



Outreach & Engagement Staff Workshop

October 7, 2013

Texas Tech University



WELCOME!

Introduce yourselves at your tables and share why you came to this preconference workshop.

OESW GOALS



- Engage participants in exploring the common roles, skills and values of successful community-university boundary spanners
- Deliver tools and resources for addressing key challenges
- Provide a venue for practitioners to establish visibility and a voice in the field of community-university partnerships
- Strengthen intercampus engagement networks for learning, resource sharing, problem solving and collaboration

Workshop pedagogy involves reflection, engagement with peers, and insight as mechanisms for learning.





TYPES OF OUTREACH & COMMUNITY ENGAGEMENT

- 1) Professional & continuing education (content focus)
- 2) Service-learning & engaged pedagogies (student focus)
- 3) Institutional place-based or issue-based (non-student focus)
- 4) Research (faculty focus)
- 5) Diversity & inclusivity (internal focus)
- 6) Extension (external focus)
- 7) External/state relations (communications focus)
- 8) Other?





WHERE DO I FIT IN?

Position yourself along the continuum.



BOUNDARY SPANNING AND PROFESSIONAL IDENTITY

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Interim Manager, Campus Community Partnerships

University Health Services, UW-Madison

THE ACCIDENTAL BOUNDARY SPANNER



- What happened to my career?
- When will someone tell me what I'm supposed to do?
- Where *is* everybody?
- How do I explain my job?
- What am I good at?
- When will they discover I'm an impostor?





NAMING THE WORK

- teacher
- facilitator
- convener
- translator
- communication channel
- clearinghouse
- catalyst
- keeps things on course/moving in common direction
- maintains trust of group/trusting relationships
- surrogate (the outcome belongs to someone else, not you)
- agitator of system to fight inertia
- has strategic foresight/anticipates opportunity
- advocate
- ensures sustainability by getting others to take responsibility
- mediator/ conflict resolver
- interpreter
- “idea” person

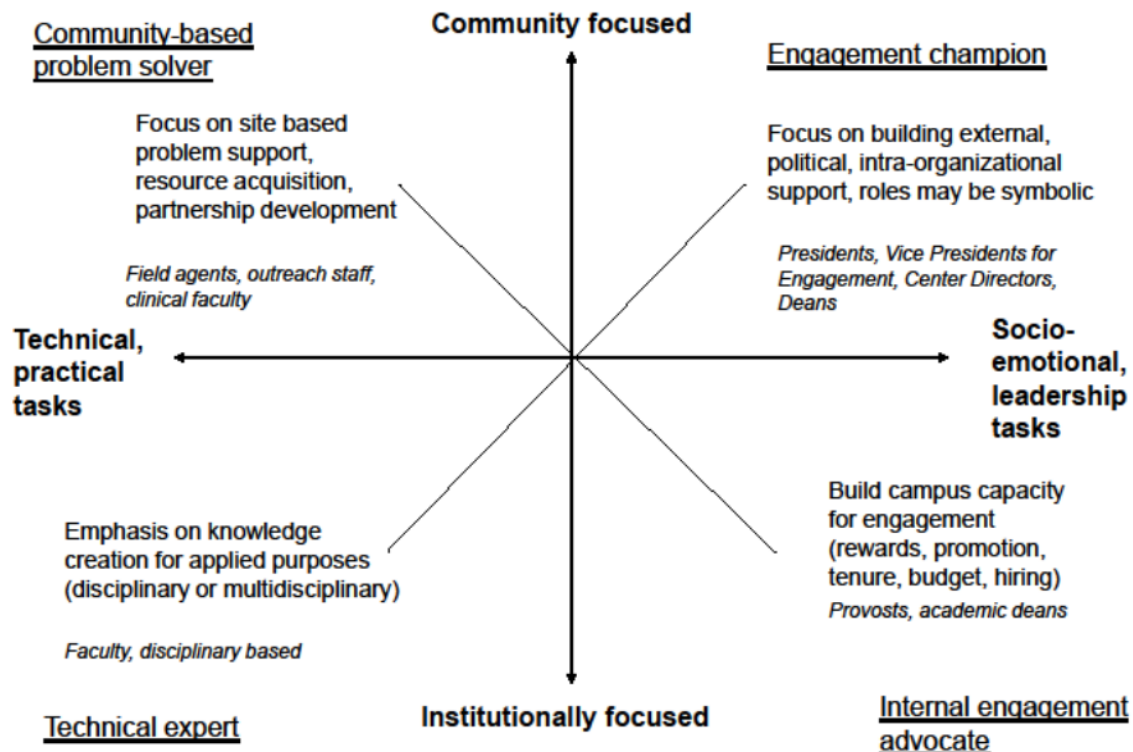
(2007 NOSC, Sandmann & Weerts workshop)





WEERTS & SANDMANN QUADRANT MODEL

Figure 1: University-community engagement boundary spanning roles at public research universities (Weerts & Sandmann, 2007)



WHO ARE WE?: WHAT WE WANT TO SAY...



