



New Faculty Orientation

August 11, 2010

What is engagement?



Engaged institutions have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities, however community may be defined. Embedded in the engagement ideal is a commitment to sharing and reciprocity.

Association of Public and Land-Grant Universities, 2010



- ▶ Engaged faculty members are those who consistently base their research, teaching, and service/outreach activities on addressing the needs of the community
- ▶ It needs to be understood that in many, if not most disciplines/professions, there is no inherent conflict between engagement and traditional faculty functions



- ▶ Many of the traditional issues associated with engagement have been well addressed in such works as Boyer's Scholarship Reconsidered and Stokes' Pasteur's Quadrant
- ▶ Both works address the need to focus on the complete range of scholarly activity as keys to the future



- ▶ There are many other important documents that have informed my view. Among the most important are NGA's various "Best Practices" papers and my background in regional socio-economics, community sociology and social policy

The Challenge



- Globalization, Digitization, and Regionalization
 - An “Economic Tsunami,” but also a “Social and Political Tsunami”
 - Experiencing “Great Change” matched only by the Industrial Revolution

The map for the future of higher education strategy is radically different than that of the past.

Dual Economic Trends



Globalization



Regionalization

The Global Landscape



- ▶ Dual Trends: Globalization & Regionalism
- ▶ Natural economic regions, not states, will be engines of future competitiveness
- ▶ “Super-regions” are emerging that cut across state lines—they will become increasingly critical in any state’s economic future
- ▶ Higher education has not responded well to these changing conditions
- ▶ National policy is not yet focused on the changing nature of the global situation: *Rising Above the Gathering Storm*



