

***Appreciating the Impact of Public  
Service on University Culture:  
Staff and Faculty***

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# Introductions

- Name, Title, Department
- # of years at ECU
- Scale of 1-5 – Rate your own level of experience with what you think of as Public Service in your position/role

What observations do you have on ECU  
academic/ staff culture?

How has it changed over time?

# Challenges to Higher Education

- Reduced state funding (returning in some states)
- Erosion of US position as international research leader;  
Reduced research funding
- Pressure to make learning more 'efficient' and faster –  
completion is the new measure
- Critique of the design/delivery models for learning
- Political critique of the cost of education
- Focus on economic development over public good
- Growing concern about equitable access to quality ed
- Most overlooked: the Exit of the Baby Boomers

# Student Trends and Expectations

- Tend to see education as prep for employment
- Concerned about the world – now and future
- Eager to ‘make a difference’
- Crave experiential and active learning – practical and relevant to their goals
- Aware of inconsistencies across classes
- Want connections to faculty in and out of class
- Seek campuses that are vibrant and social
- Will mix institutions to get what they want
- Will do the minimum unless we challenge them

# New Knowledge Production

- “Big Questions” rarely call on solo disciplines
- Solutions require networks of disciplines, practitioners, experts, future users
- Process of discovery, dissemination and application is more integrated and rapid
- As discoveries are made, new questions arise or are adapted, requiring new participants
- This is where research funding is being invested going forward

# 20<sup>th</sup> Century University Values

- Comprehensive array of disciplines
- Grants, patents, publications (OUTPUTS)
- Student selectivity; graduation rates
- Workforce preparation/economic development
- Endowment gifts
- Alumni achievement and support
- Awards, prizes, athletics
- Excellence (T, L, R) as the coincidental sum of the choices and **outputs** of **individual** faculty

# 21<sup>st</sup> Century University Values

- Focused mix of interdisciplinary expertise
- Distinctive and coherent learning pathways
- Extensive and collaborative knowledge partnerships
- Educational success among a diverse and inclusive student population (access, completion)
- Innovative (technology-based and experiential) teaching methods
- Excellence is measured by the **collective** impact (**OUTCOMES**) of the above actions on critical issues – health, economy, culture, equity/societal well-being



# Public Service Practices Matter!

- Generates expanded/new research opportunities
- Improves student retention and completion
- Integrates teaching, learning, research; inspires a culture of inquiry
- Develops interdisciplinary skills among faculty
- Expands visibility/respect in the city/region/nation
- Engages the whole university in common cause; creates a new sense of 'community spirit'
- Attracts new sources of funding
- Attracts new generation faculty
- Fulfills our public purposes as a public university

# Appreciate our Mosaic of Talent

- Value the mosaic of faculty and staff talents so everyone works to their strengths
- Recognise individual career paths and stages, as well as use of new methods
- Create a focused agenda that integrates teaching, learning, research within and across disciplines
- Hire consistently to the agenda and to institutional culture and values
- Encourage an integrated view of T, L, R
- Develop academic reviewer skills in assessing diverse methods and representations/forms of scholarly outputs
- Recognize and reward both individual and collective efforts

# Historic Moment in Higher Ed

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

Gen X and Y are entering the faculty in growing numbers and are beginning to move into leadership roles.

Research shows the new generation has goals, values, and expectations that align well with the new trends in higher education

Intergenerational tensions present management and leadership challenges during the transition.

# ECU Generation Data

Staff: Baby Boomers 1515

Gen X and Y 2120

Faculty: Baby Boomers 875

Gen X and Y 763

# Traditional v. New Views of Academic Employment

Traditional View	New View
Secrecy ensures quality.	Transparency ensures equity.
Merit is an empirically determined, objective concept.	Merit is a socially constructed, subjective concept.
Competition improves performance.	Collaboration improves scholarly outcomes.
Research should be organized around disciplines.	Research should be organized around problems.
Research is the coin of the realm.	Excellent teaching and service are crucial and are related.
A life of the mind first and foremost.	A life of both the mind and the heart are essential to health and happiness.
Faculty thrive on autonomy.	Faculty have a collective responsibility.

<u>Traditionalist</u> 1900-1945	<u>Boomer</u> 1946-1964	<u>Gen X</u> 1965-1980
Chain of command	Change of command	Self-command Collaborate
Build a legacy	Build a stellar career	Build a portable career
Satisfaction of a job well-done	Money, title, recognition, corner office	Freedom
If we give in to demands for flexibility, who will do the work?	I can't believe the nerve of those X'ers – they want it all!	I'll go where I can find the work/life context I'm seeking.
Job changing carries a stigma.	Job changing puts you behind.	Job changing is necessary.
If I'm not yelling at you, you're doing fine.	Feedback once a year; well-documented.	Sorry to interrupt again, but how am I doing?

# Academic Culture is Changing

- “Rewards for a wider scope of faculty work are gaining traction.” James Fairweather, 2013, Michigan State
- Journals are going online and open source
- Traditional peer review takes too long and preserves bias; new online peer review models are immediate and transparent (See ResearchGate) Discover, 01/02/2013
- Research funding is changing and diversifying
- Collective work is growing in importance

# Rigor Remains a Core Value!

## 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 over other expressions or priorities.

Interests tend to evolve over a career as research and teaching deepens and transforms skills and interests.