Superheroes of the Outreach World

You know you're an outreach & engagement superhero if...

- *you are a community crusader and your alter ego is on the university payroll,*
- *you spin webs connecting university resources with community needs,*
- *you leap institutional barriers to effective engagement in a single bound,*
- *your special powers in facilitating diverse partnerships go unrecognized,*
- *you can decode university-speak and are fluent in community voice, and*
- *you have saved the day—and repaired key relationships—on more than one occasion!*





WHO ARE WE?: WHAT WE ACTUALLY SAY...

The Outreach and Engagement Staff Workshop is designed for university staff and non-tenure-track faculty members who, in roles distinct from those of tenure-track faculty, facilitate, manage and/or administrate ongoing projects, programs, services, research and relationships with community partners.



AN EMERGING PROFESSIONAL IDENTITY



- 1) Deserving of support, recognition & customized professional development
- 2) Similar roles, functions & status in the university structure
- 3) Shared skills and values
- 4) Common challenges and strengths





1) DESERVING OF SUPPORT

- The work of engagement is typically led by boundary spanners in academic staff positions rather than tenure-track faculty (Weerts & Sandmann, 2008).
- Community partners evaluate the effectiveness of institutional engagement through their relationship with boundary spanners (Weerts & Sandmann, 2008).
- Multiple boundary spanning roles must be aligned and work in harmony for engagement to work effectively (Weerts & Sandmann, 2010).
- Institutional commitment to outreach and engagement was associated with increased levels of state appropriations for public research universities during the 1990s (Weerts & Ronca, 2006).





2) SIMILAR ROLES, FUNCTIONS & STATUS

Spanning multiple boundaries:

- University ↔ Community
- Faculty ↔ Staff
- Content expertise ↔ Engagement expertise
- Research ↔ Practice
- Individual ↔ Collective
- Positional power ↔ Functional power
- Quantitative ↔ Qualitative
- Positivism ↔ Constructivism



2) SIMILAR ROLES, FUNCTIONS & STATUS



Examples of boundary-spanning roles:

- Facilitator and convener
- Broker and mediator
- Translator, interpreter and diplomat
- Catalyst and surrogate
- Shepherd
- Community organizer and capacity builder
- Networker, connector and cultivator
- Clearinghouse and communication hub
- Advocate of system change
- Entrepreneur and innovator





3) SHARED SKILLS & VALUES

The 10 “-ates”:

- 1) **Relate:** Bring people together, understand common interests
- 2) **Cultivate:** Build capacity, prepare environment, develop leadership, build infrastructure
- 3) **Innovate:** Create new solutions, develop new approaches
- 4) **Collaborate:** Structure partnerships, create inclusive environments, maintain relationships
- 5) **Facilitate:** Lead and design processes, advance initiatives
- 6) **Evaluate:** Document, describe, improve
- 7) **Communicate:** Understand, share, exchange
- 8) **Educate:** Learn, apply, disseminate
- 9) **Advocate:** Change systems, acquire resources, protect partnerships
- 10) **Administrate:** Demonstrate accountability, manage resources



3) SHARED SKILLS & VALUES



Values, principles, standards, ethics,
best practices...PLEASE?



