



# 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

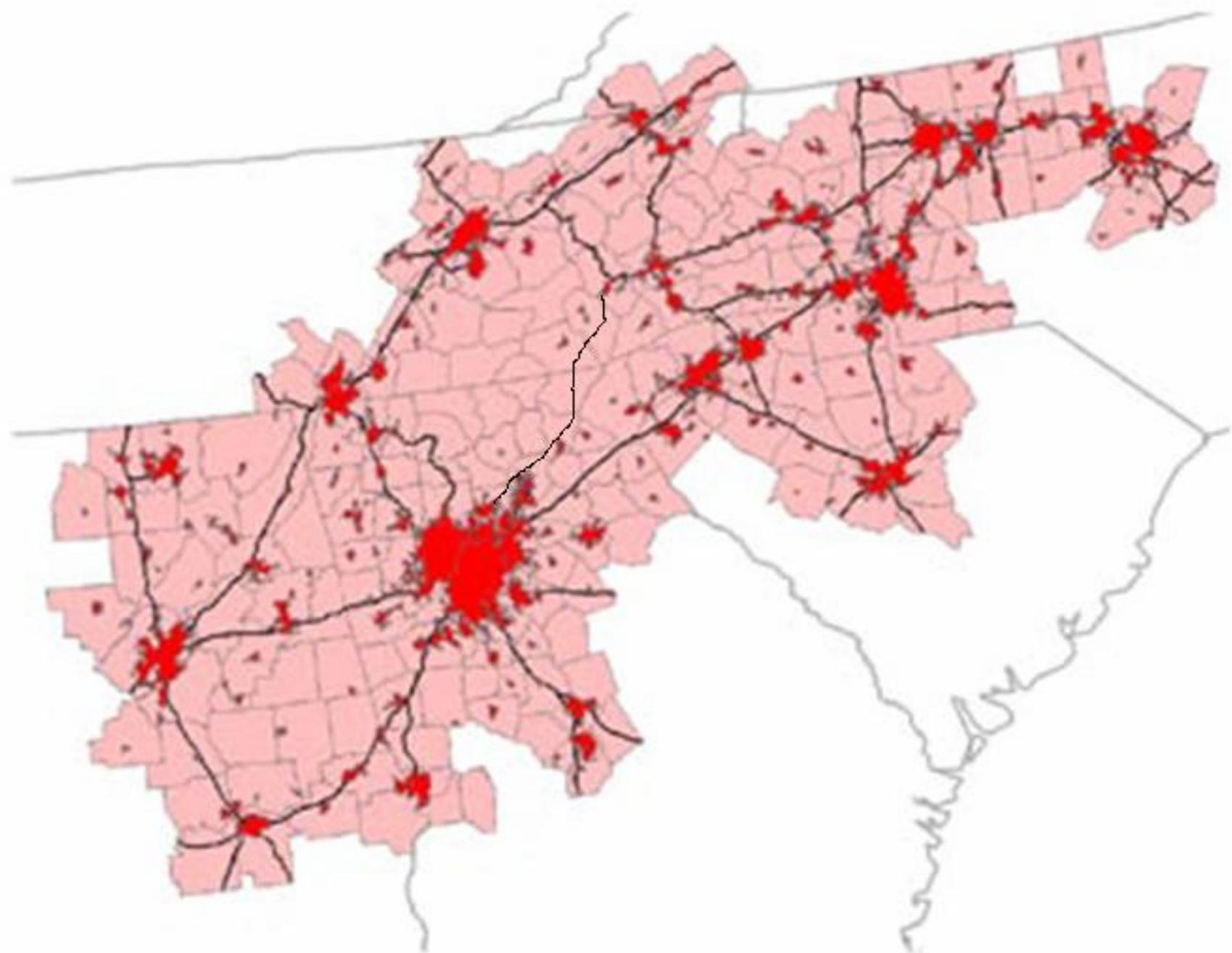
- Economic regions are functional and reflect changing economic conditions
- Economic regions do not necessarily reflect political or cultural lines
- Each economic region can be defined in relation to its “economic potential” and “location”
- One estimate of “economic potential” is Porter’s “Clusters 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



