

Kentucky Engagement Conference 2008
Data and Directions for Academic Departments
in Facilitating and Rewarding Engagement



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UNIVERSITY

Center for Academic Excellence
2008

Session Agenda

- The what and why of engagement?
- *Why departmental* engagement?
- Getting started with departmental engagement
- Strategies that work to support departmental engagement
- Measuring departmental engagement
- Deepening and sustaining departmental engagement
- Discussion and next steps



What is engagement? Why engage?

Service-Learning is a deliberate, mutually beneficial, connection between academic learning and community assets and needs

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.

~Thomas Ehrlich et al., *Civic Responsibility and Higher Education* (2000)

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

- Carnegie Classification Project 2006

Why Engagement?

What does the research tell us?

Highlights from Research:

- Data from 22,236 college students showed that engaged learning **positively affected grades, writing skills, and critical thinking skills.** (*Astin, 2000*)
- Results of data collected from 3,450 students at 42 institutions indicate that engaged learning **substantially enhances academic development,** life skill development, and a sense of civic responsibility. (*Astin & Sax, 1998*)

Several studies have established the following **outcomes** for students engaged in service-learning activities (Cairn and Kielsmeier, 1991; Kraft, 1996; Daniels and Adonis, 2005; Eyler and Giles, 1994b and 1999):

- **Personal growth:**

- increase in self-esteem and confidence
- increase in students' ability to engage in the community

- **Career development:**

- active exploration of career interests
- hiring advantage over others
- greater confidence in their choice of career

Benefits of Engagement:

Students

- **Social development:**
 - increased interpersonal skills
 - indication of future community engagement
- **Academic/cognitive development:**
 - better grades and higher completion rate;
 - Students generally view engagement as a positive experience
 - students express a preference for more classes to incorporate an engagement component.

Highlights from Research:

- Faculty report that engaged learning makes class discussions more stimulating, increases student involvement, and **makes courses more academically challenging.**

(Berson, J. S., & Younkin, W. F., 1998)

- Interviews with 35 faculty and teaching staff revealed that engaged learning **revitalizes faculty commitment and deepens faculty-student relationships.** *(Pibbenow, D. A., 2005)*

- USA: Call for change in higher education
 - o Business
 - o Government
 - o Community
 - o Students

What kind of skills, attitudes and attributes do you think Fortune 500 companies told researchers they are looking for when considering hiring recent college graduates?

Percentage of Business Leaders Who Want Colleges to "Place More Emphasis" on Key Outcomes



- **Integrative Learning**
 - Applied knowledge in *real-world* settings 73%
- **Knowledge of Human Cultures and the Physical and Natural World**
 - Science and technology 82%
 - **Global issues 72%**
 - **The role of US in the world 60%**
 - Cultural values/traditions (US/Global) 53%
- **Intellectual and Practical Skills**
 - **Teamwork skills in diverse groups 76%**
 - Critical thinking and analytic reasoning 73%
 - **Written and oral communication 73%**
 - Information literacy 70%
 - **Creativity and Innovation 70%**
 - **Complex problem solving 64%**
- **Personal and Social Responsibility**
 - **Intercultural competence (teamwork in diverse groups) 76%**
 - Intercultural knowledge (global issues) 72%
 - **Ethics and values 56%**
 - Intercultural knowledge (cultural values/traditions--US/Global) 53%

Employers want graduates who can thrive in jobs that aren't even created yet by...



- Solving Problems
- Working in groups / Building consensus
- Thinking and acting creatively
- Demonstrating (collaborative) leadership
- Communicating well (written and orally)
- Working well with diverse populations
- Understanding (and successfully navigating) multiple cultures
- Thinking critically
- Appreciating diversity
- Making and keeping commitments.



Why Departmental Engagement?



2 Main Assumptions

- 1) Civic or community engagement in higher education is increasingly re-emerging as a key component in the overall landscape of American higher education
- 2) Academic departments play a critical role in higher education change, including to institutionalize community engagement on campuses



Assumption One

Linking higher education and public service has gone through 3 main phases in past half-century – all mutually supportive today

1. Community service – student centered (1960s)
2. Service-learning – pedagogical focus (1980s)
3. Institution-wide focus on civic engagement (1980s)
 - Astin (2000); Bok (1982); Boyer (1990); Boyte (2004); Newman (1985); Edgerton (1994); Harkavy (2000); Holland (1997); Lynton (1995); Putnam & Feldstein (2003)
 - Plus: Campus Compact's Presidents' declaration (1999); W.K. Kellogg (1990s >> today); NASULGC (2000 >> today); AASCU-ADP (2003 >> today), Carnegie Classification (2006); others



Assumption Two

Academic departments play a critical role in higher education change, including to institutionalize community engagement on campuses

- Applegate & Morreale (2006); Battestoni et al. (2003); Diamond & Adam (1993, 1995, 2000, 2004); Edwards (1999); Furco (2001, 2002); Kecskes (2006, 2008); Kennedy (1995); Zlotkowski (2000).
- “The academic department, the locus of curricular decisions, is the key organizational level where service-learning* must be accepted and integrated if it is to be sustained. Thus, understanding the department role in organizational change is an area where further research is needed” (Holland, 2000, p. 54).



Assumption Two

“The department is arguably the definitive locus of faculty culture.... We could have expected that reformers would have placed departmental reform at the core of their agenda; yet just the opposite has occurred. There has been a noticeable lack of discussion of – or even new ideas about – departments’ role in reform”

- Richard Edwards, *The Academic Department: How does it Fit Into the University Reform Agenda?* *Change*, September/October, 1999, p. 17-27.