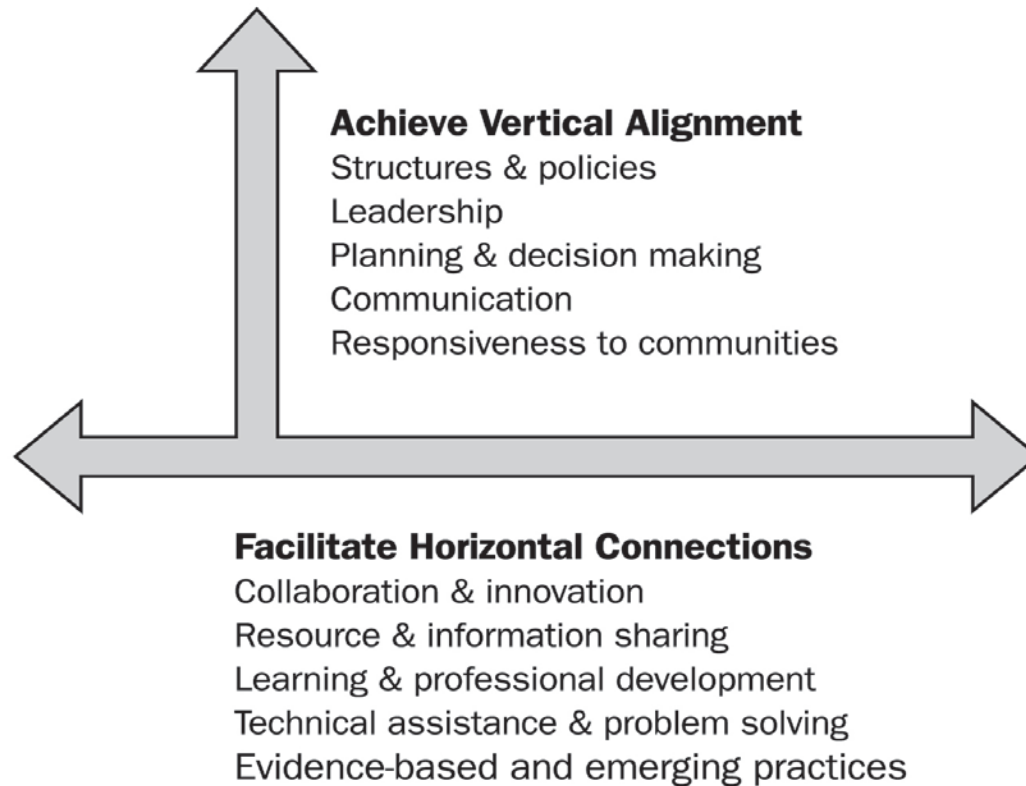
4) COMMON CHALLENGES & OPPORTUNITIES

- **Professional identity & isolation**
 - Diverse professional backgrounds and broad, generalist skill sets
 - Yet, our roles and work may be overlooked, undervalued, or misunderstood
- **The power of innovation and the burden of bureaucracy**
 - Creating, building and sustaining new programs and projects
 - Freedom to innovate and try new ideas, practices
 - Yet, surrogate role means that credit for successes goes to others or to the collaborative, but it may be politically prudent to individually take responsibility for failures
- **The difficulty of measuring and describing progress and success**
 - We are highly adaptable to changing and emerging conditions,
 - Yet, the work is difficult to measure, traditional evaluation tools may not fit, and we may struggle to show progress.
- **The risks and benefits of collaboration**
 - Practitioners facilitate effective collaborations that can produce excellent solutions
 - Yet, playing a surrogate role means credit for success goes to others.
- **Functional leadership vs. positional power accountability**
 - We excel in roles with functional leadership
 - Yet we may not have the advantages that positional power affords



From Network to System of Influence: Communities of Practice

Figure 1.
Community Partnerships and Outreach (CPO) Staff Network
Purpose & Structure





ACTION STEPS

1) Formalizing a professional identity

- Organizing support via the Engagement Scholarship Consortium
- Formation of the Community Partnerships and Outreach (CPO) Staff Network at UW-Madison

2) The creation of professional dev. opportunities

- Establishing the OESW preconference at NOSC/ESC

3) The formation of a national community of practice

- Spoke Network listserv
- ESC (and other?) conference gatherings





DOES THE MODEL FIT?

Turn to someone at your table and discuss:

- 1) What about the roles, functions & skills resonates for you?
- 2) Does your work fit into this model?
- 3) How is it useful for you?
- 4) What gaps need to be explored?





PRACTICING COMMUNITY ENGAGEMENT FROM A RIGHT- BRAINED PERSPECTIVE

Tracy Hall, PhD

Director of Community Engagement

Office of Metropolitan Impact

University of Michigan-Dearborn



T TYPOLOGY CONVERSATIONS: P PERFORMANCE EVALUATION, PROGRAM A ASSESSEMENT, COMMUNICATIONS

Tracy Hall, PhD

Director of Community Engagement

Office of Metropolitan Impact

University of Michigan-Dearborn

The Role of the Boundary Spanner

Managing from the Middle



The Context of Higher Education is Changing

- How we educate
- Patterns of participation
- Production and use of knowledge
- Impact of technology
- Transitions in the professoriate and in leadership throughout.

