

BACKGROUND PAPERS

to

University Outreach at Michigan State University:

Extending knowledge to serve society

(the report prepared by the Provost's Committee
on University Outreach)

Background Papers prepared by:

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This report . . .

. . . is dedicated to the members of the Provost's Committee on University Outreach who, for nearly two years, worked diligently on behalf of Michigan State University, and to former-provost David K. Scott, Provost Lou Anna K. Simon, and Vice Provost James C. Votruba whose vision and support made this effort possible.

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PREFACE

In January 1992, the provost at Michigan State University commissioned a group of approximately 20 faculty members, staff members, and administrators to advise that office on the future of university outreach at our institution. In October 1993, a report of committee findings was submitted to the Provost's Office. That report, which included approximately 50 pages of text and an appendix, represented the essence of the committee's contribution. However, during the course of its deliberations, the committee generated a significant amount of material. Not all of this material could be included in the final report. Consequently, the committee decided to prepare a second volume, entitled *Background Papers*, so that the additional work would not be lost, and commissioned the chairperson to produce the document on the committee's behalf.

Although not an official submission of the committee, the material presented here will, we hope, provide additional depth, breadth, and perspective to the committee's final report. Intended users include staff in the MSU Office of the Provost, provost offices at other universities, outreach administrators across the country, and scholars of higher educational administration and outreach.

The *Background Papers* are organized into 10 parts with 19 chapters and four appendixes:

- ▶ In Part One (Chapter 1), information is shared about the committee structure and approach.
- ▶ The committee charge is presented and interpreted in Part Two (Chapters 2–4).
- ▶ In Part Three (Chapter 5), the context for university outreach at MSU is discussed by way of reviewing important events and periods in the University's history.
- ▶ The literature base that was drawn upon by the committee is highlighted in Part Four (Chapter 6).
- ▶ The literature review is followed by a summary of studies done on stakeholder perspectives about university outreach. In Part Five (Chapters 7–9), information is presented on campus perspectives on outreach, the perspectives of selected constituents of MSU outreach, and the perspectives at peer institutions around the country. (Supporting information for the stakeholder perspectives is included in the appendixes: a list of on-campus interviewees is reported in Appendix A, examples of MSU outreach programs are described in Appendix B, a list of off-campus interviewees is presented in Appendix C, and a bibliography of outreach materials received from the peer institutions is included in Appendix D.)
- ▶ In Part Six (Chapters 10–12), the committee communicates a conceptual foundation for university outreach. Included in this section is a definition of outreach.
- ▶ The value base for outreach, presented in the form of a set of guiding principles, is reported in Part Seven (Chapter 13).

- ▶ The highlights of the committee's final report, with separate presentations of key conclusions and recommendations, is presented in Part Eight (Chapters 14–16).
- ▶ In Part Nine (Chapters 17–18), the focus turns to report interpretations and strategies for implementing the report recommendations.
- ▶ A postscript describing the committee experience is the topic in Part Ten (Chapter 19).

Part One: **The Committee Approach**

During a span of approximately 21 months, committee members read and discussed pertinent literature, interviewed numerous persons on- and off-campus, and investigated outreach on other campuses. The committee took an iterative approach to its deliberations. The acts of reading, discussing, interviewing, and writing were intertwined in a dynamic manner.

In Chapter 1, information is shared about how committee members were selected, and about various topics associated with the "how" of committee operations.

Chapter 1 **COMMITTEE STRUCTURE AND PROCESS¹**

Committee membership

Committee members were selected by the Provost with considerable input from the Provost's staff. The Provost's Office recognized that "the messenger is as important as the message," and the goal was to select well-respected faculty members and administrators who represented the University's breadth. Many committee members served the University before, during, and after the committee deliberations in other leadership and "high profile" positions (e.g., a committee member chaired a campuswide committee on scientific integrity). Academic governance and the Council of Deans were not used extensively in the committee member selection/screening process.