Diamond and Adams, 1997, Diamond 2013



# 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; Diamond, 2013

# New Perspectives on Assessing Faculty Performance

20<sup>th</sup> Century:

One standard/measure of performance (grants/pubs or teaching) that all faculty must meet.

21<sup>st</sup> 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
- Consistently ethical conduct

Glassick, et al., 1997)

# Community Engagement (Public Service at ECU)

**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)

# Public Service is a Method

---a way of doing teaching, learning, and research that involves “others” outside the university who have expertise, wisdom, insights and lived experience that equips them to contribute to the quality of our scholarly agenda.

As a method, it is used in situations where it is the best fit for the question, problem, or learning goal.

# Common & Persistent Issues

- Traditional/Non-traditional products
- Traditional/Non-traditional dissemination venues
- Collaborative work – challenge of attribution
- Interdisciplinary work – who did what?
- Who is a peer? Who can best assess quality?
- Integrative products that blend teaching, research, service
- Contracts and consulting – what is scholarly?
- The “three bucket problem”
- The issue of “weight”

# Is it Public Service Scholarship or a Public Service Activity?

- Is there one or more community partner involved in planning and implementation?
- Does the activity address a specific community need?
- Have the university and the partner each articulated expected benefits?
- Is there evidence of benefits or outcomes for the university and the partner?
- Is knowledge or expertise being exchanged to meet the goals of the activity?
- Does the activity link directly to student learning/development or research or both?

# An example of CES?

A faculty member in social/behavioral sciences and a staff member from the university's nutrition lab partner with the city, school district and several non-profit social service organizations to research food access issues for 6,000 Somali refugees living in the community. The research reveals a number of cultural and social barriers as well as nutritional problems (lack of access to traditional foods etc.). The research findings lead to policy and practice changes for the city, schools, and CBOs to better support good health among these new residents. The artifacts presented for promotion review include:

- 3 White papers translating the research findings into the context of the partner organizations; the recommended changes were implemented
- Written testimony from these partners, and the city's cultural director regarding policy and practice changes made as a result of the research
- A refereed academic paper co-authored by the faculty and staff member about the cross-cultural project partnership design presented at an international conference focused on research on community engagement
- A scholarly manuscript under review by a refereed sociology journal; the article is about her findings regarding the link between traditional food access and resiliency among refugees in transition



# Reflections on impacts and outcomes

- What new knowledge was discovered and disseminated? (Academic/non-academic?)
- What improved/changed? Com'ty/Student/Discipline
- Who played what roles?
- What impacts or outcomes were achieved?
- How do you know? – What evidence of impact?
- What can be replicated?
- How will this work inform further teaching, research and engagement (university or discipline)?
- What is the partner's perspective?

## Impacts on Staff

How might a greater emphasis on Public Service at ECU affect your role?

How might policy or culture need to change regarding your work and performance reviews?

# What kind of evidence do reviewers want to see? (Part 1)

- Goal/Intention/questions guiding the project
- Connection to research and/or teaching agendas and goals;
- What literature/evidence informs the basis?
- Why is CE the necessary & appropriate method?
- Description of partner(s); history of partnership;  
Discussion of:
  - Mutual benefits
  - Attribution of roles and tasks
  - Reciprocity/roles in the work
  - Strategy for measuring impacts and outcomes (+/-); any results from said measurement

# What kind of evidence to reviewers want to see? (Part 2)

- Information about project funding sources and any division of funds with partners
- Statements from partner(s) attesting to their role and their views of impacts/outcomes (+/-) on their organization and/or their intended benefits or outcomes
- If university students are involved, describe:
  - Learning goals, student preparation, tasks, and reflection or assessment strategies and results

# What kind of evidence do reviewers want to see? (Part 3)

- Documentation
  - Academic publications and presentations
  - Non-academic publications and presentations
  - Recognition, citations, awards
  - Media reports
  - Description of involvement, if any, of partners/ students in these outputs
- Discussion of sustainability (if appropriate) or impact on future work

# Other products or outcomes

- Websites
- Newsletters
- Designs, displays, exhibits
- Forums, workshops, tours, festivals, etc.
- Abstracts, proceedings, posters
- Handbooks, guides, toolkits
- Policies, legislation, advocacy material

# Which Colleges and Universities will succeed?

The capacity of an academic institution to change, adapt, be flexible and forward-thinking is becoming a strategic value and organizational asset that will confer advantages on those that learn how to do it, and commensurate disadvantages on those that persist in operating in 20<sup>th</sup> Century modes.

# Useful Resources

- National Review Board for the Scholarship of Engagement – provides external reviewers and assistance to campuses regarding evaluation of engagement  
([www.scholarshipofengagement.org](http://www.scholarshipofengagement.org))
- Community Campus Partnerships for Health  
([www.communityengagedscholarship.info](http://www.communityengagedscholarship.info))  
See Community Engaged Scholarship Toolkit



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