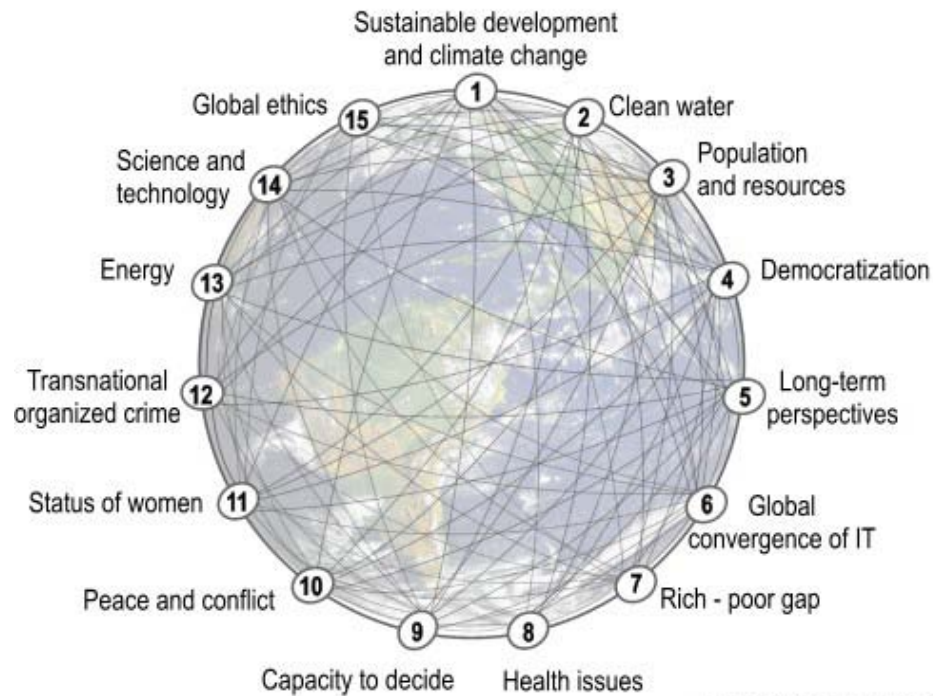
A culture of engagement is becoming essential

- To enhance relevance and connections to large societal issues
- To create capacity to find workable solutions
- To gain access to critical resources for learning and knowledge production
- To broaden our perspectives and options

Core concepts of engagement

- Who names the problems/asks questions?
- Who identifies and evaluates options?
- Who shares resources to advance the work?
- Who cares about the choices made?
- Who bears the risk and who enjoys the benefits?
- Who interprets the results and defines success?

15 Global Challenges facing humanity



by The Millennium Project
www.millennium-project.org

How will the Academy adapt to these needs?

- Academic structure and new approaches to faculty work
- New approaches to the curriculum and the student experience
- Capacity for integration, coherence
- Support structures and technical assistance
- Community partnerships of various kinds
- New forms of accountability and analysis of impact: social returns, economic returns

What Kind of Change Are You Seeking?

- **Impact:** changes in the lives of individuals and families
 - Attitudes, knowledge, skills, behaviors, values, health, economic status through direct service to clients
- **Influence:** changes in group, community, organizations, institutions and systems that support and/or sustain changes in people's lives
 - Visibility of an issue, community concern about a problem/condition, changes in policies or regulations, changes in services provided
- **Leverage:** Changes in public investment, private investment and/or philanthropy that support and/or sustain changes in people's lives.
 - Pooled funding, in-kind resources, integration of funds, additional funding for a priority issue

Source: Organizational Research Services, Seattle

What Kind of Partnership will Work Best?

Service relationship – fixed time, fixed task

Exchange relationship – exchange info, get access for mutual benefit, specific project

Cooperative relationship – joint planning and shared responsibilities, long-term, multiple projects

System and Transformative relationship – shared decision-making/operations/evaluation intended to transform each organization

Consider Students As Your Colleagues

Principles of Excellence

Principle Five: Connect Knowledge with Choices and Action

Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems

Principle Six: Foster Civic, Intercultural, and Ethical Learning

Emphasize Personal and Social Responsibility, in Every Field of Study.

AACU, Principles of Excellence

Consider Students As Your Colleagues

Principle Seven: Assess Students' Ability to Apply Learning to Complex Problems

Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement.

...in order to build a set of experiences that “help students develop the knowledge, skills, competencies and dispositions required to function effectively in the 21st century. (Peter Ewell 2009)

Engaged Universities are more likely to thrive!

- Focused mix of interdisciplinary expertise
- Extensive and collaborative knowledge partnerships with other universities, sectors, communities, nations
- Involvement in community-based research/teaching methods – engagement with “the Big Questions”

Engaged Universities are more likely to thrive!

