA Strategic Plan 2010-2013](#) sets out IFLA's strategic directions and goals for 2010-2013. It is a Strategic Plan to guide the governance and the entire activities of the IFLA organization.

For 2010-2013, the IFLA Governing Board has set out four Strategic Directions:

- Empowering libraries to enable their user communities to have equitable access to information;
- Building the strategic capacity of IFLA and that of its members;
- Transforming the profile and standing of the profession;
- Representing the interests of IFLA's members and their users throughout the world.



3.

For the Common Good
 "This is for the good of humanity!!"



...

Where do librarians fit in?

Carol Ann Hughes (2000) quote
 "If librarians are committed to sustaining their role as providers of an important common good in the emerging turbulent competitive space of higher education... [It] may behoove librarians to... get involved in the issues that are shaping higher education in general."

3.

Questions
Comments?
Challenges?
Opportunities?
Ideas?

Norbert Steinhaus

norbert.steinhaus@wilabonn.de



K. Jane Burpee

jburpee@uoguelph.ca

