

# How do academics extend their knowledge to the benefit of external social partners?

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Human Sciences  
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# Introduction: mapping patterns in diverse universities

Community engagement alongside teaching and learning

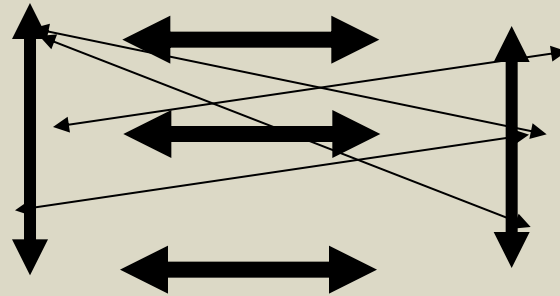
- Conceptual confusion, debate and contestation within and between universities
- framework and empirical basis to understand the complexity and diversity of current ‘engaged’ academic practice
- mapping ‘community engagement’, drawing on an empirical analysis of patterns of interaction in five universities representing distinct institutional types, through an integrated analysis of individual academic survey and institutional case study data.

# Scholarship for direct benefit of external audiences

**ENGAGED/  
RESPONSIVE**

**Not ENGAGED/  
Not RESPONSIVE**

- Teaching
- Service
- Research



- Teaching
- Service
- Research

# Academic interaction with social partners

Investigating the contribution of universities  
to economic and social development

Survey from  
University of  
Wales Aberystwyth  
University of  
Sheffield Hallam

## “How do you extend your academic scholarship to the benefit of external social partners?”

- Social partners
- Types of relationship
- Channels of interaction
- Outputs
- Outcomes and benefits
- Challenges and constraints
- Those who do not interact – why not?
- *(adaptation of RoKS survey of firms and universities)*

**Survey of 2 000 academics in  
5 distinct types of university**

# Methodology: complexity and variety of patterns?

- Main types of institutions: 2 research, 1 comprehensive, 1 U of Technology and 1 rural university
- CATI tool: short telephonic interviews yielded 62% return
- Analysis of large sample:
  - Frequency: weighted average
  - Principal component analysis - identify patterns of partners, relationships, channels and outcomes
  - correlation to identify coexisting patterns of partners with types of relationship and channels of interaction
- Qualitative investigation of conceptualisations of engagement, policy, structures and mechanisms to promote interaction: interviews with institutional leaders and managers, analysis of institutional documents /data