Why focus on departments?



“We have, of course, always known that this day would come. While presidents have lined up to sign Campus Compact’s *Declaration on the Civic Responsibility of Higher Education*, the percentage of faculty using community-based work in their teaching continues to increase, and more and more institutions are moving to establish some kind of office to facilitate campus-community collaborations, one overriding question remains: **will individual faculty interest seeping up from below and administrative encouragement trickling down from above finally reach each other at the level of departmental culture or will they instead encounter an *impermeable membrane*?”**

- Zlotkowski, E. & Saltmarsh, J. (2006). In Kecskes, K. (Ed.) Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good. Anker Publishing

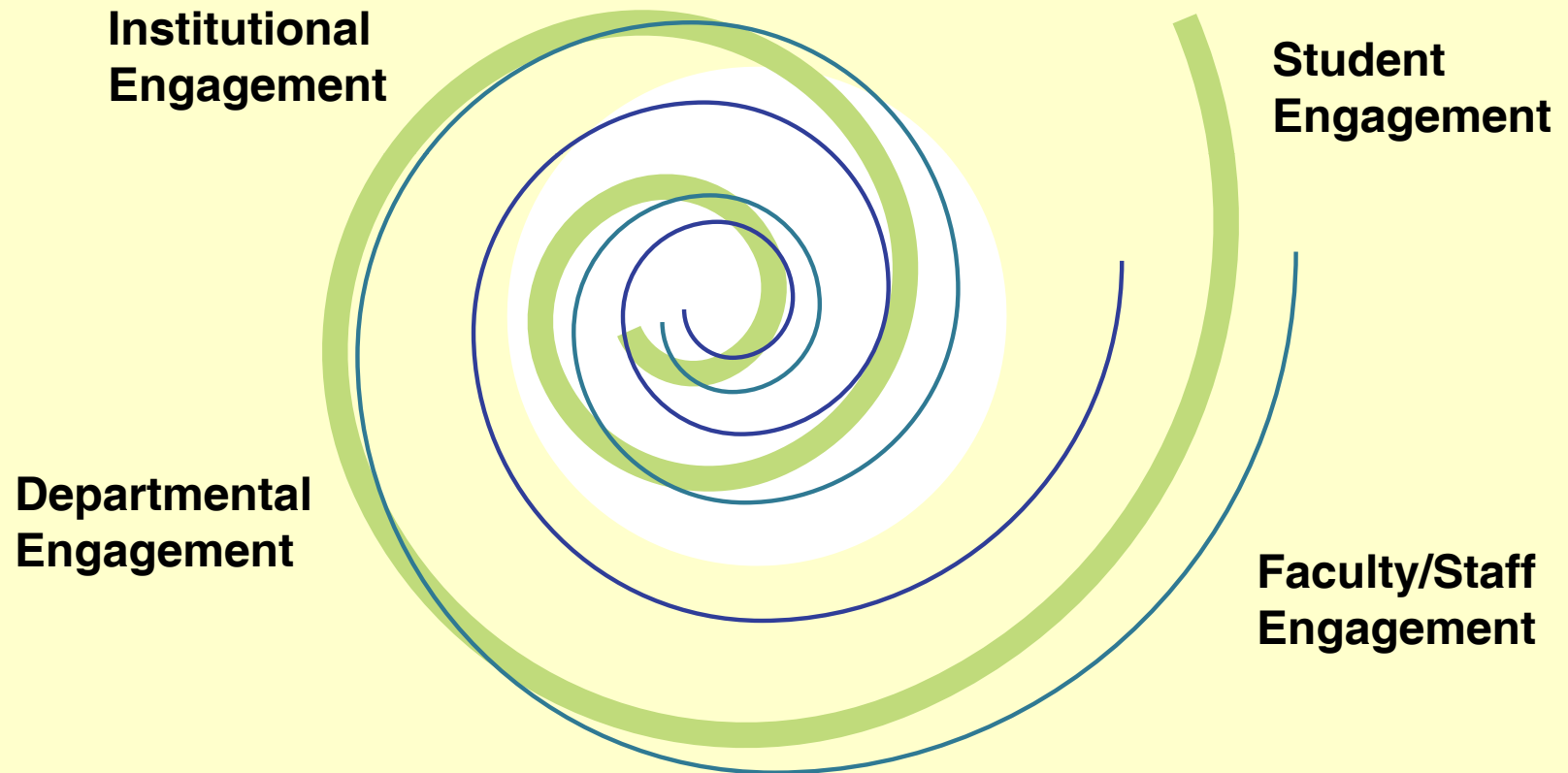
Why work with academic departments?



