Briefing for the MSU Public Humanities Collaborative: University Outreach and Engagement

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Defining Outreach and Engagement at Michigan State University

“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*
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. |

**MSU University Outreach and Engagement (2006)**

*The Engaged Scholar Magazine*
Engaged Teaching and Learning

- Continuing education
- Distance education and off-campus instruction
- Contract courses or programs designed for specific audiences
- Conferences, seminars, and workshops
- Educational programs for alumni
- Participatory curriculum development
- Service-learning
- Study abroad programs
Engaged Research/Discovery/Creative Works

- Applied research
- Community-based research
- Contractual research
- Demonstration projects
- Exhibitions/performances
- Needs assessments/program evaluations
- Knowledge transfer and research
- Technical assistance
- Publications/presentations
Engaged Service

- Clinical services
- Consulting
- Policy analysis
- Service to community-based institutions
- Knowledge transfer and workshops
- Expert testimony
- Technical assistance
- Contributions to managed systems
- Leading professional societies and associations
- Commercialization of discoveries
- New business ventures
Outreach and Engagement Knowledge Model
Outreach and Engagement are Embedded in the MSU Mission

Strategic Imperatives:

• Enhance the student experience
• Enrich community, economic, and family life
• Expand international reach
• Increase research opportunities
• Strengthen stewardship

MSU President Lou Anna K. Simon (2005)
Sesquicentennial Convocation Address
MSU is an Engaged Institution

Summary – Outreach and Engagement at MSU is:

• Across the mission
  – Teaching
  – Research/scholarly/creative activities
  – Service

• Anchored in knowledge model
  – Generation
  – Application
  – Dissemination
  – Preservation

• Assessed and benchmarked
Development of the MSU Model: Outcomes of the Innovations

- There are now 214 academic staff and administrators with the terms outreach and/or engagement in their titles.

- The University created the “Outreach Scholarship Community Partnership Award” to acknowledge exemplary engagement.

- The office of UOE oversees 11 departments.

- The Associate Provost created two advisory groups:
  - The Outreach and Engagement Senior Fellows
  - The Outreach and Engagement Community Fellows

- University-wide the office works in collaboration with:
  - MSU Extension
  - Graduate School
  - 17 Colleges and most centers and institutes
Development of the MSU Model: Data about Outreach and Engagement at MSU

**OEMI results for 2006* include the following:**

$21,286,897
Value of salary investment by MSU faculty and academic staff in addressing issues of public concern (data from those reporting outreach activities on the OEMI)

1,305
Number of specific projects/activities reported

97%
Respondents whose outreach contributed to achieving Boldness by Design (BBD) imperatives

- 72% Enhanced the student experience
- 80% Enriched community, economic, and family life
- 45% Expanded international reach
- 66% Increased research opportunities
- 55% Strengthened stewardship

*2006 data was collected between December 2006 and February 2007*
Development of the MSU Model: Data about Outreach and Engagement at MSU (contd.)

*The number of "responses" is greater than the number of "respondents." Respondents were given the opportunity to describe their engagement activities for up to two areas of concern; each description was counted as a separate response.*
Development of the MSU Model: Data about Outreach and Engagement at MSU (contd.)

Pie Chart: Primary Form of Engagement for MSU Faculty and Academic Staff in 2006
- Outreach Research and Creative Activity: 31%
- Technical or Expert Assistance: 26%
- Credit Courses and Programs: 6%
- Non-Credit Classes and Programs: 12%
- Public Events and Understanding: 14%
- Experimental/Service-Learning: 5%
- Clinical Service: 5%

Bar Chart: Number of Student Applications for Service-Learning Received and Accommodated, 2002-2007
- 2002-2003: 7,073
- 2003-2004: 8,474
- 2004-2005: 16,039
- 2005-2006: 11,236
- 2006-2007: 13,825
New and Ongoing UOE Commitments

• Staying connected (national involvement)
• Forging campus-community connections
• Curricular advancements
• “The Engaged Scholar” family of products
• New community-based hubs for engagement
  – MSU-Detroit Partnerships at YouthVille | Detroit
  – Information Technology Empowerment Center (ITEC) | Lansing
• Pre-College Programs
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

• http://youthville.msu.edu
New Community-Based Hubs for Engagement

Information Technology Empowerment Center (ITEC)