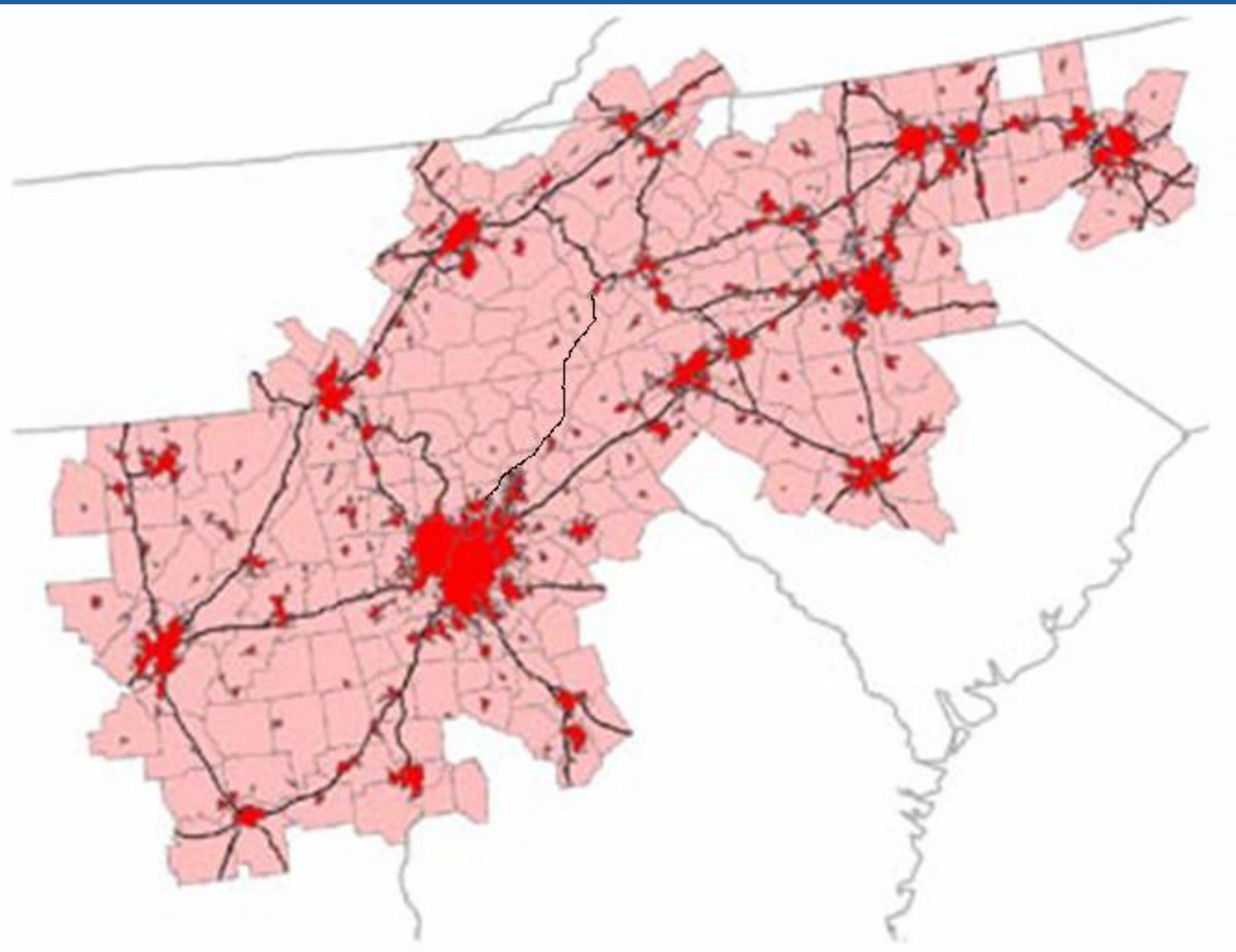
Nature of Economic Regions

- Economic regions are functional and reflect changing economic conditions
- Economic regions do not necessarily reflect political or cultural lines
- Each economic region can be defined in relation to its “economic potential” and “location”
- One estimate of “economic potential” is Porter’s “Clusters of Innovation”
- To develop effective policy and effective use of resources, clusters must be “fractionalized”—that is not regularly being done
- As a result, most “regional vision” plans look very similar