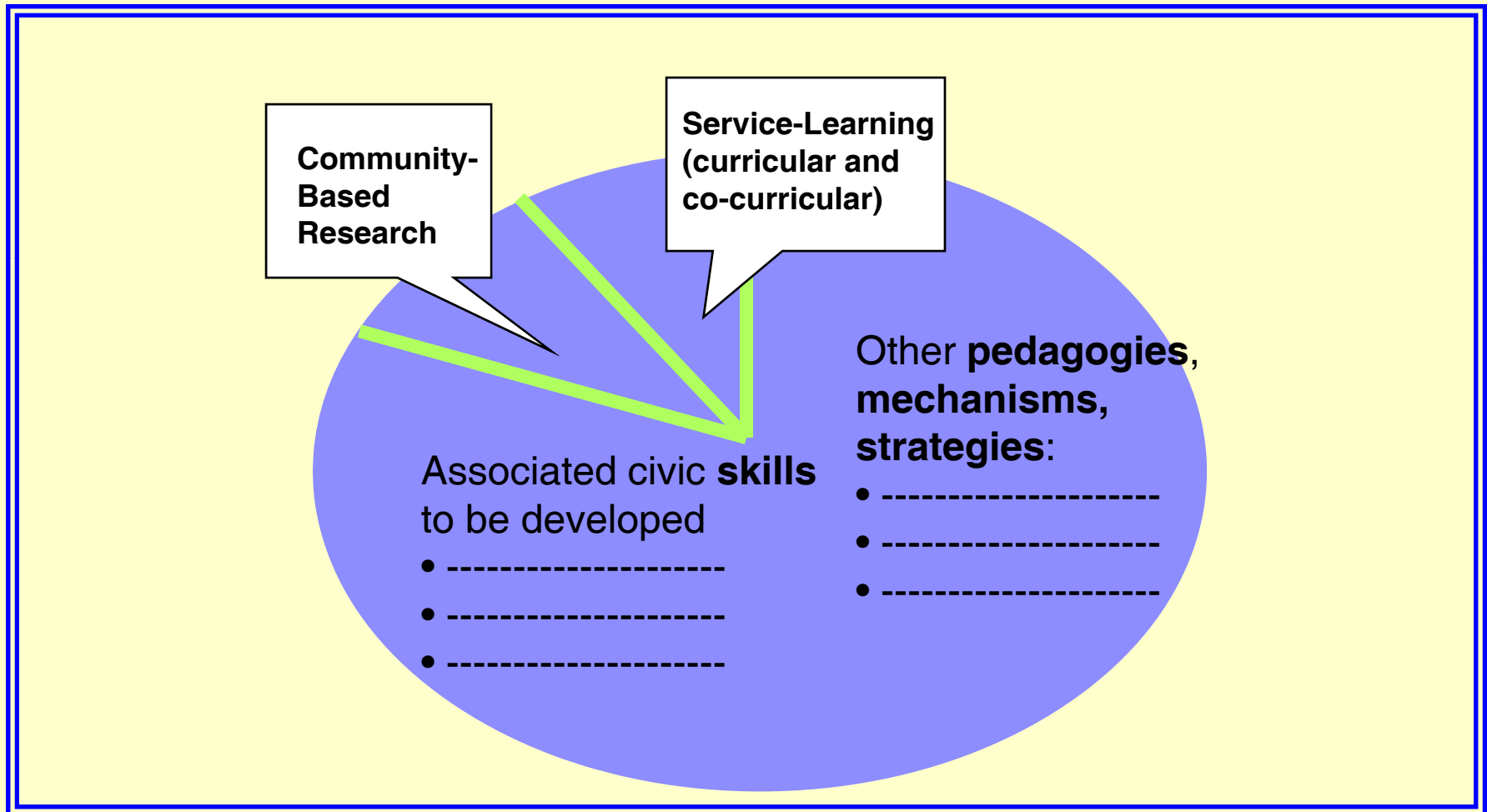
- Faculty find their intellectual and professional home in the department.
- Nationally, work is being done to educate disciplinary associations and articulate connections to engagement.
- Student experiences with community-based work can be fragmented when coordinated at the individual faculty level
- There are several potential benefits for students, faculty, and community partners

1. The work of the department is collaborative:
Shift from “my work” to “our work”
2. Public dialogue about the values, interests, and goals of the department.
3. Engagement as community-based public problem solving.

