

# ***The University of New Hampshire Model of Engaged Scholarship***

National Outreach Scholarship Conference  
October 3, 2011

***Julie E. Williams  
Eleanor Abrams  
Mihaela Sabin  
Lisa Townson  
Charlie French  
Wendy Lull  
Lorilee Sandmann***

# ***Presentation Overview***

- *The University of New Hampshire (UNH)*
  - *Who We Are; How We Are Transforming Faculty Culture @ UNH*
- *UNH Model of Engaged Scholarship: Institutional Transformation*
- *UNH Engaged Scholars Academy: Series of Studies*
- *Transforming Faculty Culture Through Faculty Learning Communities: The Engaged Scholars Academy*
- *Does Faculty Development in Engaged Scholarship Enhance Externally Funded Research?*
- *Partnership Example (Transforming Earth System Science Education)*
- *Principles of Partnership and Engaged Scholarship*

# ***Workshop Presenters***

*Julie E. Williams, PhD, Senior Vice Provost*

*Eleanor Abrams, PhD, Professor, Education & Faculty Fellow*

*Mihaela Sabin, PhD, Associate Professor, Computer Science*

*Lisa Townson, PhD, Associate Director, Cooperative Extension*

*Charlie French, PhD, Assoc. Extension Prof. & Faculty Fellow*

*Wendy Lull, MS, President, Seacoast Science Center & Partner*

*Lorilee Sandmann, PhD, Professor, Education, UGA*

# ***University of New Hampshire Overview***

- *A Land-, Sea-, Space-Grant University (1 of 13)*
- *Carnegie Research High Activity; \$150 Million in External Funding in FY11*
- *Carnegie “Community Engaged” (Dec 2008)*
- *Tenure Track, Research, Extension and Clinical Faculty (About 950; 620 Tenure Track)*
- *15,200 Undergraduate and Graduate Students*
- *Strong Faculty Union*





# ***UNH Model of Engaged Scholarship: Five Key Elements (2002 – 2011)***

- *Appointment of Faculty Fellows*
- *The UNH Engaged Scholars Academy (Faculty Development): Develop, Implement, Evaluate*
- *Work with Engaged Scholars Academy Alumni*
- *A Long-Term Relationship with an HBCU: Earth System Science Education & Research*
- *Established an Engaged Scholars Writing Team*