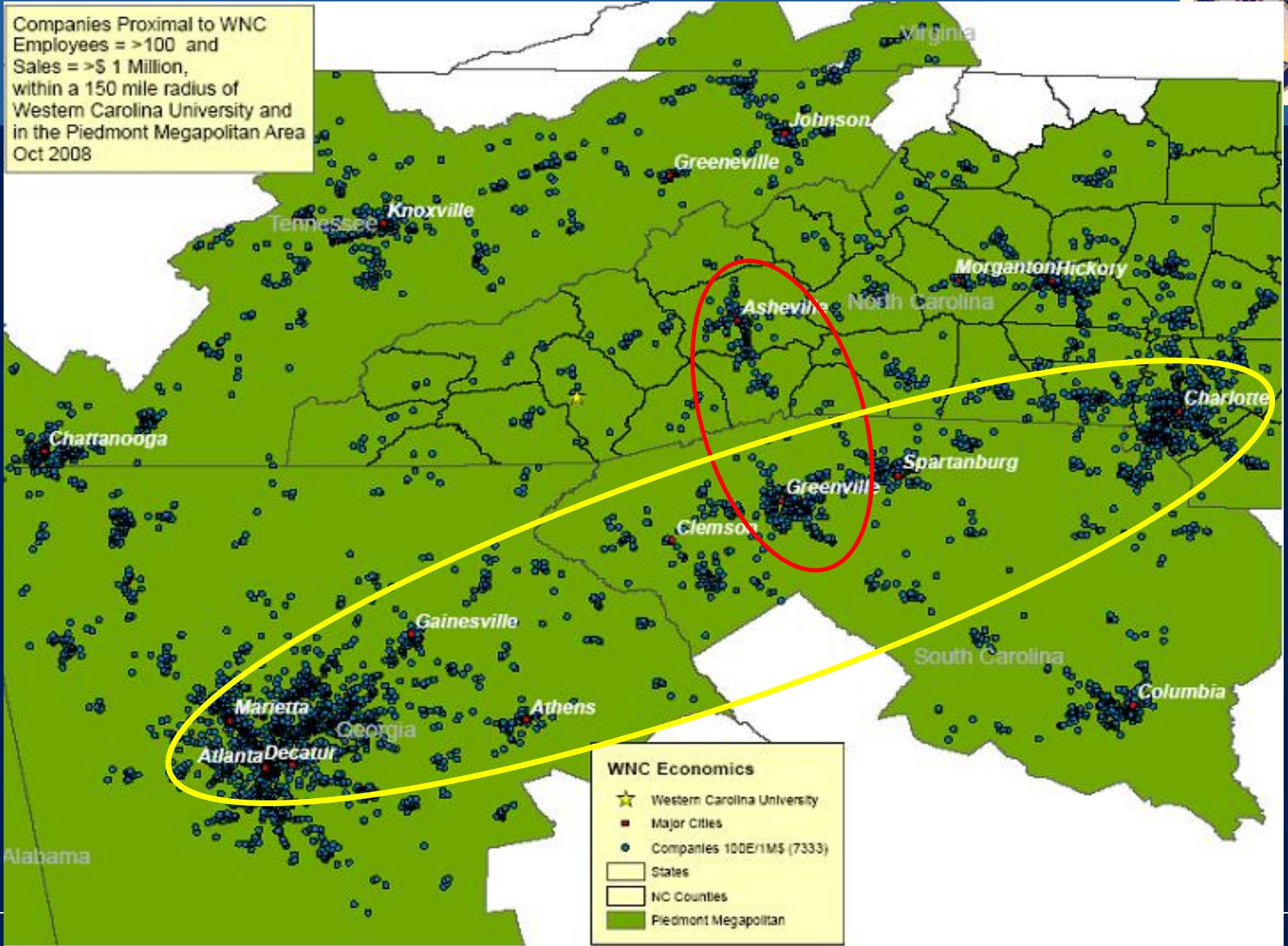
Megapolitans by 2050



2005 Metropolitan Institute at Virginia Tech



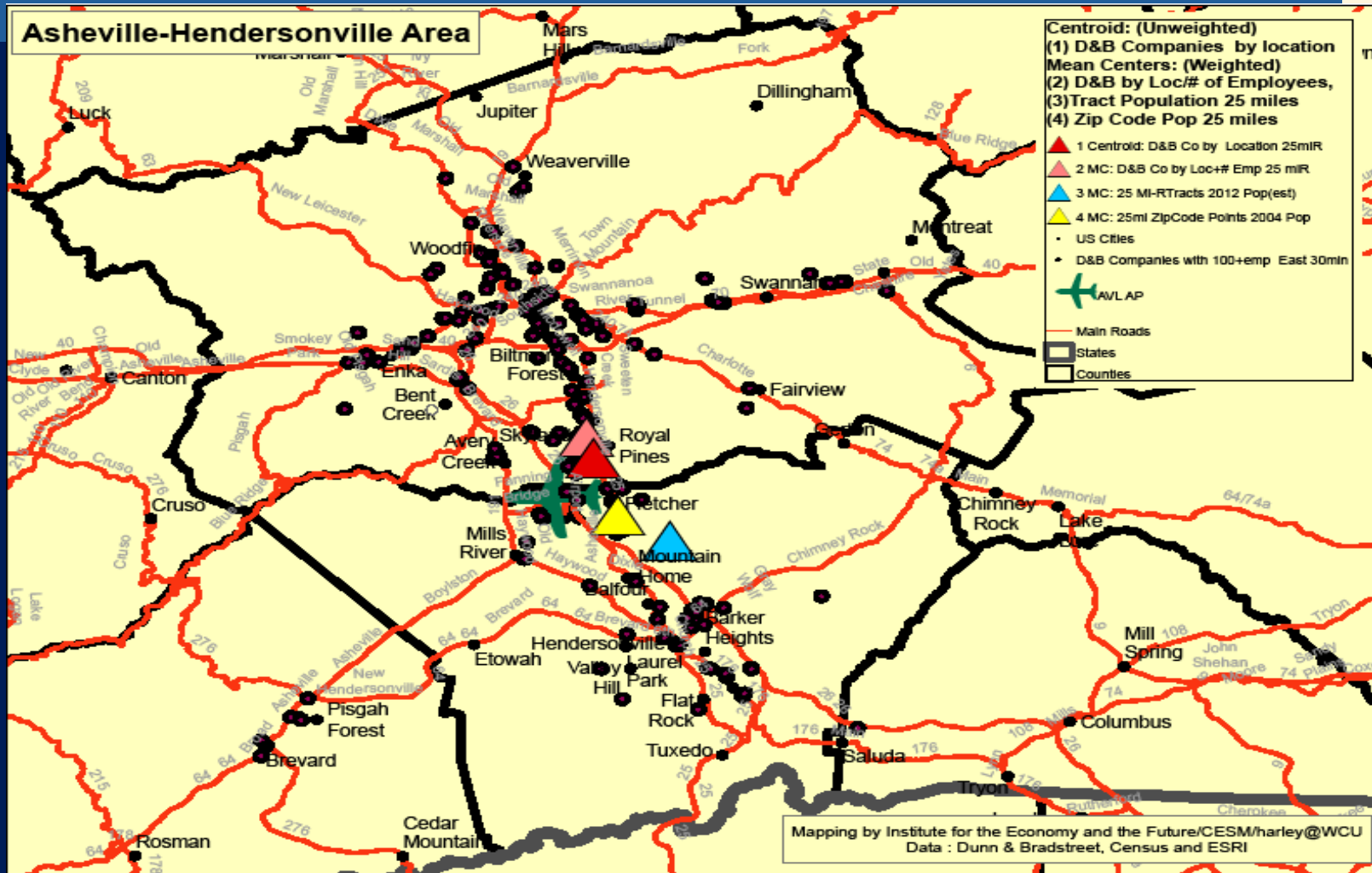
Companies Proximal to WNC
 Employees = >100 and
 Sales = >\$ 1 Million,
 within a 150 mile radius of
 Western Carolina University and
 in the Piedmont Megapolitan Area
 Oct 2008