> PSU's Integrated Approach



Expanding our Understanding



Community Engagement



Economic Development

**Lifelong Learning
Extended Programs**

Cultural Programs

Faculty Outreach

Other

Engagement

Internships/Coop

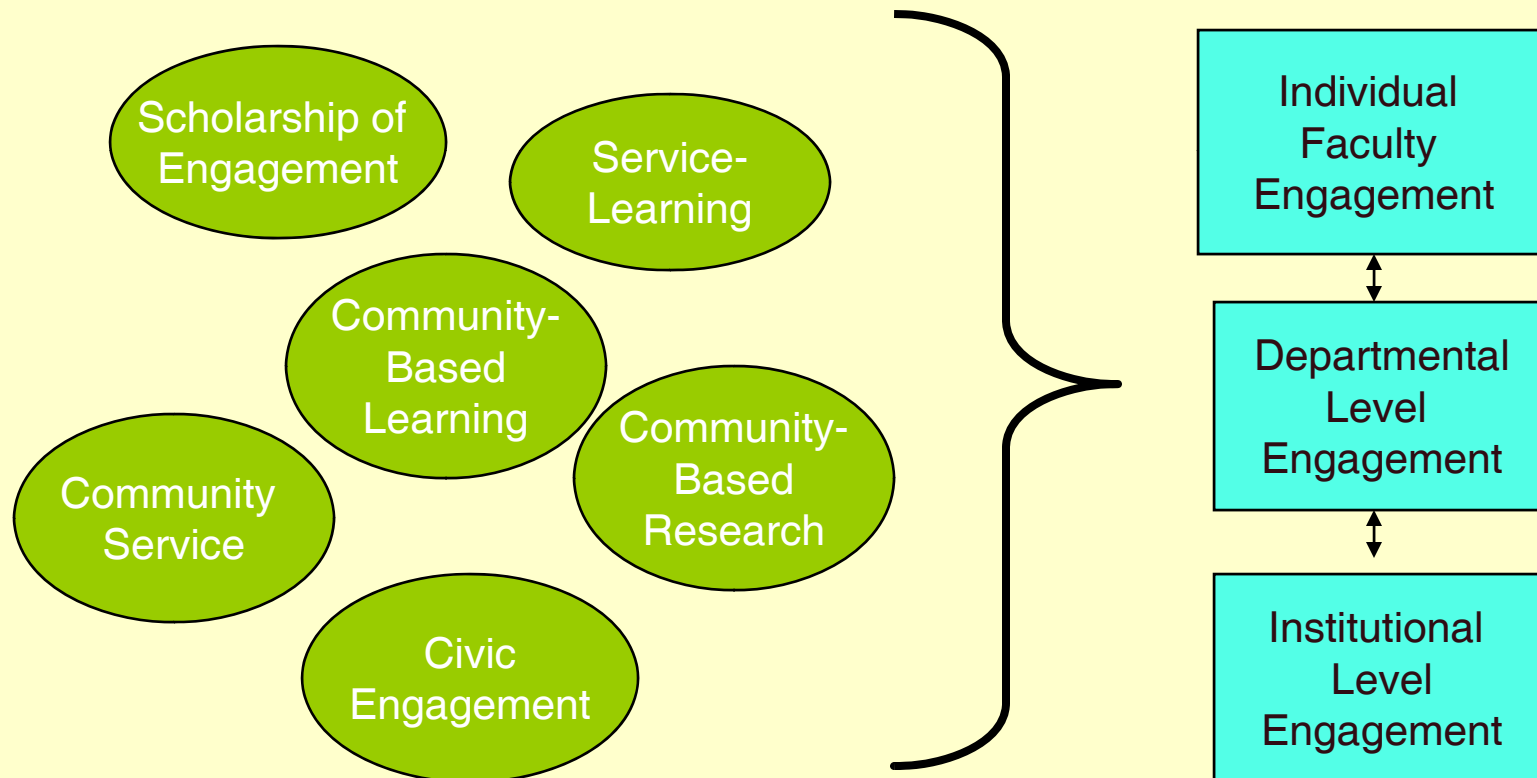
**Co-Curricular
Service-Learning**

**Community-Based
Research**

Curricular Service-Learning

PSU Developmental Model

Faculty Development Approaches





Getting started with departmental engagement

Think Big



Remember our “out of the box”
experiences



REFLECT on some or OUR departmental engagement efforts



Getting Started

- Someone assumes responsibility
- One (key) course at a time
- Consider localized theme or partner focus
- Take stock, innovate, communicate

Getting Started

- Keep definitions and expectations broad
- Ask foundational questions
- Systematic and/or organic program growth
- Internal politics and credibility matter
- Especially in early stage: Leadership from chair and key faculty is essential
- Remember: Disciplines vary
- Professional development needs change and grow
- Connect unit-level work to larger community agendas



Measuring departmental engagement

Resources in Higher Education Practice

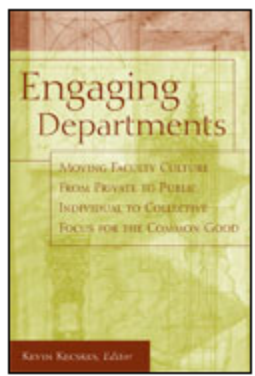
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Engaging Departments
Moving Faculty Culture From Private to Public, Individual to Collective Focus for the Common Good

Kevin Kecskes (editor)

ISBN/Prod. Id. 1933371021
clothbound, 6 X 9
324 pages © 2006
US \$39.95 [Add to Cart](#)



Foreword by R. Eugene Rice

This book fills an important niche in the literature on institutional engagement and advances the National [Campus Compact](#) agenda to create engaged departments. Representing a range of disciplines—art, Chicana and Chicano studies, communication, educational psychology and counseling, English, geology, nursing, social work, sociology and anthropology—and institution types—two-year and four-year, public and private, comprehensive and research—the heart of this work features 11 departments and their journeys to engagement, focusing on transferable steps and strategies, key factors that helped move civic engagement from the individual faculty level to the collective departmental level, successes and barriers, and future visions. Also outlined are engagement efforts at the institutional and state system levels.

Written for department chairs, faculty, and faculty developers, this book offers approaches to support and sustain the building of engaged departments and invites readers to contemplate and refresh their visions for the relevancy of their disciplines in the 21st century.

“Every provost, dean, and department chair needs to read this book. It provides intelligent guidance for those considering taking the challenges of building a genuinely engaged campus seriously.”

—R. Eugene Rice, Senior Scholar, Association of American Colleges and Universities

“A highly useful mix of theory and practice to inform the next stage of the civic engagement movement in higher education—involving departments.”