- A nonprofit, collaborative partnership of community, business, education, and government

- ITEC’s mission is to increase technology skills of Lansing area children and adults so as to better prepare them to participate in a fast-paced, global IT-based economy

- [http://www.iteclansing.org](http://www.iteclansing.org)
MSU Pre-College Programs

• Purpose
  – Pre-College Programs offer youth educational experiences that expose students to the college environment and to a variety of specific disciplines and activities

• UOE supports these programs by:
  – Creating public access to programs through a central Web site: Spartan Youth Programs http://spartanyouth.msu.edu/
  – Assisting programs with curriculum development, programming, and funding requests
  – Providing research and assessment services to individual programs
  – Conducting research and assessment related to programs outcomes (such as college enrollment rates)
  – Working with the Pre-College Committee, which coordinates programs across campus
University Outreach and Engagement Departments
University-Community Partnerships

UCP promotes and facilitates University and community engagement by:

• Creating campus-community partnerships where knowledge is co-created and applied to address a wide variety of important societal issues

• Continually improving the connections among MSU faculty, students and staff and community agencies and organizations
Internally, we connect by:

- Bringing MSU faculty and staff together in AKTL networks designed to inform, support and link faculty and staff with community engagement opportunities

- Promoting collaborative/multidisciplinary partnerships with community groups

- Providing a link with faculty members at the unit level to inform them of the availability of resources and assistance that can help them connect with community partners

- Developing curriculum modules designed to train the next generation of engaged scholars and to enhance service learning experiences

- Evaluating faculty experience with community engagement
University-Community Partnerships

Externally, we facilitate connection by:

- Linking community requests for research, evidence-based practices, and models to appropriate faculty
- Developing, supporting, and nurturing system level community connections that facilitate partnerships
- Evaluating community experience with engagement efforts and using that information to inform practice
- Participating in multidisciplinary campus-community 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
Forging Community-Campus Connections: Lansing

Power of We – connecting through a community collaborative of collaboratives

- A unique, sustainable model for capacity building and community improvement
- Committed to transforming Michigan’s capital area
- Co-transforming the linkages between community and campus
- Partnering with UOE to create Tools of Engagement
Forging Community-Campus Connections: Flint

Flint Engagement Table – connecting through a common higher education/community meeting space

- A centralized place for people (community practitioners, university researchers/evaluators, community-campus connectors) to come together to talk about what they are doing
- A simple structure and practice to help community significantly tap into the time, talent, and treasures of area universities and colleges
- An effort to build “on-the-ground” relationships to increase the effectiveness of community-campus collaboration
Forging Community-Campus Connections: Detroit

Effort to revitalize collaborations between MSU and communities within and around the City of Detroit

Focus groups with stakeholders from Detroit and Wayne County (convened in April 2007) identified areas of focus for work in coming years:

- Revitalization and rebuilding
- Economic and entrepreneurial development
- Education and technology
- Family development over the life course/youth development and empowerment
- Collaboration across sectors
- Food, health and safety
- Arts, culture, and natural and built environments
Curricular Advancements: Tools of Engagement Learning Modules

- Increase student competency and understanding of outreach and engagement
- Delivered at introductory, intermediate, and advanced levels
- 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
Applications of Tools of Engagement

- Residential College in Arts & Humanities
  - Tools content will be used in RCAH’s basic engagement course
  - As one of the four cornerstones of the College, "engagement" is a core value throughout the design of the RCAH

- Graduate Certificate in Engagement
  - Tools modules are a resource for colleges as they design their portion of the certificate
  - Advanced Tools content will help inform the required graduate seminars
Center for Community and Economic Development

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
Establish Advisory Committee of Stakeholders

Help Identify Issues, Capacities, and Needs

Consider Alternative Responses

Design Strategies and Mobilize Resources

Collaborate with Community to Implement Strategies

Evaluate Impacts

Modify Strategy and/or Disseminate Findings

Establish and Maintain Networks Within Communities

Principles of Community Development
- Promote active and representative citizen participation
- Engage community members in issue identification
- Help community members understand economic, social, political, environmental, and psychological effects
- Build upon community assets and emphasize shared leadership and active citizen participation
- Seek alternatives to efforts that are likely to have adverse impacts
- Increase leadership capacity, skills, confidence, and aspirations in community development
Mission
The mission of the Center for Service-Learning and Civic Engagement at Michigan State University is to provide active, service-focused, community-based, mutually beneficial, integrated, learning opportunities for students, building and enhancing their commitment to academics, personal and professional development, and civic responsibility
History and Administrative Structure