WNC Economics

- ☆ Western Carolina University
- Major Cities
- Companies 100E/1M\$ (7333)
- States
- NC Counties
- Piedmont Megapolitan

Asheville-Hendersonville



The Key Issue



We as academics do not get to define what is right for a community or region. The goals must be theirs. Our role as educators is to assist them in clarifying goals, suggesting approaches that might be helpful, and in working with them to assess outcomes. These outcomes may be objective or perceptual

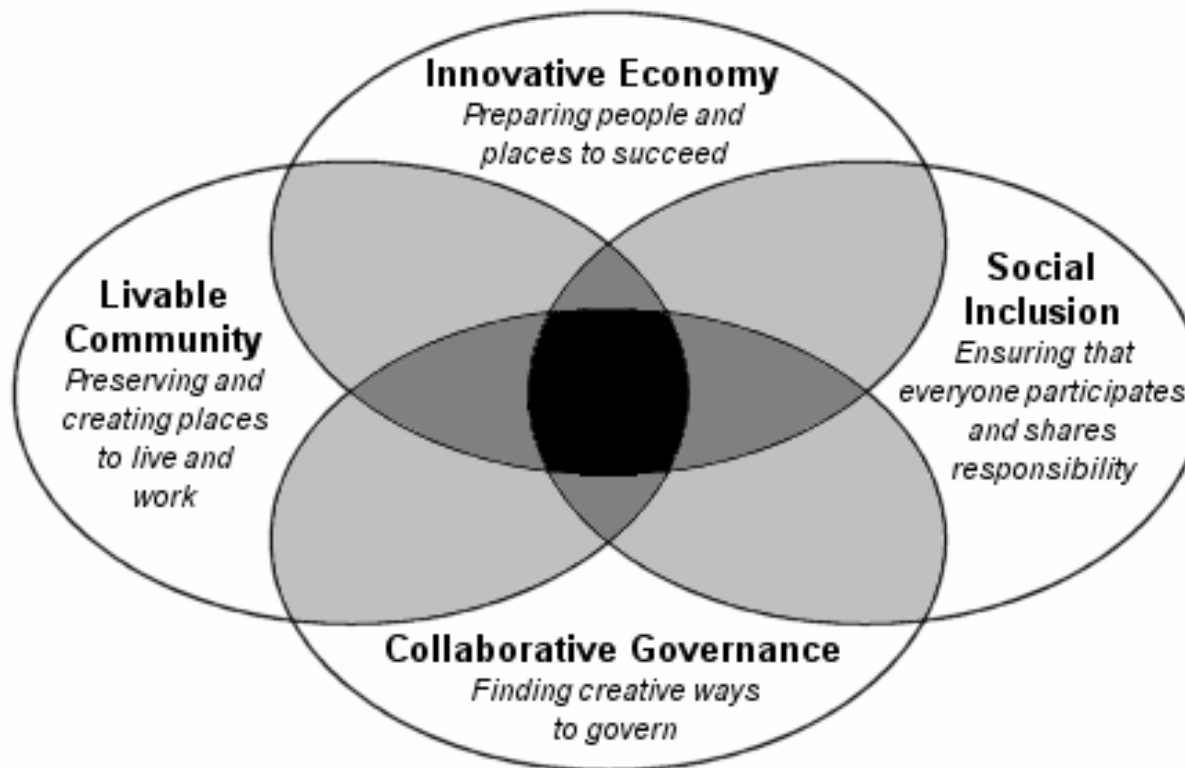
Critical Role for the University: Building Regional Competence