—Elizabeth L. Hollander, Executive Director, Campus Compact

See also:

[Public Work and the Academy](#)
Mark Langseth, William M. Plater

- Considered nearly 100 departments
- Invited 25% to submit abstracts for evaluation
- Selected 11 departments for inclusion in book
- Performed contextual analysis to identify common themes
- Developed “characteristics” framework
- Tested framework with PSU departments

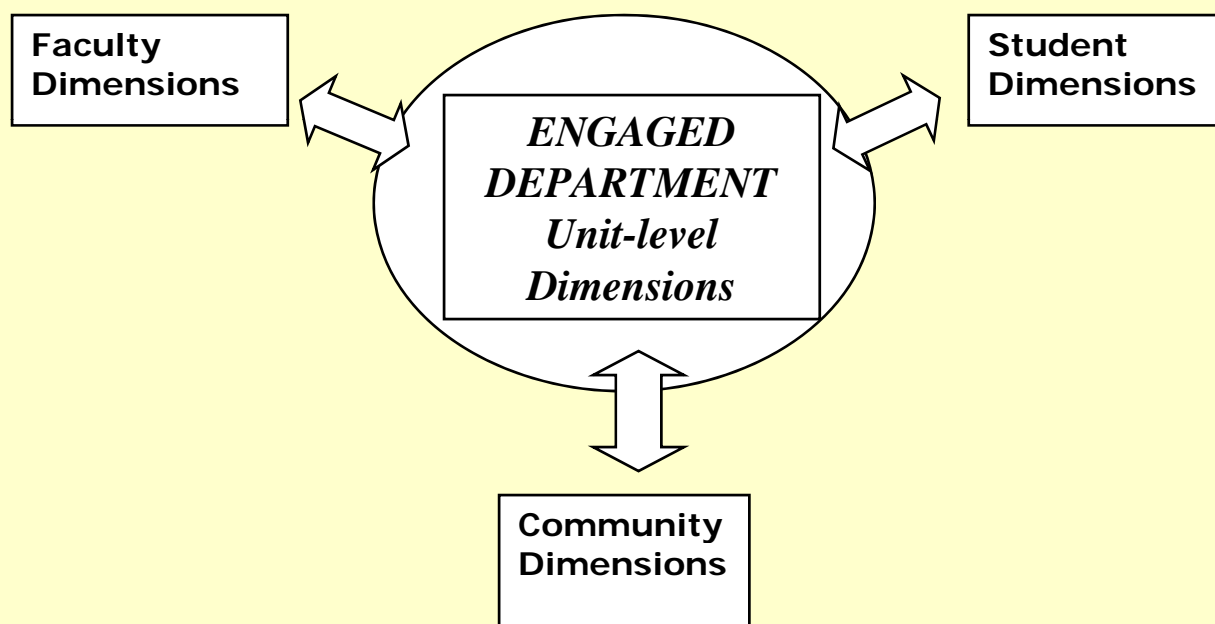
National Exemplars



- **Communication Studies at Samford University**
- **Geology at Orange Coast College**
- **Art at Portland State University**
- **English at Chandler-Gilbert Community College**
- **Social Work Education at Widener University**
- **Sociology and Anthropology at Spelman College**
- **Nursing at Case Western Reserve University**
- **Communication at the University of Mass, Amherst**
- **Sociology at Georgetown University**
- **Chicana and Chicano Studies at the UCLA**
- **Educational Psych and Counseling at CSU, Northridge**

Featured in Kecskes, K. (Ed.) Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good.
Anker Publishing, 2006

Engaging Departments – An Emerging Model *Connective Pathways*



Creating Community-Engaged Departments

Self-assessment rubric for the
institutionalization of community
engagement in academic departments

(Kecskes, 2008)

Part One – Developing the *Rubric*

- Expert/key informant interviews
- Thematic analysis
- Integration with extant instruments

Part Two – Testing the *Rubric* for Utility

- Five institutions (South, North, Midwest, Northwest)
 - Urban, public, comprehensive, Carnegie classified as engaged institutions
- Social science departments

Department Specific Components (10 + 4 of 33 total components)



Dimensions	Components
I. Mission and Culture Supporting Community Engagement	<ul style="list-style-type: none"> ▪ Mission ▪ Definition of Community Engaged Teaching ▪ Definition of Community Engaged Research ▪ Definition of Community Engaged Service ▪ <i>Climate and Culture</i> ▪ <i>Collective Self-Awareness</i>
II. Faculty Support and Community Engagement	<ul style="list-style-type: none"> ▪ Faculty Knowledge and Awareness ▪ Faculty Involvement and Support ▪ Curricular Integration of Community Engagement ▪ Faculty Incentives ▪ Review, Promotion, and Tenure Process Integration ▪ Tenure Track Faculty
III. Community Partner and Partnership Support and Community Engagement	<ul style="list-style-type: none"> ▪ <i>Placement and Partnership Awareness</i> ▪ Mutual Understanding and Commitment ▪ Community Partner Voice ▪ Community Partner Leadership ▪ Community Partner Access to Resources ▪ Community Partner Incentives and Recognition

Department Specific Components (10 + 4 of 33 total components)



<p>IV. Student Support and Community Engagement</p>	<ul style="list-style-type: none"> ▪ Student Opportunities ▪ Student Awareness ▪ Student Incentives and Recognition ▪ Student Voice, Leadership & Departmental Governance
<p>V. Organizational Support for Community Engagement</p>	<ul style="list-style-type: none"> ▪ <i>Administrative Support</i> ▪ Facilitating Entity ▪ Evaluation and Assessment ▪ Departmental Planning ▪ Faculty Recruitment and Orientation ▪ Marketing ▪ Dissemination of Community Engagement Results ▪ Budgetary Allocation
<p>VI. Leadership Support for Community Engagement</p>	<ul style="list-style-type: none"> ▪ Department Level Leadership ▪ Campus Level Leadership from Departmental Faculty ▪ National Level Leadership from Departmental Faculty

