



**GLOBAL
PERSPECTIVES
ON HIGHER
EDUCATION
DEVELOPMENT**

Worldviews and Values in Higher Education

**COMMUNITY
ENGAGEMENT,
PARTNERSHIPS,
AND OUTREACH**

EDITED BY

Madasu Bhaskara Rao

Abhilasha Singh

Pulaparthi Mallika Rao

Worldviews and Values in Higher Education

GLOBAL PERSPECTIVES ON HIGHER EDUCATION DEVELOPMENT

Series Editor: Dr Patrick Blessinger, State University of New York, USA

Change in higher education around the world has been occurring at an unprecedented rate. This rapid change is primarily the result of macro-level political, economic, social, technological, and environmental forces. These forces have led to a drastic increase in the demand for higher education around the world and has led to the universal massification of higher education, and within this context, higher education institutions have struggled to understand how best to develop their institutions to respond to these changes in the face of limited resources and institutional capacity.

Responding to this need, this series covers topics in the area of higher education development, including such topics as teaching, research, service, and their intersections, in support of political, economic, social, technological, and environmental development. Understanding that developing countries and emerging democracies now look to higher education to serve as a vehicle for promoting and fostering basic elements of political stability, economic growth, and technological innovation, this series provides a unique and comprehensive resource for educators in higher education across all disciplines.

Forthcoming Volume

Rights and Responsibilities in Higher Education

Edited by Abhilasha Singh, Patrick Blessinger, and Madasu Bhaskara Rao

Worldviews and Values in Higher Education: Community Engagement, Partnerships, and Outreach

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INVESTOR IN PEOPLE

Prof. Patrick Blessinger
Founder, President, and Chief Research Scientist

To our families

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Contents

| | |
|--|-----------|
| List of Abbreviations | ix |
| About the Editors | xiii |
| About the Contributors | xv |
| Series Introduction | xxi |
| Foreword | xxiii |
| Acknowledgments | xxv |
| | |
| Chapter 1 The Role of Worldviews and Values in Shaping Community Engagement, Partnerships, and Outreach | 1 |
| <i>Madasu Bhaskara Rao, Abhilasha Singh and Pulaparathi Mallika Rao</i> | |
| | |
| Chapter 2 Value as an Enhancer of Community Engagement, Partnerships, and Outreach in Higher Education | 7 |
| <i>Vistolina Nuuyoma</i> | |
| | |
| Chapter 3 Community Engagement: Enhancing the Relevance and Practicality of Higher Education in Ecuador | 21 |
| <i>Haydeé Ramirez-Lozada</i> | |
| | |
| Chapter 4 Grounding an Academic Program in Values: A Social-Justice-Oriented Graduate Program in a Catholic Context | 43 |
| <i>Audrey Falk, Angélique Bouthot and Melissa L. Nemon</i> | |

| | |
|--|-----|
| Chapter 5 Leading and Living by Values: A Case Study of the Enactment of Policy to Practice at Edinburgh Napier University <i>Cameron Graham, Bryden Stillie and Richard W. Whitecross</i> | 57 |
| Chapter 6 How Values Impact Educational Outcomes: Management Consulting Capstone at the US Air Force Academy <i>Daphne DePorres and Claudia J. Ferrante</i> | 71 |
| Chapter 7 Institutional Values in Finnish Universities of Applied Sciences <i>Ilkka Väänänen and Arto Mutanen</i> | 85 |
| Chapter 8 The Values Adopted by Faculties of Education at Universities During the Turkish Transformation <i>Muhammet Fatih Alkan</i> | 97 |
| Chapter 9 Value Added in Higher Education: Enhancing the Quality of Graduates to the Changing Needs of the Job Market <i>Fareeda Khodabocus, Ian Scowen and Tasnim Munshi</i> | 115 |
| Chapter 10 Community Engagement, Partnerships, and Outreach for Sustainable Development Goals: Initiatives and Perspectives From a Pakistani HEI <i>Muhammad Asim Khan, Mehwish Arif and Sajida Zaki</i> | 131 |

