Pathways to Community-Engaged Research

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Defining Outreach and Engagement

“Outreach [and engagement] is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.”

~Provost's Committee on University Outreach (1993)
University Outreach at Michigan State University: Extending Knowledge to Serve Society

MSU Approach

• **Becoming Embedded in Communities:** working in long-standing partnerships that are embedded in communities to identify the needs of families, businesses, neighborhoods and community organizations

• **Stressing Evidence-Based Solutions:** focusing on evidence-based solutions that build on the strengths and advantages of those we serve

• **Building Community Capacity:** building capacity within individuals, families, businesses and communities to address the challenges and build on the opportunities they face

• **Creating Collaborative Networks:** building networks among communities and organizations that lead to regional collaborations and innovations that are sustainable
**Outreach and Engagement are Embedded in Scholarship**

<table>
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<tr>
<th>Examples of Traditional Academic Activity</th>
<th>Scholarly Engagement Activity</th>
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| University faculty provide instruction to undergraduate and graduate students in campus classrooms and laboratories. | Engaged **TEACHING** occurs when . . .  
...credit and noncredit learning opportunities are taken off campus, online, and to community-based settings to increase access; or when service-learning experiences advance students’ knowledge about social issues while contributing to the immediate goals of a project. |
| University faculty members pursue research studies according to their various professions and interests, and publish results in academic books and journals. | Engaged **RESEARCH** occurs when . . .  
...a collaborative partnership conducts an investigation for the direct benefit of external partners; outcomes of the research lead to improved, evidence-based practice. |
| University faculty and students undertake departmental or college administrative duties and serve on committees. | Engaged **SERVICE** occurs when . . .  
...a faculty member summarizes current research literature about an issue for working professionals or community organizations, offers research-based policy recommendations to legislators at a committee hearing, or provides medical or therapeutic services to the public. |

Outreach and Engagement are Embedded in Scholarship

<table>
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<tr>
<th>Engaged Research and Creative Activity</th>
<th>Engaged Teaching and Learning</th>
<th>Engaged Service</th>
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<tbody>
<tr>
<td>• Community-based research</td>
<td>• Online and off-campus education</td>
<td>• Technical assistance</td>
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<td>• Applied research</td>
<td>• Continuing education</td>
<td>• Consulting</td>
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<td>• Contractual research</td>
<td>• Occupational short course,</td>
<td>• Policy analysis</td>
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<tr>
<td>• Demonstration projects</td>
<td>certificate, and licensure programs</td>
<td>• Expert testimony</td>
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<tr>
<td>• Needs and assets assessments</td>
<td>• Contract instructional programs</td>
<td>• Knowledge transfer</td>
</tr>
<tr>
<td>• Program evaluations</td>
<td>• Participatory curriculum development</td>
<td>• Commercialization of discoveries</td>
</tr>
<tr>
<td>• Translation of scholarship through presentations, publications, and web sites</td>
<td>• Non-credit classes and programs</td>
<td>• Creation of new business ventures</td>
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<td>• Exhibitions and performances</td>
<td>• Conferences, seminars, and workshops</td>
<td>• Clinical services</td>
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<td>• Educational enrichment programs for the public and alumni</td>
<td>• Human and animal patient care</td>
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<td>• Service-learning</td>
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<td>• Study abroad programs with engagement components</td>
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<td>• Pre-college programs</td>
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The Outreach and Engagement Measurement Instrument (OEMI)

- The OEMI is an annual survey that collects data on faculty and academic staff outreach and engagement activities.

- Data on faculty effort:
  - Time spent
  - Social issues
  - University strategic imperatives
  - Forms of outreach
  - Location
  - Non-university participants
  - External funding
  - In-kind support

- Data on specific projects:
  - Purposes
  - Methods
  - Involvement of partners, units, and students
  - Impacts on ongoing research
  - Impacts on external audiences
  - Evaluation
What Does it Take to Be Successful at Engaged Scholarship?

1. Readiness to conduct engaged scholarship
2. Administrative leadership and reward
3. Capacity to do engaged scholarship
4. Connections to opportunities/access to communities
1. Readiness to Conduct Engaged Scholarship
Readiness

Faculty want to do engaged scholarship because:

• See a need
• Disciplinary practice
• Desire for public good, to make meaningful contribution
• Produces better research/teaching
2. Administrative Leadership and Reward Structures
"Consonant with the spirit and essence of the land-grant covenant with society, new ways in which the world's best research-intensive universities can make a difference must be considered, independently and together, in addressing the vast societal changes influencing this new millennium. Integrating the attributes and strengths of all segments of society for the sustainable prosperity and well-being of peoples and nations throughout the world is a moral imperative we are called upon to share and lead."