# Megalopolitans by 2050

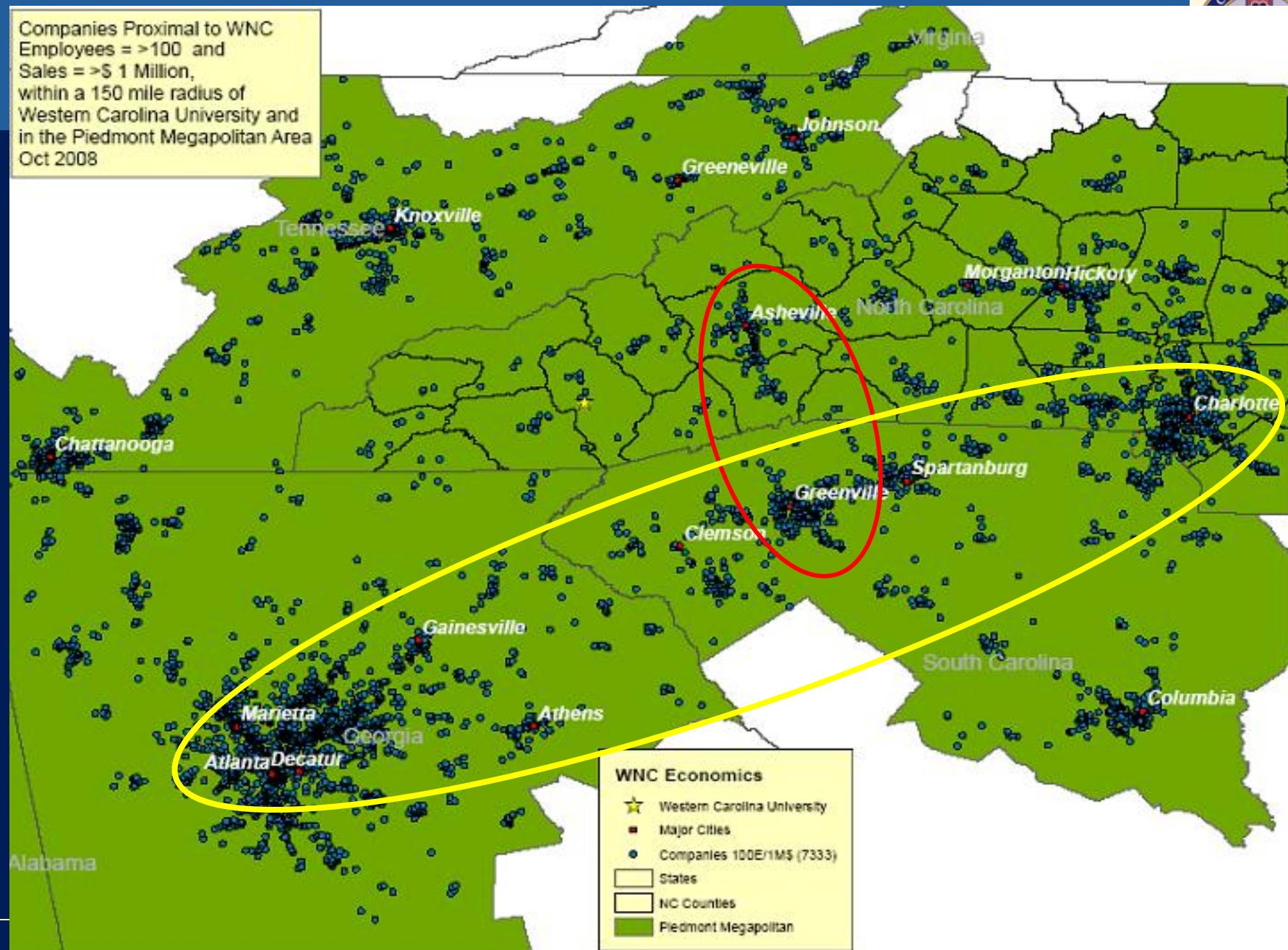


2005 Metropolitan Institute at Virginia Tech

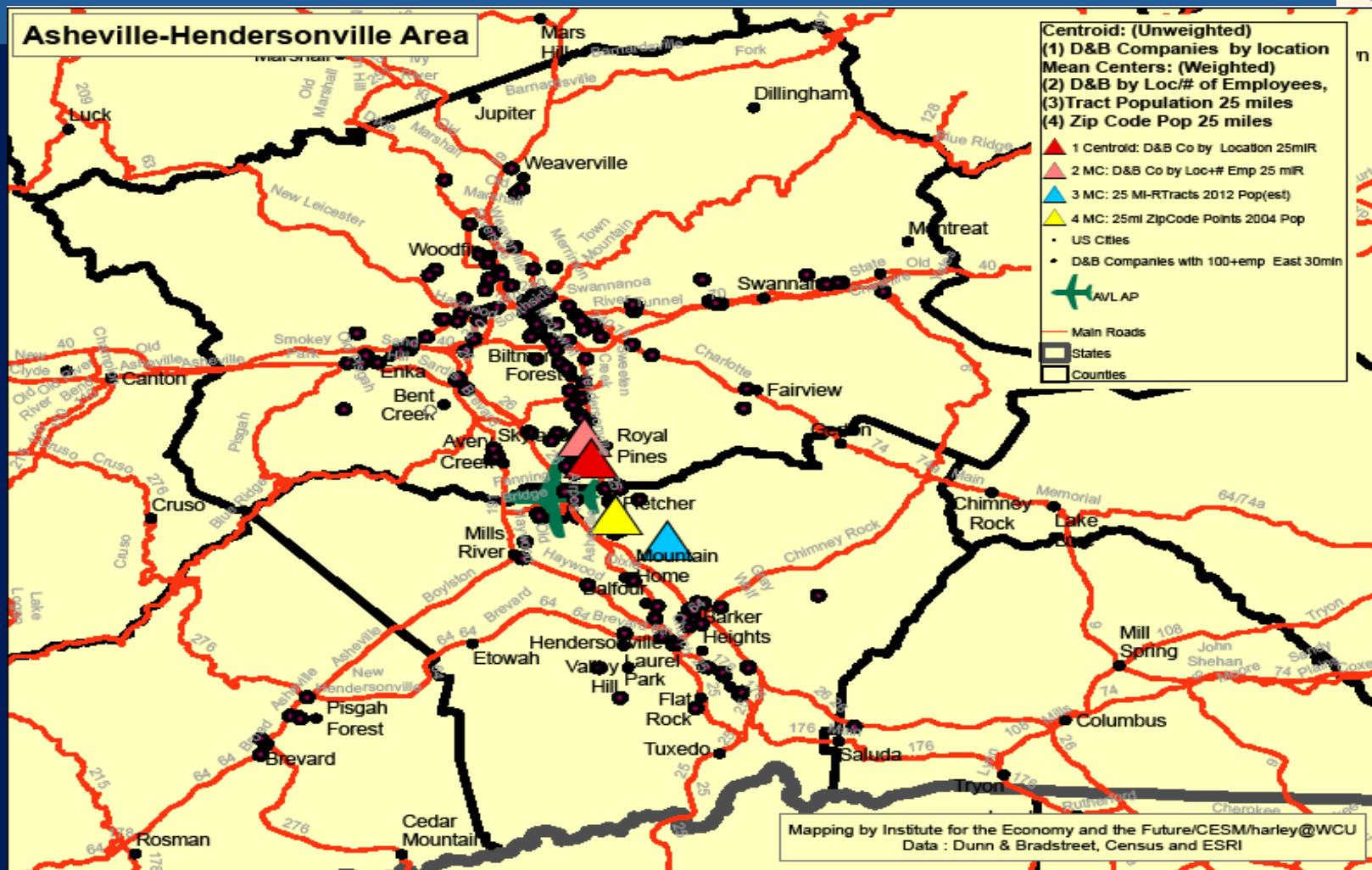




Companies Proximal to WNC  
Employees = >100 and  
Sales = >\$ 1 Million,  
within a 150 mile radius of  
Western Carolina University and  
in the Piedmont Megapolitan Area  
Oct 2008