# Mapping the landscape

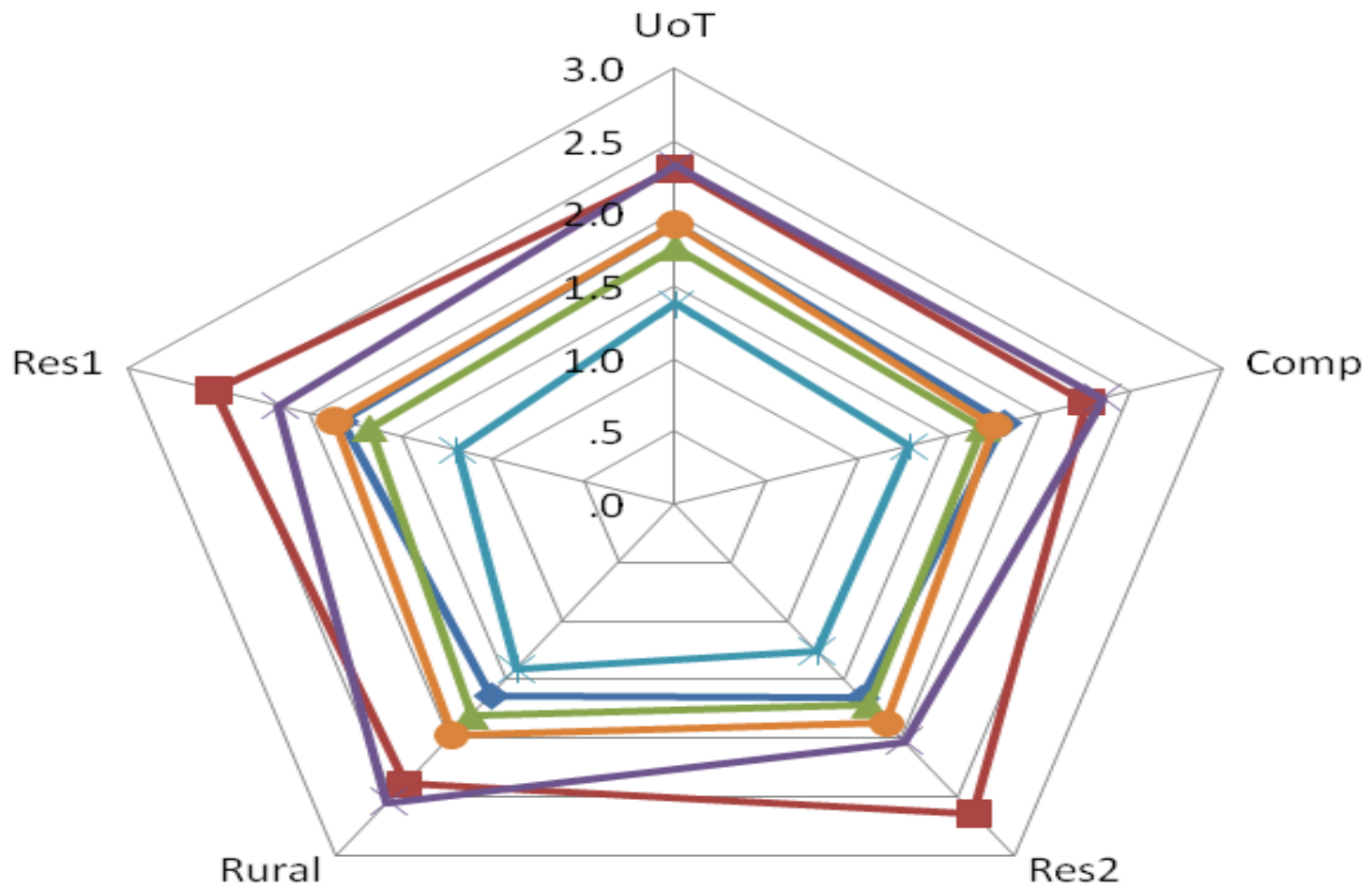
1. Awareness of and commitment to engagement, but scale of active interaction low
2. Conceptual confusion and contestation
3. Absence of concept of engaged scholarship: core academic activities reported as engaged activities
4. Engagement oriented to teaching and learning or to outreach and service
5. Prevalence of academic partners but absence of networks reflects weak knowledge flows across HE
6. Pattern in each university complex and messy, diverse knowledge fields, cannot be easily and neatly described
7. Clear institutional differences, associated with strategic challenges and intersecting with historical trajectories