~Lou Anna K. Simon, Ph.D.
   President, Michigan State University

# Public Recognition of Engaged Scholars and Their Community Partners

<table>
<thead>
<tr>
<th>Year</th>
<th>Name and Affiliation</th>
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| 2006 | **Cris Sullivan**, Department of Psychology  
**Suzanne Coats**, Turning Point, Inc., Mt. Clemens |
| 2007 | **Randi Nevins Staulis**, Department of Teacher Education  
**E. Sharon Banks**, Lansing School District |
| 2008 | **Pamela Whitten**, Department of Telecommunication, Information Studies, and Media  
**Sally Davis**, Marquette General Health System |
| 2009 | **Janet Swenson**, Department of Writing, Rhetoric and American Cultures  
**Red Cedar Writing Project Team**, East Lansing |
| 2010 | **Rachel Fisher**, Department of Pediatrics and Human Development  
**The Dream-M Project**: Deafness Research and Education across Mid-Michigan |
William Davidson • Department of Psychology, CSS
Regional McGrath Award Winner
Goals of the publication:

- Encourage faculty to do outreach/engagement work, with emphasis on CBPR
- Let them know about resources available to support this work
- Elucidate/publicize the “MSU Model” (scholarly basis for the work)

Each issue contains:

- A little bit about the model (scholarship of engagement)
- Examples/stories of engaged scholars and their projects (engaged scholarship)
Senior Fellows

• University Outreach and Engagement Campus Senior Fellows
• University Outreach and Engagement Community Senior Fellows
Promotion and Tenure: High-Level Scholarship

Four Dimensions of Quality Engaged Scholarship

Significance
• Importance of issue/opportunity to be addressed
• Goals/objectives of consequence

Scholarship
• Knowledge resources
• Knowledge application
• Knowledge generation
• Knowledge utilization

Context
• Consistency with university/unit values and stakeholder interests
• Appropriateness of expertise
• Degree of collaboration
• Appropriateness of methodological approach
• Sufficiency and creative use of resources

Impact
• Impact on issues, institutions, and individuals
• Sustainability and capacity building
• University-community relations
• Benefit to the university

3. Capacity Building to Conduct Engaged Scholarship
Successful Campus-Community Partnerships

• Share a common vision
• Share agreement about goals and strategies
• Have mutual trust and respect
• Share power and responsibility
• Communicate clearly and listen carefully
• Understand and empathize with one another’s circumstances
• Remain flexible, with eye on the target
• Achieve mutual benefits
• Enhance community partner’s capacity for self sufficiency
• Enhance faculty member’s scholarly career
## Challenges to University-Community Partnerships

<table>
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<tr>
<th>Challenge</th>
<th>Type</th>
<th>Practices</th>
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<tr>
<td>Unclear boundaries</td>
<td>Structural</td>
<td>Identify who is going to do what, when, and where</td>
</tr>
<tr>
<td>Problems of organization and</td>
<td>Structural</td>
<td>Specify responsibilities and have regular meetings of partnership core</td>
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<tr>
<td>management</td>
<td></td>
<td>management team</td>
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<tr>
<td>Disparate goals</td>
<td>Personal</td>
<td>Co-create goals and objectives, put into written work plans, and review</td>
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<td>progress routinely</td>
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<tr>
<td>Different priorities</td>
<td>Personal</td>
<td>Align priorities to be consistent with goals and objectives, put them in</td>
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<td>writing and review progress routinely</td>
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<tr>
<td>Resistance and suspicion</td>
<td>Personal</td>
<td>Develop trust through relationship building: Agree with want you jointly</td>
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<td>want to do, then move to a fiscal plan that will enable the partnership</td>
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<td>to achieve its goals</td>
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Tools of Engagement Online Learning Modules
(with Assoc Provost for Undergraduate Education)

- Increase student competency and understanding of outreach and engagement
- Cover the scholarly, community-based, collaborative, responsive, capacity-building aspects of outreach and engagement
- Contain background information; pre-class, in-class, and post-class lesson plans; lecture notes; and background materials
- Employ multiple learning techniques
Graduate Certificate in Community Engagement (with Associate Provost & Dean of the Graduate School)

An educational program, in partnership with the MSU Graduate School—7 modules

• The Scholarship of Engagement and Engaged Scholarship
• Co-Building Effective Partnerships
• Community-Based Participatory Research
• Capacity Building for Mutual Benefit
• Logic Models: Understanding Relationships Between Actions and Outcomes
• Evaluation of University-Community Partnerships
• Ethics
MSU Faculty Development Program in Community Engagement (with Asst Provost for Faculty and Organizational Development)—in development

• This program will use draw on models of best practice in both faculty professional development programming and preparation for engaged scholarship from across the country and around the world.