- Competence refers to the ability of a region to respond to economic opportunities and rapidly changing global conditions
- Competence refers to the range of abilities, characteristics, and resources available in the region and the *effective linkages* of that region with resources from the systems of which that region is a part
- Specific skill sets required to create competence will vary by situation; the general issues are common to all regions
- Resource need analyses are not conducted regularly at either the federal or state level to understand what is required to build regional competence



Framework for Regional Stewardship



Source: Travis Reindl (2005) "Stewardship of Place: A U.S. Perspective on Higher Education and Regional Development," American Association of State Colleges and Universities

Focus of the Model



The focus of the model is on the community, its components and constituencies within a context of networks of linkages to the larger entities of which it is a part (various regions, and the state, nation, globe, etc.)



WCU's multi-pronged response



The future is in the ability to
innovate and be entrepreneurial
within a framework of sustainable
regions

This requires an education with a
particular set of characteristics



Modified the curriculum for all students to involve engaged "intentional" learning through the SACS QEP process

Developed a strong "service learning" component to the university curriculum and co-curriculum

Created the "Millennium Initiative" including the Millennium Campus and focus on regionally-relevant disciplines/professions

Adopted the Boyer Model

Created the Kimmel School

Service Learning



WCU's service learning program links co-curricular and curricular programs with community need

On a campus of 9,400 people, more than 7,000 took part in at least one service learning project/program

As the QEP continues to develop, service learning should continue to increase

Program has been nationally recognized by CNCS and the Washington Center

“Millennium Initiative”



- Land purchased to create “Millennium Campus”
- Plan for Millennium Campus intersperses traditional and non-traditional functions—parts of “old campus” included
- “One WCU” campus instead of two—focus on core role of community and regional engagement



Campus re-conceptualized as an “academic new town” including commercial, business, and public facilities, office buildings, and academic functions. Focus on engagement with the core region and continued development of high quality of life

Program Emphases



Arts, especially performing arts (musical theater and band)

Entrepreneurship

Forensic science and mountain environmental science

Health and aging

Applied engineering for business

Educational outreach (B-14)

Boyer Model



Faculty reward system adopted with broader view of scholarship based on Ernest Boyer's work:

Scholarship of discovery

Scholarship of integration

Scholarship of engagement

Scholarship of teaching and learning

Kimmel School



Focus on project-based applied engineering and construction management

Faculty must have industrial experience—minimum of three years

Tenure based on business relationships and enhancement of business processes, products, and outcomes

More than 250 business assisted to date

Immediate Outcomes



Obtained Carnegie “Engaged” classification

Recognized by NSSE for significant improvement in student engagement in 2010

CNCS Honor Roll with Distinction, 2009-10;
Washington Center recognition for service 2010