Committee members were:

Jes Asmussen
Professor and Chairperson, Department of Electrical Engineering

Kenneth Corey
Dean, College of Social Science

George Cornell
Associate Professor, Department of English and Department of History; Director, Native American Institute

¹Chapter written by Frank A. Fear

Hiram Davis
Director, University Libraries

James Dearing
Assistant Professor, Department of Communication

James Dye
University Distinguished Professor, Department of Chemistry

Frank Fear, committee chairperson
Professor and Chairperson, Department of Resource Development

Daniel Ilgen
Hannah Professor, Department of Management and Department of Psychology

Gail Imig
Associate Vice Provost and Director, Michigan State University Extension

Karen Klomparens
Professor, Department of Botany and Plant Pathology; Director, University Center for Electron Optics

Richard Lerner
Professor, Department of Family and Child Ecology; Director, Institute for Children, Youth, and Families

John Metzler
Assistant Professor and Coordinator of Outreach Programs, African Studies Center

Julia Miller
Dean, College of Human Ecology

Marilyn Rothert
Acting Dean, College of Nursing

Lorilee Sandmann
Director, Outreach Program Development, Office of the Vice Provost for University Outreach

Harvey Sparks
Vice Provost, Human Health Programs

Linda Stanford
Professor and Chairperson, Department of Art

Christine Stephens
Assistant Dean, Extension Administration; Program Director, Agriculture and Natural Resources, MSU Extension

Charles Thompson

Associate Professor, Department of Teacher Education; Director, Institute for Research on Teaching Adults

James Tiedje

University Distinguished Professor, Department of Microbiology and Department of Crops and Soil Sciences, and Director, Center for Microbial Ecology

Provost's Office support for this initiative

The Provost's Office support enabled the committee to accomplish its agenda. Fifty percent of the committee chairperson's time was devoted to the committee assignment. The chairperson coordinated the work of the committee staff, which included graduate assistants, secretarial support, and editorial staff. Committee staff members were:

Laurie Wink, John Fallon, and Chandra Oden, graduate assistants

Glenda Gatewood and Jane Voss, secretarial support

Nancy Gendell and Shawn Lock, editorial staff

In addition, members of the Provost's staff served as liaison to the committee. These staff attended all committee meetings and were most helpful in responding to committee questions and helping the committee reach important decisions. Those who served as Provost's Office liaison to the committee included:

James C. Votruba, Vice Provost for University Outreach

Robert L. Church, Assistant Vice Provost for University Outreach

Mary Jim Josephs, Assistant Vice Provost for University Outreach

Martha L. Hesse, Assistant Director for Planning and Budgets

Committee structure, decision-making approach, and writing process

The committee charge was prepared by the Provost's Office. It was presented to the committee at the time committee membership invitations were extended, and the charge was interpreted by the Provost and the Vice Provost for University Outreach at the opening committee session (see Chapters 2-4).

Throughout the process, these norms were associated with committee dynamics: mutual respect, desire to learn from group discussion, the ability to disagree vigorously without being disagreeable, and a sincere effort to incorporate group input in the next written draft of materials for review.

The only formal leadership role on the committee was the position of chairperson. Decisions were made via committee-of-the-whole discussion with decision making by consensus dominating the process. Most of the early meetings were held in two-hour blocks on Friday afternoons. As the writing process intensified, fewer meetings were held and the meeting length was expanded to four- and five-hour Friday afternoon meetings (held approximately once a month).

The writing process began almost immediately after the committee was assembled. At the beginning, the chairperson did all the writing and committee members reviewed draft text. Later, a number of writing committees were assembled with each writing committee having responsibility for specific parts of the final report. The chairs of the writing committee constituted a "writing

team," and this group met regularly to review and discuss report progress. This meant that the full committee met less regularly during this time but considerable progress was made between meetings because of the writing team's efforts.

Toward the end of the writing process, the committee chairperson (Fear) and a writing team member (Thompson) were given responsibility for preparing a final draft for committee review. The committee came together several times to review and discuss the proposed final draft until the report met their satisfaction. This approach gave all committee members an opportunity to contribute to the writing process but, at the same time, provided a way to address the issue of disjointedness—the need to ensure that the report did not read as though it was prepared by 20 different writers.

Committee Study Process

The study process spanned 21 months (January 1992–September 1993). The process can be reconstructed in the form of eight phases. The study process provided Committee members with an opportunity to seminar about outreach, gather input from key stakeholders, prepare a draft report, seek input from stakeholders about the draft report, and revise and produce a final document.