• Enacted by decree of the Board of Trustees, November, 1967; began January, 1968

• Began as Office of Volunteers

• Became Service-Learning Center in 1979

• Became the Center for Service-Learning and Civic Engagement in Fall 2002
  – Jointly administered through the Office of the Associate Provost for University Outreach and Engagement and the Office of the Vice President for Student Affairs and Services
Primary Focus Areas

• Academic service-learning and civic engagement
• Curricular service-learning
• Co-curricular service-learning, civic and community engagement
  – Individual opportunities
  – Student-led initiatives
Academic Service-Learning

Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community.

Definition adapted from Campus Compact (http://campuscompact.org), a national coalition of college and university presidents that is dedicated to promoting civic engagement and service-learning in higher education.
What is Civic Engagement?

Individual and collective actions designed to identify and address issues of public concern

Academic Service-Learning and Civic Engagement

• Experiential

• Course-connected
  – General/liberal education – integrative studies
  – Discipline-based courses – freshmen through graduate

• Community-based

• Focused on the public good
Curricular Service-Learning

Service related to a particular academic major or field of study in which the service is attached to the discipline rather than a specific course.
Resources and Support for Faculty

The CSLCE welcomes faculty and course involvement from all colleges and academic majors, and offers the following services and support:

- Develops and assists in the implementation of best practices regarding curriculum integration, reflection and performance evaluation
- Provides individual and group consultations pertaining to the integration of service-learning and civic engagement into curricula
- Assists faculty in identifying community partners and service and engagement opportunities that connect to course and departmental themes
Resources and Support for Faculty (contd.)

- Facilitates service-based linkages matching academic and professional interests with community needs
- Maintains a database of service-learning and civic engagement opportunities as defined by community agencies and organizations
- Conducts class presentations on request
- Facilitates student enrollment in service-learning positions and provides registration process to insure the coverage of students under the university’s indemnification policy
- Interviews and/or orients students as to opportunities and expectations
Resources and Support for Faculty (contd.)

• Works with community partners to establish and maintain quality and safe service placements

• Maintains library of resources related to service-learning and civic engagement

• Provides additional support for faculty interested in the scholarship of engagement

Faculty development includes, but is not limited to:

• UOE “Tools of Engagement” Curriculum Modules
• MSU Lilly seminars
• Office of the Provost “MULTI” seminars
• Consultation on community-based research linked to service-learning
Resources and Support for Faculty (contd.)

- Research Findings and Assessment Tools
  [http://www.servicelearning.msu.edu/faculty/academic-service-learning](http://www.servicelearning.msu.edu/faculty/academic-service-learning)
  - C.A.R.T. – Compendium of Research and Assessment Tools
  - Campus-Community Partnerships for Health
  - International Association for Research on Service-Learning and Civic Engagement, Advances in Service-Learning Research, Volumes 1-7
  - Service-Learning at a Glance: Selected Resources (NSLC)
National and International Contexts

MSU Service-Learning and Civic Engagement in National and International Contexts

http://www.servicelearning.msu.edu/faculty/curricular-service-learning

– Campus Compact
– Michigan Campus Compact
– Carnegie Classification on Engagement
– Higher Education Network for Community Engagement (HENCE)
– President’s Higher Education Community Service Honor Roll
– Etc. …
Co-Curricular Service-Learning, Civic and Community Engagement

Provides students with opportunities to volunteer in traditional ways, through community-based placements in areas of interest that unrelated to courses

Many of these opportunities are student-led initiatives dedicated to serving community, advocacy, and becoming civically engaged
Student Lead Initiatives

- Alternative Spring Break
- Into the Streets
- Volunteer Income Tax Assistance
- Financial Literacy
Community Evaluation and Research Center

What CERC Does

• Supports faculty, staff, and students who conduct program evaluation and community-based research

• Coordinates a listserv for faculty/staff and a listserv for graduate students interested in program evaluation

• Provides hub for exchanging knowledge, organizes events and speakers, and promotes networking related to program evaluation