Increased student retention to above national average

Significantly increased applications



Higher Education Winners Will Base Strategic Plans on Multiple Decision Points



Identify Needs for Regional Competence

- Economic regions are functional, not formal, and they reflect conditions in the economy which may not comport with political or cultural conditions.
- Economic regions can be seen as linking in hierarchical systems that range from the highly macro (global economy) to the very micro (local economic exchange)
- Economic regions are not “neat and tidy” creations: their boundaries may overlap and, in many cases, a sub-region could be a part of more than one larger region depending on the economic variables being examined
- Economic regions have dynamic structure; they will change as the structure of the economy changes

Clarify Institutional Mission

- A successful regional university will have the capacity and mission to respond to the needs of regions
- Degree program arrays will reflect regional potential and development of “regional competence”
- Applied research and development will play a significant role in the institution’s mission
- Engagement of students, faculty, and staff with the region will be a hallmark of the university’s identity
- System processes will be flexible to promote responses to changing regional conditions
- Successful regional institutions will be highlighted and supported at the state level

Produce Intellectual Capital

- Degree programs: well-articulated and focused on student learning outcomes
- All undergraduate programs will be syncretical and oriented to creating versatilists
- Students: active learners taking part in cooperative education, internship, and mentored research experiences
- Students will be encouraged to have international experiences
- Off-campus education, “just in time” training, and electronic education will play an increasingly large role
- Student learning will be assessed using a portfolio model. Assessment will focus on demonstration of syncretical education

Target R&D Investments

- R&D emphases will reflect regional potential and building regional competence
- Laboratories and facilities will be of highest quality in areas of strong regional potential
- Internal and state policies will encourage co-location and co-investigation with industry scientists and engineers
- Reward systems will support the various forms of technology transfer
- “Star faculty” who are oriented to industry partnerships will provide leadership in key areas of science and engineering
- Legal frameworks will be continuously examined to promote technology transfer

Create Career Linkages

- Career counseling will begin at orientation
- Increasing emphasis will be placed on linking advising and career counseling throughout the student’s degree program
- Off-campus education will emphasize workforce-related degree programs
- Non-credit instruction will be developed to provide business with “just in time” training
- Graduate program arrays will focus more clearly on professional development of adults and advanced workforce skills
- New advanced degrees will support economic competitiveness, especially in areas of high regional value

Higher Education Winners Address Client Value Propositions

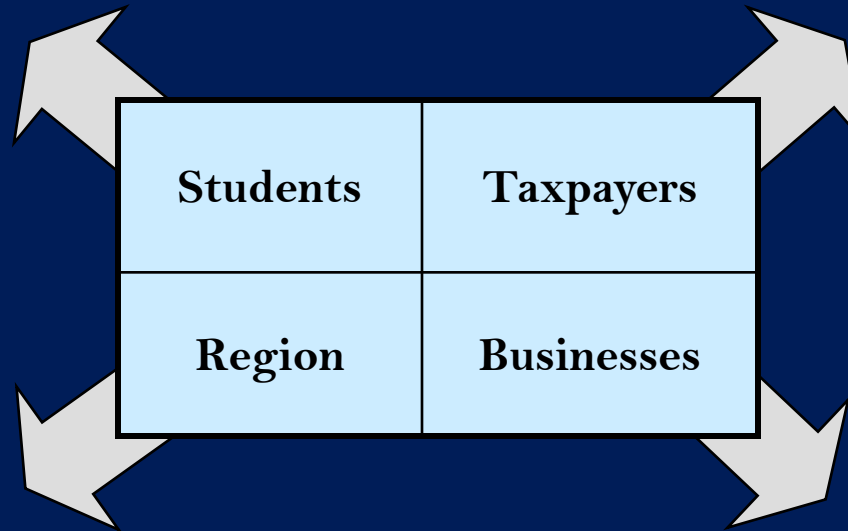


Quality Education:

(tools for successful life--ethics, creativity, understanding theory, analysis and knowledge synthesis—how to think)

Maintaining Place:

Quality of life, community and identity, supporting family and personal lifestyle (preventing the “brain drain” – availability of jobs)



Return on Investment

Dividends of Prosperity

Competitive Advantage:

Intellectual Capital and Technology
(product/process development, career development)

Value Proposition for State: “One” North Carolina