

DEFYING THE DEFINITION OF INSANITY: ASSESSING THE ROBUST NATURE OF UNIVERSITY OUTREACH IN THE COMMUNITY USING CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION AND LYNCH OUTREACH ASSESSMENT MODEL (LOAM)

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ABSTRACT

Duplicating processes and procedure with anticipation of deviating outcomes is the defining trait of insanity as attributed to a quote by Albert Einstein. It is the antithesis to innovation, which is what is needed in higher education to create impactful changes in the outreach we should be providing to the community. What is important for those in the area of outreach and engagement at Institutions of Higher Education (IHEs) is to recognize the relationship between policy, economic trends, strategic planning and innovation management. The focus of Outreach and Engagement programs should be to address these “new” scholarships through merging teaching, service, and research. The following article will present current research in the alignment between Carnegie Community Engagement Classification status and the Lynch Outreach Assessment model (LOAM), which assesses whether our system of outreach is effective and robust, and not the “mile wide, inch deep” practices discussed in the work of Rowan (2012). The model potentially provides a basis by which organizations can assess their engagement, develop initiatives to expand or improve it, and benchmark their progress. This article will provide a brief overview of Outreach and Engagement for IHEs, theoretical basis of LOAM, results of the study, and its implications for application.

National Trends

In higher education, there is no longer a luxury of confining programmatic decisions to the national landscape. Thus, we must address the international trends and their impact on national trends. Higher education has become an internationally traded commodity (Altbach, 2015b), and as such students have an increased consumer mindset on what IHEs should provide. Students view higher education now as a means to build their skill sets that strengthen their position within the new economic imperatives of a globally competitive labor market (Altbach, 2015b; Tomlinson, 2012). International trends in massification of higher education, the massive demand for higher education options, have created pressure on IHEs to respond while maintaining the integrity of their academic programs, and also provide non-traditional methods to demonstrate their relevance to a global market. Nearly a generation ago, the conversation revolved the “connections between higher education and the world of work” and the discussion was how IHEs were going to be innovative in their attempts to meet the economic challenges

(Teichler, 1999). This same conversation is taking place at water-coolers and in offices of IHE administrators today. The attempt to create innovative programs is still reactionary in nature with the foundation of much of what has been established being rooted in the Triple Helix model of Gibb, Haskins, and Robertson (2012).

The Triple Helix model (figure 1.0) has provided a number of institutions with a conceptual framework to meet the trends in policies that are making access to higher education more enticing for students. Developing partnerships between government, industry, and IHEs to increase the employability of students, both traditional and non-traditional, is the foundation of the Triple Helix model (Gibb, Haskins, & Robertson, 2012). However, the behavioral trends of IHEs have been primarily responsive in nature, responding to the pressures from “power-influencing hierarchies” that have sought to reshape the “nature of higher education” (Bourdieu, 1999; Gibb et al., 2012). Exploring national policy trends, especially those in education, is difficult on account of the tendencies to examine them out of historical context (Rowalle & Lingard, 2008); how-

ever, what can be explored is the impact of generational trends their resulting models like the Triple Helix on concepts of outreach and engagement.

Key Indicators of Outreach and Engagement

Boyer's (1990) redefinition of scholarship to include four components (discovery, integration, application, and teaching) can be used as a scale by which to measure the effectiveness of the Outreach and Engagement initiatives developed through the Triple Helix model. The work of Boyer (1990) in program development is the undergirding that structures its innovation and ultimately success. His work posed the idea to redefine the traditional idea of academic scholarship to include scholarship of discovery, knowledge for knowledge sake; scholarship of integration, providing meaning to isolated facts; scholarship of application, examining how integration is useful; and scholarship of teaching, exploring how to transform and extend the application. The focus of Outreach and Engagement programs should be to address these "new" scholarships through merging teaching, service, and research.

Scholarship of discovery

Defined as the highest, most revered tenet in academe, freedom to inquire and investigate, scholarship of discovery is already deeply embedded in the research institutions across the world. Boyer (1990) articulates that this component of scholarship contributes to the intellectual climate of the IHE, and the "freedom to think freshly" (p.17). It is for this purpose that scholarship of discovery is the foundational components to the Lynch Outreach Assessment model, coupled with the key indicators of outreach and engagement (Hollander, Saltmarsh, & Zlotkowski, 2002). Discovery begins with vision, purpose, and voice, but must be integrated.

