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

- 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

- **National Leadership**: Frequent Federal Agency Invitations, Book Preparation and Journal Submissions; National Leader in Faculty Development for Engaged Scholarship

- **Strategic Plan II**: Use Carnegie Classification; Connect to Federal Agencies, 10% of UNH Faculty

- **Carnegie Classification**: Publish, Present, Communicate

- **Engaged Scholars Academy**: Federal Grant Success, 10% of Faculty in Academy; 10 to 1 Return on Investment

- **Accreditation**: Engagement Through Research & Scholarship: Focused Self Study

- **Academic Strategic Plan I**: Engagement: 1 of 5 Fundraising Success

© 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

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

![Bar chart showing participation in research, teaching, service, and integrated activities between participants of ESA and non-participants of ESA.]
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).
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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 vs. Non-participants: Projects Submitted and Awarded

- **# submitted projects/# faculty**
  - ESA-participant: Red triangles
  - non-participant: Gray circles

- **# awarded projects/# faculty**
  - ESA-participant: Blue triangles
  - non-participant: Gray circles
Academy Participants vs. Non-participants: Pending Award Decisions

![Graphs showing the comparison between Academy participants and non-participants in terms of pending projects and pending amounts per faculty member.](image-url)
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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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
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
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