COE ENGAGEMENT TIGER TEAM
WHITE PAPER: STRATEGIC PLANNING FOR ENGAGEMENT
Co-chairs: Jean Peterson & John Staver
Committee: Linda Austin, Stephen David, Ed Eiler, JoAnn Phillion, Bill Walker
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College of Education Definition of Engagement

In the College of Education (COE) at Purdue University ENGAGEMENT is defined as collaborative work done by mutually committed partners (community and/or P-16 partners with college of education partners) in order to address issues of common interest. Engagement simultaneously serves the needs of COE partners and invigorates the research, teaching, and service missions of the College. Engagement activities have intellectual merit and broad impact. Engagement has several characteristics that distinguish it from other, related activities. All COE engagement projects will have some of these characteristics; a few may have them all: Community, Partnership, Scholarship.

Background

The Engagement Tiger Team came to a consensus, at the first of eight meetings, that it was important to put “engagement” at arm’s length so that it could be examined carefully. During subsequent meetings, the committee did indeed demonstrate openness to considering new conceptualizations. Initial discussion focused on broadening the definition of “community,” reexamining the Professional Development Schools component, emphasizing greater mutuality in partnerships, and considering ways to incorporate the concept of “globalization” into a vision for engagement. Five committee members and the two co-chairs met weekly, for eight weeks, from September 30 through November 18, with the first four meetings including open-ended discussion as a group and with guests, and the last 4 meetings focusing on formulating goals, examining strategic plans of peer institutions, determining potential metrics (based on the university New Synergies Strategic Plan 2008-2014), and then moving ahead with the white paper.

Rationale

The Engagement area, with “Meeting Global Challenges” as its title and focus, is the least defined of the three areas of strategic planning. Therefore, not only is it important to provide a rationale for the general thrust of this paper, but it is probably also important to give a complex rationale for each of the goals developed by the Tiger Team. Engagement at an institution like Purdue University should build bridges to local, state, national, and international communities for mutual benefit. Engagement can further establish and enhance university stature in a broad sense, with contributions at each constituency level. It can be guided by a vision that is both idealistic and pragmatic, with activities intentionally geared to meeting critical needs of society, creating productive dialogue, and sharing expertise in ways consistent with the mission of a public, land-grant, research university. The College of Education is well suited for cross-disciplinary and university-community engagement. The collective education-related expertise in the COE and well-established connections to local, state, and national education entities make it potentially valuable to other Purdue Colleges as a partner as well.

Procedures for Soliciting Input

Discussion, including open brainstorming, was the primary mode at the outset for generating ideas related to how Engagement might look in the College of Education. Thereafter, the Team gathered
information from peer-institution strategic plans, the COE International Committee, International Programs representatives, assistant professors, a representative of local schools, and ad-hoc discussions related to the scholarship of engagement among faculty outside of regular meetings. The Team also submitted four questions to the survey sent to COE faculty by the Associate Dean for Learning and Engagement (which, when revised, became #6, #7, #8, and #9). Responses to those questions were helpful.

Meeting Global Challenges Goal Statement: Purdue Strategic Plan

Address the critical needs of society, and catalyze economic development and entrepreneurship consistent with a public research university of the 21st century with global impact.

Broad Goals

1. Enhance P-16 learning
2. Promote inclusiveness and diversity
3. Develop educational leaders
4. Develop engagement models

Rationale: Themes in Solicited Input

Four main themes emerged in discussions within the committee and in interaction with outside entities, some of them reflecting subsequently examined strategic plans from peer institutions: (1) appropriate engagement should involve mutual benefit and non-hierarchical respect, (2) relationships and collaboration at many levels, including internationally, should promote and enhance diversity and cross-cultural awareness at Purdue, (3) the College of Education (COE) should develop leaders in the area of engagement among students and faculty, and (4) the COE should intentionally create and share engagement models on campus, locally, in the state, nationally, and internationally. The following discussion will elaborate on these themes, each of which led to a broad goal.

Suggested COE Goals and Strategies

Goal 1. Enhance perceptions of Purdue engagement with P-12 partners.

Strategies

- Revisit and reformulate the Purdue Professional Development Schools concept
- Prioritize mutuality and bi-directionality when developing engagement activities
- Increase number and quality of engagement programs
- Recognize and respect expertise in engagement partners, including in regard to international projects
- Offer more professional-development opportunities for area educators
- Continue to provide transition-to-teaching opportunities
- Replicate existing “embeddedness” projects

Theme: Mutual Benefit and Mutual Respect

The COE definition of engagement is broad and embraces multiple conceptualizations. Such engagement addresses critical societal needs, contributing to social competence through interdisciplinary relationships. Engagement catalyzes broadly, contributing to global awareness, cultural literacy (e.g.,
related to equitable decision-making), and social health. Educated citizens can use and apply their engagement-derived learning regardless of career. Regardless of where it begins, engagement reflects working with, not just taking from. Delivery, content, and benefits are negotiated carefully, whether locally or internationally. Engagement may be initiated by COE faculty, Purdue faculty outside of the COE, or by entities outside of Purdue.