- Educational success among a socially inclusive student population
- Innovative (technology-based and experiential) teaching methods that enhance student learning and completion
- Excellence is created by the measurable impact of the above actions on quality of local and global life, culture, health, economic stability, and environment

We are becoming more integrated in our approach to learning and scholarship

- Research is more collaborative and networked because of the broad distribution of knowledge and data
- Universities are increasing their collaboration across disciplines and professional fields and building infrastructure to support these working relationships

The Changing University Community: New Roles

- The nature of leadership
- The nature of expertise
- The role of the boundary spanner

The Changing University Community

New Behaviors

- Learning differently
- Working together differently
- Defining success and measuring outcomes differently
- Drawing on different perspectives

The Changing University Community

New Structures

- Creation of new collaborative structures as mechanisms for exchanges of ideas and experiences
- Integration of strategic planning, institutional research and assessment
- Creation of an institutional culture of engagement

What are the components of a culture of engagement?

- Access to innovative and relevant educational programs, research and information resources
- **Partnerships** that address social, economic and environmental issues
- **Scholarship** that arises from and informs efforts to promote human well-being in a healthy environment

What are the components of a culture of engagement?

- **Integration** of efforts across the university
- **Culture** of engagement throughout the university
- **Resources** to invest in the future through engagement with people and communities throughout our local community, the state, the region and beyond (depending upon the mission and capacity of each of our institutions). .

Leading from the Middle

The Role of a Boundary Spanner

- Unit responsibility, limited authority, scarce resources
- Focus on facilitating, selling and encouraging rather than controlling and implementing
- Caught between the culture of academia and culture of the community
- Accomplishments usually invisible

Leading from the Middle

The Role of a Boundary Spanner

Success depends on

- local issues in the unit, center or department
- perceptions of the leader's role, responsibilities and influence
- external pressures and expectations

From Bolmon and Gallos. (2011) Reframing Academic Leadership.

Leading from the Middle

Boomgaarden's Rules

Rule 1: Everyone you work with is important. You can get things done through the relationships you develop and invest in.

Rule 2: Be on a mission. Keep your larger vision and goals in mind when you are making small choices.

Leading from the Middle

Boomgaarden's Rules

Rule 3: Stop, Look and listen. When something erupts, don't react immediately. Take time to study what is really going on/ Don't jump to conclusions or act on bad information. It will damage your credibility. Defuse the situation if you can, without annoying the "higher ups."

Leading from the Middle

Boomgaarden's Rules

Rule 4. It's not about you. You are part of something bigger and more important and it will help to keep that perspective.

Rule 5. Be Courageous. You often must lead people over whom you do not exercise much control or authority and who may not share your interest or urgency.

Donald R. Boomgaarden. Managing from the Middle, The Chronicle of Higher Education, November 26, 2008

Leading from the Middle

Ramaley's Rules

- Do you have a mandate for change? If so, from whom and how influential is your sponsor?
- What other priorities are competing with yours? Can you find a way to connect your agenda as a way to advance other priorities?

Leading from the Middle

Ramaley's Rules

- How are important decisions made at your institution and what frame is usually used (technical, organizational, personal)? How do you usually make sense of things? Does your approach match up with larger institutional behaviors?

Leading from the Middle

Ramaley's Rules

- Who already buys into your agenda and how can you recruit additional advocates and partners?
- Who is likely to resist or oppose your agenda and why?
- How can you attach your agenda to the ambitions and goals of campus leadership and how do you find out what those goals are?

Leading from the Middle

Ramaley's Rules

- **Build a compelling case---**What problem do we wish to address?
- **Create clarity of purpose---**What can we do better together than we can accomplish separately?
- **Work at a significant scale---**Can we find a project that allows us to learn how to work together while generating some visible results?
- **Develop a supportive shared environment---**How will we share information and interact with each other? How honest can we be with each other? Who will lead our efforts?
- **Create the capacity to expand the partnership over time---**Can we find ways to generate ideas and knowledge that we will need to support and continue our collaboration?

Leading from the Middle

Ramaley's Rules

Forming Internal collaborations

- What expertise and resources can you tap?
- Who will approve? Who might object?
- How can you manage internal barriers?
 - Whose budget will be tapped?
 - How will decision-making be handled?
 - How will you manage different goals and expectations?

Holland 2012 (MN Engagement Academy)

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ROLE MODELING



Characterize the nature of your relationship to the university with regard to your engagement role.





PARTNERSHIPS: THE INSIDE STORY

**Featuring: Martin Wolske, Beth Tryon, Kristin Mooney,
Stephanie Barr, Sally Carter, Tracy Dace**

NEXT STEPS



How can the ESC better serve us?

How can we better serve the ESC?





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