Creating a Culture of Engagement

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Keynote Address:
Outreach and Engagement Strategic Conference
Oregon State University, Corvallis, OR
October 29th, 2012
Current Developments in Academia

- Reduced/withdrawn state funding
- Erosion of US position as international research leader
- Pressure to make learning more ‘efficient’
- Less money, more students, fewer faculty
- Political critique of the cost of education
- No view of higher education as a resource for economic, social, cultural, or health goals for the nation
- Growing concern about access
- Reduced research funding
- Most overlooked: the Exit of the Baby Boomer Faculty
20th Century Universities were rewarded for

- Comprehensive array of disciplines
- Research funding from small set of fed sources
- Focus on grants, publications and technology transfer as indicators of success
- Educating a large number of the best students
- Excellence (T, L, R) as the coincidental sum of the intellectual choices and outputs of individual faculty
21st Century Universities will be rewarded for

- Focused mix of interdisciplinary expertise
- Extensive and collaborative knowledge partnerships with other universities, sectors, communities, nations
- Involvement in community-based research/teaching methods – engagement with “the Big Questions”
- Educational success among a socially inclusive student population
- Innovative (technology-based and experiential) teaching methods that enhance student learning and completion
- Excellence is created by the measurable impact of the above actions on quality of local and global life, culture, health, economic stability, and environment
Evidence of Integration

- Research is more collaborative and networked because of the broad distribution of knowledge and data
- Universities are increasing their collaboration across disciplines and other sources of expertise and building infrastructure to support these working relationships
- Linking learning, research and engagement increases knowledge production, and attracts diverse sources of funding support
- Higher education around the world aims to be a leader in solving the Big Questions affecting contemporary life
A Scholar is:

One who engages in the highest levels of life-long learning and inquiry using rigorous academic practices to build and distribute knowledge for many purposes. Different scholars use different expressions, methods, and modes of scholarship and often prefer one or two expressions or priorities over others. Interests tend to evolve over a career as research and teaching deepens and transforms skills and interests.

Diamond and Adams, 1997
High quality scholarship:

- Requires a high level of discipline-based expertise
- Breaks new ground; innovative
- Can be replicated or elaborated
- Can be documented and peer-reviewed
- Has demonstrable significance or impact on academic and/or other audiences

Diamond and Adams, 1997
Academic culture is changing

20th Century:
One standard/measure of performance (grants/publications) that all faculty must meet.

21st Century:
One standard framework for measuring the intellectual quality and impact of all types of diverse outputs from a faculty that is diverse in skills, interests, ambitions and background.
Indicators of Quality for All Scholarly Work

- Clear goals
- Preparation and mastery of existing knowledge
- Appropriate use of methods
- Significance of results
- Effective dissemination and communication
- Reflective critique
- Consistently ethical conduct

Glassick, et al., 1997)
What is Community Engagement?

Community Engagement describes the collaboration between higher education institutions and their larger communities (local, national, global) for the *mutually beneficial* exchange of knowledge and resources in a context of *partnership* and *reciprocity*. (Carnegie Foundation, 10/2007; emphasis added)
Engagement is a Scholarly Method

Community Engagement is a METHOD – a way of doing teaching, learning, and research that involves “others” outside academia who have expertise, wisdom, insights and lived experience that equips them to contribute to the quality and impact of our scholarship.

As a method, it is used in situations where it is the best fit for the question, problem, or learning goal.
What is Community-Engaged Scholarship?

- Combines an understanding of scholarship AND an understanding of community engagement techniques.
- Based on academic expertise
- Linked to T, L, R outputs
- Involves community as ‘knowers’ not as subjects only
- Benefits community (in their terms)
- Benefits T, L, R agenda of the scholar, discipline and/or institution
SHARED PURPOSE
Sustain human well-being and improve the quality of human life

- **A Healthy Planet:** Advancing the Science of sustainable earth ecosystems
- **Healthy People:** Improving human health and wellness
- **A Healthy Oregon:** Promoting economic growth and social progress

Source: OSU Strategic Plan-Phase II 2009-2013
Why does community-engaged scholarship matter?