List of Abbreviations

| | |
|-----------------|---|
| AAC | Academic Affairs Committee |
| AK Party | Justice and Development Party (<i>Adalet ve Kalkınma Partisi</i>) |
| ASURE | Advanced Studies in Renewable Energy |
| ATLAS | Advanced Traffic Lab for Analytics and Simulation |
| BAME | Black Asian and Minority Ethnic |
| BIM | Building Information Modeling |
| BIPOC | Black, Indigenous, and People of Color |
| C3ER | Centre for Climate Change and Environmental Research |
| CAS-EP | Centre for Advanced Studies in Energy |
| CBPR | Community-Based Participatory Research |
| CE | Community Engagement |
| CEFI | Community Engagement for Impact |
| CES | Consejo de Educación Superior, which translates to Council for Higher Education |
| CES | Cowasjee Earthquake Study Centre |
| CISNR | Centre for Intelligent Systems and Network Research |
| CMEEF | Chief Minister Education Endowment Fund |
| CO ₂ | Carbon Dioxide |
| CoRE | Co-Education/Co-Research |
| COVID | COronaVirus Disease |
| CPEC | China-Pakistan Economic Corridor |
| CSRD | Centre for Software Research and Development |
| DLTE | Department of Learning & Teaching Enhancement |
| DSNI | Dudley Street Neighborhood Initiative |
| EEC | Earthquake Engineering Centre |
| EHEA | European Higher Education Area |
| ELT | English Language Teaching |

| | |
|------------|--|
| EU | European Union |
| FQAT | Faculty Quality Assurance Teams |
| FUASs | Finnish Universities of Applied Sciences |
| GIS | Geographic Information System |
| GJCoE | Gems and Jewellery Centre of Excellence |
| HEA | Higher Education Academy |
| HEC | Higher Education Commission |
| HEFCE | Higher Education Funding Council |
| HEI | Higher Education Institution |
| HPCC | High Performance Computing Centre |
| IC | Instrumentation Centre |
| ICAI | International Center for Academic Integrity |
| ICES | International Council for the Exploration of the Sea |
| ICONICS | International Conference on Innovations in Computer Science |
| IEEE | Institute of Electrical and Electronics Engineers |
| IMEC | Interuniversity Microelectronics Centre |
| IMSciences | Institute of Management Sciences |
| KPI | Key Performance Indicators |
| KPK | Khyber Pakhtunkhwa |
| LAP | Learning Access Plan |
| LGBTQIA+ | Lesbian, Gay, Bisexual, Transgender, Queer/ Questioning, Intersex, and Asexual |
| LMKT | LMKT Pvt. Ltd. |
| LOES | Ley Orgánica de Educación Superior, which translates to Organic Law of Higher Education |
| MIS | Management Information System |
| NAC | Needs Assessment Committee |
| NCAI | National Centre for Artificial Intelligence |
| NCBC | National Centre for Big Data and Cloud Computing |
| NCHE | National Council for Higher Education |
| NCRA | National Centre for Robotics and Automations |
| NESA | North East South Asia |
| NGO | Non-governmental Organization |
| NIC | National Incubation Centre |

| | |
|--------|--|
| NIUIP | National Institute of Urban Infrastructure Planning |
| NPS | National Peace Society |
| NSS | National Student Survey |
| NUS | National University of Singapore |
| OBE | Outcome-Based Education |
| OD | Organizational Development |
| OER | Open Educational Resources |
| OP III | Pakistan One United Nations Programme |
| PBL | Project-Based Learning |
| PEC | Pakistan Engineering Council |
| Ph.D. | Doctor of Philosophy |
| PHWI | Punjwani Hisaar Water Institute |
| PIP | Pakistan Institute of Petroleum |
| PIPS | Pak Institute for Peace Studies |
| PKR | Pakistani Rupee |
| PLO | Programme Learning Outcomes |
| PM | Program Monitoring |
| PPAF | Pakistan Poverty Alleviation Fund |
| PPOG | Portfolio and Partnership Oversight Group |
| PSF | Professional Standards Framework |
| PTCL | Pakistan Telecommunication Company Limited |
| QA | Quality Assurance |
| QAA UK | United Kingdom Quality Assurance Agency |
| QCA | Qualitative Comparative Analysis |
| QM | Quality Management |
| QS | Quacquarelli Symonds |
| RDI | Research, Development, and Innovation |
| RELO | Regional English Language Office |
| RUR | Round University Ranking |
| SDG | Sustainable Development Goal |
| SFC | Scottish Funding Council |
| SIMD | Scottish Index of Multiple Deprivation |
| SMART | Specific, Measurable, Attainable, Relevant, and Time-Bound |