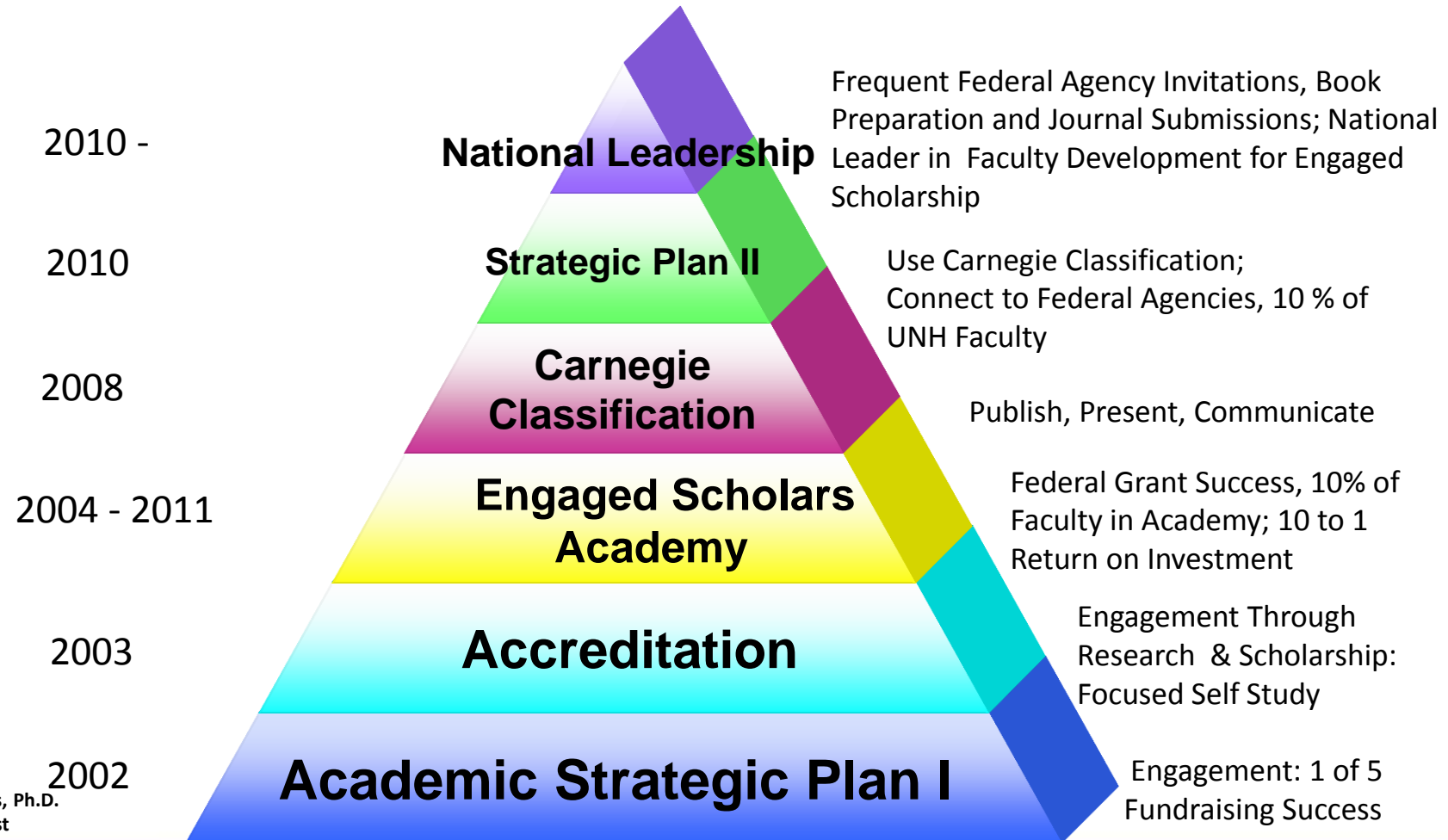


INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE. WE ARE  
CAUGHT IN AN INESCAPABLE NETWORK OF MUTUALITY, TIED IN  
A SINGLE GARMENT OF DESTINY. WHATEVER AFFECTS  
ONE DIRECTLY, AFFECTS ALL INDIRECTLY.

ALABAMA, 1963

# ***University of New Hampshire***

## ***Change Model: Engaged Scholarship***



© Julie E. Williams, Ph.D.  
Senior Vice Provost



# ***UNH Engineers Partner With Local Elementary Schools***



# ***Study Series: Five Papers (In Review) & A Book In Preparation***

## ***Responding to the National Imperative to Engage With Society***

- *Transforming Faculty Culture Through Faculty Learning Communities: The Engaged Scholars Academy*
- *Characteristics and Practices of Engaged Scholars*
- *Does Faculty Development in Engaged Scholarship Enhance Externally Funded Research?*
- *Principles of Partnership and Engaged Scholarship*

# ***Methodology: Data Collection***

- *Survey & Structure Interviews*
- *Survey data results:*
  - *74% response rate (147/198)*
  - *Participants: 64/86; Non-Participants: 67/112*
  - *46% Female; 54% Male*
  - *37% Associate TT Prof.; 64% TT; 9% Research; 12% Extension*
  - *22% (Life Sciences); 21% (Liberal Arts); 15% (Engineering & Physical Sciences); 9% (Business)*
- *14 Structured Interview Questions (Community Partners & Academy Participants; Non-Participants)*



# *Engaged Scholars Academy*





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# ***Transforming Faculty Culture Through Faculty Learning Communities: The Engaged Scholars Academy***

***Eleanor Abrams, PhD***

***Professor, Department of Education***

***Senior Faculty Fellow***

***Office of Engagement & Academic Outreach***

***Lorilee Sandmann, Professor, LEAP, UGA***

# ***Transforming Faculty Culture Through Faculty Learning Communities: The Engaged Scholars Academy***

- *Faculty Learning Communities*
- *Characteristics and Practice*
- *Cultural and Institutional Transformations*

# *Engaged Scholars Academy*





# ***Academy Rationale: Faculty Learning Communities***

- *Allows faculty to explore engagement and engaged scholarship in a supportive learning environment from multiple perspectives*
- *Validates what some faculty intuitively know*
- *Supports the development of a common language and theoretical foundation*
- *Provides an increased sense of connectedness and community*
- *Faculty reflect on the direction of future actions and practices*

