Advocating and Modeling the Engaged University

A Systems Approach to Outreach Scholarship

Hiram E. Fitzgerald — Assistant Provost for University Outreach
Outreach 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
Knowledge Model

- Outreach
- Knowledge
  - Generation
  - Application
  - Dissemination
  - Preservation
- Impact
- Community

ADVANCING KNOWLEDGE • TRANSFORMING LIVES
What Outreach Does…

- Learning Communities
- University-Community Collaborations
- Outcome-based Evaluation
- Promoting Civic Literacy
- Measuring Quality Outreach
- Marketing Outreach Activities
University Outreach

ADVANCEMENT

PARTNERSHIPS

CIVIC ENGAGEMENT
Approaches of Outreach Office

- Outreach Measures
- Resource Access
- Model Partnerships
- Academic Service-Learning
- Outcome Accountability
- Asset Orientation
- Co-curricular & Student-led Initiatives
Engaged Learning Communities
sponsored by Outreach

- Positive Outcomes for Children, Youth & Families
- Community & Family Security
- Community & Economic Development
- Technology & Human Development
- Scholarship of Engagement

Outreach Measures
Resource Access

ADVANCEMENT

PARTNERSHIPS
- Outcome Accountability
- Asset Orientation

CIVIC ENGAGEMENT
- Model Partnerships
- Co-curricular & Student-led Initiatives
- Academic Service-Learning
University Outreach

Hiram E. Fitzgerald, Assistant Provost for University Outreach

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How to Reach Us

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## Spectrum of Outcomes

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>INITIAL OUTCOMES</th>
<th>INTERMEDIATE OUTCOMES</th>
<th>LONG-TERM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual</strong></td>
<td>Skills, Values, Attitudes, Beliefs, Opinions</td>
<td>Understanding Emotions, Self-expression, Spiritual Awareness</td>
<td>Individual practice and behavior, Spiritual practice</td>
</tr>
<tr>
<td><strong>Group or Family</strong></td>
<td>Shared Group/Family: culture, norms, values, beliefs, morals, ethics, world views, Mutual understanding, Mutual agreement</td>
<td>Group/Family relationships, Group/Family practices, Group/Family interaction</td>
<td></td>
</tr>
<tr>
<td><strong>Agency</strong></td>
<td>Shared agency culture, norms, values, beliefs, morals, ethics, world views, Mutual understanding, Mutual agreement</td>
<td>Inter-departmental relationships, Agency management practices, Service delivery practices</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery System or Neighborhood</strong></td>
<td>Shared system culture, norms, values, beliefs, morals, ethics, world views, Mutual understanding, Mutual agreement</td>
<td>System member relationships, System member interaction, System practices</td>
<td></td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>Shared community social norms, culture, values, beliefs, morals, ethics, world views, Community interests, Mutual understanding, Mutual agreement</td>
<td>Relationships among groups, neighborhoods, Civic action, Community dialogue</td>
<td></td>
</tr>
</tbody>
</table>

- **INITIAL OUTCOMES**
  - Understanding Emotions
  - Self-expression
  - Spiritual Awareness

- **INTERMEDIATE OUTCOMES**
- **LONG-TERM OUTCOMES**
The Relationship between Outcomes & Impact

**Program Activities**

**Conflict Resolution Classes/Interventions**

- Young person learns non-violent conflict resolution techniques and strategies.
- Young person understands the concepts of non-violent conflict resolution.
- Young person believes that it is important to resolve conflict non-violently.

**Initial Outcomes**

- Young person uses non-violent conflict resolution strategies when confronted with conflict.

**Intermediate Outcomes**

- Young person uses non-violent conflict resolution strategies when confronted with conflict.

**Long-Term Outcomes**

- Search Institute 40 Developmental Assets. Young person seeks to resolve conflict non-violently.

**Impact**

- Youth who are mentally, emotionally, physically, and socially healthy.

These are the beliefs, understandings, and skills that are needed to enact the practice.

These are the practices or behavior that help consumers realize the building blocks.

These statuses and conditions are the building blocks that consumers need to achieve the desired impact. (What evidence would suggest we’ve identified appropriate building blocks?)

The ultimate status or condition that we are seeking with our consumers.
Give ’em 40 Youth Initiative

Building Assets with Youth

- Community Sector Initiatives
  - Neighborhoods
  - Fraternal Service Orgs.
  - Merchants & Businesses
  - Law Enforcement
  - Faith Community
  - Youth Serving Agencies
  - School-based Parent Groups

- Community Foundation YAC
- Pilot School Initiatives
- County Initiatives
  - Leelanau County
  - Benzie County
  - Grand Traverse Bay County
  - Kalkaska County
  - Antrim County

- Leadership Council
- Media Campaign
Catholic Social Services of Lansing • St. Vincent Home

- Establish Asset-based Programs (Sudanese Project)
- Staff Build Resiliency & Assets with Individuals & Families
- An Asset-based Teaching Agency Is Established
- MSU School of Social Work
- Conversations with MSU Outreach
- Staff Measure & Report on the Spiritual, Emotional & Physical Well-Being of Individuals & Families

Individuals & Families Who Are Spiritually, Emotionally & Physically Healthy

- Outcome Evaluation Indicators Are Established
- Staff Measure & Report System Outcomes
- Staff Measure & Report Client Outcomes

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Co-Curricular and Student-led Initiatives

Traditional models of students engaged in service:
• Self-initiated, independent volunteering
• Groups organized around service:
  – Alternative Breaks
  – “Into the Streets”
• Joint initiatives with
  – Student Life
  – Residence Life
  – Governmental Affairs
  – Student Government
Academic Service-Learning

Integrating service with classroom and curricular learning

• **Course-based:**
  – Core Curriculum/General Education—Focus on Building Civic Literacy
  – Discipline Specific

• **Curricular-based:**
  – Health and Human Services
  – Community Enhancement
  – Business and Communications
  – Public Policy
Utilize service-learning and civic engagement as key elements in meeting expressed community needs.

- The Young Spartan Program
- Hospital Programs
- You Vote Initiative
Measuring Outreach Engagement

- Developing Measurement Instruments
- Crediting Faculty & Staff Performance
- Using Data for Planning & Resource Allocation
- Providing Public Accountability
- Making Cross-Institutional Comparisons
- Establishing Best Practices
Measuring Impact Indicators

- Impact Indicators
  - Faculty Interdisciplinary Teams
  - Scholarship Generated
  - Community Needs Met
  - Resources Generated
  - Student Involvement
Website Portals, Resources, & Online Publications

- Statewide Resources Network Website
- Spartan Youth Programs Website
- Best Practice Briefs
- Capable Communities Website
- Outreach Website
AKTL Networks — Lansing Area • Examples

- Short courses on pavement design, rehabilitation and materials for city, county, state and consulting engineers
- Modeling and visualization of groundwater contamination
- K-12 science and social studies education for teachers
- Bug College summer institutes
- Planetarium and museum presentations
- Writing, theater, and dance workshops
- Assets research in K-12 schools
- Neighborhood Network Center program evaluation
- Research in parent-child relationships, violence prevention, and effective teaching
- Helping parents, teachers, and caregivers use public television to help children love learning--WKAR-TV
- Literacy tutoring for children and adults
- Participation in community development teams around economic development and health issues
- Faculty and student-provided clinical services

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