Scholarship of Integration

Defined as the credence to developing meaning between individually isolated facts, scholarship of integration, is about making connections. This component is the secondary element by which IHEs evaluate the presence of their outreach. Aligned with components that inquire about outreach in Administrative and Academic leadership, as well as Disciplinary, Departmental and Interdisciplinary policies, scholarship of integration is the system by which

IHEs shape the meaningfulness of their outreach initiatives. The shaping of the value of outreach is then followed by its application.

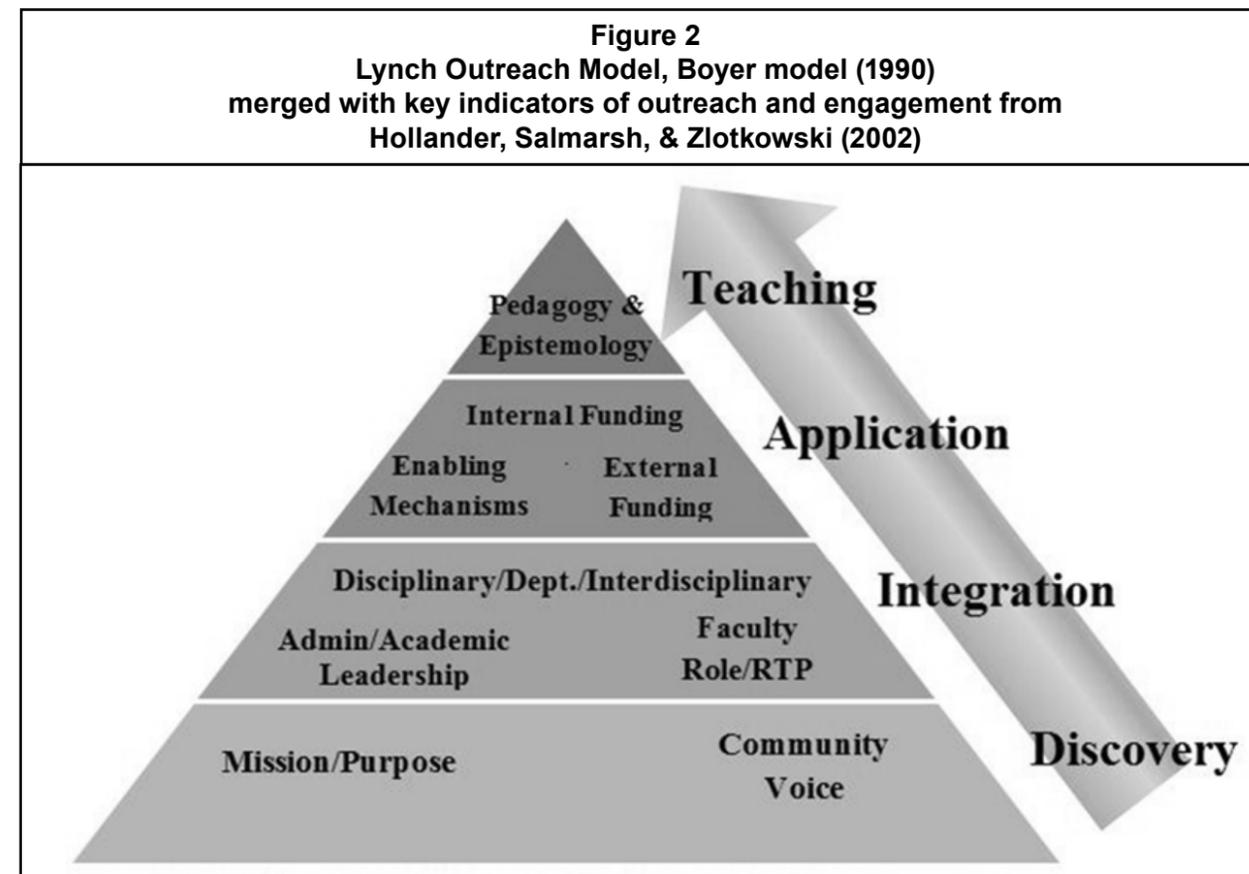
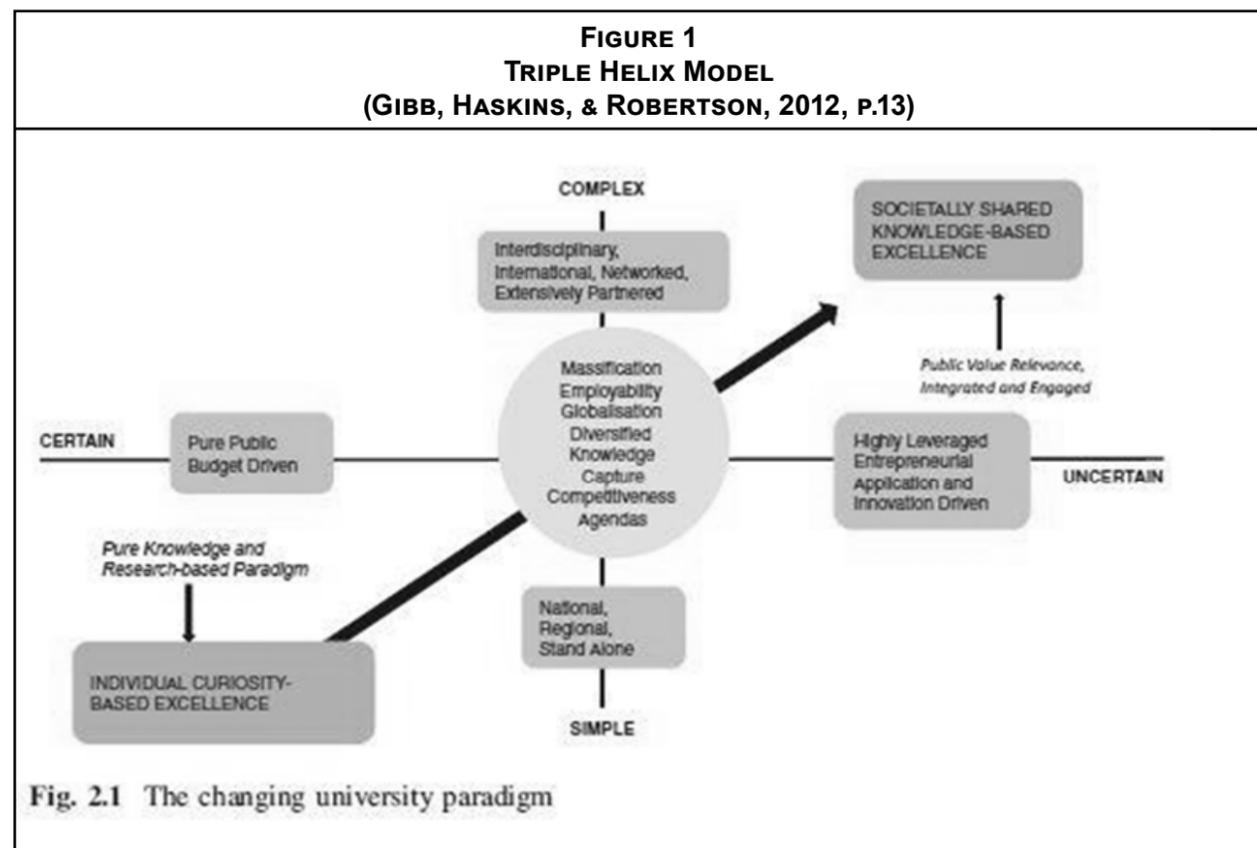
Scholarship of Application