# ***Engaged Scholars Academy***

**<http://www.unh.edu/engaged-scholars/index.html>**

- *Semester-long Academy*
- *Six workshops focusing on engaged scholarship*
- *Mini-Lectures, faculty-partner panels, project work and interdisciplinary dialogue with peers*
- *Scholars work on developing or enhancing an engaged scholarship project*
- *Scholars meet in small groups with scholarly coaches to strengthen and refine their engaged scholarship project*

# ***Engaged Scholars Academy: Impacts***

	<b>Overall Mean</b>	<b>Participants Mean</b>	<b>Non-Participants Mean</b>	<b>Mean Diff.</b>
Placing students in internship programs in community	2.42	2.12	2.70	-0.58
Developing school curriculum	2.40	2.20	2.60	-0.40
Presentation to state policy makers	2.40	2.14	2.63	-0.49
Service on statewide professional committee	2.23	1.98	2.46	-0.48
Service on national professional committee	2.21	1.91	2.49	-0.58
Providing lecture to rotary club	2.05	1.76	2.32	-0.56

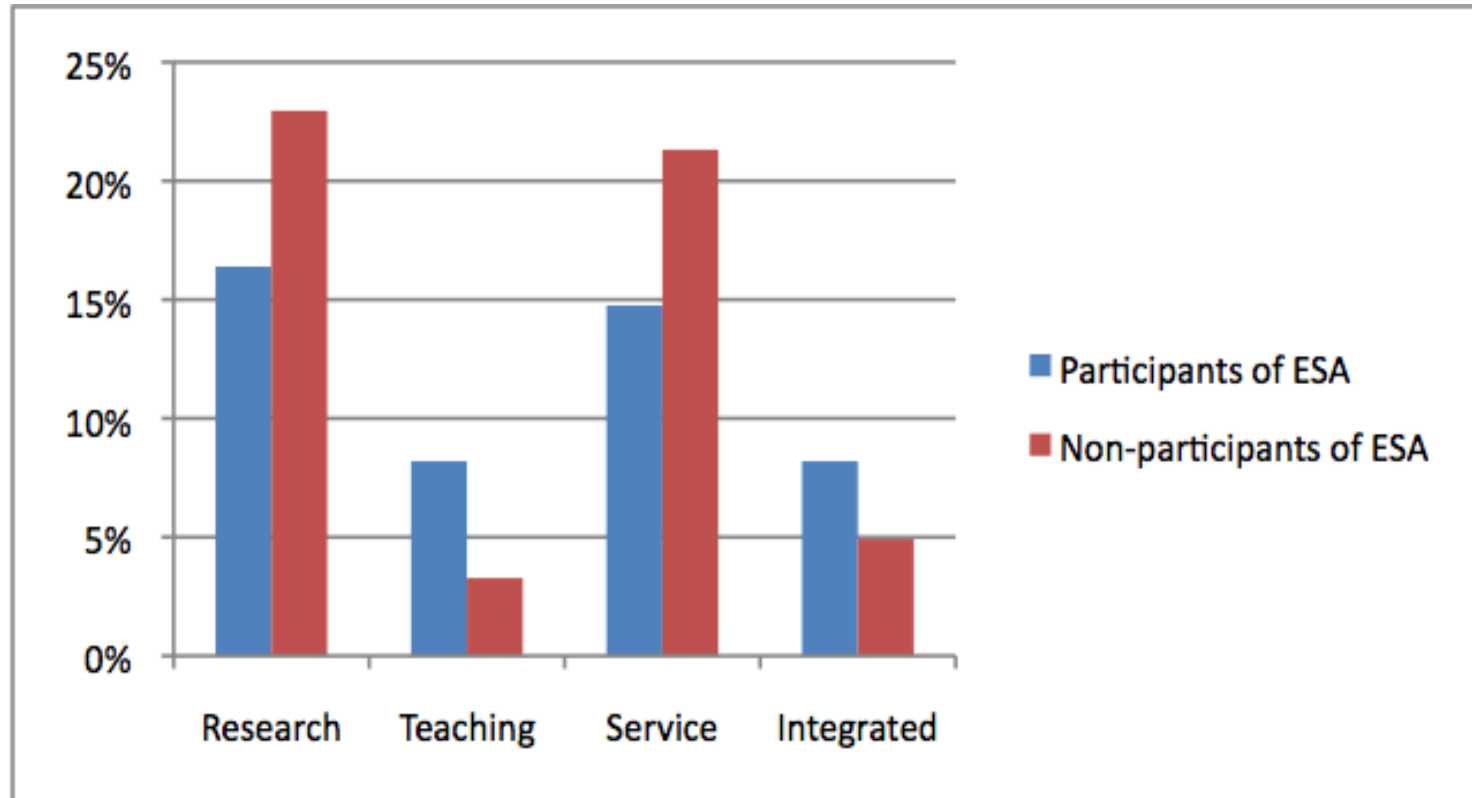




# ***Relevant Interview Comments***

- *“I always saw myself as using the partners. I never intended to be using them but there was this fear in the back of my mind that I was using them. So the whole idea of tweaking it ever so slightly and **making them more of a partner**, really labeling it that, and also learning from them. I learned **a lot of that from the program.**”*
- *“...so, what’s happened now is there is a **critical mass of people** that have gone through the engaged scholarship program so that when I am on **tenure committees** of people, someone is trying to get through tenure, or whether I am making a decision of up or down, the people have the language to appreciate [engaged scholarship].”*

# ***Documenting Engaged Scholarship***





# *Results*

- *Engaged scholars can be identified, mentored, and developed across a spectrum of disciplines, ranks, and appointment types*
- *Participants in the Academy were different from their non-participant counterparts—in their nuanced understanding of engaged scholarship and the benefit to their scholarship*