• Will be a cohort program
Evaluation Circles

- Four workshops per year around evaluation topics
  - Implementation and Fidelity
  - Experimental and Quasi-Experimental Designs
  - Evaluation in Informal Learning Settings
  - Evaluation Planning and Budgeting
A Quick Glance at Past Speakers and Topics

**Timothy V. Franklin and Nancy Franklin** • *The Pennsylvania State University*
Engagement Through a Regional Looking-Glass (November 2008)

**Dwight Giles** • *University of Massachusetts, Boston*
Forty Years in the Academy: Service-Learning’s Pioneers, Programs, and Promise (April 2008)

**Paul Spicer** • *University of Colorado*
Community-Based Participatory Research on American Indian and Alaska Native Health (April 2007)

**Kelly Ward and Tami Moore** • *Washington State University*
Faculty at Work as Teachers, Scholars and Community Members: The Practice of Engaged Scholarship (March 2007)

**Jeff Grailll** • *Michigan State University*
Information Technology and Community-Based User Research (November 2006)

**Sarena Seifer** • *University of Washington*
Achieving the Promise of Authentic Community-Academic Partnerships: Taking our Work to the Next Level (September 2006)

**Julie Ellison** • *University of Michigan*
Between Hope and Critique (April 2006)

**Theodore R. Alter** • *The Pennsylvania State University*

**Scott J. Peters** • *Cornell University*
Changing the Conversation about Higher Education’s Public Mission and Work (April 2006)

**Patricia Brantingham and Paul Brantingham** • *Simon Fraser University*
Crime in the Urban Environment: Implications for Research, Policy, and Practice (March 2005)
Community Evaluation and Research Collaborative (CERC)

- Conducts evaluations and community-based grant/contract-funded research
- Quantitative and qualitative expertise
- Measurement design
- Problem-solving around challenges of conducting community-engaged research
- Development of products that translate to community needs
- Brainstorming of conceptual and methodological issues/review of evaluation and research plans
Mission

The Center for Service-Learning and Civic Engagement at Michigan State University provides active, service-focused, community-based, mutually beneficial, integrated, learning opportunities for students focused on the public good, building and enhancing their commitment to academics, personal and professional development, and civic responsibility.

Services

The CSLCE assists faculty, students and community partners in creating and managing academic, curricular and co-curricular service-learning and community and civic engagement opportunities.
Usability & Accessibility Center

A center of excellence for determining:
- How easy Web sites and software are to use
- How to improve them

The UAC does this through:
- Expert reviews, usability testing and focus groups
- Workshops, training and research
- State of the art facilities
- 20+ years experience in human factors research (PhD Director); 20+ years in consumer research, including usability testing (Assistant Director)

Clients include:
- State and local government
- Private and for-profit companies
- Universities
CCED advances MSU’s land grant mission by creating, disseminating, and applying knowledge to improve the quality of life in distressed communities.

**Current CCED projects:**

- Community and economic development
  - Michigan Knowledge Economy Index and Community Capacity Building Partnership
  - Mid-Michigan Bio-based Auto Manufacturing Component Feasibility Study
- Sustainable planning and development
  - Sustainable Policy, Planning and Communities Research
  - “Greening” Nonprofit Management Research
- Urban and metropolitan development
  - Lansing Master Planning Partnership
  - Michigan Urban Core Mayors and Bipartisan Urban Caucus
  - Michigan Higher Education Land Policy Consortium
  - State of Michigan Cool Cities Initiative
National Collaborative for the Study of University Engagement

**Ongoing Activities**

- Developing measurement and benchmarking criteria for outreach and engagement locally, nationally, and internationally
- Assessing faculty perceptions of their outreach and engagement work and how this work enhances all aspects of their scholarship
- Examining faculty reward policies and procedures and the effectiveness of revising promotion and tenure guidelines
- Investigating policies and practices that enable institutions to weave engagement into their culture
- Providing tools for faculty to evaluate their work as engaged scholars
- Evaluating graduate and undergraduate learning outcomes related to engagement involvement
- Studying processes and impacts of university-community collaborations
- Analyzing community contributions to engagement and scholarship
4. Connections to Communities/Access to Opportunities
University-Community Partnerships Unit