Defined from the context of having the scholar identify the functionality of the knowledge they discovered, application takes integration one step further beyond the theoretical to the functional. This component is the institutional habitus, or structural dispositions and behaviors of the university (Thomas, 2002). How the institution implements the outreach is inadvertently connected to the resources devoted to application either through internal allocation of funding/resources, acquisition of external funding/resources to leverage applications, or the enabling mechanisms involved like offices of Institutional Research, Service Learning, or Grants and Sponsored programming. Scholarship of application is the system by which IHEs organize the resources to enact their outreach.

Scholarship of Teaching

Identified as the component that "educates and entices future scholars," the role of teaching in outreach is the most integral part in that it continues the cycles of embedding outreach into the culture of institution. It is the dynamic endeavor that promotes the application, integration, and discover. The value of the scholarship of teaching in outreach is evidenced in the amount of preparation required to do it effectively. Active teaching requires active engagement with content, people, and stimuli for critical thinking. As a component to a culture of outreach it is impossible to have transformative initiatives that are passively extended to the community. Such is the act of teaching, a non-passive extension of ideas that helps to create new ideas. Each of these scholarships has been used to frame the model developed for this study.

In the model, which is reflective of Bloom's taxonomy having the highest most difficult level of scholarship to attain at its pinnacle (figure 2), reflects how IHE's should be evaluating whether our system of outreach is effective and robust, and not the "mile wide, inch deep" practices discussed in the work of Rowan (2012). The model presents an escalating series of levels of Boyer's (1990) categories



of scholarship with the embedded key indicators of outreach and engagement defined by the work of Hollander, Saltmarsh, and Zlotkowski (2002). There are ten elements identified by Hollander et al., (2002) regarding engagement and outreach: pedagogy and epistemology, faculty development, enabling mechanisms, internal and external resource allocations, faculty roles and rewards, embedded in disciplines, departments, and interdisciplinary, community voice, and support of administrative and academic leadership. Combining Boyer's (1990) and Hollander et al's (2002) concepts creates a new method, Lynch Outreach and Assessment Model (LOAM), by which IHE's can evaluate their levels of engagement toward Carnegie Community Engagement Classification.

Methodology

As a means to provide a scaffolding for IHE's toward Carnegie Community Engagement Classification (CCEC), the current study sought to evaluate the relationship between Boyer's (1990) four scholarships, Hollander et al.'s (2002) key indicators, and the evaluative components on the Carnegie Community Engagement Classification application. Designed as a qualitative study to prevent the multicollinearity issues that would have arisen in a quantitative study between the CCEC application and Hollander's et al's (2002) key indicators, the following research question was used:

To what extent are the 10 key indicators connected to the four scholarships?

Use of descriptive statistics was used with categorical coding of the CCEC application to the LOAM. Beginning with a strongly defined a priori scheme for codes (Lynch Outreach and Assessment Model, figure 2.0), the questions from the CCEC application were coded based on the content of the question and its alignment with levels of the LOAM. Denzin & Lincoln (2000) outline the use of such qualitative methods for research techniques, and the coding which can descriptively elaborate on trends.

Results

Descriptive statistics demonstrate the frequency of CCEC questions per LOAM levels. Theoretically, the initial level of discovery should represent the broadest base of questions on the CCEC, but numerically they are the least frequent questions (17%) (Table 1.0). Integration, the second category on the LOAM, represents the most frequent theme on the CCEC (36%), with Application, the third level on LOAM, as the third most frequent (26%) on the CCEC. The pinnacle level on the LOAM, Teaching, is the second most frequent (25%) on the CCEC. The struc-

ture of these frequencies demonstrates an emphatic significance of Integration of outreach and engagement at IHEs on the Carnegie Community Engagement Classification.

Table 1
Frequency rates of
CCEC questions per LOAM level

Lynch Outreach Assessment Model Level	Frequency on CCEC (%)
Discovery	17%
Integration	36%
Application	26%
Teaching	25%

Analysis

In order to answer, "To what extent are the 10 key indicators connected to the four scholarships?" the qualitative coding and resulting rates of frequency were used to determine the relationship. The 10 key indicators developed by Hollander's et al's (2002) theoretically connect to the four key scholarships in the following ways.

Discovery includes indicators related to mission/purpose and community voice. Both were classified as Discovery, on account of language used like, "to what degree can they [community voice] shape institutional involvement to maximize its benefits to the community" (Holland et al., 2002, p.11) or in other words how is community voice used to help shape a university's vision and mission for community engagement. Carnegie Community Engagement Classification application question like, "How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents?" (CCEC, 2006, p. 10) aligns with the scholarship of discovery through its line of inquiry about the IHE's mission and vision. In another example CCEC asks,

How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (CCEC, 2006, pp.66-67),

This question specifically inquires about the concept of "co-created knowledge" a basic premise of Boyer's (1990) scholarship of discovery.

Integration includes the indicators of administrative and academic leadership, faculty role and rewards in retention, tenure, and promotion, and disciplines, departmental and interdisciplinarity. Each of these particular indicators has embedded components that address the concept of integration. For example, Holland et al. (2002) defines academic and administrative leadership as exhibiting behaviors where they are in the "forefront of institutional transformation that supports civic engagement" (p.11), and questions that support this definition includes "[President] Indicates their perception of where community engagement fits into their leadership of the institution" (CCEC, 2006, p.2). Holland et al.'s (2002) definition for the indicator of faculty role and rewards in RTP, is much more overtly connected to Boyer (1990), "institution reflect the kind of reconsideration of scholarly activity proposed by Ernest Boyer, whereby a scholarship of teaching and a scholarship of engagement are viewed on a par with the scholarship of discovery (Boyer, 1990):" (pp.10-11). Questions from the CCEC that relate to this indicator include, "Is community engagement rewarded as one form of teaching and learning? Please describe and provide text from faculty handbook (or similar policy document)" (CCEC, 2006, p.34) and "Is community engagement rewarded as one form of scholarship? Please describe and provide text from faculty handbook (or similar policy document)" (CCEC, 2006, p.34). As evidenced through these questions the concept of community engagement being an integral part of the university is through how administration and faculty promote it through their behaviors and scholarship.