xii List of Abbreviations

| | |
|--------|--|
| SMT | Senior Management Team |
| T&L | Teaching and Learning |
| TESOL | Teaching English to Speakers of Other Languages |
| UASs | Universities of Applied Sciences |
| UET | University of Engineering and Technology |
| UGRAD | Global Undergraduate Exchange Program |
| UI | Universitas Indonesia |
| UJ | University of Johannesburg |
| UKPSF | UK Professional Standards Framework |
| UNAM | University of Namibia |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UniSA | University of South Australia |
| UNSDf | UN Sustainable Development Framework |
| US | United States |
| USA | United States of America |
| USAF | United States Air Force Academy |
| USAID | United States Agency for International Development |
| USEFP | United States Education Foundation of Pakistan |
| VR | Virtual Reality |
| WMC | Water Modeling Center |

About the Editors

Prof. Madasu Bhaskara Rao is a Professor at the ICFAI Business School, constituent of the ICFAI Foundation for Higher Education, Hyderabad, India. He is the Coordinator for the Accreditations and Rankings, the ICFAI Staff College, the National Education Policy Implementation Cell, and the SWAYAM Programs at the University. Prior to this, he held leadership positions at Koneru Lakshmiiah Education Foundation, the Federation of Universities, the ICFAI National College, and the corporate world. He has edited several books, co-authored a textbook on Human Resource Management, and published in national/international journals of repute. He has organized several MDPs for senior executives in corporations and Faculty Development Programs for teachers in higher education. He serves as an editorial board member for an internationally peer-reviewed journal, *the Journal of Applied Research in Higher Education*, indexed in SCOPUS Quartile 1. He successfully co-edited special issues of Human Resource Management Review on sustainable HRM, Employee Relations on Sustainable HRM Perspectives on Employee Relations, and the Journal of Applied Research in Higher Education on The Effective Teacher: Theory and Research on Instructors' Motivation in Higher Education. He is an inspiring teacher, researcher, and institution builder. He holds a Ph.D. in Management from the University of Hyderabad, India; Post Graduate Diploma in Rural Management from the Institute of Rural Management, Anand, India (IRMA School); Post Graduate Diploma in Statistical Quality Control and Operations Research from the Indian Statistical Institute, Kolkata (ISI); Diploma in Training and Development from the Indian Society for Training and Development, New Delhi (ISTD) and Bachelor of Engineering from the Andhra University, Visakhapatnam, India. He is a Country Director for India at the International Higher Education, Teaching and Learning Association (HETL), USA.

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Series Introduction

The purpose of this series is to publish current research and scholarship on higher education development, including such topics as teaching, research, service, and their intersections, in support of political, economic, social, technological, and environmental development. Change in higher education around the world has been occurring at an unprecedented rate. This rapid change is primarily the result of macro-level political, economic, social, technological, and environmental forces. These forces have led to a drastic increase in the demand for higher education around the world and to the massification of higher education. It is within this context that higher education institutions have struggled to understand how best to develop their institutions in order to respond to these changes.

It is within this context that this series will address the following fundamental question related to higher education development: how do educators (leaders, faculty, and other higher education stakeholders) develop higher education institutions, at all levels and in all areas, in order to develop their individual students, faculty, and leaders as well as the broader communities they serve (locally, regionally, nationally, and globally)? And more specifically, how are higher education institutions helping to promote political stability (e.g., justice, rights), economic prosperity (e.g., poverty reduction, social mobility), social progress (e.g., social mobility, freedom), technological innovation (infrastructure, modernization), and environmental sustainability (e.g., sustainable development).