- Phase 1: **Seminaring on outreach** (January–March 1992): Readings were assigned and read, Committee members engaged in vigorous discussion, and the writing process began immediately. (See Chapters 5, 6, 10, and 11.)
- Phase 2: **Interviewing selected persons on campus** (March–June 1992): Literature on organizational culture was drawn upon to create a typology of campus organizational cultures with respect to outreach. This framework was used as a guide to identify categories of key informants. Over 100 persons were interviewed (most in focus group sessions). (See Chapters 7, 12, and Appendix A and B.)
- Phase 3: **Receiving and reviewing reports from other institutions on university outreach** (May–September 1992): Materials were received from 17 universities—AAU/land-grant schools plus others identified as having vibrant outreach programs. (See Chapter 9 and Appendix D.)
- Phase 4: **Interviewing key Michigan constituents** (June–November 1992): Roundtable (focus group) interviews were conducted with approximately 100 constituents in 16 sites across Michigan. (See Chapter 8 and Appendix C.)
- Phase 5: **Intense report writing** (September 1992–February 1993): A "writing committee" of five was selected (through committee nomination) to work with the chairperson on drafting a preliminary version of the final report.
- Phase 6: **Editing and fine tuning the report** (March–June 1993): One member of the writing committee along with the committee chairperson took the text prepared by the writing committee, together with full committee reaction to the text, and crafted a draft version of the final report.
- Phase 7: **Soliciting feedback from reviewers** (July–August 1993): All those whom we interviewed in Phases 2 and 4 received copies of the draft report. They were asked to

review the draft, and to communicate their reactions to the committee chair. Approximately 65 (of the over 200 persons solicited) submitted written feedback.

Phase 8: Making final revisions and producing the final report (August–September 1993): The written feedback was reviewed by the full committee. Based on this feedback, a number of important additions and revisions were made, and the final report was produced. (See Chapters 14–16).

**Part Two:
The Charge to the
Provost's Committee
on University Out-
reach at Michigan
State University**

INTRODUCTION²

America has the greatest university system in the world. I say "system" because...not all universities are alike. Some are outstanding in pursuing the most fundamental and esoteric problems in science and arts. Some also contain great professional schools of law, medicine, and business that are enriched by being in a community of scholars. Many follow the tradition of the land-grant colleges: the university should serve the community not only by training its citizens but even by providing them information and services that help them in their occupations.

—Noel Annan, quoted in the *New York Times*

Our "great system" is in the throes of significant change. Budget trauma is widespread, and public scrutiny of universities has led to increasing calls for higher education "to deliver." Fueled by books, essays, and media reports on faculty productivity, undergraduate teaching loads, the use of overhead funds, and the capacity of universities to help solve society's problems, today's universities are under pressure to justify their existence and to prove their merit. A Sunday feature published in the *Washington Post* (Anderson 1992), entitled "The Galls of Ivy," represents a case in point.

Some would argue that higher education is simply being asked to be more accountable. As Masey and Zemsky (1992:4B) write:

...colleges and universities have moved...into an era of resource constraints and nettlesome public scrutiny.... Both friends and critics of American higher education are asking increasingly tough questions about the enterprise. How do colleges and universities spend their money? How are priorities determined? Are new revenues the

²Introduction written by Frank A. Fear.

only way to fund new programs? What explains the dramatic increase in administrative costs?

The pressures besetting the modern university, although different in type, are no different or more severe in nature from the challenges facing all contemporary institutions—public, private, and nonprofit. Virtually all institutions are being asked (if not forced) to make hard choices. These choices, the "new realities" of the late 20th century, are propelling institutions to rethink, if not reformulate, their core business and how they seek to operate in turbulent, unpredictable environments. This process is leading to institutional reinvention, refocus, and reform (see, for example, Osborne and Gaebler 1992).

Large, public universities—such as Michigan State University—have historically responded to a variety of different audiences. These audiences include, but are certainly not limited to, undergraduate and graduate students, as well as many groups and organizations that seek the University's knowledge resources, including professionals working in the fields of health, business, agriculture, education, business, and human services. The need to respond to multiple audiences translates into pressures at all levels of the University: at the central level, college level, unit level, and faculty and staff level. No institution can afford to be "all things to all people," and every institution must make choices: What to be (and not to be)? What to do? How to do it?