# 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

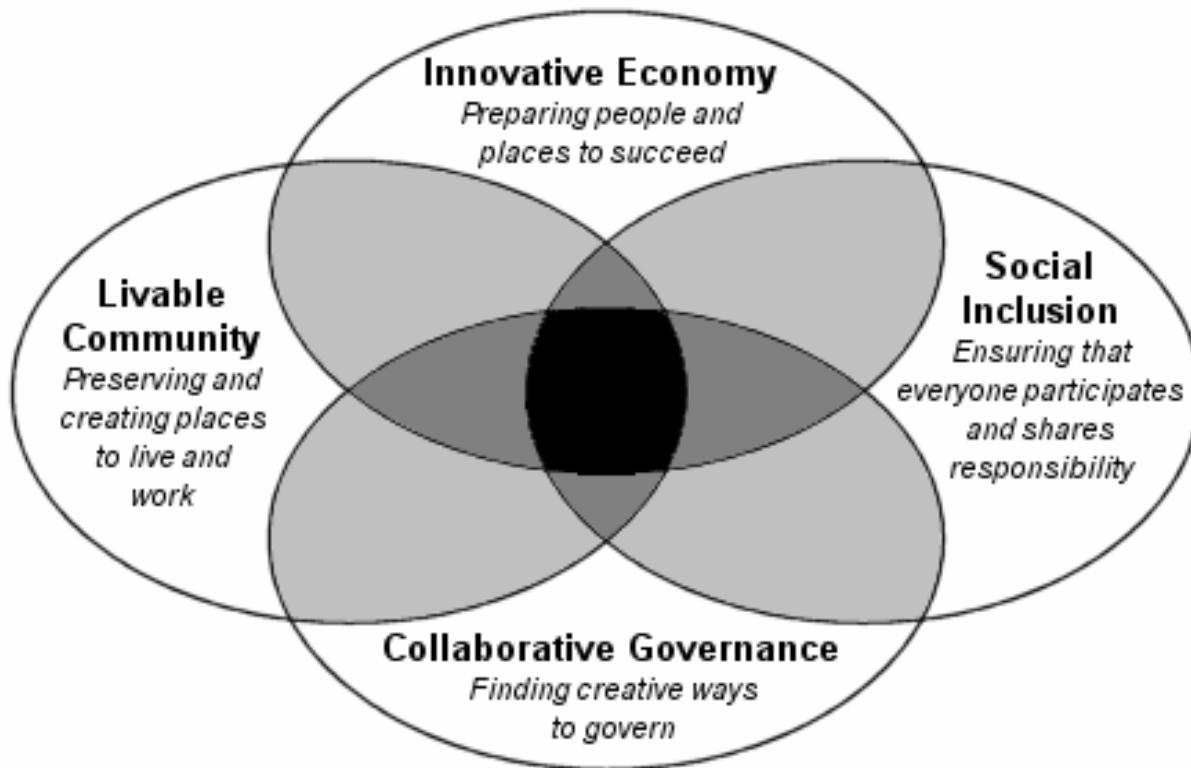
# Critical Role for the University: Building Regional Competence



- 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

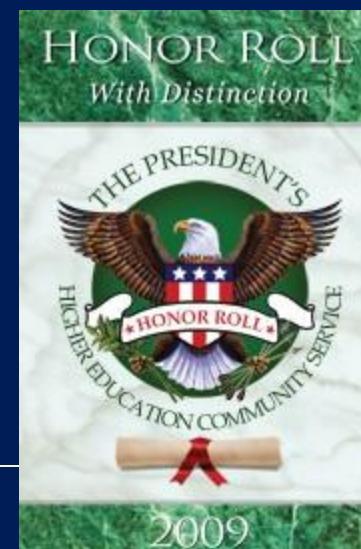
Obtained Carnegie “Engaged” classification

