



INTERNATIONAL AND DEVELOPMENT EDUCATION

The Emergence of the Ethically-Engaged University

Edited by
Emiliano Bosio · Gustavo Gregorutti

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What is an Ethically-Engaged University?

■ Ethical Platform (Value-pluralism):

- An ethical platform guided by a plurality of values like social justice, fairness, equity, respect, and integrity.
- Inspired by a 'global ethic', shaping the university's ethical engagement.

■ Emancipation and Global Justice:

- The ethically engaged university is committed to learners' emancipation of the human spirit and principles of global justice.

■ Types of Ethically Engaged Universities:

- Other examples include the 'university of wisdom,' 'the civic university,' 'the human rights university,' and 'the ecological university.'

■ Pedagogy of Hope:

- Advocates for a 'pedagogy of hope' or 'ethical pedagogy' in higher education.

■ Re-envisioning Modern Universities:

- Advocates for a philosophy centered on values and ethics, incorporating principles of mutuality, reciprocity, and social responsibility.

■ Moving Beyond Passive Approaches:

- Focuses on moving beyond passive, market-driven, and de-solidarized approaches in higher education.



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Main Themes and “Value-pluralism” in the Ethically Engaged University

- Theme 1: Critical Moral Consciousness, Student Relationships, Civic Dialogue, Environmental Sustainability, and Community Engagement

- Theme 2: Ubuntu, Civic Responsibilities, and the Potential of the ‘Metaverse’ for Transforming the Digital Divide

- Theme 3: Social Transformation and Engagement

- The ethically engaged university we envision in this volume echoes the plurality of voices emerged from these educators. Hence, a value-pluralistic ethically engaged university utilizes a ‘value-pluralism’ model.

- Value-pluralism (or ethical-pluralism) takes the perspective that numerous forms of values and knowledge (e.g., humanity empowerment, autonomy, carefulness, and wisdom) need to be combined to achieve holistic and effective learning journeys within universities, all of which will blend and merge to a certain degree.

The Ethically Engaged University : Five Key Elements

Element 1: De-colonialism.

- Promotes decoloniality and diversity rather than neutral universal subjectivities. addresses problems of injustice and inequality, and not only poverty or development
- Demands that educators develop a critical literacy allowing learners to undertake analysis of their preconceptions, positions and identity as they relate to the complexities of local/global structures.
- Develops in our learners ‘hyper-self-reflexivity’ with a pedagogical focus on ‘dissensus’ that would assist learners in dealing with complexity and paradox.
- The work of Enrique Dussel (Euro-centrism), Boaventura de Souza Santos (ecology of knowledges).

The Ethically Engaged University : Five Key Elements

Element 2: Caring Ethics.

- Promotes concepts of caring ethics while encouraging learners to care for individuals and human rights as a foundational pillar.
- It is founded in compassionate ethics, attempts to comprehend, analyze, and find a resolution for the contemporary crises of migration.
- Represents a pursuit of holistic education encompassing outcomes that include spirituality, art, aesthetics, and ethics, as well as ambitions towards the creation of peace in line with the UNESCO commission report of Jacques Delors, titled: “Learning: The Treasure Within”.
- Emphasizes the importance of living in harmony with one another and with rest of the Planet.

The Ethically Engaged University : Five Key Elements

Element 3: Eco-critical perspective.

- Encourages ecological consciousness and supports learners to examine the injustice created by humanity's perception that it is the supreme being on Earth. By swapping out ego- for eco- we can move the focus away from a human-centric attitude.
- Fosters in our students “eco-ethical consciousness” that considers the environmental and social impacts caused by human-decisions effectively indivisible (e.g., ‘more-than-human’, ‘interconnectedness’ goes beyond human beings and comprises all living beings.)
- Proposes elements of eco-pedagogy oriented towards fostering consciousness about the intertwined human-environment relationships that demand an amalgamation of education for/through social and ecological justice.
- ‘Buen Vivir’ (community-centric, ecologically balanced, and culturally sensitive) (Bosio & Torres, 2021; Torres & Bosio, forthcoming).

The Ethically Engaged University : Five Key Elements

Element 4: Global Moral Consciousness.