Is it getting more difficult for universities to answer these questions? Some would contend that it is certainly more challenging today than at any time in memory. In addition to the calls for change coming from outside the Academy and the pressure to deliver for multiple audiences, fundamental questions are being raised about the essential character of scholarship, what a university should expect of itself, its faculty, and its students, and how it should conduct its business. For example:

- ▶ Ernest Boyer's (1990) widely read book on scholarship poses the question: Should not we do a better job in academe of aligning our conception of scholarship with the roles that scholars actually play? Boyer believes that we should, and argues that in addition to valuing the scholarship associated with generating knowledge, we should also value transmitting, integrating, and applying knowledge as scholarship.
- ▶ Walter Massey (1992), Director of the National Science Foundation (NSF)—a prestigious and significant funding source for universities—calls for an expansion of NSF's traditional mission of funding basic scholarship. The "new" NSF, he suggests, should promote interdisciplinary collaboration, view as more permeable the boundaries between basic and applied science, promote university-government-industry partnerships, and measure its success in terms of the benefits to society. (See, also, "Science's Big Shift," *Time*, November 23, 1992: 34-35.)
- ▶ The recently published report of the President's Council of Advisors on Science and Technology (PCAST) "...tossed a hand grenade into the simmering debate about the future of the research universities," according to Christopher Anderson in a recently published article in *Science* (Anderson 1993). Among the recommendations included in the report: faculty should reemphasize teaching even if it means curtailing research activities; the faculty evaluation and reward system should be based on a balance of teaching and research; efforts should be intensified for universities to collaborate with other universities, industry, and government; and government-conducted research should be shifted to universities where research and education operate in tandem.

- ▶ Nicholas Maxwell (1992), a noted British philosopher, asks: What changes can be made in academe to more effectively harness knowledge resources as a means to address the world's problems? George Brown, member of the U.S. House of Representatives (D-CA), offers a practical response to Maxwell's question in an article published in *Science*: "If scientists are not willing to rigorously and fearlessly confront this question, then they cannot claim, and surely will not achieve, a stronger grip on federal purse strings..." (Brown 1992:201).
- ▶ The national media seem to be intensifying efforts to spotlight the undergraduate function at major universities. According to John Lombardi, president of the University of Florida, a "cottage industry of academic exposes has sprung up" with the "flight from teaching" at centerstage (Lombardi 1993:A40). These activities are probably related to concerns associated with the rising cost of undergraduate tuition which, as reported by Atwell (1992), rose at twice the rate of inflation in the 1980s, and the findings of the Schroeder Commission in its report, "College Education: Paying More and Getting Less" (House Select Committee 1992). For example, the National Broadcasting Corporation, as part of its *Dateline, NBC* program (March 1993), presented the case of the University of California at Berkeley. The profile: very large classes for undergraduate students, heavy reliance on the use of teaching assistants, and limited access to professorial advising. One of the underlying questions posed by the reporter was: Do universities and the faculty really care about undergraduates and their education?
- ▶ An increasing number of academic and government leaders are calling for integrating undergraduate education with service to society. L. Jay Oliva (1993:A24), president of New York University, calls it one of the most important components of a student's education: "We work to help students shape their minds, and to shape a professional career. But this is a third leg: How do you live in a community?" Frank Newman (1985:57), former president of the University of Rhode Island, describes it as part of the process of helping students to develop their personal ethos as they "...move from self-interest to larger-than-self-interest."

And U.S. President William Clinton announced his intention to fund a multimillion dollar national service program for students. In exchange for performing community service, students will earn credits to pay for college or job training. The program may be seen as an example of a "new covenant" movement, called "communitarianism"... that seeks to balance rights and responsibilities and to nourish the moral ties of family, neighborhood, workplace, and citizenship" (Galston 1992a:A52). In this paradigm, which emphasizes more participatory, "for the common good" policies and governance, important concepts are opportunity, responsibility, community, and reciprocal obligation (Galston 1992b). The national service program is especially relevant for higher education, according to Rutgers political scientist Benjamin Barber (quoted in Zook 1993:A29), because he believes that "...American educational institutions suffer from a corporal weakness of community that permeates campus life." Integrating the classroom with service, according to Barber, transforms "teaching liberty from a metaphor into a practical pedagogy."