	STAGE ONE <i>Awareness Building</i>	STAGE TWO <i>Critical Mass Building</i>	STAGE THREE <i>Quality Building</i>	STAGE FOUR <i>Institutionalization</i>
MISSION ^{1, 2, 3, 4}	The formal mission of the academic unit does not directly mention or indirectly allude to the importance of community engagement.	The formal mission of the academic unit indirectly alludes to the importance of community engagement (e.g., suggests “application of knowledge,” “real-world teaching,” etc.)	The formal mission of the academic unit directly mentions community engagement and may also indirectly allude to its importance (e.g., suggests “application of knowledge,” etc.) yet it is not viewed as a central or primary focus area.	Community engagement is directly mentioned, highlighted and/or centrally located in the department’s formal mission. Community engagement is clearly part of the primary focus area of the unit (e.g., present in planning docs)
DEFINITION OF COMMUNITY-ENGAGED TEACHING ^{1, 2, 4}	There is no unit-wide definition for community-engaged teaching (including definitions for the terms “service-learning” or “community-based learning”).	There are generally-understood and accepted notions of community-engaged teaching that are used inconsistently to describe a variety of experiential or service activities.	There is a formal definition for community-engaged teaching in the unit, but there is inconsistency in the understanding, acceptance and application of the term.	The unit has a formal, universally accepted definition for community-engaged teaching that is applied consistently in departmental courses.
DEFINITION OF COMMUNITY-ENGAGED RESEARCH ^{1, 3, 4}	There is no unit-wide definition for community-engaged research (including definitions for the terms “community-based research” or “participatory action research”).	There are generally-understood and accepted notions of community-engaged research that are used inconsistently to describe a variety of experiential or service activities.	There is a formal definition for community-engaged research in the unit, but there is inconsistency in the understanding, acceptance and application of the term.	The unit has a formal, universally accepted definition for community-engaged research that is understood consistently in the department.
DEFINITION OF COMMUNITY-ENGAGED SERVICE ^{1, 4}	Community engagement is not acknowledged as an essential component of service or professional practice.	There are generally-understood and accepted notions of community-engaged service that are used inconsistently to describe a wide variety of activities.	There is a formal definition for community-engaged service in the unit, but there is inconsistency in the understanding, acceptance and application of the term.	The unit has a formal, universally accepted definition for community-engaged service that is applied consistently as an essential component of service or professional practice.
CLIMATE AND CULTURE ⁴	The organizational climate and culture of the department is not supportive of community engagement.	A few faculty/staff concur that the organizational climate and culture of the department is supportive of community engagement.	Many faculty/staff concur that the organizational climate and culture of the department is supportive of community engagement.	Most faculty/staff concur that the organizational climate and culture of the department is highly supportive of community engagement.
	Faculty and staff in the unit do	Infrequently, faculty and staff in	Periodically, faculty and staff in the	Regularly, faculty and staff in the

