

# University Engagement: Continuing Educators' Perspectives

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# Themes

- Engagement resonates with Continuing Educators
- Do we know it if we see it?
- A long journey ahead
- Definitions are important
- Dialogue and sharing are more important
- Action may be most important

# UCEA's Community of Practice on Outreach and Engagement

- The Youngest COP
- One of the largest COP's
- Engaging around Engagement

# UCEA

## Outreach and Engagement

- Three Major Activities
  - Explore Models of O&E
  - Complete Report Card on Engagement
  - Review “Resource Guide and Recommendations”

# Exploring Models of Outreach and Engagement



# Virginia Tech

## Inreach & Outreach Cutting Across the Three Missions

	Teaching	Research	Service
Inreach (non-Outreach)	<ul style="list-style-type: none"> <li>• on-campus credit courses and degree programs</li> <li>• student advising</li> <li>• student leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• basic research</li> <li>• train students in research management and in research leadership</li> </ul>	<ul style="list-style-type: none"> <li>• university, college, and department committees</li> <li>• involvement in the community not related to the discipline</li> </ul>
Outreach	<ul style="list-style-type: none"> <li>• continuing education short courses, conferences, seminars, workshops</li> <li>• off-campus (live and distance delivered) credit courses and degree programs</li> <li>• service learning</li> </ul>	<ul style="list-style-type: none"> <li>• applied research</li> <li>• publications</li> <li>• technical assistance</li> <li>• demonstration projects</li> <li>• targeted studies</li> <li>• impact evaluations</li> <li>• research dissemination conferences</li> </ul>	<ul style="list-style-type: none"> <li>• involvement in leadership positions in professional associations</li> <li>• external boards and commissions</li> <li>• expert testimony</li> <li>• policy analysis</li> <li>• speaking to alumni groups</li> <li>• commercializing research</li> <li>• paid and non-paid consulting</li> </ul>

# Purdue

## Engagement as the Third Mission

Areas of Scholarship	Learning	Discovery	Engagement
On-Campus	<ul style="list-style-type: none"> <li>• on-campus credit courses and degree programs</li> <li>• student advising</li> <li>• student leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• basic research</li> <li>• train students in research management and in research leadership</li> <li>• Interdisciplinary centers and institutes</li> </ul>	<ul style="list-style-type: none"> <li>• university, and department committees</li> <li>• involvement in the community not related to the discipline</li> <li>• Collaborations between schools and departments</li> </ul>
Partnerships and Collaborations “The intersection with Engagement”	<ul style="list-style-type: none"> <li>• continuing education short courses, conferences, seminars, workshops</li> <li>• off-campus (live and distance delivered) credit and non-credit courses and degree programs</li> <li>• service learning</li> <li>• Study abroad programs</li> <li>• Intern and coop programs</li> <li>• K-12 programs</li> </ul>	<ul style="list-style-type: none"> <li>• applied research in industrial setting</li> <li>• publications</li> <li>• technical assistance</li> <li>• demonstration projects</li> <li>• targeted studies</li> <li>• impact evaluations</li> <li>• research dissemination</li> <li>• New products and business development</li> </ul>	<ul style="list-style-type: none"> <li>• leadership positions in professional associations</li> <li>• external boards and commissions</li> <li>• expert testimony</li> <li>• policy analysis</li> <li>• speaking to public groups and alumni</li> <li>• commercializing research/new business starts</li> <li>• consulting</li> </ul>

## Penn State Inreach, Outreach, & Engagement Cutting Across the Three Missions

	Scholarship of Teaching & Learning	Scholarship of Research and Creative Accomplishments	Service and the Scholarship of Service to the University, Society, and Profession
<b>Inreach</b> (faculty activity for internal/academic groups)	<ul style="list-style-type: none"> <li>on-campus credit courses and degree programs</li> <li>multi disciplinary teaching</li> <li>course innovation (on campus)</li> <li>course improvement (on campus)</li> </ul>	<ul style="list-style-type: none"> <li>basic research</li> <li>train students in research management and in research leadership</li> <li>Refereed publications in academic journals</li> </ul>	<ul style="list-style-type: none"> <li>university, college, and department committees</li> </ul>
<b>Outreach</b> (faculty activity for external groups)	<ul style="list-style-type: none"> <li>continuing education short courses, conferences, seminars, workshops</li> <li>off-campus (live and distance delivered) credit courses and degree programs</li> <li>educational programs for alumni</li> </ul>	<ul style="list-style-type: none"> <li>applied research</li> <li>general reports</li> <li>technical assistance</li> <li>demonstration projects</li> <li>impact evaluations</li> <li>research dissemination</li> <li>conferences for professionals</li> </ul>	<ul style="list-style-type: none"> <li>involvement in leadership positions in professional associations</li> <li>external boards and commissions</li> <li>expert testimony</li> </ul>
<b>Engagement</b> (faculty activity with external groups)	<ul style="list-style-type: none"> <li>Off-campus course/program customized to particular audience (e.g., company, govt.)</li> </ul>	<ul style="list-style-type: none"> <li>Applied research targeted at a community defined problem</li> </ul>	<ul style="list-style-type: none"> <li>Advising of community based advocacy groups</li> <li>Participation on a town and gown committee</li> </ul>



# Report Card on Engagement

# “Returning to Our Roots”\*

- Engagement Characteristics: The 7 Part Test
  - Responsiveness
  - Respect for Partners
  - Academic Neutrality
  - Accessibility
  - Integration
  - Coordination
  - Resource Partnerships

\* “Returning to Our Roots: The Engaged Institution”, W.K. Kellogg’s Commission on the Future of State and Land Grant Universities, February, 1999.