The main objectives of this series are to:

- present how institutional developmental practices are being used in higher education institutions around the world and across all disciplines;
- present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating institutional developmental practices;
- consider the implications of theory and practice of institutional development on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the development of their institution, their department, their programs, their courses, their curricula, their teaching–learning practices, and their assessment and evaluation practices, among other areas. The volumes in this series will not only

highlight the benefits and theoretical frameworks of development through case studies and other empirical research but also look at the challenges associated with implementing and assessing development practices. The volumes in this series will explore a wide variety of development topics such as organizational development, human resource development, student development, technological development, program development, and curricula development, as well as other related topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on the scholarship and practice of higher education development. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming higher education institutions.

Patrick Blessinger
President and Chief Research Scientist, International HETL Association

Foreword

Throughout the history of humanity, there have been few institutions charged with so much promise, and so much responsibility, as higher education. It is in our universities and colleges that the future is shaped, quietly—in classrooms, in community centers, in laboratories, and in the quiet but transformative acts of service and partnership outside the classroom. *Worldviews and Values in Higher Education: Community Engagement, Partnerships, and Outreach* is a timely and much-needed examination of how our deeper values shape the work of the academy in an increasingly changing world.

The work documented on these pages is not theory in the abstract nor a series of empty platitudes. It is lived. It is practiced by scholars and teachers who recognize that knowledge, regardless of its form, is not enough. It has to be acted upon for a purpose. It has to be activated by values. And it has to be put to use for the good of all. These practitioners and scholars come from many parts of the world—from Namibia to Finland, from Türkiye to Pakistan, from Scotland to the United States—but united by a shared conviction: higher education has to escape the walls of institutions to reach out to communities, to listen carefully, and to act responsibly.

This is where we see re-centering of core values at the center of academic practice. Not only on theories on values, but in practice—in policy informing curricula, in collaboration encouraging mutual growth, and in outreach attuned to true social and economic needs. The book begins by setting out the philosophical and conceptual groundwork, challenging us to inquire: What are the worldviews that are informing our institutions? Whose values are being advanced, and whose are being pushed to the margins? These are not mere rhetorical questions. They are foundational.

Bhaskara Rao, Abhilasha Singh, and M. Mallika Rao introduce us to this conversation with a reflective analysis of how worldviews frame institutional reactions to engagement. Their chapter establishes the tone for the book as a whole with an honest conversation about the manner in which worldview differences open or close the door to successful outreach. Vistolina Nuuyoma subsequently makes a passionate argument for the manner in which values are not merely undercurrents but inspirations—richening and extending community partnerships when institutions choose to pursue them in good faith.

This praxis theme—translating values into action—is a theme throughout the chapters. Haydeé Ramírez-Lozada’s Ecuadorian chapter engages with relevance: how local people’s everyday life must be engaged with, rather than dictated by,

some far-off center. Audrey Falk and her co-authors base their chapter within a Catholic, Augustinian tradition, showing how social justice can be built into program design without compromising scholarly seriousness. They keep reminding us that mission and scholarship are not incompatible.

Just as compelling is the case study of Edinburgh Napier University, where Graham, Stillie, and Whitecross walk us through the nitty-gritty of infusing values into policy at an institution. The authors' chapter is a fascinating and unflinching behind-the-scenes look—into the tensions, compromises, and successes of taking policy and turning it into effective practice. Daphne DePorres and Claudia Ferrante follow up with a study of military education in the United States that shows even the most formal and hierarchical of environments can foster capstone experiences that value empathy, reflection, and ethical leadership.

There are chapters within this book that bring our attention to more deeply systemic level shifts—Iikka Väänänen and Arto Mutanen provide an overview of the evolution of institutional values within Finland, as an example for others within the midst of such a shift. Muhammet Fatih Alkan explains the shift taking place presently in Türkiye, where the faculties of education are not merely reacting to policy shifts, but redefining their cultural purpose. These are not superficial shifts. They are a shift in purpose.

Equally valuable is the chapter by Khodabocus, Scowen, and Munshi, where they ask how institutions can prepare graduates not only with employable skills but with agility, ethics, and resilience to meet the demands of an ever-changing workforce. And in the final chapter, Khan, Arif, and Zaki turn the circle of discussion full circle, linking the institutional values of a Pakistani university to the international agenda of the Sustainable Development Goals. Their chapter is a reminder that local and global are not opposites—rather, they are interconnected.