- Students as our colleagues
- Community-engaged teaching and learning
  - Increases retention and completion
  - Increases student satisfaction; happy alumni
  - Attracts better and more diverse students
  - Generates new research opportunities
- Community partners as colleagues
  - New perspectives on questions
Why does community-engaged scholarship matter (2)

- Community-engaged research
  - Attracts new sources of funding
  - Builds research skills and improves performance
  - Expands visibility of university in the city/state/nation
  - Enhances potential for international and inter-institutional collaborations
  - Aligns with funder trends
  - Attracts and retains new gen faculty

- Community-engaged scholarship agenda and outcomes enhance reputation, research productivity, funding, and donor/alumni support

- See reports from The Research University Community Engagement Network (TRUCEN)
TRUCEN Members

- Arizona State University
- Brown University
- Cornell University
- Duke University
- Emory University
- Florida State University
- Georgetown University
- Michigan State University
- North Carolina State University
- University of Notre Dame
- Stanford University
- Tufts University
- Tulane University
- University of California, Berkeley
- University of California, Los Angeles
- University of Connecticut
- University of Georgia
- University of Iowa
- University of Kansas
- University of Kentucky
- University of Maryland College Park
- University of Massachusetts Amherst
- University of Michigan
- University of Minnesota
- University of North Carolina-Chapel Hill
- University of Oklahoma
- University of Pennsylvania
- University of Southern California
- University of South Florida
- University of Tennessee-Knoxville
- University of Texas-Austin
- University of Washington
- University of Wisconsin-Madison
- Washington University, St. Louis
Historic Moment in Higher Ed

The world is already beginning the largest renewal of the academic workforce in 50 years.

Gen X and Y scholars are entering the faculty now, and will be in charge of faculty governance within 8 years.

Research shows the new generation has very different goals, values, and expectations.
<table>
<thead>
<tr>
<th>Traditional View</th>
<th>New View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secrecy ensures quality</td>
<td>Transparency ensures equity.</td>
</tr>
<tr>
<td>Merit is an empirically determined, objective concept.</td>
<td>Merit is a socially constructed, subjective concept.</td>
</tr>
<tr>
<td>Competition improves reputation.</td>
<td>Collaboration improves scholarly outcomes.</td>
</tr>
<tr>
<td>Research should be organized around disciplines.</td>
<td>Research should be organized around problems.</td>
</tr>
<tr>
<td>Research is the coin of the realm.</td>
<td>Excellent teaching and research are crucial and are related.</td>
</tr>
<tr>
<td>A life of the mind first and foremost.</td>
<td>A life of both the mind and the heart are essential to health and happiness.</td>
</tr>
<tr>
<td>Faculty thrive on autonomy.</td>
<td>Faculty have a collective responsibility.</td>
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</tbody>
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Trower, 2012
Common & Persistent Issues

- Non-traditional products
- Non-traditional dissemination venues
- Collaborative work – challenge of attribution
- Interdisciplinary work – assigning credit?
- Who is a peer?
- Integrative products that blend teaching, research, service
- Contracts and consulting – what is scholarly?
- Scholarship of teaching and learning
- The “three bucket problem”
- The issue of “weight”
Useful Strategies

- Build coaching and mentoring skills
- Provide professional development activities
- Hire people with CES skills
- Gather examples from other universities in your disciplines
- Identify relevant journals for publishing CES
- Create interdisciplinary group projects
- Writing groups; learning communities
- Convene engaged faculty and partners
  - Discuss partner practices
  - Explore strategies for measuring outcomes
A Culture of Engagement

“Organizational culture, like other cultures, is a blend of the members’ thoughts, narratives, relics, actions and reactions.” Brian Mumby, The Political Function of Narratives in Organizations. (1987)

To make a meaningful difference, engagement should be infused throughout an institution and be an integral element in shaping its identity.
What does a culture of engagement look like?

To create a supportive environment for engagement and the capacity to work in an engaged way, we must model the core concepts of engagement in our approach to building an engagement culture.

- Mutual and reciprocal
- Shared benefits and risks
- Collaborative
- Focused on learning
- Supported by shared purpose
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Source: OSU Strategic Plan-Phase II 2009-2013
A Vision for Outreach and Engagement
The basic ingredients of an engaged culture

• Access to innovative and relevant educational programs, research and information resources
• Partnerships that address social, economic and environmental issues
• **Scholarship** that arises from and informs efforts to promote human well-being in a healthy environment
• **Integration** of efforts across the university
• **Culture** of engagement throughout the university
• Resources to invest in Oregon’s future through engagement with people and communities throughout the state.
Engagement works on several interacting levels. These levels must mesh in order for a full culture of engagement to emerge

- **At an individual level**: how actively we are involved in learning and the time and effort we devote to this endeavor.
- **At an organizational level**: how we work together and the extent to which we share expectations, goals, resources, and risk and benefit with other participants.
- **At a community level**: how well we use campus and community resources to achieve the mission of a campus and to build strong, democratic communities.
- **At a regional or national level**: how we collaborate with other institutions to foster economic and community development.
- **At an international level**: By collaboration with other institutions and organizations to respond to compelling global challenges.
The different levels of engagement are held together by...