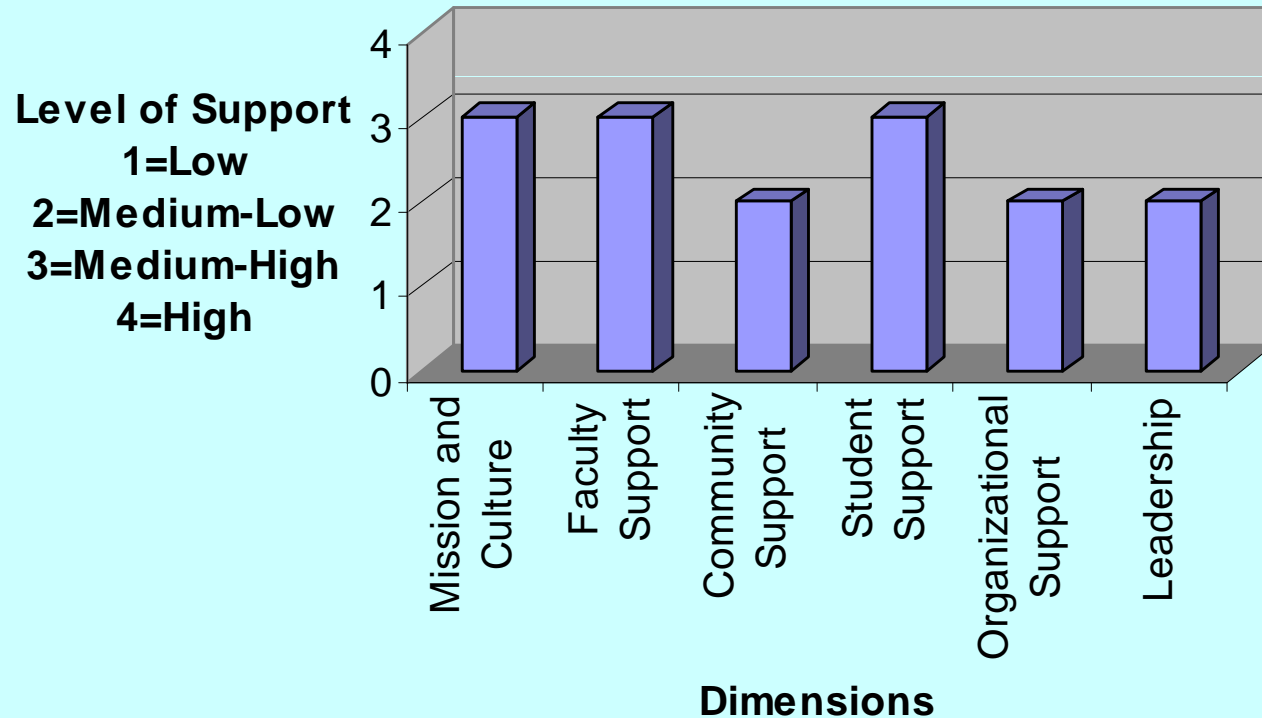
	STAGE ONE <i>Awareness Building</i>	STAGE TWO <i>Critical Mass Building</i>	STAGE THREE <i>Quality Building</i>	STAGE FOUR <i>Institutionalization</i>
FACULTY KNOWLEDGE AND AWARENESS ^{1, 2, 3}	Faculty members do not know what community engagement is or how it can be integrated into teaching, research, or service.	A few faculty members know what community engagement is and understand how it can be integrated into teaching, research, or service.	Many faculty members know what community engagement is and can articulate how it can be integrated into teaching, research, and/or service.	Most faculty members know what community engagement is and can articulate how it can be integrated into teaching, research and/or service.
FACULTY INVOLVEMENT & SUPPORT ^{1, 2}	Faculty members do not support or advocate for community engagement; faculty do not support for the infusion of community engagement into the unit's mission or into their own professional work.	A few faculty members are supportive of community engagement; a few advocate for integrating it into the unit's mission and/or their own professional work.	Many faculty members participate in community engaged teaching, research, or service and support the infusion of community engagement into both the unit's mission and the faculty members' individual professional work.	Most faculty members participate in community engaged teaching, research, or service and support the infusion of community engagement into both the unit's mission and the faculty members' individual professional work.
CURRICULAR INTEGRATION ⁴	There are a few or no elective and no required community-based learning courses integrated into the curriculum of the major.	There are some elective, but only a few required, developmentally appropriate community-based learning courses integrated into the major curriculum.	There are multiple elective and many required, developmentally appropriate community-based learning courses integrated into the major curriculum.	The entire curriculum for the major is intentionally and consistently infused with developmentally appropriate elective and required community-based learning course requirements.
FACULTY INCENTIVES ^{1, 2}	Within the unit, faculty members are not encouraged to participate in community engagement activities; no incentives are provided (e.g., mini-grants, sabbaticals, funds for conferences, etc.) to pursue engagement activities.	Faculty members are infrequently encouraged to participate in community engagement activities; a few incentives are provided (e.g., mini-grants, sabbaticals, funds for conferences, etc.) to pursue engagement activities.	Faculty members are frequently encouraged and are provided some incentives (mini-grants, sabbaticals, funds for scholarly conferences, etc.) to pursue community engagement activities.	Faculty members are fully encouraged and are provided many incentives (mini-grants, sabbaticals, funds for conferences, etc.) to pursue community engagement activities.
REVIEW, PROMOTION, AND TENURE PROCESS INTEGRATION ^{1, 3}	The review, promotion, and tenure process at the departmental level does not reward community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial	The review, promotion, and tenure process at the departmental level provides little reward for community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial partnership	The review, promotion, and tenure process at the departmental level modestly rewards community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial partnership with the community.	The review, promotion, and tenure process at the departmental level clearly and consistently rewards community-engaged research and scholarship in which a faculty member is involved in one or more mutually beneficial partnership(s)

Departmental Identification

Department Number	Institution	Disciplinary focus of department
1	A	Speech, Language and Hearing
2	A	Family Social Science
3	A	Sociology
4	B	Agriculture Resources and Economics
5	B	Adult and Higher Education
6	B	History
7	C	History
8	C	Political Science
9	D	Social Work
10	C	Environmental Science and Resources
11	C	Applied Linguistics
12	E	Psychology

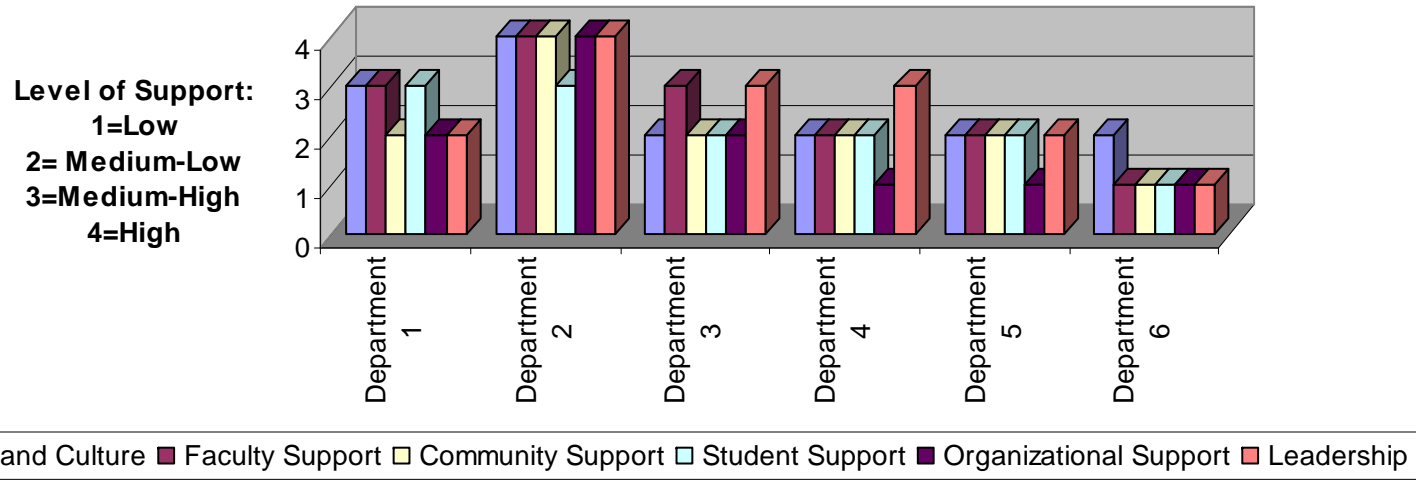
Testing the Utility and Validity of the Conceptual Framework – Display of Analysis