The level of Application includes the indicators of enabling mechanisms, and internal and external resource allocation. Holland et al. (2002) defines enabling mechanisms as "visible and easily accessible structures on campus that function both to assist faculty with community-based teaching and learning" (p.10), and the CCEC (2006) application defines enabling mechanisms under the institutional commitment subsection as the infrastructure,

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to. For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification (p.16).

This question in an example as to how questions in the institutional infrastructure subsection of the CCEC appli-

cation align with the definition of enabling mechanisms and infrastructure as elements of application, the level to which they have been assigned in LOAM.

The highest level of scholarship on the LOAM model is teaching, and the sole indicators associated with that level is pedagogy and epistemology. Holland et al. (2002) define this indicator as "academic commitment to the kind of teaching, learning, and knowledge creation that foster active civic engagement" (p.12). It further describes that "courses with a service-learning or community-based component signify adoption of an engaged pedagogy" (p.12) are visible components of the value of outreach and engagement in the pedagogical framework of the university. Questions that support this level and indicator include inquiries about the number of service learning courses, number of faculty who teach service learning, and for evidence of curriculum activities in which "community engagement is integrated into it" (CCEC, 2006, p.46).

As evidenced through the frequency of the questions per LOAM categories, integration represents the largest category for IHEs with near equal parts of Application and Teaching. This suggests some meaningful implications for IHE's seeking to use the LOAM as a benchmarking evaluative tool prior to their development of a CCEC application.

Implications

Three implications are the result of this study. The first is how the LOAM model can be used to serve as scaffolding to obtain Carnegie Community Engagement Classification. By using LOAM to address which areas are most evident on a campus, then indirectly IHE's can determine which area are least evident. In using the LOAM as a scaffold, then IHE's can potentially bolster the areas of least evidence prior to developing the CCEC application submission. This implication coordinates with the second implication, that LOAM can be used to locate institutional shortcomings in the area of outreach and engagement. Literature indicates three dimensions by which the university serves its community: transferring knowledge (or for the social-constructivist theorists, building of knowledge), vetting and screening instruments for employers, and enhancing "personal and cultural attributes" of the individual (Tomlinson, 2012). These multidimensional characteristics of IHEs for community stakeholders should be done through a process that is strategic, proactive, and harnesses innovation management principles. Using LOAM to identify if an IHE demonstrates any shortcomings in one of the three dimensions can relate specifically back to shortcomings in one of the four scholarships, which can be related to one of the key indicators

within the four scholarship levels. To support these implications for future use, additional studies need to be complete. Particularly, to validate statistically the impact of LOAM as a scaffolding tool, future studies are needed with applications from universities who have not obtained CCEC so as to compare their institutional shortcomings using LOAM.

Conclusion

As globalization profoundly impacts institutions of higher education (IHE's) by commoditizing education in the massification of options for college students, IHEs need to emphasize their connectivity to the global community they serve. Addressing only the national landscape through programmatic decisions will limit the reach of IHEs and subsequently their ability to meet the needs of a diverse student body. As Altbach (2015b) says, higher education has become an internationally traded commodity. Students view higher education as a means to build their skill sets that strengthen their position within the new economic imperatives of a globally competitive labor market (Altbach, 2014a, 2015b; Tomlinson, 2012), therefore IHEs must adapt to being able to provide training and course work that make students globally competitive. The IHEs response to increase training opportunities, while maintaining the integrity of their academic programs, is through the shift toward Outreach and Engagement (O&E).

One such manner in which IHE's can demonstrate their commitment to outreach and engagement is through the acquiring the Carnegie Community Engagement Classification (CCEC), an elective status that was first revealed in 2006. Based on the work of Holland et al. (2002), and Saltmarsh (2015) a comprehensive application was developed to evaluate the presence of 10 key engagement indicators at IHE's. The CCEC application is rooted in the work of Boyer (1990) but not in a manner that directly provides IHEs with a means to benchmark their current state of O&E. The Lynch Outreach Assessment model (LOAM) was developed through qualitative analysis to determine the connection between the CCEC application, Holland's et al. (2002) key indicators, and Boyer's (1990) four areas of scholarship. Implications for use of LOAM potentially provide IHEs the opportunity to assess their current state of progress in eth area of O&E, develop a plan to strength areas of infrequencies, and then improve them before applying for the Carnegie Community Engagement Classification. Using LOAM can be a first step toward innovative curriculum application that proactively addresses the needs of students in the global community.

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