• Developing interdisciplinary specialization for graduate students in program evaluation

• Conducts multiple program evaluation projects with faculty, staff, student, and community collaborators in human services, education, after-school and youth programs, health, economic development, and cultural programs
Our Principles

• **Research and evaluation can lead to continuous improvement**
  Organizations and communities that incorporate evaluation into their work process have better outcomes…and this provides opportunities for faculty

• **Research and evaluation can positively inform policy and practice**
  Research results should be disseminated not only to the academic community but also to the communities and organizations that are affected. Findings should be easy to implement and accessible to the target audience

• **Evaluations should have scholarly integrity**
  Evaluations must be designed as rigorously as possible in order to inform the larger body of knowledge in a particular area

• **Social issues are multifaceted**
  Most social issues are complex in nature; therefore, researchers trying to tackle them should work in multidisciplinary teams

• **Partnerships should be flexible**
  Given that evaluation takes place within a political and organizational context, methodological flexibility is important to accommodate all the stakeholders' needs and interests
Our Principles (contd.)

• **Community-based research builds the capacity of both community members and researchers**
  Stakeholders can learn from each other; community members build their capacity to use the results, and researchers acquire a deeper understanding of community issues by actively engaging in the communities.

• **Community-based research is more effective when all the stakeholders work collaboratively**
  All stakeholders involved in an evaluation should share decision-making and contribute equally to the evaluation process; for both community members and researchers, the research is imbued with meaning, is more valid, and is more likely to be used to affect social problems.

• **Learning is more effective when it is experiential**
  Students who are interested in community-based research enhance their learning by directly engaging with communities, while community partners can learn much by interpreting data and framing messages for communicating to broader audiences.
Services for MSU Faculty and Staff

• **Consultation on specific projects or workshops on general topics**
  – Partnering with the community on research activities (how do you develop a good research partnership?)
  – Framing evaluation questions
  – Developing models that link your activities to what you want to achieve
  – Ways to measure and assess the success of your program
  – Methods for data collection in the community
  – How to manage and analyze data
  – How to present results and give back to the community

• **Connect to graduate students who may be interested in evaluation experience**

• **Partner on grant proposals**
Creating a National Center: Purpose and Direction

- The National Center for the Study of University Engagement will strive to deepen the study of and discussion about two key principles:
  - Engaged scholarship
  - Scholarship of engagement
- These principles inform, shape, and advance the national engagement agenda
- Leveraging the strengths of Michigan State University as an engaged institution, and those of affiliated scholars and institutional partners, NCSUE will provide and promote innovation for the scholarly movement of engagement in higher education
Creating a National Center: Purpose and Direction (contd.)

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<tr>
<th>Measurement and benchmarking</th>
<th>Conducting and disseminating research on engagement</th>
<th>Advancing reflection, learning, and professional development</th>
<th>Promoting innovations in the scholarship of engagement nationally</th>
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Adapted from the NCSUE Strategic Plan, December, 2006
Measurement/Benchmarking

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
  – Boldness by Design 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 are OEMI Data Used For?

- Documenting MSU’s contribution for the public good
- Describing the University's outreach and engagement activity to the public (telling the engagement story)
  - The Engaged Scholar Magazine
  - Rapid response briefings
- Institutional self-studies
  - Accreditation
  - Carnegie Community Engagement Classification
- Assessment and strategic planning
  - How individual academic units fulfill the University’s outreach mission
- Faculty benefit
  - Faculty can print or download a summary report of their outreach activities for annual merit reviews
- Cross-institutional analyses (other institutions using OEMI)
  - University of Kentucky; University of Tennessee system; Kansas State University
- Research Studies
Outreach and Engagement report for HIRAM E FITZGERALD
Printed on Tuesday, December 04, 2007
January 1, 2006 to December 31, 2006

Overall Effort
77% of my total professional effort during this time period involved outreach activity.

Data about my Outreach and Engagement work in Children, Youth, and Family (non-school related)
60% of my outreach and engagement activities (that is, 46% of my professional effort) primarily took the form of Outreach Research and Creative Activity addressing Children, Youth, and Family (non-school related) as the social issue.
This work enriched community, economic and family life.
This work increased research opportunities.
This work strengthened stewardship.
Of my effort in this area, 56% was directed at institutions and individuals within Michigan. Specifically, 56% was directed at Jackson.
This work was designed to impact people and issues within Michigan in Hillsdale, Jackson and Lenawee.
150 people participated in this Outreach Research and Creative Activity activity.
This work was instrumental in securing $300,000 in gifts, grants, contracts, tuition and/or fees for the University.