There is no single model or recipe. Instead, this book provides a mosaic of perspectives—each different, yet collectively reflecting a coherent picture of what can be done in higher education when it is based on reflective practice and mutual values. It challenges us, as educators and institutional leaders, to move beyond performative measures of success and instead to ask the questions: Are we being true to the values that we espouse?

Reading this book, I am struck by the undertone of hope. Not naive optimism, but a deep, hard-earned hope that comes from performing the slow, stubborn work of change. The writers in this book embrace complexity. They listen. They ask questions. And in the process, they offer a path forward.

As we confront the towering issues of our era—climate change, social injustice, political upheaval, and technological disruption—the purpose of higher education will also have to keep evolving. It will have to become more permeable, more humble, more human. This book is an invitation to just that.

Dr. Patrick Blessinger
President and Chief Research Scientist, International HETL Association
June 2025

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We hope this book serves as a valuable resource and sparks meaningful conversations about the future of higher education. Thank you all for your contributions and support in making this book a reality.

Madasu Bhaskara Rao
Abhilasha Singh
Pulaparathi Mallika Rao

Chapter 1

The Role of Worldviews and Values in Shaping Community Engagement, Partnerships, and Outreach

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Introduction

Institutions of higher education are no longer limited to the isolated realm of knowledge creation and dissemination. The conviction that they will serve a catalytic function in the advancement of a broader community is increasingly popular in contemporary society. This expectation relies not only on the functions undertaken by these institutions but also on the intellectual foundations that influence their decisions, especially their worldviews and values. Understanding how these foundational ideas affect community participation, collaborations, and outreach is crucial for assessing the legitimacy, sustainability, and impact of higher education institutions (HEIs) in the 21st century. This understanding is essential for assessing the influence of higher education.

This volume comprises studies that examine how institutional worldviews and values establish a framework for strategies and outcomes. These chapters are conceived within the framework of community engagement, collaborative partnerships, and outreach programs. They examine the conceptual foundations that promote community engagement and analyze how these interactions either support or contest institutional objectives. Examples from many global contexts are discussed to exemplify the arguments presented.

Worldviews and Values in Higher Education, 1–6

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Worldviews and Values: Foundational Concepts

A worldview is a comprehensive framework that individuals and organizations rely on to figure out and articulate where they belong in the world around them. This encompasses viewpoints concerning the foundations of society, the purpose of knowledge, and the obligations of educational institutions to promote equity, justice, and sustainability. Conversely, values are fundamental beliefs derived from worldviews that impact decision-making. Many institutions espouse values such as inclusivity, diversity, respect for the local community, transparency, and service. Values serve as the ethical compass that directs community engagement when articulated and effectively implemented for the community. Worldviews and values determine a moral and epistemological framework that defines the connection between institutions and communities, either as recipients of knowledge or as co-creators of novel approaches.

Community Engagement as an Expression of Institutional Identity

Community involvement signifies the proactive collaboration between HEIs and their external stakeholders to tackle social challenges. This engagement ranges from transactional outreach, such as service delivery, to transformational collaboration, including participatory research and co-learning. Institutions founded on utilitarian views may employ transactional engagement approaches, prioritizing economic development, technological transfer, or labor market alignment. In contrast, institutions that adopt humanistic or emancipatory perspectives emphasize transformative engagement, prioritizing mutual learning and empowerment above one-sided dissemination of knowledge. The ethics of engagement are profoundly affected by institutional principles. An institution that emphasizes social justice will value collaborations that strengthen vulnerable communities whereas one grounded on neoliberal principles may favor interactions with industry or private entities. The ethical framework determines whose voices are acknowledged, what interests are prioritized, and which types of knowledge are valued. HEIs can more effectively tackle impending challenges by collaborating with communities around them to generate transformative solutions that are broader and more holistic than what has historically been produced by them (Bivens et al., 2015).