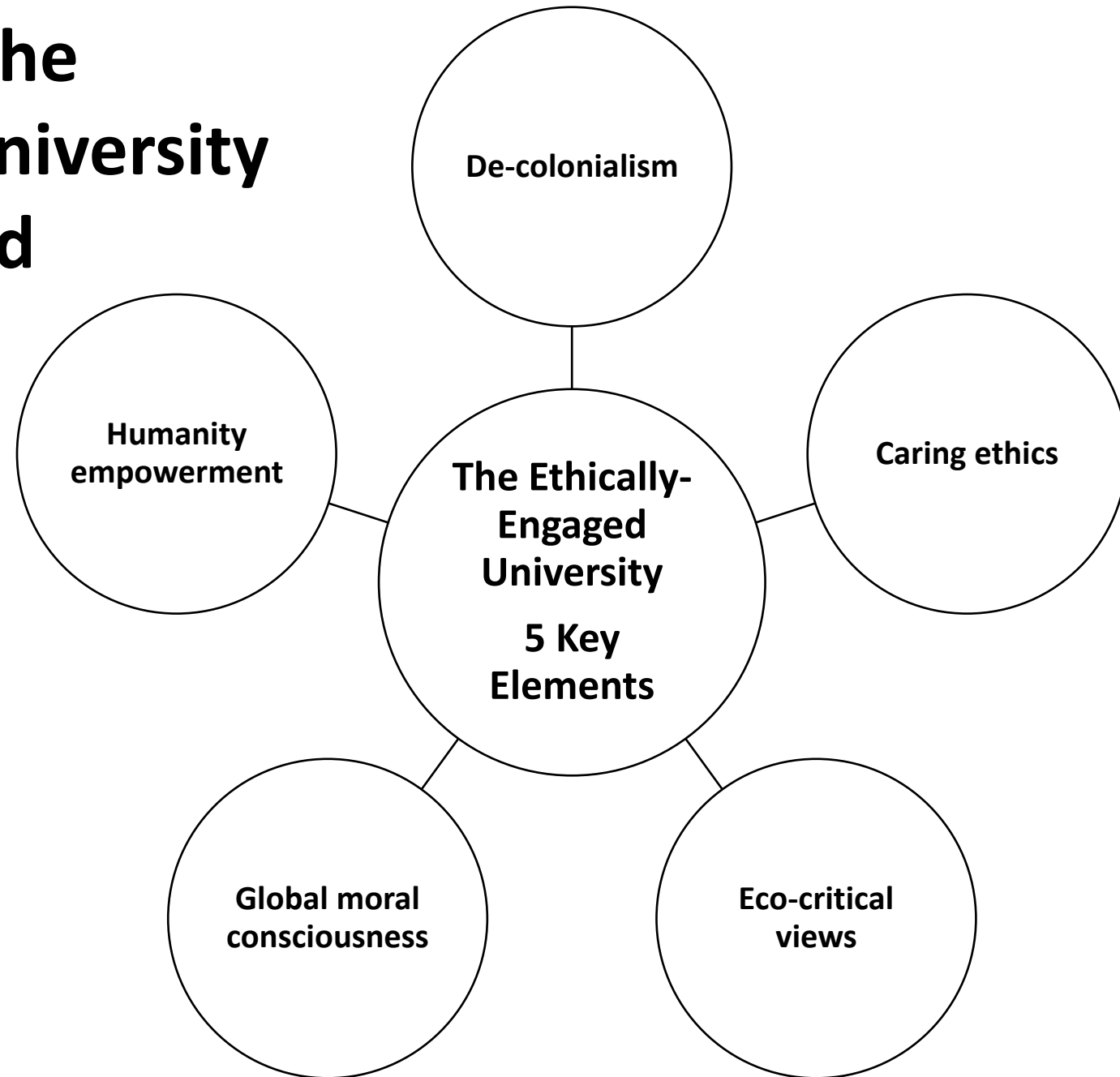
- Encompasses the cultivation of a type of humanistic consciousness that transcends national, ethnic, geographic, and religious boundaries.
- This approach consists of an awareness of other perspectives, a single humanity as the primary level of community, and a moral conscience to act for the good of the world.
- It is modes of thought and action with a basis in the connection of humanity with autonomy and carefulness.
- Cultivates the student's relationships with others—develops the student's appreciation for the notion of carefulness towards the Other.
- Proposes that it is possible to be responsible for one's personal life and philosophy.
- Has humanity as its foundation and allows learners hypothetically to improve their human potential by reflection and dialogue, acquiring the necessary resources for living a worthwhile life based on the notion of carefulness.

The Ethically Engaged University : Five Key Elements

Element 5: Empowering Humanity.

- Opens a path for the personal improvement of every student.
- Extends beyond the political level by embracing all aspects of human behavior.
- Emphasizes an interpersonal dimension which recognizes the human drive to live harmoniously and responsibly with others.

Why the notion of the Ethically Engaged University is both powerful and needed?