Recognized by NSSE for significant improvement in student engagement in 2010

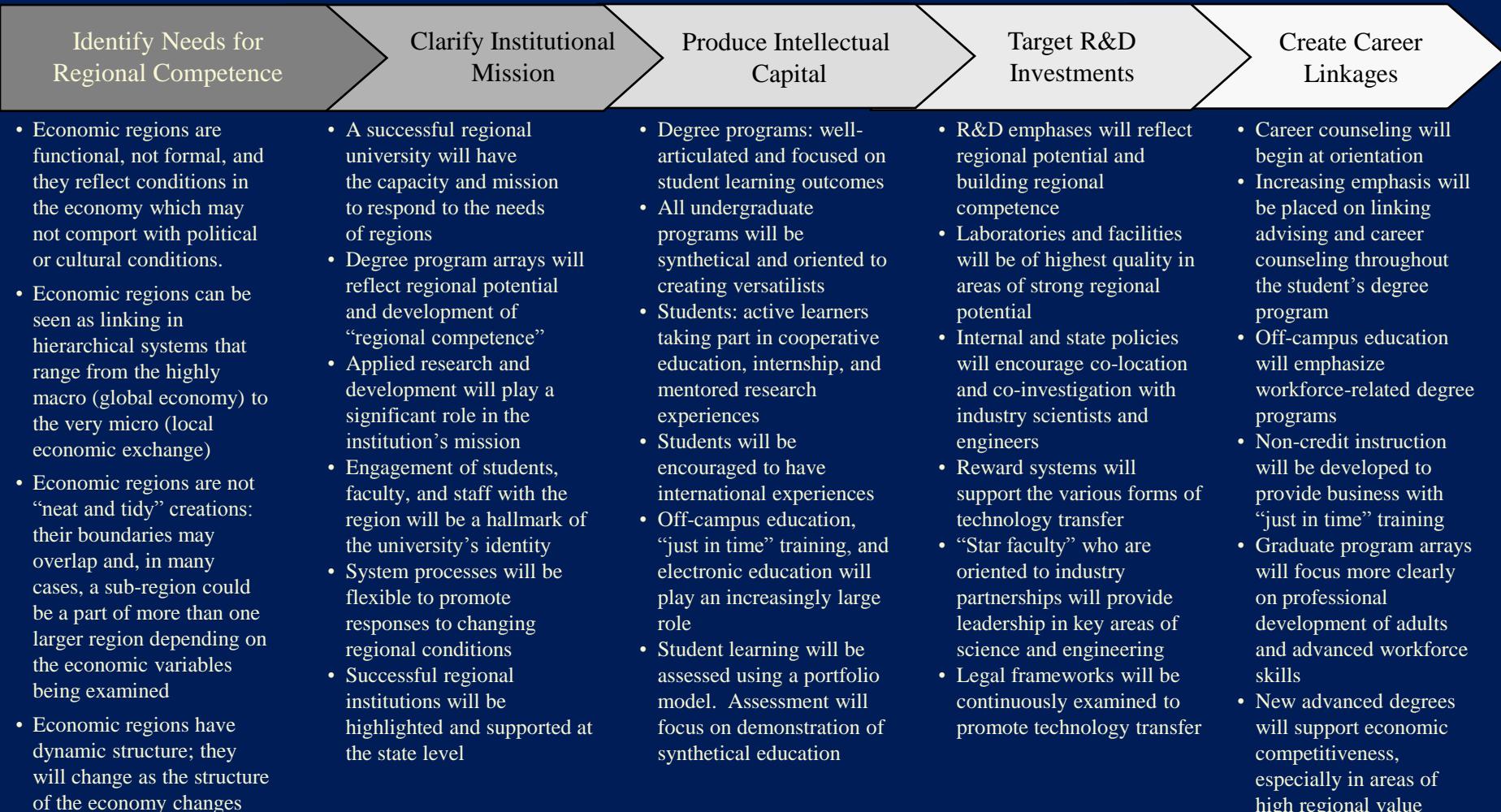
CNCS Honor Roll with Distinction, 2009-10;  
Washington Center recognition for service  
2010

Increased student retention to above national average

Significantly increased applications



# Higher Education Winners Will Base Strategic Plans on Multiple Decision Points



# Higher Education Winners Address Client Value Propositions

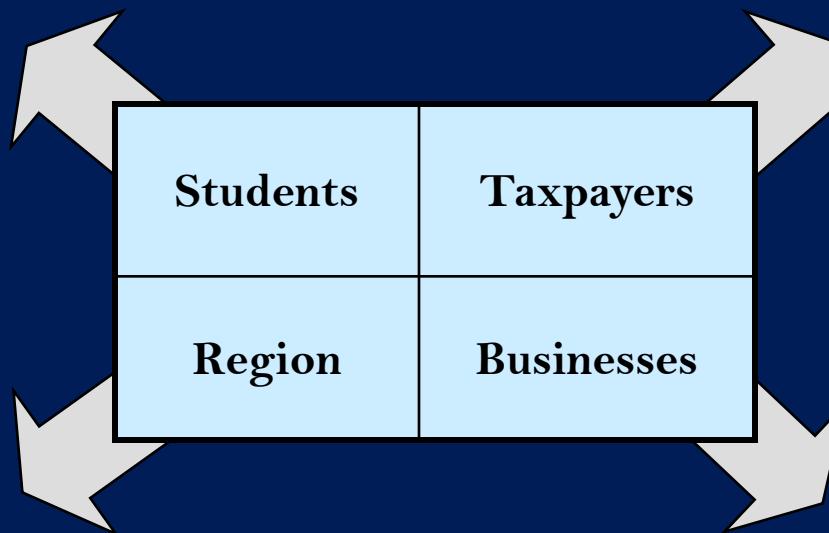


## Quality Education:

(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**