Data about my Outreach and Engagement work in Health and Health Care
40% of my outreach and engagement activities (that is, 31% of my professional effort) primarily took the form of Outreach Research and Creative Activity addressing Health and Health Care.
This work enriched community, economic and family life.
This work increased research opportunities.
This work strengthened stewardship.
2,200 people participated in this Outreach Research and Creative Activity activity.
This work was instrumental in securing $120,000 in gifts, grants, contracts, tuition and/or fees for the University.

Description of my outreach work: Project or Activity 1
I am describing my outreach work in Children, Youth, and Family (non-school related).
Analysis of Data Collected through the Outreach Measurement Instrument

September, 2003

Pilot Test of the Outreach Measurement Instrument (OMI)

The Office of University Outreach and Engagement has developed a survey instrument on which faculty can report how they are involved in applying their scholarly skills to helping people and organizations address pressing issues facing them in Michigan and beyond. This survey is part of the Office’s overall effort to gather information that will allow MSU to “tell its story” about the myriad ways it serves the public which supports it. The survey is designed to collect both quantitative data and narrative description.

In the spring of 2003, University Outreach and Engagement piloted the instrument with nine departments in the areas of applied social and behavioral science (including the fields of communications and business but not education). All faculty and academic staff in those departments were asked to complete the survey as a pilot test of the survey’s usability and informativeness.

Results of the Pilot Survey

Return on Investment

Responses to the spring 2003 pilot survey revealed that in nearly 32% of their overall effort, faculty and academic staff in these departments were engaged with organizations and groups outside the academy in applying their scholarship to address pressing issues facing those organizations and communities and/or offering credit and non-credit instruction to non-traditional audiences. That effort constitutes an investment of approximately $2.2M salary dollars that the University is making to ensure that the University’s knowledge resources are used fruitfully by the community. In addition, faculty and academic staff report that their outreach work brought in $11,375,250 to the University to support that work and, further, that their outreach work contributed to the generation of $12,403,000 in grants and contracts awarded to their community partners—a very handsome return on the University’s investment. Thus, for every dollar invested, more than ten is generated for the institution or its community partners.

College Level Analyses
Measurement/Benchmarking (contd.)

Rapid Response Briefing Materials
Measurement/Benchmarking (contd.)

MSU Publications and Reports
Measurement/Benchmarking (contd.)

Catalogs of Engagement Opportunities for the Public
Measurement/Benchmarking (contd.)

Potential GIS Applications

PUBLIC SAFETY AND CORRECTIONS
GIS Prototype with Sample Data

Number of Programs
1
2
4

Potential GIS Applications
The OEMI Today

• The University Continuing Education Association’s (UCEA) “Recognition of Excellence Award for Innovations in Outreach and Engagement” (2007)

• OEMI Institutional Partnerships
  – University of Kentucky
  – University of Tennessee system
  – Kansas State University

• Partnership prospects
  – Inquiries from universities and university systems across the U.S. and Australia
  – Demonstration system with guest accounts available
Future Plans for the OEMI

- Increase number of OEMI partnerships
- Proposed pilot applications of the OEMI
  - Collecting data across a discipline
    - American Association of Colleges of Pharmacy (AACP)
  - Collecting data across one form of engagement
    - Tennessee Alliance for Continuing Higher Education (TACHE)
- Develop research consortium focusing on outreach and engagement measurement
  - Foster first national data warehouse
  - Conduct cross-institutional studies
  - Inform national conversation about benchmarking
Conducting and Disseminating Research on Engagement

NCSUE Research Studies

• Reappointment, Promotion, and Tenure Study
  – Assessment of the impact of embedding outreach and engagement in the 2001 revision of the Reappointment, Promotion, and Tenure Review Form

• Faculty Interviews
  – Faculty and academic staff perceptions about the impact of engagement on their scholarship

• Evaluation of MSU's RCAH/CASTL Graduate Fellows Program
  – Understanding how graduate students envision their professional responsibilities in the scholarship of teaching and learning and the scholarship of engagement
Conducting and Disseminating Research on Engagement (contd.)