Engagement in the American Higher Education System

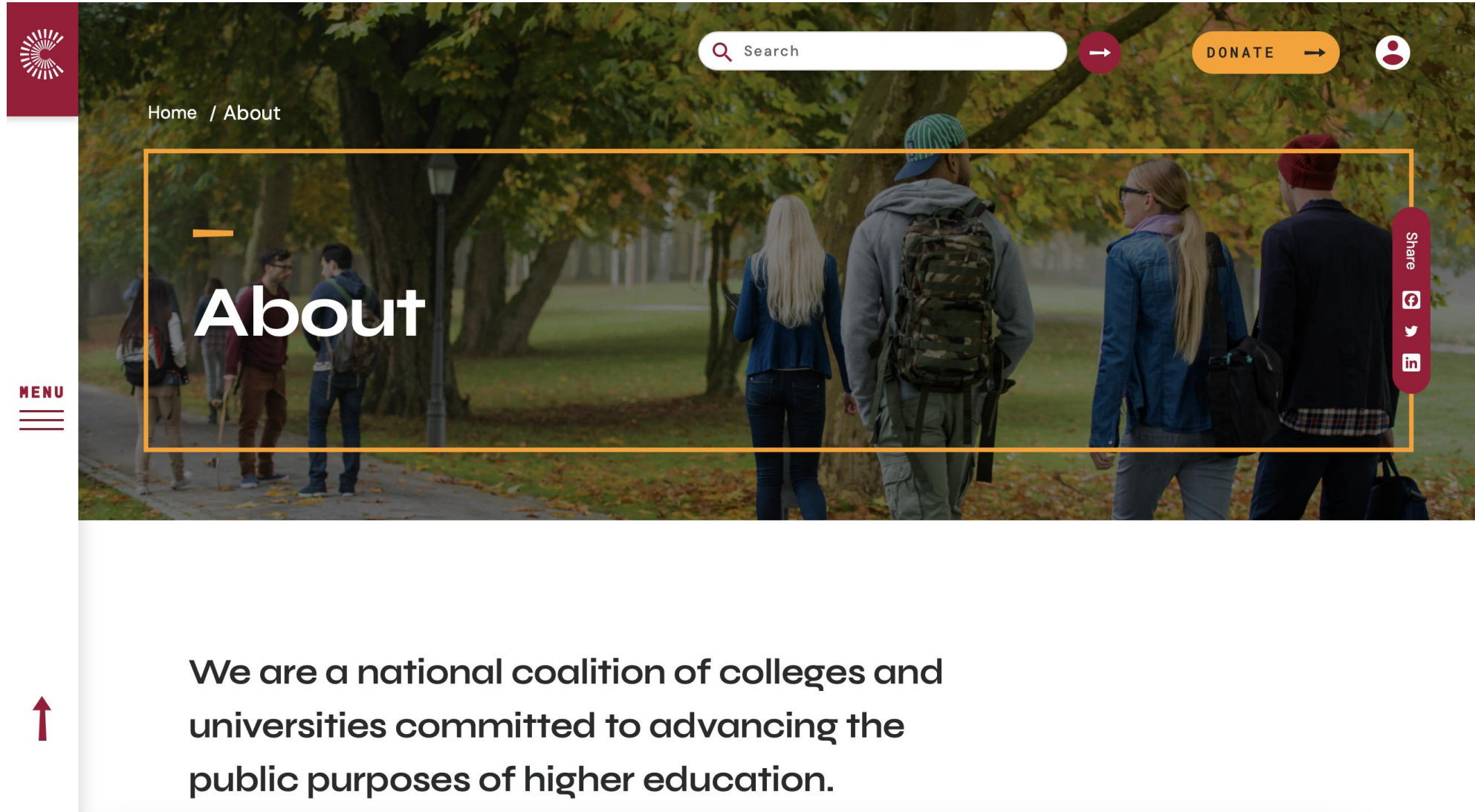
Gus Gregorutti

The Trend

The 1135 responses from 80 sampled institutions representing the four-year tertiary education spectrum from 33 states and territories depicted a clear commitment to engagement. A 77% of the professors have been involved in community service. The majority of faculty members were engaged, whether their orientation was toward research (72%) or teaching (78%), showing a widespread acceptance of engagement as part of their professional activities.

Also, at an institutional level, most professors (70%) acknowledged that engagement is promoted through institutional mission statements.

The Trend



<https://compact.org>

National Survey of Student Engagement

[NSSE](#)

[FSSE](#)

[BCSSE](#)

[SUPPORT & RESOURCES](#)

[RESEARCH](#)



National Survey of Student Engagement

NSSE (pronounced "nessie") provides educators with an estimate of how undergraduates spend their time and what they gain from attending college.

CARNEGIE CLASSIFICATION OF INSTITUTIONS OF HIGHER EDUCATION®

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The Unfolding of Engagement & the Tensioning Views of Higher Education

The British liberal model of higher education

The Land Grant model of higher education

The German (research) model of higher education

The educational elite responded by establishing American research universities, beginning with The Johns Hopkins University in 1876. Adapted from the German education model, Johns Hopkins and its fellow research institutions viewed service as largely unimportant and contrary to what they saw as the true purpose of higher education: the advancement of knowledge through scientific research. (Ross, 2002, pp. 2–3)

The Questionings

The Purpose Questioning

The Learning Questioning

The Epistemological Questioning

Other Factors

The Neoliberal Mindset

The Social Trends Impacting America

Types of Engagements

“...have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities. However, the community may be defined” (Kellogg Report Returning to our Roots, p. 13)

Community Service

Civic Engagement

Service-Learning

Concluding

Part of the traction of this movement is found in the deeply held American education values that are part of higher education's traditions, such as the Land-Grant model. Also, the proper evolution of society has brought significant challenges that prompted questions to rethink the leading higher education systems.

Extensive research has supported engagement as a positive force to educate students, produce new and paradigmatic ideas, and address real social issues transforming societies. This theoretical and factual evidence shows that community engagement is here to stay, reshaping education.