Forging Collaborations Through Shared Values

Partnerships—whether with governments, civic society, industry, or international organizations—are influenced not just by shared interests but also by aligned values. Value alignment ensures that collaborations are both strategic and sustainable, as well as meaningful. Successful partnerships are typically defined by mutual commitments to enduring objectives, including environmental sustainability, social inclusion, and public health. When institutional values align

with those of partner organizations, trust is built, and synergies are fostered. A university dedicated to indigenous rights might establish significant partnerships with local councils or NGOs championing indigenous autonomy. Power imbalances in collaborations may skew values or minimize local viewpoints. An institution that acknowledges and confronts these disparities is more likely to cultivate equitable and empowered partnerships. Consequently, transparency, reflexivity, and cultural humility—values in their own right—are essential in the negotiation of partnerships. The higher education civic engagement movement has been rich in rhetoric but weak in evidence. To advance the field, guide future institutional decision-making, and garner necessary support for sustaining and expanding collaborations, it is imperative to establish a more robust factual foundation regarding outcomes and alternative strategies (Watson et al., 2011).

Outreach as a Practice Embedded With Values

Outreach frequently entails sharing the institution's resources—knowledge, infrastructure, or expertise—to external audiences. Although outreach may appear as a one-way process, its intrinsic value is apparent in its conception and execution. When outreach encompasses mutual respect, it transforms into a dialogical process. For example, rather than only presenting lectures in rural areas, a university could facilitate listening sessions to ascertain local requirements, thereafter engaging in collaborative workshops to co-create knowledge solutions. Successful outreach is based on principles of respect and contextual awareness. Institutions that recognize local cultures, languages, and epistemologies are more adept at meaningfully engaging with various communities. This inclusivity bolsters the validity and significance of the institution's public mission. HEIs must contribute to sustainable good life with integrity and work toward bringing in transformative change in the long term while adding value to the transactional requirements in the short term (Stoecker, 2016).

Chapterization

Vistolina Nuuyoma demonstrates how values enhance community participation, partnerships, and outreach in higher education in Chapter 2. The author delineates “value” within the contexts of marketing, economics, sociology, and psychology and examines its significance in higher education community participation, collaborations, and outreach initiatives. Values help in understanding the influence of information on agents' behavior, establishing parameters, and predicting future actions. Identifying and analyzing values should be the initial stage in community-centered efforts, as individuals' values influence their appreciation of services. This chapter facilitates academic and administrative staff in strategizing and executing community engagement, partnerships, and outreach by elucidating social and personal values. The engagement, relationships, and outreach of the higher education community are augmented by social, business, personal, and collective values. The author concludes with

recommendations for HEIs and their collaborators to enhance community participation, partnerships, and outreach initiatives.

Theories that underpin the advancement of community engagement and partnership projects and their role in enhancing higher education are examined by Haydeé Ramírez-Lozada in Chapter 3. She offers insight into the execution of such projects in Ecuador and the role of the Pontificia Universidad Católica del Ecuador Sede Esmeraldas. A theoretical model for designing community involvement and partnership programs is presented, outlining its essential features and characteristics.

In Chapter 4, Audrey Falk, Angélique Bouthot, and Melissa L. Nemon analyze the merits of a community-based graduate program in a four-year higher education institution in the Northeastern United States. They analyze the manifestation and integration of the program's principles inside the curriculum and policies. The chapter elucidates how the program's values have shaped its design and guided the decision to transition to an online learning environment. It offers insights and recommendations pertinent to the articulation of values at the departmental or programmatic level, as well as how these values might serve as a central focus and cohesive theme to enhance educational initiatives.

Cameron Graham, Bryden Stillie and Richard W. Whitecross offer a unique viewpoint in Chapter 5 on the implementation and practice of institutional policies, especially those of universities, as encountered by colleagues in their everyday academic and educational activities. The study examines two case studies in which colleagues from a University demonstrate academic leadership, facilitating their successful submissions for Principal Fellowship designation by Advance higher education (HE). The case studies demonstrate how the formulation of their recognition claims allowed these colleagues to highlight and acknowledge their inclusive practices aimed at improving the participation, success, and inclusion of underrepresented groups at the university, thus reflecting the institution's inclusive values in accordance with their personal commitments to social justice. The case studies illustrate that professional frameworks can act as a conduit between institutional and individual values, enabling the application of institutional policies and values to improve student learning and development.