- *Faculty members are invested in the work of engaged scholarship. Non-tenure track faculty such as research faculty have different motivations to become engaged scholars*
- *Building a “critical mass” of engaged scholars is crucial in transforming faculty practices and institutional culture*

# Conclusions

- *Engaged scholars are value-driven and want to make a difference*
- *Despite Academy instruction, some faculty in this study identified service-type practices as fitting the definition of engaged scholarship and documented their community-based work as service*
- *The Academy can be interpreted as a symbolic, structural intervention to institutionalize Engaged Scholarship and support faculty work (Bolman & Deal, 2008).*
- *The Academy transformed from a faculty learning community to a community of practice (Wenger, McDermott and Synder, 2002)*

# ***University of New Hampshire***





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# ***Does Faculty Development in Engaged Scholarship Enhance Externally Funded Research?***

***Mihaela Sabin, PhD***

***Associate Professor, Computer Information  
Systems***

***Lisa Townson, PhD***

***Associate Director, Programs  
UNH Cooperative Extension***

# ***Faculty Development For Engaged Scholarship***

- *Enhanced external funding success*
- *Increased faculty motivation to pursue external research funding*
- *Broadened faculty research role to integrate engaged scholarship*
- *Opportunities at federal agencies*



# ***Research Questions***

- 1. What is faculty interest and commitment to external funding for engaged scholarship projects?*
- 2. How successful are faculty with their research funding activities?*
- 3. What funding agencies sponsor research projects that involve community partners?*

# ***Methodology: Data Collection (Q2)***

- *Historical data on proposals submitted for external funding*
  - *2005 – 2010 timeframe*
  - *97 PI's from the 131 survey respondents pool*
- *Provided by the UNH Sponsored Programs Administration office*