# UCEA

## Outreach and Engagement Report Card on Engagement

<u>Engagement Characteristics</u>	<u>2003-2004 Grades</u>	<u>2004-2005 Grades</u>
Responsiveness	C+	B-
Respect for Partners	C	B
Academic Neutrality	B-	B
Accessibility	C-	C
Integration	C+	C
Coordination	C-	C-
Resource Partnerships	C	C

# UCEA Performance Rankings

## ■ Top Rated Characteristics

- Academic Neutrality B/B-
- Respect for Partners B/C
- Responsiveness B-/C+

## ■ Medium Rated Characteristics

- Resource Partnerships C/C
- Integration C/C+

## ■ Lowest Rated Characteristics

- Accessibility C/C-
- Coordination C-/C-

Review of  
“Resource Guide and Recommendations”

# Reactions to Resource Guide



## ■ Strengths

- Major step forward in articulating Engagement
- Engagement as an institutional commitment
- Significant starting point for institutional exploration
- Concrete Examples

## ■ Weaknesses

- Mutuality of Engagement not addressed well
- Outreach Scholarship concept needs more work
- Too inwardly focused on academe
- Engagement/Outreach Confusion

# Reactions to the Engagement Terminology

- New language can create new opportunities
- Significance of institutional use of Engagement
- Many faculty unfamiliar with “Engagement” term
- Multiple terms  Confusion
- Confusing Terminology  Lack of Clarity

# Reactions to the Benchmarks

- Indicators provide concrete guidance
- Indicators fit different types of institutions
- Examples are very useful
- Outcomes, not opportunities are ultimate measures
- Community measures must be addressed



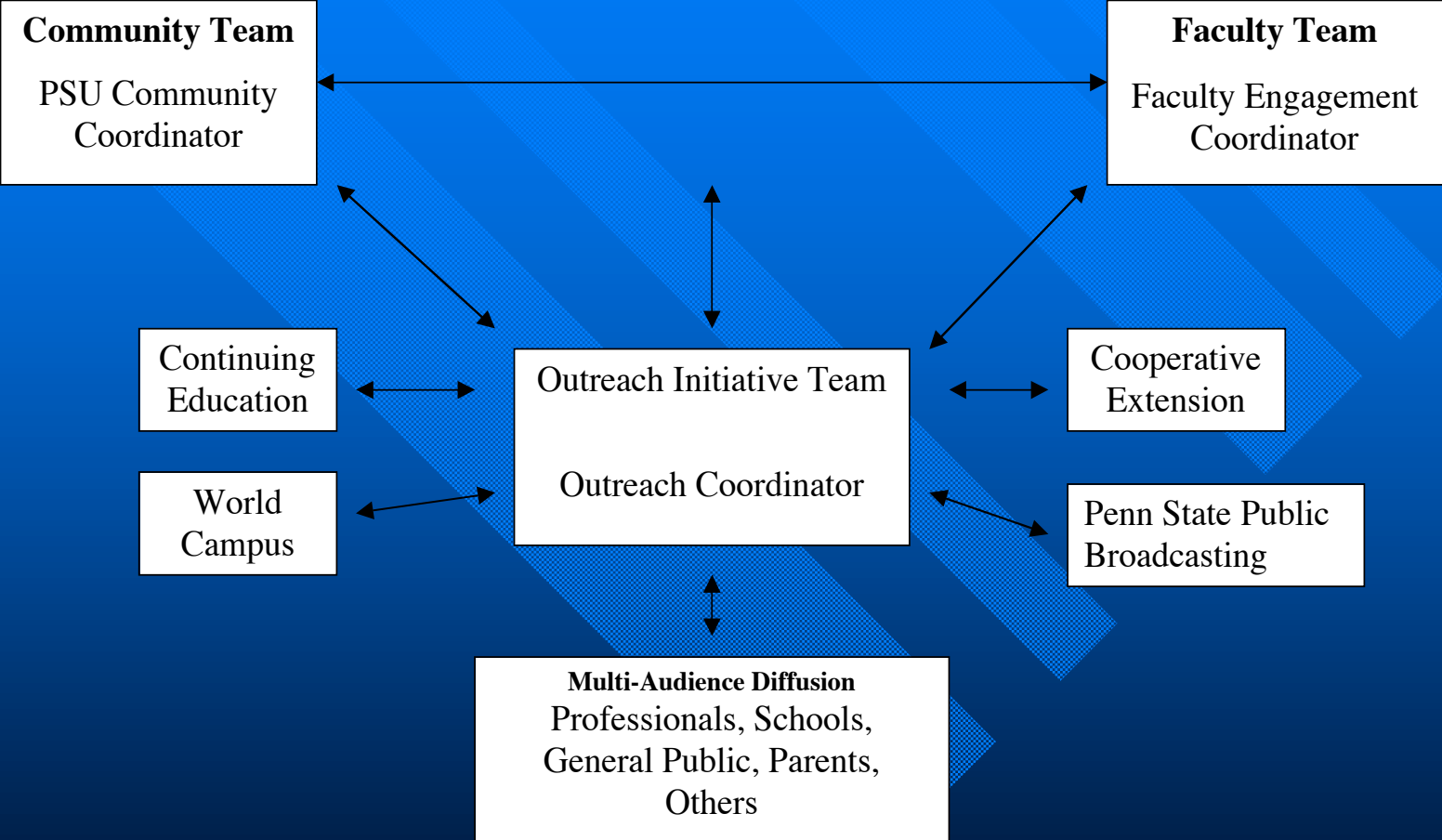
# Using the Resource Guide

- Introduce Concept to Others
- Stimulate dialogue across the institution
- Use for strategic planning

# Penn State Outreach and Engagement

- Leadership Commitment
- Organizational Cohesion
- UniScope - P & T Model
- Focus Project

# Focus Model



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