

Excerpts from UAA's 7-page document:

**Responding to Pat Pitney's Charge to Describe
UAA's Current Outreach and Partnerships:
FACULTY AND ORGANIZATIONAL OUTREACH AND PARTNERSHIPS –
STATE NEEDS**

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engaged pedagogy includes engaged approaches to teaching such as service-learning and the development of learning communities where teaching methods are experiential, contextual, and social. The learning involves experiencing and reflecting on what it means to be a community, how to make the difference in the civic life of our communities, and promoting the quality of life in a community.

community-based research is rooted in a particular time and setting and calls for shared expertise. It values the participation of local community members and brings their perspective into the research process. Related methodologies include applied research, technical assistance, and policy research, though these do not necessarily maintain a reciprocal relationship with community members during the research process.

engaged service happens when faculty and students are engaged in service in the community in a way that enhances both their experience and the community's well being. This kind of public work and collaborative practice is linked to community-identified problems in a process of democratic community change and development.

[Descriptions of six types of partnerships with UAA-specific examples]

Outcomes for UA System and MAUs

Two broad purposes focus the University of Alaska system outcomes and measures of performance in faculty and organizational outreach and partnership:

- 1) increasing satisfaction of Alaska citizens and key constituency groups with the University's performance in meeting the changing needs of Alaska's people; and
- 2) continuing to enhance the University's capacity and successful partnerships with Alaska's diverse communities.

Definitions.

Engagement is ...

- Partnerships between university and community groups in which communication and ideas flow between both groups – effective two-way communication.
- Responding to the needs of today's and tomorrow's learners – enriching learners' experiences by bringing research and engagement into curriculum and offering practical opportunities for learners to prepare in the world they live in.
- Positioning critical resources (knowledge/expertise) to work on problems and issues facing the communities served.

We do it by ...

- Engaging learners as full partners in the learning process, whether on campus or within communities.
- Offering learners many options to learn outside the classroom.
- Facilitating collaborative learning opportunities within our communities.
- Responding to problems, not just offering courses.
- Encouraging faculty, students, and staff involvement in service to Alaska's diverse communities.
- Integrating community service with research and instructional programs.

Possible metrics.

Metric #1: Citizen satisfaction:

In a random survey of Alaska residents, the University's satisfaction rating was x.x out of 10.

The survey could specifically determine average satisfaction levels of Alaska residents on the University's contributions to the state in enhancing the state's research and technology capabilities, creating a sense of state pride, preparing the workforce of the future, enhancing the state's quality of life, keeping young people in the state, attracting businesses and employers to the state, providing public services to Alaskans, making graduate/professional education a top priority, keeping tuition affordable; and demonstrating accountability to the public.

Metric #2: Institutional investment in organizational outreach and partnership:

The University invested \$x million in public engagement and partnerships for scholarly activities, teaching, and public outreach, in addition to a wide range of college and campus-based activities.

[The operationalization of "institutional investment" needs careful attention. My intent is to identify an easily captured dollar amount from institutional financial records. So, for example, a measurement may be "non-personnel program dollars allocated by the university to public engagement and partnership programs." A corollary could include "grant dollars generated for public engagement and partnership programs." And, *nota bene* that colleges and universities in Minnesota identified a coordinating center and professional staff as one of the ten most important predictors in strength of campus civic engagement⁹. This matches one of the BoR's objectives for 2009 to "build community engagement programs"].

A unique advantage of this metric is that it can be cascaded down to colleges and departments. In fact, the metric may need to be built from the college-level up.

Metric #3: Students participating in community-based learning and community service:

In AYxx, yy courses in zz departments provided the opportunity for undergraduates to participate in community-based service-learning.

In AYxx, yyyy students participated in community service or service-learning courses.

[The following are available with each campus' participation in the National Survey of Student Engagement. The results include comparators to other universities by Carnegie classification.]

In 200x:

xx% of students participated in a community-based projects as part of a regular course;

xx% of students plan to do community service or volunteer work;

xx% of students often or very often:

- expressed their opinion about a political or community issue in a public forum (e.g. sent a letter or email to the media, contacted a government official, made a speech, signed a petition)
- used media sources (e.g. newspaper, radio, television, internet) to stay informed about local political or community issues
- participated in a fundraising event (e.g. phone-a-thon, run, walk, dance marathon)
- attended a rally, vigil, or protest about an issue that is important to you
- led meetings or activities for a local community organization or religious group.

Note: Paul Kraft, Vicki Orazem, & Carol Hedlin are making arrangements to administer the National Survey of Student Engagement (NSSE) at UAS in Spring 2005.