# ***Methodology: Research Design (Q2)***

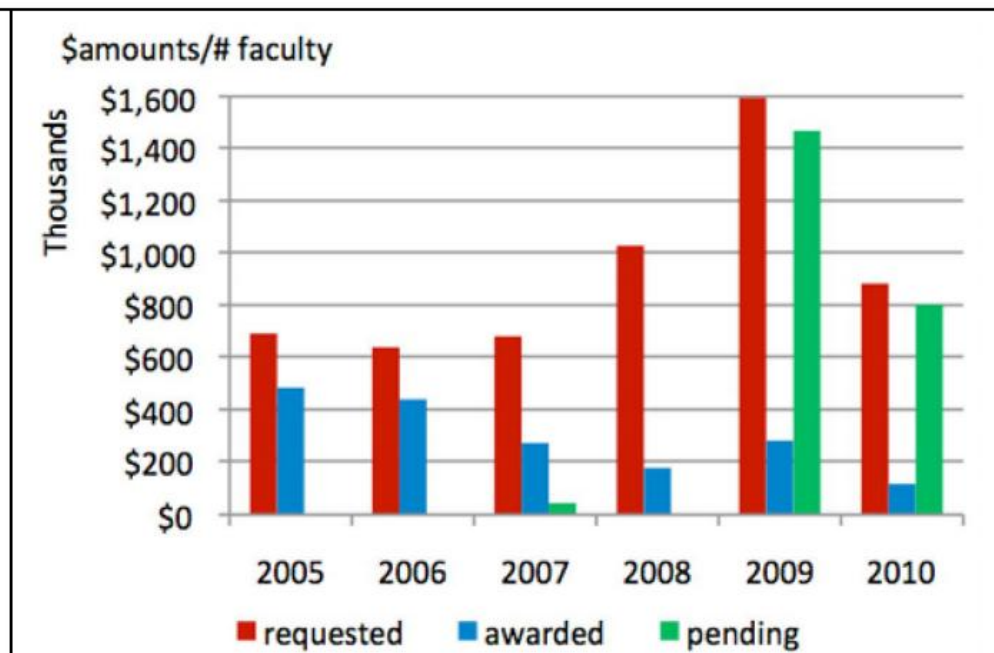
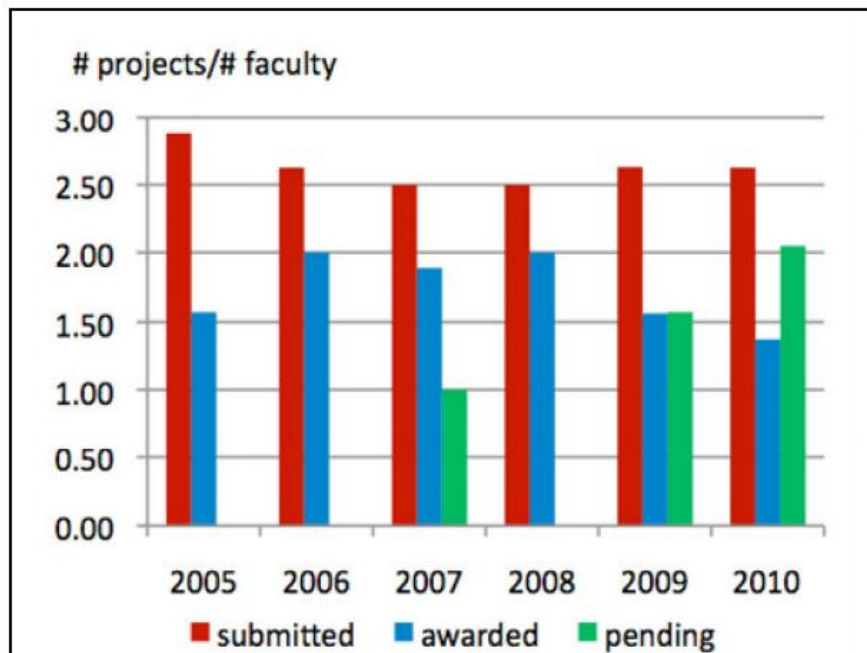
## *Given: Engaged Scholars Academy (ESA)*

- *Academy membership*
  - *participants and non-participants*
- *Number of years since participation in the ESA*
- *Sponsorship types:*
  - *federal, state, private, industry, higher education, foreign*
- *Project funded status*
  - *submitted, awarded, with pending decision*

## *Study: Research funding activities*

- *# proposals, # awards, # pending decisions*
- *\$ amounts (proposals, awards, and pending)*

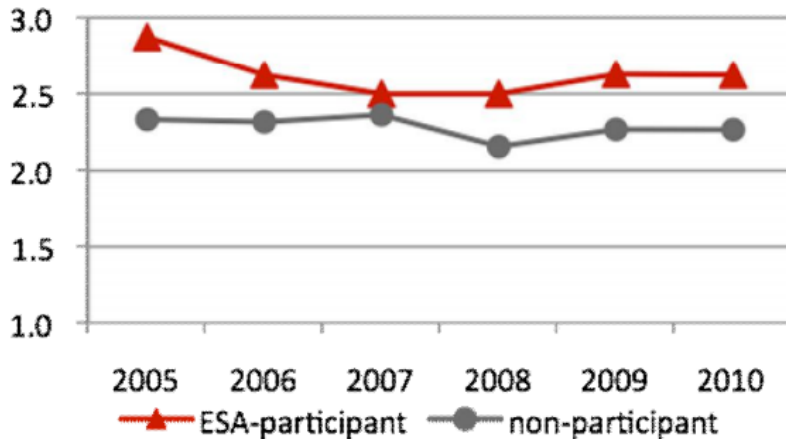
# *Academy Participants: Research Funding Activities Project Proposals and \$ Amounts*