Mutuality is a key concern in the area of Professional Development Schools (PDS). The PDS concept, a symbol of engagement in recent years, has epitomized the land-grant mission of the university and the identity and mission of the COE. However, currently, Purdue PDS involvement and mutuality are both weak. Any P-12 school involved with student-teachers is automatically considered a PDS partner. Therefore, the PDS concept needs to be revisited, not only as related to Purdue's role in enhancing P-12 learning and preparing students to enter and succeed in college and in the workforce, but also as related to aligning purposes (e.g., internationalizing curriculum; recruiting and retaining high-quality teachers from diverse backgrounds), policies (e.g., textbook selection), programs, practices (e.g., standards-based teaching methods in STEM disciplines), and globalizing schools.

In charting a new local-engagement direction for PDS, the COE should work toward higher-quality partnerships and more reciprocity. Though preparing high-quality teachers and fielding high-quality professors are important and assumed, Purdue and the COE could also offer many more professional-development opportunities on campus or in schools for area teachers than it currently offers. The COE should also continue to provide transition-to-teaching opportunities. In addition, it might replicate the "embeddedness" concept currently implemented at Earhart Elementary and in Frankfort and explore replication of current locally funded, integrated programs and development of new bi-directional, funded projects.

In line with the new university strategic plan, globalizing education can be an important additional emphasis. In this regard, it is essential that Purdue recognize that some area school corporations already have international partnerships, activities, and faculty and administrators who are experienced international travelers and partners. Purdue, with international stature and a strong international-student presence, has much to offer area schools. However, establishing relationships with a posture of respect and collaboration will enhance university potential for fruitful and mutually beneficial engagement.

**Goal 2. Promote inclusivity and diversity.**

**Strategies**
- Dedicate research funding for non-statistical studies exploring and analyzing the experience of faculty and student international engagement
- Involve teaching assistants in study-abroad experiences
- Encourage research components in study-abroad experiences
- Market the Global Studies minor and/or create a graduate-level certificate program related to international activity
- Move beyond “counting” when examining international involvements
- Incorporate qualitative metrics into evaluation of engagement activity

**Theme: Diversity**
Through within-COE, cross-College, local, state, national, and international relationships, the COE should not only raise the level of awareness and appreciation of diversity, but also develop educational leaders at all of these levels. In the study-abroad arena, there is little literature attesting to later impact on students during their teaching or counseling careers. Therefore, the COE might dedicate research funding for studies that involve deep, qualitative research (i.e., beyond statistical analysis) of the experience of international engagement. Graduate students could accrue research credits and be teaching assistants in study-abroad experiences, with each program having a research component. The COE could also promote development of resources for housing international collaborators, as well as flexibility of time for COE faculty when international entities pursue collaborations with them.

The COE, recognizing that solutions at the local level often have national and international implications, should also move toward internationalizing curriculum (e.g., capstone experiences, add-on courses, virtual connections to partner institutions). In addition, in spite of potential logistical, licensure, and standards-related issues and constraints, international teacher exchanges would contribute to educators being able to address global concerns and challenges in their work.

Also related to study abroad, the COE should explore the possibility of creating a graduate-level certificate program, to replace or be separate from the largely undergraduate Global Studies minor, and publicize these programs. In addition, the COE should conduct follow-up studies of COE students after their return from study-abroad experiences. These students could also share their cross-cultural experiences through symposia, lunch-hour presentations, poster sessions, newsletters, alumni groups, a COE study-abroad website, and in area P-12 schools. In general, research support targeted at study abroad and other international engagement is essential to the success of the research aspects of this emphasis on diversity. Most important, the COE should examine its international involvements carefully in regard to impact—beyond "counting." Qualitative methods need to be incorporated into evaluation of faculty engagement activity.

Goal 3. Develop educational leaders.

Strategies

- Continue to encourage development of international distance-learning opportunities
- Model the development of leadership in engagement
- Develop venues for exchanging ideas, policies, and positions with outside entities
- Encourage and reward scholarship related to international engagement

Theme: Developing Leadership

Through various levels of engagement, the COE should model the development of leadership in engagement, developing venues for the exchange of ideas and positions (e.g., related to preschool concerns, engagement metrics, PDS development) between and among individuals in EDST and C & I, within Indiana, and nationally. In addition, the COE should develop leadership in effective distance learning, including in and with developing countries.
Goal 4. Develop engagement models.