# 81% engage BUT varying scales of frequency and networks

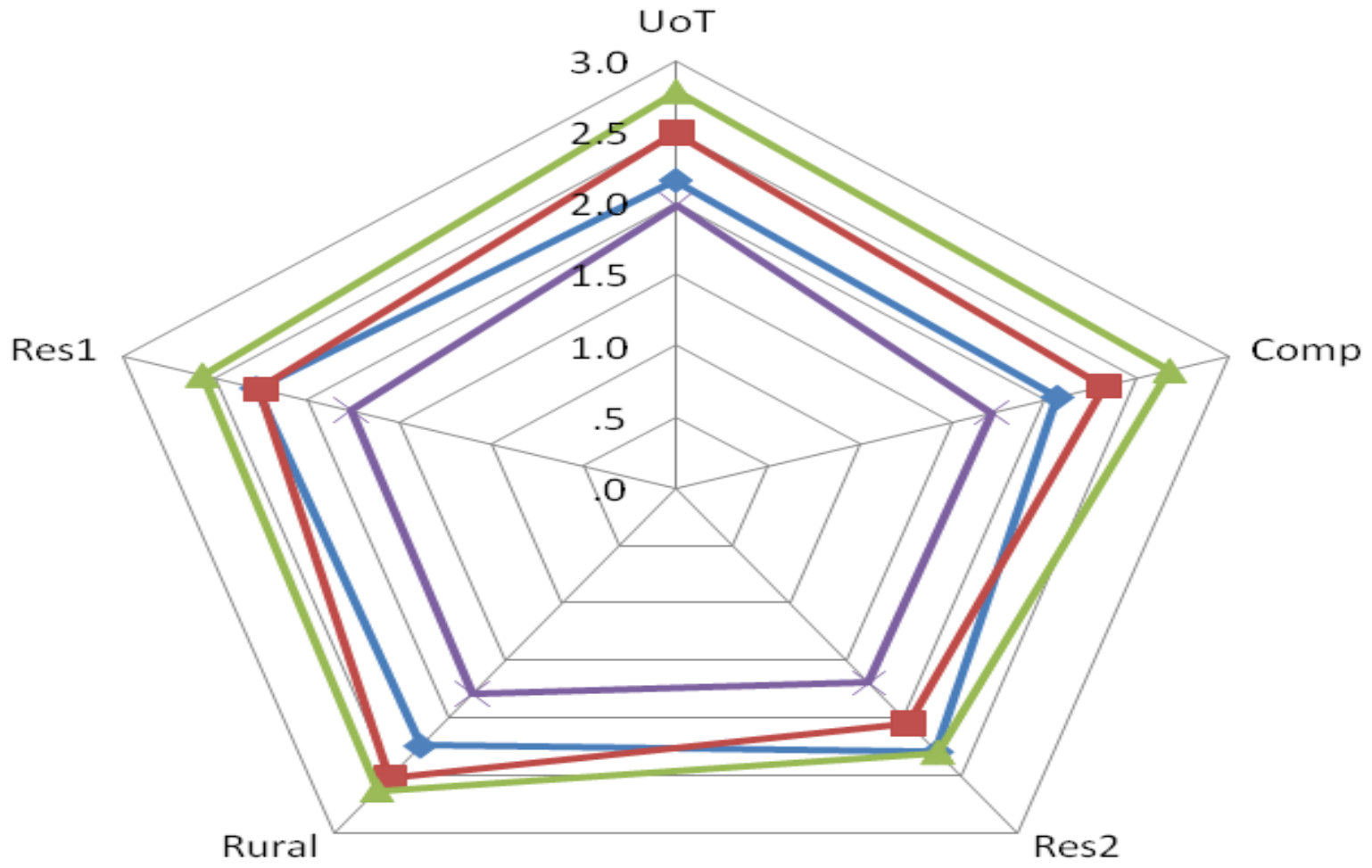
	Research university 1	Research university 2	Comprehensive university	Rural university	University of Technology
No Engagement	24%	7%	21%	14%	26%
On isolated scale	34%	38%	38%	40%	17%
Moderate scale with a single partner	28%	33%	23%	24%	21%
Moderate scale with two or more partners	14%	23%	18%	22%	37%
Number of academics in sample	738	442	343	274	462
Number of academics in institution	1 186	716	563	290	722

	<b>Concept</b>	<b>Typology</b>	<b>Institutional debate and contestation</b>
<b>Research university 1</b>	<b>Community engagement</b>	<b>Curricular community engagement</b> <b>Non-curricular community engagement</b>	<b>Curricular forms directly related to academic programmes seen as more valuable vs any exposure of students to (impoverished, black) communities is valuable, even if unrelated to what they are learning</b>
<b>Research university 2</b>	<b>Social responsiveness</b>	<b>Socially engaged service and learning</b> <b>Socially engaged research</b> <b>Socially engaged teaching and research</b> <b>Civic engagement</b>	<b>Responsiveness promotes social justice, the public good and addresses inequality</b> <b>All our work is responsive vs socially engaged academic scholarship</b> <b>Research vs student learning forms of responsiveness</b>
<b>University of technology</b>	<b>Community engagement and work integrated learning</b>	<b>Work Integrated Learning</b> <b>Cooperative education</b> <b>Service learning</b> <b>Civic Engagement</b> <b>Community outreach</b>	<b>Community engagement focuses on teaching and learning activities only</b> <b>Old notion of ‘cooperative education’ repackaged as work integrated learning with little paradigm shift vs new sophisticated conceptualisations</b>