- How a university approaches its educational mission and the design, delivery and expectations of the curriculum
- The scholarly agenda developed by individual faculty and the integrating themes that bring different perspectives together to address large questions
- The nature and purposes of collaborations and partnerships
- The infrastructure that holds these integrative models together both internally and external to the institution
Engagement in the Undergraduate Curriculum

“What students do during college counts more in terms of desired outcomes than who they are or even where they go to college. “ George Kuh (2008)

Any high impact learning practice can be approached in an engaged mode. For the best outcomes, these efforts need to be intentional, comprehensive and increasingly demanding over time.
Engagement in the Undergraduate Curriculum
High Impact Practices

- First year seminars and experiences
- Common intellectual experiences
- Writing-intensive courses
- Collaborative Assignments and Projects
- Diversity and Global Learning/Study Abroad
- Service learning/community-based learning
- Internships
- Capstone courses and projects

Source: High impact Educational Practices: What they are, who has access to them, and why they matter. by George D. Kuh (AAC&U, 2008)
Engaged Scholarship

This type of scholarship...engages faculty in academically relevant work that simultaneously fulfills campus missions and goals as well as community needs. Sandmann, L. (2009). Placing scholarly engagement “on the desk.” Posted on Campus Compact website.

Engaged scholarship can be distinguished from other familiar forms of research by considering

✓ who defines and cares about the questions
✓ who will participate in the study and interpret the findings
✓ who cares about the answers and how the results of the study may be used.

Scholarship takes many forms and can be assessed with a common framework.
The assessment of engaged scholarship must include a community perspective.

- **clear goals** firmly grounded in knowledge about our disciplines, our students, their experience and the context in which we operate (*adequate preparation*).

- built upon a solid body of evidence gathered and interpreted in a disciplined and principled way (*appropriate methods*) and shown to be significantly related to the challenges at hand (*significant results*).
The assessment of engaged scholarship must include a community perspective

- The case must be presented effectively (effective presentation) and be studied reflectively (reflective critique), with a clear and compelling sense of responsibility for the effects of the ideas and proposed actions on the community that will be affected, both inside and outside the University (ethical and social responsibility).

[After Glassick et al. Scholarship Assessed. 1997]
Student success links directly to institutional success and will shape campus culture

- “High Impact practices are educationally purposeful activities that include high time-on-task for students, require a high quality of effort and involve active learning and involvement.”

- A great deal of institutional collaboration is required to support these educational experiences and to create a community of learners that is “intentional, systematic, synergistic, comprehensive and accountable.” The resulting culture is a culture of engagement.

- An institution that takes this opportunity seriously can build the capacity for institutional success and deepen its scholarly capacity and environment at the same time by including its students in its scholarly work.

Source: Gavin Henning, Leveraging Student Engagement for Student and Institutional Success. About Campus, Sept/Oct 2012
Building success through integrating themes that bring together different levels of engagement

**Sustainability** offers an excellent vehicle for approaching the transformation of higher education for a new era and supporting engagement because

- This agenda touches people’s lives in intense and personal ways.
- It is equally attractive to faculty, staff, students and community members from a broad spectrum of disciplines and professions.
- It provides Big Questions that lend themselves to the goals of High Impact Practices and the formation of a community of learners across fields and across the generations.
- It involves every aspect of an institution, both academic and operational and promotes an atmosphere of cooperation and mutual responsibility.
Building success through integrating themes that bring together different levels of engagement

**Sustainability** offers an excellent vehicle for approaching the transformation of higher education for a new era and supporting engagement because

- It can be an end in itself (to become carbon neutral) and a means to a larger purpose (to prepare a college or university to be successful in the 21st century) as the experience makes campuses smarter, more open and more connected.
- Students can be involved in every aspect of a fully developed climate commitment agenda.
- It can be a means to create a culture of engagement by offering visible and compelling evidence of the value of social and civic responsibility.
- The approach can be adapted to the distinctive characteristics of each campus and the environment around it.
How far along are you in creating a culture of engagement?