- ▶ More and more concerns are expressed about the administration of higher education, especially about the number of persons who play nonacademic roles in universities. The U.S. Equal Opportunity Commission recently released the results of their study of full-time employment in 3,300 U.S. colleges and universities during the period 1989-90 through 1991-92. The data, reported in *The Chronicle of Higher Education* by Nicklin and Blumenstyk (1993:A43), show that the number of faculty increased by about 1 percent, the number of top-level administrators (e.g., vice presidents, deans, unit administrators) was virtually unchanged, and the number of clerical, skilled crafts, and service workers declined in the 2 percent range. During

the same period, however, the number of nonacademic, professional staff increased by nearly 5 percent despite "...the recession and concerns over 'administrative bloat'."

These are challenging times, to be sure! But, the landscape of the late 20th century offers tremendous promise and opportunities for institutions like Michigan State University. Greatness comes from confronting and mastering challenges, not from avoiding them or waiting for others to show the way. This greatness comes from exercising leadership—not only by positional leaders, but by the faculty. Otherwise, excellence will be an impossible dream rather than an achievable reality.

Recognizing this, the Office of the Provost at Michigan State University commissioned a variety of campuswide committees and task forces from the mid-1980s through early 1990s as part of its efforts to move the institution in desired directions. The purpose of this report is to communicate the results of one of these task forces, the Provost's Committee on University Outreach. How and in what ways can Michigan State make its knowledge resources more available and accessible to external audiences? Certainly this is one of the important questions to be answered by universities—especially publicly assisted institutions—in their quest for accountability.

On January 18, 1992, then-Provost David K. Scott gathered committee members, presented the committee charge, and discussed the charge with committee members. The committee charge is reprinted in Chapter 2. Observations and comments made to the committee by Dr. Scott and Dr. James C. Votruba, Vice Provost for University Outreach, are presented in Chapters 3 and 4, respectively.

Chapter 2

THE COMMITTEE CHARGE³

Our University's Covenant with Society

From its earliest beginnings, Michigan State University has maintained a special covenant with the larger society that created and sustains it. Flowing from this covenant has come the responsibility to ensure that the University's vast knowledge resources are put to optimum use in service to society. To fulfill this responsibility through the remainder of this century and well into the next, Michigan State has, in recent years, begun the process of forging a new university model for outreach, one that is fully integrated into the fabric of the institution at every level and that is flexible in its capacity to adapt to the knowledge needs of society as they emerge.

A vital and energetic university outreach mission is dependent upon the institution's capacity to adapt continually to the changing knowledge needs of society. This adaptation is particularly challenging today because society is undergoing rapid and fundamental transformation. Nearly 20 years ago, Michigan State's Lifelong Education Task Force described the dawning of a new era in which knowledge would grow exponentially and learning across the lifespan would become a necessity for nearly all as they pursue careers, raise families, and exercise their civic responsibilities. Today, that era is upon us and higher education is struggling with its implications.

In addition, society confronts a host of major challenges that require higher education's active and creative involvement. We are struggling with the advent of a global economy in which all economic sectors must be prepared to compete. We are experiencing the growth of an underclass characterized by high unemployment, crime, and a breakdown of the social fabric. We confront a crisis among our youth who struggle with substance abuse, teen pregnancy, academic failure, crime and delinquency, and the search for meaning in their lives. Environmental challenges threaten our capacity to pass on to future generations enough fresh air to breathe, clean water to drink, and safe food to eat. We live with a health care system that grows increasingly costly and inaccessible for large numbers of our population. As a nation, we are undergoing a fundamental cultural transformation as thousands of non-European immigrants bring a new vitality, diversity, and pluralism to our communities and forever change the nature of our educational, religious, governmental and business institutions.