Daphne DePorres and Claudia J. Ferrante examine the inquiry "How do values impact educational outcomes in higher education?" in Chapter 6. HEIs serve as crucibles for building moral character of individuals, who guide others. Upon joining the US Air Force Academy, cadets are introduced to three fundamental values they commit to uphold: Integrity First, Service Before Self, and Excellence in All We Do. The subsequent four years' present challenges and chances for learning and growth in alignment with these values. The nonprofit consulting capstone course for Management majors offers a semester-long opportunity for students to act as pro-bono consultants for a local nonprofit organization, assisting its members in attaining specific objectives while applying their knowledge to the client system. A distinctive service learning model facilitates the application of cadets' values-centered management education to real-world challenges and opportunities encountered by nonprofit organizations

through action research, process consultation, individual and organizational flourishing, and the practical demonstration of the three core values. These modalities provide actionable knowledge inside the client system, facilitating the attainment of desired outcomes while enhancing cadets' confidence and competence as leaders.

Ilkka Väänänen and Arto Mutanen focus on the core values that Finnish Universities of Applied Sciences (UASs) are devoted to in Chapter 7. Their conclusions are based on the qualitative conceptual analytical reflections. Eight core values were identified in Finnish UASs to guide their educational approach, research, and collaboration with society. These values vary from one institution to another. The common themes presented by authors across the board include high quality and excellence, work–life relevance and collaboration, innovation and research, sustainability and responsibility, inclusivity and equality, global perspective and international collaboration, lifelong learning and continuous development, and student-centeredness.

In Chapter 8, Muhammet Fatih Alkan emphasizes the values adopted by faculties of education in Türkiye by categorizing them into traditional versus modern values. The aim, mission, and vision statements of 75 faculties of education in Türkiye were analyzed. The results showed that the number of traditional values was slightly higher than the modern values. These findings can be interpreted as the seeking for balance between the materiality of the West and the spirituality of the East, which has long been observed since the Ottoman period. In this chapter, the author discusses the role of education, specifically teacher training.

In Chapter 9, Fareeda Khodabocus, Ian Scowen, and Tasnim Munshi analyze the foundational principles of quality assurance concerning teaching and learning at two institutions: a national public university in a small island developing state and a mid-sized UK-based university with a global perspective. Utilizing the authors' institutional expertise, the chapter provides insights into the implementation of quality assurance value systems aimed at effectively addressing swiftly evolving job markets. They contend that incorporating practical experiences, fostering industry collaborations, and employing new teaching methodologies to connect theory with practice are vital as global higher education transitions to a learner-centered and outcome-oriented paradigm.

Muhammad Asim Khan, Mehwish Arif, and Sajida Zaki examine the connections between Sustainable Development Goals (SDGs) as broader international commitments and the local social and cultural values that influence Pakistani society through higher education institution activities in Chapter 10. They assert that HEIs investigated by them made substantial contributions to all the SDGs from 2018 to 2023, giving the foundational justification for the activities that clarify the higher education viewpoint embraced by the HEIs. The programs are categorized topically under community participation and outreach, as well as partnerships. The authors emphasize the significance of activities undertaken by HEIs for sustainable societies, as outlined in the UN Sustainable Development Goals 2030 Agenda, with HEIs serving a pivotal role. The findings highlight the evolving role of HEIs from a primary focus on teaching and

scholarship to an increased emphasis on community participation and outreach through strategic collaborations and partnerships.

Institutionalizing Worldviews and Values for Impact

For worldviews and values to genuinely impact community engagement, collaborations, and outreach, they must be institutionalized. This involves integrating them into policy frameworks, strategic plans, curricula, and performance metrics. Institutional leadership plays a crucial role in fostering a values-driven culture. Universities can integrate values into decision-making processes through participatory systems of governance and inclusive leadership styles. Community-based learning, service learning, and participatory research approaches reinforce values such as solidarity, empathy, and justice. These educational choices not only benefit students but also enhance the institution's linkages with the community. Impact assessments incorporating qualitative metrics of trust, empowerment, and mutual learning demonstrate a dedication to values-driven evaluation. Institutions must transcend basic outputs and evaluate how their interactions are transforming societal links and structures.