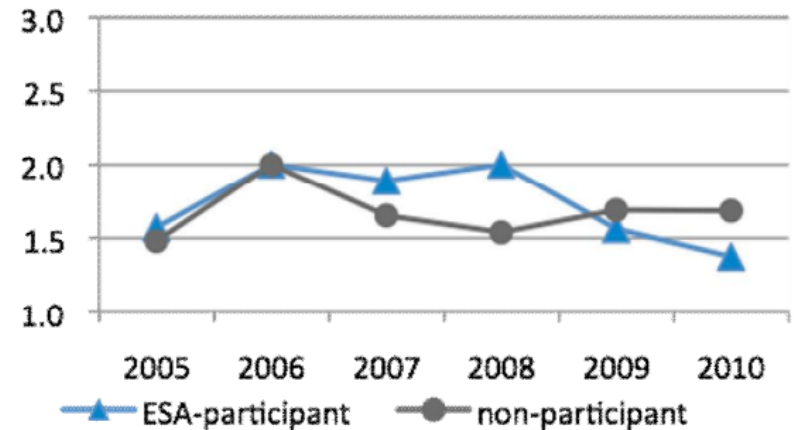


# *Academy Participants vs. Non-participants: Projects Submitted and Awarded*

# submitted projects/# faculty

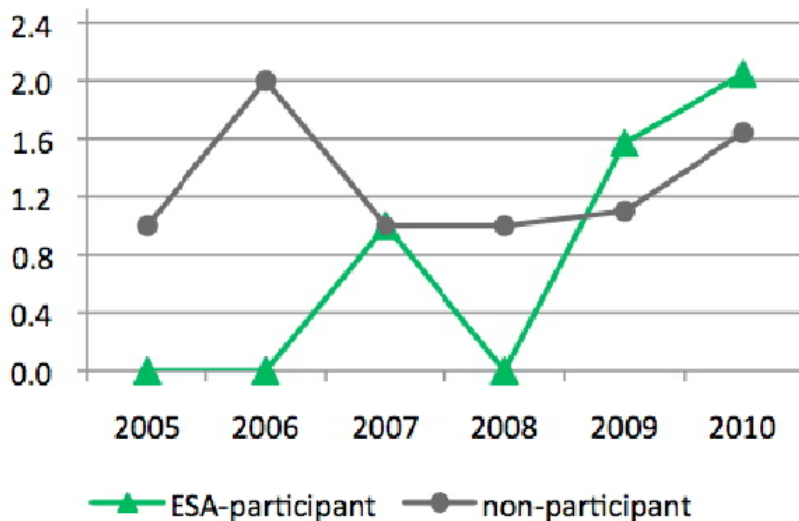


# awarded projects/# faculty

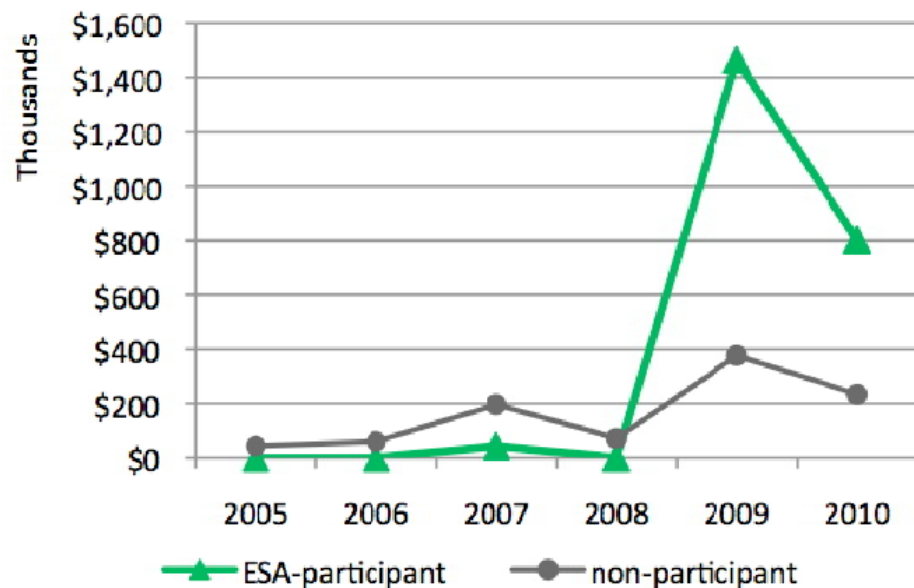


# *Academy Participants vs. Non-participants: Pending Award Decisions*

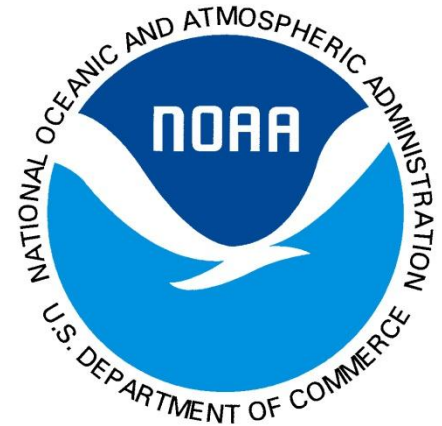
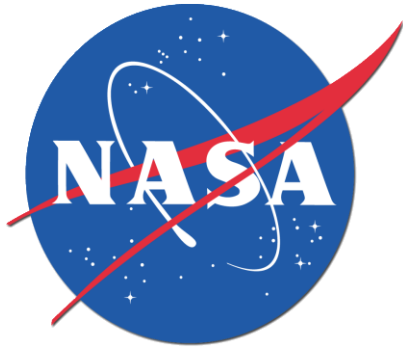
# pending projects/# faculty



\$ pending amount/# faculty



# ***Meaningful Partnerships with Federal Agencies To Advance Engagement and Scholarship***



# *Summary of Results*

- *Engaged Scholar Academy faculty have been awarded comparable external funding for their work*
- *Academy faculty believe the reciprocal learning with community partners enhances their scholarship.*
- *Number of proposals submitted by Academy faculty are increasing faster than non-Academy participants.*
- *Academy faculty are submitting slightly higher percentages of proposals to federal agencies*



# ***Engaged Scholarship & Undergraduate Student Success***



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# Engagement @ UNH: Video

## <http://www.unh.edu/engagement>



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### The Leitzel Center:

#### Engaging with Science



View the slide show

Teachers Explore Wetlands with UNH

- Kids Connect with Climate Science
- Explore Leitzel Center Programs
- UNH Partners up for Watershed Watch
- Slide show: TECH Camp Inspires Young Scientists

### What is Engaged Scholarship?

UNH is a land- sea- and space-grant university recognized by the Carnegie Foundation as a community engaged institution. Through its dynamic partnerships, UNH is bringing diverse interests together across the state, the nation, and the world to solve the most pressing challenges facing schools, policymakers, businesses, organizations, and communities.

See the video »



**Julie Williams**  
Associate Vice President,  
Office of the Provost