Strategies

- Develop models for integrating research, teaching, and service across disciplines
- Develop a promotion/tenure model related to engagement
- Encourage scholarship focusing on models of engagement
- Initiate engagement conferences as venues for sharing models
- Market COE expertise related to evaluation of education entities and their programs
- Be a model of engagement
- Establish a centralized system for managing engagement data

Theme: Creating and Sharing Engagement Models

The emphasis on COE research related to engagement might become a model for integrating research, teaching, and service across disciplines. The COE engagement model could involve interdisciplinary teams examining problems in education and in society in general. A Purdue promotion/tenure model related to engagement could be helpful to these same entities. The "scholarship of engagement" might involve developing and studying models of engagement, policy development, and bringing scholars together for mutual learning. Initiating an annual engagement conference, perhaps rotating its location among universities, should help to raise awareness of issues.

Related to the challenge of creating mutually beneficial engagement with area P-12 schools, the COE could market its potential for engagement related to program evaluation, for example, and generate a model for this dimension. Also pertinent to engagement with schools is the need for COE engagement initiatives to use language aligned with ideas related to the 21st-Century workforce, in terms of problem-solving, higher-level thinking, and the reality that 75% of students enter the workforce soon after high school graduation. In addition, the COE emphasis on STEM should include attention to rural schools and students. For engaged entities, the COE should model various aspects of the engagement models it develops.

The COE is uniquely situated to create and share models across Colleges. In that regard, COE researchers, whether involved in applied or basic research, should actively disseminate their findings in various forms and venues, including in workshops for area educators for renewal credit. The COE might also revisit earlier, effective engagement models at Purdue and look to current programs for models of engagement and teaching-abroad experiences. Therefore, pertinent to models developed, a centralized system for keeping track of engagement data will be essential. In general, external funding, including from the local community, will continue to be important to engagement. Sustainability of engagement relationships should also be considered and fostered from the outset of initiatives.

Linkages with the 2008-2014 Purdue Plan and the 2003-2008 COE Plan

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<td>Partnerships within the university and with local, state, national, and international constituents</td>
<td>Goal 1, re: mutual local partnerships; Goal 2, re: faculty and student international involvement; Goal 3, re: venues for exchange of</td>
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Graduate students with global credentials | Strong graduate programs that produce scholars and leaders with expertise in engagement | Goal 3, re: development of educational leaders (Strategies: international distance-learning, venues for exchanging ideas, policies, positions with outside entities) Goal 2, re: promotion of inclusivity and diversity (Strategies: analysis of international engagement; teaching assistants and research components in study-abroad experiences; non-linear metrics for evaluating international involvements)

Curricula with global relevance | Reciprocity between educational practice and educational theory/research | Goal 1, re: P-12 involvement; Goal 4, re: engagement models

Scholarly engagement enhancing public knowledge and understanding of global issues for informed actions affecting public interests | Leadership in addressing current issues in the field of education | (Strategies, Goal 2): non-linear metrics for evaluating engagement activities)

Leadership in service and workforce development with sophisticated professional assistance, value-added lifelong learning Leadership in P-13 partnerships in promoting, facilitating, and expanding opportunities for student preparation for higher education and STEM disciplines | Develop and support opportunities for life-long learning | Goal 1, re: enhancement of perceptions of Purdue engagement with partners (Strategies: number and quality of programs; mutuality and bi-directionality of activities; professional-development opportunities for area educators; transition-to-teaching opportunities; replication of current embedded projects)

Substantial presence in key regions of the world with recognition as a leader in meeting global challenges and contributing to the common good | | (Strategies, Goal 2: Scholarship related to international engagement by graduate students and faculty)

### Relevant Synergies, Partnerships and Collaborations

- COE-Fontys collaboration
- ON TRACK
- GERI Cook grant
- GERI HOPE grant
- COE Honduras program
- Japan-COE initiative

### Metrics: Relevant New Synergies Strategic Plan 2008-2014 DRAFT Items

9. Exemplars of COE engagement initiatives reflecting the vision of the University
12A. The percent of seniors engaged in experiential learning for a given year
19B. For a given year, number of graduate student stipends for experiential learning
20. COE alumni participation rate of donations for engagement
23. Percent and demographics of students involved in engagement activities
24. Survey of all COE personnel regarding engagement climate
25. For a given year, exemplars of best practices and number of faculty involved in engagement
30. For a given year, faculty and staff awards and recognition for engagement
31A. Number of synergistic engagement programs (academic and/or research)
33. Amount of funding for engagement programs and projects
35. Amount of private donor contributions for a given fiscal year related to engagement
39. For a given year, exemplars of sustainable engagement programs/projects
40. Exemplars of engagement that reflect University vision
41. Exemplars of engagement partnerships with private/public agencies
42A. Number of study abroad programs and student participants for a given academic year
42C. For a given year, exemplars of programs, courses, scholarship reflecting globalization