- Analysis of OEMI Project Narratives (Qualitative)
  - Understanding impact of engagement projects on scholarly work, observing values inherent in that work, and examining characteristics of “highly engaged” scholars

- Disciplinary Study of OEMI (Quantitative)
  - Examining variables reported in OEMI data by disciplinary/department data and comparing college-based engagement data to college mission statements

- Comparison of Faculty Surveys
  - Comparison of the 1995 Faculty Outreach Survey to the 2005 UCLA HERI Survey
Advancing Reflection, Learning, and Professional Development

How Do We Do This?

• Emerging Engagement Scholars Workshop
  – To be offered as pre-conference workshops at two national conferences in 2008
  – Intensive professional development in outreach and engagement for advanced graduate students, new faculty, and administrators
  – Developed with a national advisory committee and scholars from across the U.S.

• Engaged Scholar Speaker Series
  – Offered throughout the year at MSU (video of many of the talks archived on the web)
  – Engage the public, students, and faculty in reflective conversations about engaged scholarship and the scholarship of engagement
The Engaged Scholar Speakers Series

S. Ann Becker • Florida Institute of Technology
Designing for Older Adult Users of Web, Mobile, and Handheld Technologies (November 2007)

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 Grabill • 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 • The 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)
Tools of Engagement undergraduate modules
- Fifteen learning modules (introductory, intermediate, and advanced levels)
- Focused on the scholarly, community-based, collaborative, responsive, capacity-building aspects of engagement
- Faculty can use in-class and online versions to enhance service-learning experiences and assist with the training of the next generation of engaged scholars

Engagement graduate certificate
- In partnership with various MSU departments and colleges, the Certificate helps graduate students develop systematic, thoughtful, and scholarly community engagement experiences
- Participants receive a *Certificate in Community Engagement* from the appropriate MSU department or college
- Participants receive a transcript notation approved by the Associate Provost of University Outreach and Engagement as verification to prospective employers
Promoting Innovations in the Scholarship of Engagement Nationally

- **Publications and presentations**
  - Invited talks and workshops at institutions and associations
  - The Engaged Scholar Magazine
  - Web sites (Communication and IT services available)

- **Consulting**
  - NCSUE provides consulting to colleges and universities about engaged scholarship and the scholarship of engagement

- **Participating in national discourse about the public purposes of higher education**
Goals of the publication:

• Encourage faculty to do outreach/engagement work, with emphasis on community-based participatory research
• 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)
Participating in National Discourse about the Public Purposes of Higher Education

- Outreach Scholarship Conference (every October)
- National Association for State Universities and Land-Grant Colleges (NASULGC)
  - Council for Extension, Continuing Education, and Public Service (CECEPS)
    - Benchmarking Task Force
  - Commission on Outreach and Technology Transfer (COTT)
- Higher Education Network for Community Engagement (HENCE)
- Research Universities and Civic Engagement Network
- University Continuing Education Association (UCEA)
  - Outreach and Engagement Community of Practice
- Association for Continuing Higher Education (ACHE)
- Association for the Study of Higher Education (ASHE)
- American Education Research Association (AERA)
  - J Division: Higher Education
- Association for Institutional Research (AIR)
- Campus-Community Partnerships for Health (CCPH)
- Imagining America: Artists and Scholars in Public Life
- CEO’s for Cities
The Road Ahead for the National Center

- Presentations
  - See full list, 2004-2007 on NCSUE Web site (http://ncsue.msu.edu)

- Publications
  - NCSUE/HENCE Handbook on Outreach and Engagement
    - Editors: Hiram Fitzgerald, Diane Zimmerman, Cathy Burack, Sarena Seifer
  - NCSUE Book Series
    - Going Public
    - Proposed book by Theodore Alter and Scott Peters
  - Journal articles based on studies
  - Documents on UOE Web site (http://outreach.msu.edu)

- Conferences and Engaged Scholar Speaker Series
  - Mary Deane Sorcinelli (as a co-sponsor with the Dr. Mildred B. Erickson Chair in Higher, Adult and Lifelong Education) in March, 2008
  - Dwight Giles (in conjunction with Center for Service-Learning and Civic Engagement 40th anniversary) in April, 2008
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