### Eureka! Middle Schoolers Question, Explore—and Discover

With the help of the [UNH Leitzel Center](#) and support by the [National Science Foundation](#), faculty and graduate students collaborate with middle school teachers to help their students experience the excitement of real-world, inquiry-based learning about our climate. Watch one example of how UNH is making a difference in middle school science classrooms.



### News & Events

- > \$1.3 Million Grant Promotes Women in Sciences
- > Energy Efficiency Programs Granted \$953,000
- > UNH Study Shows New Fuel Economy Standards Boon to Northeast
- > Barry Rock Honored with UNH Faculty Excellence for Outstanding Engagement Award
- > UNH Recognized as "Community Engaged" by Carnegie Foundation

News Archive »



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# ***Principles of Partnership and Engaged Scholarship***

***Charlie French, PhD***

***Associate Extension Professor & Faculty Fellow***

***Wendy Lull, MS***

***President, Seacoast Science Center***

# ***Principles of Partnership and Engaged Scholarship***

- *Mutual Benefit*
- *Shared Decision-Making*
- *Mutual Accountability*

# *Seacoast Science Center*



# ***Mutual Benefit***

***What is in it for the faculty scholar?***

***What is in it for the community partner?***

***“Engaged scholarship is about integrating research with real people who inform it, use it, or somehow benefit from it...It also informs the research needs when I engage community stakeholders up-front in the process.”***

*- Engaged Scholar*



# Seacoast Science Center



# ***Shared Decision-Making and Accountability***

*What is needed to sustain a long-term partnership?*

*“Partnering with faculty helps us to be more effective because it **opens the door** to a diverse pool of **skills and resources** we can tap into so that we can tackle the issues at hand facing the watershed.”*

*- Conservation Manager*

# ***Discussion, Questions & Answers***