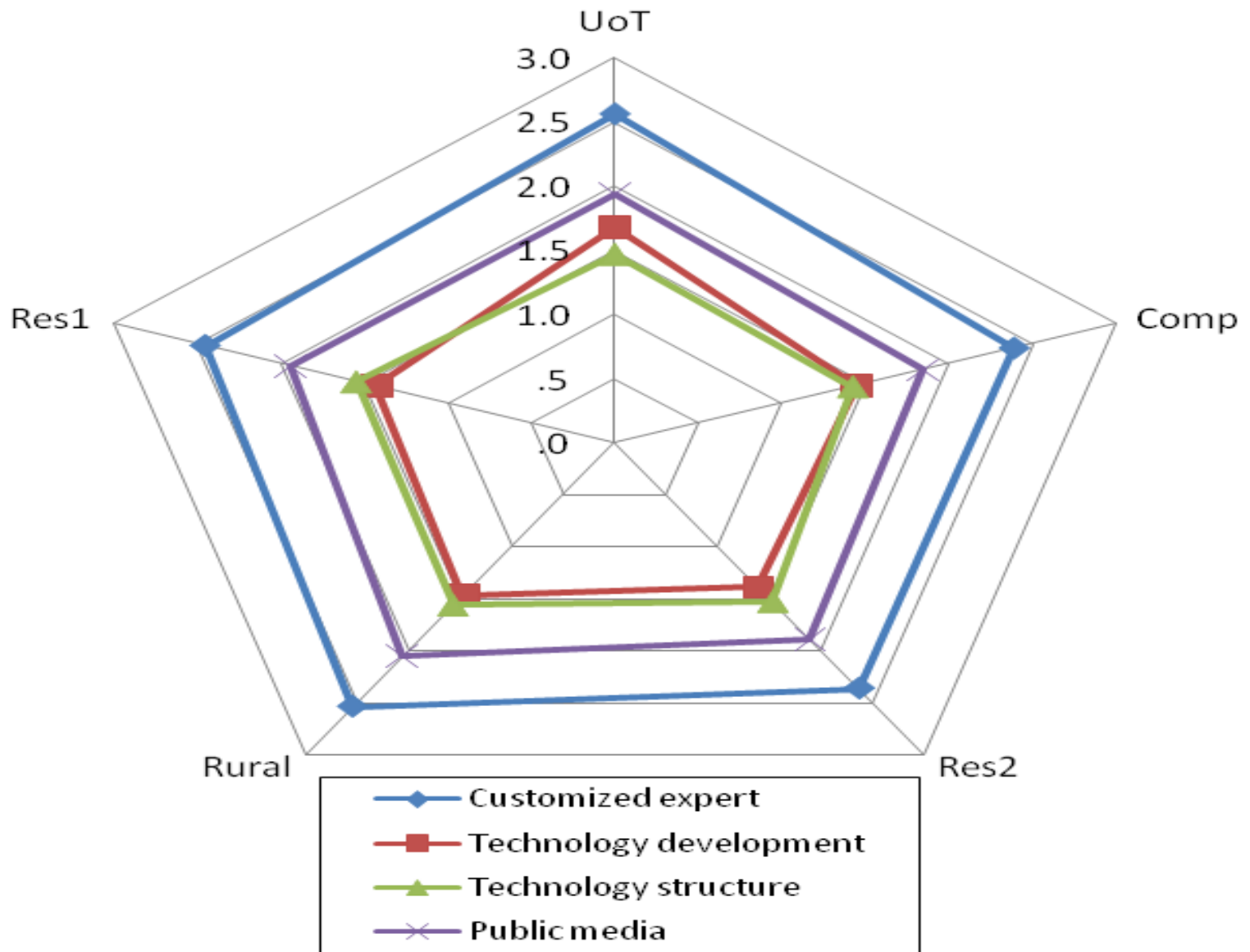




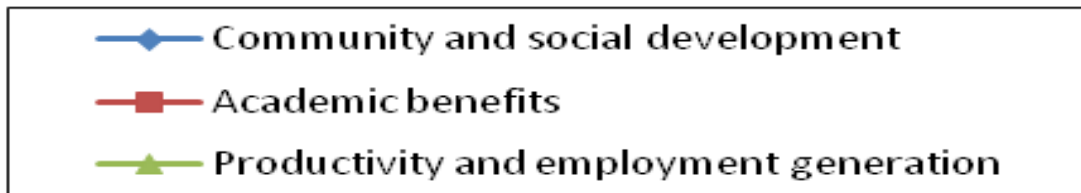
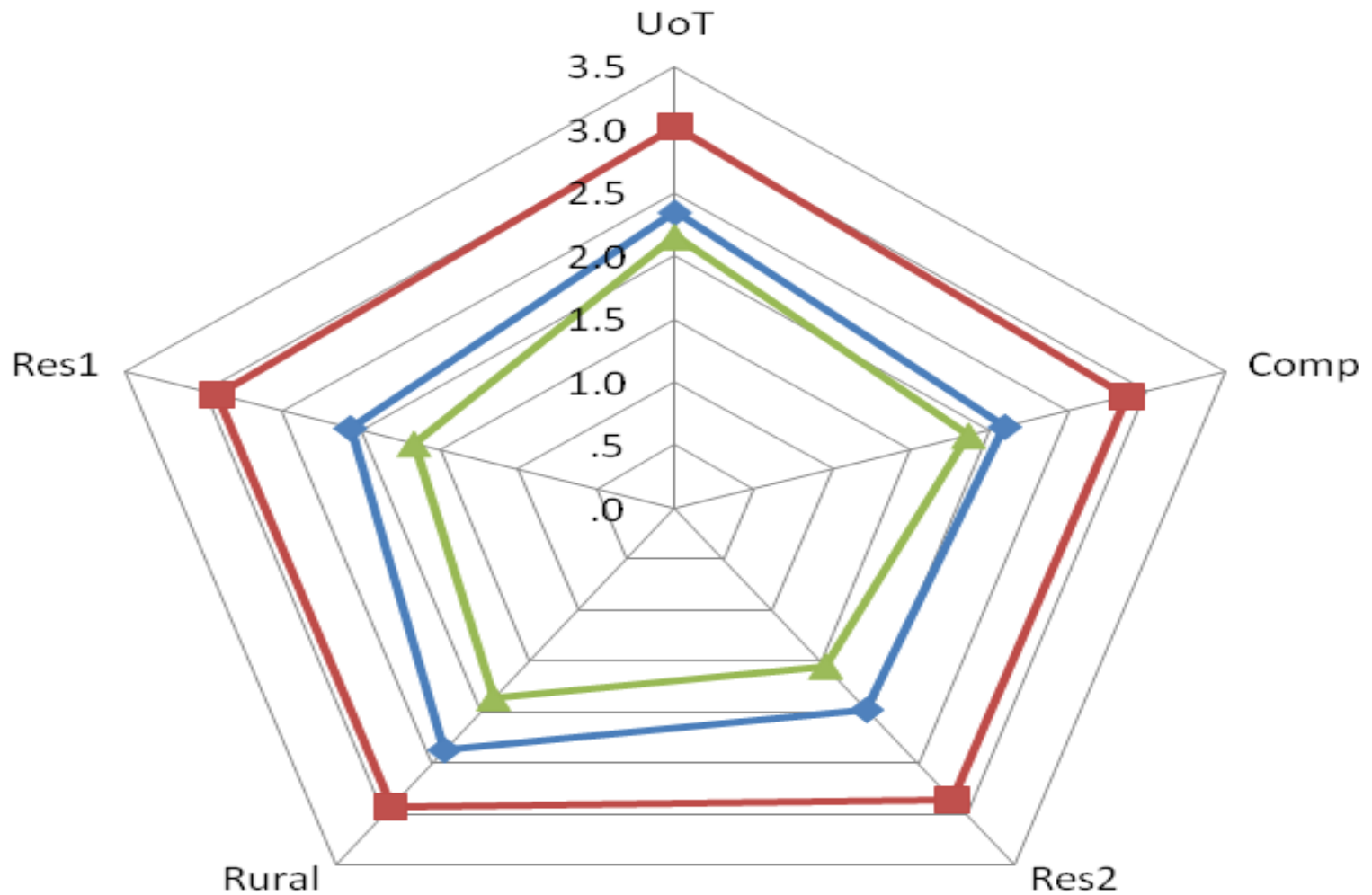
## Nature of partners



## Types of relationship



## Channels of interaction



## Outcomes

## **Community service teaching oriented pattern**

- **International recognition and academic reputation ⇔ local relevance and compliance with national engagement policy imperatives**
- **traditional, non-engaged activities : ¼ no engagement; 1/3 frequent but single (academic) partner**
- **14% interacted frequently with health, firm, government and welfare partners: 'Customised service' and 'community service' teaching types of relationships**

## **Teaching-oriented community engagement with research-oriented firm**

- **high degree of decentralisation and diversity: challenges of new institutional type, building academic reputation, lack of new policy after merger, on base of commitment to regional development**
  - **No or generalised commitment; distinct active groups; field specific networks**
- 1. community partners associated with teaching oriented interaction**
  - 2. firm and academic partners associated with research oriented interaction.**

# Strategic and conceptual insights

- ⇒ Comprehensive mapping of *existing patterns* of interaction within distinct institutional types and substantive conditions across HE system, relative to institutional and national policy intent, and global trends
- ⇒ Inform policy, strategic intervention and capability building across NSI and within institutions

THANK YOU

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