Internal Connections:
• Bringing MSU faculty and staff together in Birth-to-Work networks designed to inform, support and link faculty and staff with community engagement opportunities

External Connections:
• Developing, supporting, and nurturing system level community connections that facilitate partnerships
• Promoting the development and use of strength- and evidence-based models and interventions to improve the capacity of those working on issues related to individuals, families, groups, neighborhoods, and communities
Birth-to-Work Framework

Providing a conceptual framework to guide program interventions within community-based initiatives
Birth to Work: Systems Change Framework

Transitional Influences
- Partner Selection
- Workplace
- Society

Transitional Influences
- Peers
- School
- Community

Transitional Influences
- Parents
- Family (Kin)
- Neighborhood

Early Childhood Transition Period (0-5)
- Prenatal

Early Adolescence Transition Period (10-14)
- Success in Elementary School

Late Adolescence Transition Period (18-25)
- Success in High School

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

Ongoing Life Course Resilience Influences

Success in Adulthood

RISK

RESILIENCE
By 2020 all children, youth, and young adults in the capital area will grow up with the skills and abilities to actively participate in the global knowledge economy.
Six Outcome Focal Areas

- Intellectual and Social Development
- Health
- Environment
- Economy
- Safety
- Community Life
The Power of We Consortium and its 12 Coalitions

- Ingham Substance Abuse Prevention Coalition
- Community Coalition for Youth
- Strong Families / Safe Children
- Community Economic Development Network
- Greater Lansing Homeless Resolution Network
- Long-term Care Collaborative
- Immigrant and Refugee Resource Collaborative
- Land Use and Health Resource Team
- Infant Mortality Initiative

Founding Entities

- Community-Based Partners
- Faith-Based Partners
- Affiliates

Impact

- Data Committee (information)
- Investors Steering Committee (resources)
- Leadership & Practice Committee (capacity)

Ingham County Health Department and Capital Area United Way (staff support)

Enhanced Community Well Being (measured by 33 indicators)

Improved Capacity

Strengthened Social Services
Youthville – connecting through co-location

- An innovative, collaborative, multi-organization Detroit youth center for afterschool and weekend activities
- A Detroit work and meeting space for MSU researchers
ACCESS

• Arab Community Center for Economic and Social Services
• Health needs assessment for Arab communities (CDC)
MSU Extension

Director:  Tom Coon
Associate Directors:  Michelle Rodgers, Steve Lovejoy
# University Outreach and Engagement

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Responsibilities</th>
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<tbody>
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<td>Hiram E. Fitzgerald, Ph.D.</td>
<td>Associate Provost for University Outreach and Engagement</td>
</tr>
<tr>
<td>Patricia A. Farrell, Ph.D.</td>
<td>Assistant Provost for University-Community Partnerships</td>
</tr>
<tr>
<td>Laurie Van Egeren, Ph.D.</td>
<td>Director, Community Evaluation and Research Collaborative Co-Director, National Collaborative</td>
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<td>for the Study of University Engagement</td>
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<tr>
<td>Rex LaMore, Ph.D.</td>
<td>Director, Center for Community and Economic Development</td>
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<tr>
<td>Karen McKnight Casey, M. A.</td>
<td>Director, Center for Service-Learning and Civic Engagement</td>
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<tr>
<td>Burton A. Bargerstock, M. A.</td>
<td>Director, Communication and Information Technology Co-Director, National Collaborative</td>
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<td>Sarah J. Swierenga, Ph.D.</td>
<td>Director, MSU Usability/Accessibility Research and Consulting</td>
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<td>Kurt Dewhurst, Ph.D.</td>
<td>Director, Arts and Cultural Initiatives</td>
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<tr>
<td>Michael Brand, M. A.</td>
<td>Executive Director, Wharton Center for Performing Arts</td>
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<tr>
<td>Bert Goldstein</td>
<td>Director, Institute for Arts &amp; Creativity</td>
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<tr>
<td>Gary Morgan, Ph.D.</td>
<td>Director, Michigan State University Museum</td>
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<tr>
<td>Kirk Riley, M.A.</td>
<td>Executive Director, Information Technology Empowerment Center (ITEC)-Lansing</td>
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Contact Information

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