Department 1: Levels of Support for Community Engagement Displayed by Dimensions

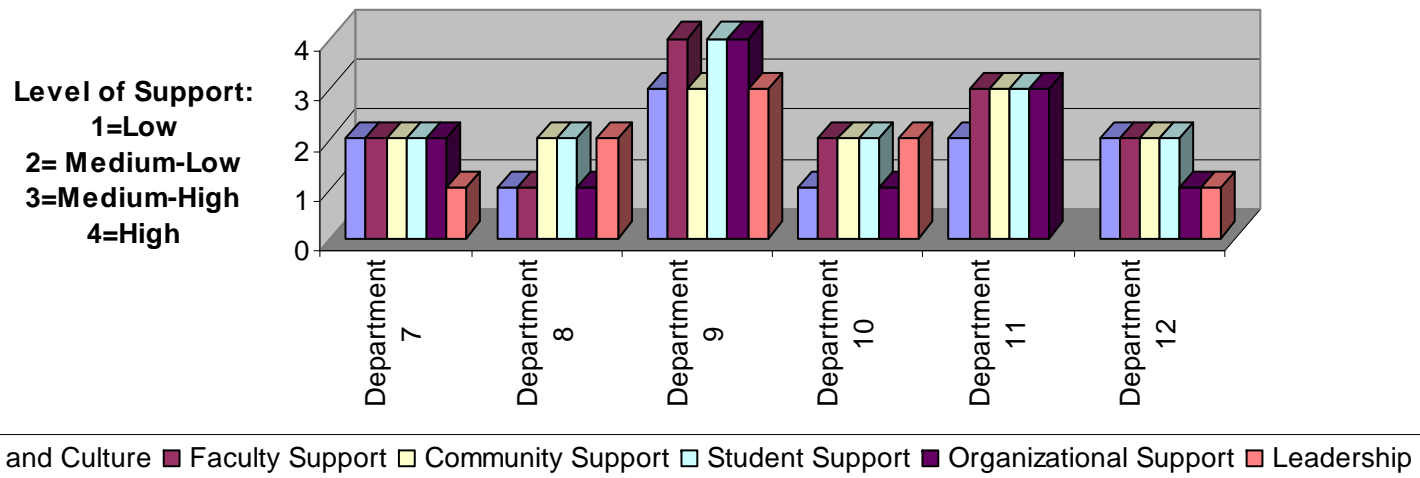


Select Findings – Summary Histograms

Levels of Departmental Engagement Displayed by Dimensions (Departments 1 - 6)



Levels of Departmental Engagement Displayed by Dimensions (Departments 7-12)



Select Implications of this Study

- Students
 - “Transformational education” learning theories (Mezirow, 2000)
- Community Partners
 - Reciprocity in community partnerships (CCPH, 2008; Driscoll, 2008; Plater, 2004; Kecskes, 2006)
- Academy
 - Organization-wide and institution-wide factors for engagement (Holland, 1997; Furco, 2003; Gelmon, Seifer et al., 2005; Kecskes, 2006)
- Institutional Theory
 - Application potential to community engagement domain

Select Future Directions for Research

- **Transferability**
 - Other institutional types, disciplines, international settings
- **Utility and Use**
 - Instrumental
 - Triangulation of various data sources
 - Data display utility (histograms)
 - Substantive
 - Planning purpose use
 - Effects of different self-assessment processes (single, small- or large group); including students, community partners
 - Building commitment to engagement via self-assessment
 - Impact on national disciplinary associations
 - Application of institutional theory perspective



Select Future Directions for Research

- **Correlations**
 - Chair participation
 - Scholarly outputs
 - Student success
 - Alumni data (career choices, employee feedback, civic participation, philanthropic giving)
- **Meta-Questions**
 - Why and how do departments engage? What difference does it make? To whom?



Strategies that work

- Take stock, synergize
- Make time
- Notice, appreciate
- Remember: Students as assets
- Find money - departmental “point person”
- Envision expanded community partner roles
- Evaluate
- Ask the right questions



- Institutionalize
- Make it count
- Shine the light
- Think incentives
- Be a connector
- Ask the right questions

- Define “departmental engagement” broadly
- Stay open: no “one right way”
- Listen for discipline-specific needs
- Seek to understand first
- Encourage communication (articles)
- Not for everyone: Expect “fall out”
- Remember the service-learning triad, re: Roles
- Support scholarship
- Shine the light
- Keep raising the stakes



Sustaining Departmental Engagement

- Chair/senior faculty support
- Collaborative curriculum development
- Community engagement is evident in required courses in the major.
- Civic engagement is accepted as core academic work.
- Department-level Incentives (including P&T)
- Support infrastructure in place.

How does it all fit into place?



- Students
 - Embrace new approaches to learning
 - Implement community projects
- Community Partners
 - Participate in problem definition
 - Help teach university students
 - Long-term, focused collaboration with academic units
- Faculty
 - Teach new (and old) material in new ways
 - Research with community use and impact is important and valued
 - Collaboration among departmental personnel is essential.