Conclusion

Worldviews and values are fundamental to institutional outreach, not auxiliary. They determine who institutions choose to engage with, how they develop collaborations, and what forms of knowledge and change they value. As higher education confronts global challenges—ranging from climate change to social inequity—it is essential that its community contacts are rooted in both technological proficiency and ethical as well as philosophical clarity.

By reconceptualizing outreach and collaborations as fundamentally ethical and relational endeavors, organizations can more effectively achieve their public objectives. By connecting their behaviors with inclusive, participative, and justice-oriented perspectives, they become both centers of knowledge and agents of transformational change.

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Chapter 2

Value as an Enhancer of Community Engagement, Partnerships, and Outreach in Higher Education

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Abstract

The overarching goal of this chapter is to illustrate how value enhances community engagement, partnerships, and outreach in higher education. This chapter offers definitions of “value” as defined in the fields of marketing, economics, sociology, and psychology. The definitions are followed by a description of why value matters in community engagement, partnerships, and outreach in the context of higher education. Value facilitates our understanding of information’s impact on agents’ behavior, determining parameters and predicting future behavior. Value is the building block of community engagement strategies, and as a result, identifying and exploring values should be the first step in community-centered approaches because what individuals value determines their appreciation for services. This chapter further explains societal and personal values as a starting point for academic and administrative staff involved in planning and implementing community engagement, partnerships, and outreach. Values that enhance community engagement, partnerships and outreach in higher education are divided into social, corporate, personal, and shared values. As final thoughts, tips for higher education institutions and their partners to incorporate value in their community engagement, partnerships, and outreach initiatives are included in this chapter.

Keywords: Community engagement; community values; higher education; personal values; value; shared values

Introduction

There has been a strong and growing motivation for universities and colleges to guarantee that their existence within various communities is productive and transformative (Wendling, 2020). Henceforth, alongside academic excellence, the focus of higher education is shifting to include societal impact, which is done through community engagement, partnerships and outreach services. Most universities included community engagement goals in vision statements and strategies (Kelly & Given, 2024); this is the same observation for partnership and outreach services. With this notion which embraces a societal impact of higher education, new innovative approaches to community engagement, partnership and outreach are required to ensure benefits of both communities, partners, and higher education sector. One of the approaches is to ensure values are explicitly indicated in the community engagement, partnerships and outreach agenda. This is because values are building blocks of community engagement strategies, which also applies to partnership and outreach; consequently, identifying and exploring values should be the first step in community-centered approaches (Swierad & Huang, 2021).

Therefore, the overarching goal of this chapter is to illustrate how value enhances community engagement, partnerships, and outreach in higher education. The chapter offers definitions of “value,” followed by a description of why value matters in community engagement, partnerships, and outreach in the context of higher education. It included societal and personal values as a starting point for academic and administrative staff involved in planning and implementing community engagement, partnerships, and outreach. As final thoughts, tips for higher education institutions and their partners to incorporate value in their community engagement, partnerships, and outreach initiatives are included. These tips have implications for strategic planning and structuring in higher education, specifically to promote agenda of societal impact through community engagement, partnerships, and outreach.

The literature presented in this chapter were gathered using a narrative review as a data collection method and design. A narrative review is a nonquantitative, thematic, synthesis of information and existing literature in relation to a focused topic (Agarwal et al., 2023). The focused topic for this chapter, which guided the narrative review is values and how it enhances community engagement, partnerships, and outreach in higher education. Narrative review approach was useful as it helps in exploring topics that are under-researched and conveying new insights for well-developed or well researched topics (Sukhera, 2022). It aims to describe and summarize the body of literature that is currently accessible on a subject before drawing a conclusion from it (Agarwal et al., 2023). Moreover, narrative reviews offer a wide scope of literature coverage and flexibility to deal with developing concepts and knowledge (Byrne, 2016). The following sub-headings presented the findings and discussion.