- What is the mission of your institution and what values underlie or inform your mission?
- What kinds of students do you serve and what are their educational goals? How well have you responded to their needs?
- What lessons can you draw from your own history and traditions?
- How do you describe the qualities you hope to foster in your graduates? How well do you work together to achieve those goals?
How far along are you in creating a culture of engagement?

- To what extent does OSU employ engaged strategies now and how comprehensively do you do so?
- Who else needs to be in the conversation?
- What engagement models are already in place? When you ask people to describe an engagement program or activity, what examples do they give you?
- How well are your academic strengths aligned with issues of the state or of specific communities?
- Do you draw upon community expertise and knowledge now? If so, in what ways?
To achieve your goal of full engagement you will need to undertake a process of intentional change.

- “Most of the time, institutional leaders are thinking about what to do, rather than how to do it.”
- “At the end of the day, the personal, political and cultural aspects of change—the process—will make or break a change initiative.” Change III, p. v
- Hence the need for approaching change in higher education as a Scholarly Act, guided by rigorous standards of proof. We are, after all, the Academy.
All of these campus/community relationships matter but they are not all engagement.

- **Routine**: clinical placements, internships, commissioned data reports, student teaching, law clinics, continuing education
- **Strategic**: collaborations for property development, neighborhood restoration
- **Transformative**: integration of research, education and practice to lay a foundation to reinvent organizations and professions in order to restructure economic, social and environmental profiles of communities.
Engagement at a regional level

Collective Impact

• “A commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.” (Example: STRIVE in Cincinnati that addresses success in preK-12)

• The collaboration includes a significant proportion of the institutions in the region.

• The coalition coordinates a portfolio of approaches that address as many aspects of the problem as possible; example “cradle to career” that coordinates improvements at every stage of a young person’s life.

All Hands Raised in Multnomah Co.

from website: “Transforming children into educated, independent adults is the job of the entire community. All Hands Raised brings together local business, government, non-profit organizations, faith community, parents, students and community stakeholders to ensure the sustained success of every child in Portland and Multnomah County from cradle to career.”

The core anchor is Portland State University. http://allhandsraised.org/vision/collective-impact/
from website: “Most communities, including our own, have an array of programs that serve a variety of youth at different points in their lives. Rarely are these programs aligned around a similar set of data, and a shared commitment to work together to define the goals, actions, and outcomes, with an agreement to share accountability for those outcomes. The local partnership is aimed at moving this community to collective impact, where collaborative action is rooted in shared accountability, and all partners have aligned goals, budgets, work plans, and measurements.”
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**OLD/CURRENT BEHAVIOR**

- Disorder
- Confusion

**NEW BEHAVIOR**

- Alignment
- Collective Impact

Inconsistent quality and sporadic accountability perpetuate poor results with some pockets of excellence.

Individual pockets of excellence operate disconnected from one another with little ability to scale results. "Everyone for everything."

Shared ideas and goals begin to galvanize partners and shared aspirations inspire repurposed budgets and "random acts of partnership."

Collaborative action rooted in shared responsibility and accountability using aligned budgets; work plans and measurements are understood by all partners and the community.
Adding it all up. Measuring impact.

- **Economic Development:** local and minority hiring, housing affordability, innovation and new businesses, arts and cultural development

- **Health, safety and the environment:** public health and social determinants of community health, public safety and crime data, carbon emissions, local climate commitments

- **Education:** cradle to career models; graduation rates, successful entry into postsecondary education or the workforce.

- **Community Building:**—leadership, reinvestment, local philanthropy, civic health indicators.

Source: The Democracy Collaborative at the University of Maryland. Elements of a potential anchor institution metric scorecard. A work in progress.
So where to begin?

- Identify broad engagement themes that engage many disciplines
  - Build engaged L & T & R strategies on those themes
  - Develop US and international academic partnerships
- Develop a system for monitoring and measuring
- Identify clear leadership accountability
- Develop philosophy of partnerships
- Provide infrastructure to facilitate, not control partnerships
- Provide faculty development
- Hire to an engaged working environment
Important concepts to remember

- Recognise the mosaic of faculty talents so everyone works to their strengths
- Encourage interaction among faculty, students and external knowledge sources
- Experiential learning increases research capacity
- Recognise individual career paths and stages
- All faculty must contribute consistently to the mission and goals and standards of the university, college, school, or program –
  - but an individual’s emphasis of activities may vary and evolve over time
Change is a vital skill

- The capacity of a university and a community to change, adapt, become more flexible and forward-thinking is becoming a strategic value and core competency that will confer advantages on those that learn these skills, and commensurate disadvantages on those that continue to resist new modes.