The Outreach Tradition at Michigan State University

Michigan State University has a well-established history of extending knowledge in service to society. For over 75 years, the Cooperative Extension Service has drawn upon the University's

³ This charge was created by the Office of the Provost, Michigan State University, under the leadership of James C. Votruba, Vice Provost for University Outreach.

knowledge resources to support the educational needs of Michigan's 83 counties. The Continuing Education Service, later renamed Lifelong Education Programs, provided credit and noncredit instructional outreach across the state. International Studies and Programs has given university outreach an international dimension by providing applied research, technical assistance, and instructional programs to nations around the globe. Urban Affairs Programs has joined research and outreach in addressing the problems of our cities. The Institute for Public Policy and Social Research offers programs specially designed to support public policy makers at the state and local levels. The newly reformulated Institute for Children, Youth, and Families is bringing together scholars from across the campus to engage in research and outreach related to the challenges confronting our young people. In summary, outreach activities involving hundreds of faculty and staff are occurring throughout the University's 14 major academic units and its various centers and institutes.

Recent Outreach Planning at Michigan State University

Michigan State University has, in recent years, taken a variety of initiatives to strengthen its outreach mission by making it a more central and integrated dimension of the institution's overall academic mission. In the mid-1980s, the position of Assistant Provost for Lifelong Education was created and the University began the process of phasing out Lifelong Education Programs (LEP) as a separate administrative unit and integrating responsibility for addressing society's lifelong learning needs into each of the campus major academic and administrative units parallel with graduate and undergraduate education.

At the same time, lifelong education became one of five major university planning platforms (along with CRUE, CORRAGE, MSU IDEA, and AMPS⁴). Known as PLUS (Planning the Lifelong University System), this platform was intended to strengthen adult access to MSU's instructional programs, increase the University's capacity to respond to lifelong learning needs as they emerge, and build a statewide network of regional exchanges that would engage in both needs assessment and program delivery. In 1988, the W.K. Kellogg Foundation awarded MSU \$10.2 million to support this lifelong education agenda.

In 1989, a committee chaired by Dr. John Cantlon, Vice President for Research and Graduate Studies, completed a comprehensive study of the Michigan Cooperative Extension Service. Recommendations included broadening the MCES mission in order to better serve clientele needs, integrating the MCES more fully with the rest of the campus, and strengthening links between the MCES and the University's faculty. The Cantlon committee further underscored the need for MSU to strengthen its overall outreach mission.

Soon after the Cantlon committee issued its findings, the Council on the Review of Research and Graduate Education (CORRAGE) began its deliberations. While the primary focus of CORRAGE was on strengthening the research and graduate education mission of the campus, the council also reaffirmed the importance of the knowledge extension process:

⁴ CRUE—Council on the Review of Undergraduate Education; CORRAGE—Council on the Review of Research and Graduate Education; MSU IDEA—Michigan State University—Institutional Diversity, Excellence in Action; and AMPS—Administrative Management Program Support.

Michigan State University must ensure that knowledge, once discovered through research, is transmitted in a variety of ways to a variety of audiences. In short, MSU has the responsibility to combine the highest quality research with the highest quality teaching and application of knowledge for the purpose of human enlightenment and enablement.... MSU's distinctiveness among other public institutions in Michigan lies in its combination of basic and applied research and outreach programs functioning as a dynamic and interactive system.

In January 1991, when it created the position of Vice Provost for University Outreach to replace that of Assistant Provost for Lifelong Education, MSU indicated that it was taking a broadened conceptual approach to the University's knowledge extension activities. From lifelong education, with its emphasis on making campus instructional programs available at times and in locations convenient to adults, MSU moved to defining university outreach as the process of extending the research, teaching, and professional expertise of the university and its faculty in order to respond to the problems faced by individuals, groups, and the larger society.

Given this definition, university outreach may take a variety of forms. It sometimes involves applied research and technical assistance designed to help clients, individually and collectively, to better understand the nature of a problem that they confront. It often involves demonstration projects designed to introduce clients to new techniques and practices. Frequently it involves the extension of the campus instructional capacity through credit and noncredit courses to meet the needs of adult students. University outreach also includes policy analysis designed to help shape and inform the public policy process.

Committee Objectives

What began in the mid-1980s as a focus on lifelong education (PLUS) has evolved into a far broader and more complex outreach agenda. While much has been done in recent years to advance this agenda, it is clear that much more needs to be accomplished. Accordingly, it is now time to assess our progress thus far and to chart a strategic course for the future, one that results in the further strengthening and integration of MSU's outreach mission.

The Committee on University Outreach is convened to accomplish two primary objectives:

1. Review the university's progress to date in strengthening and expanding its outreach efforts
2. Recommend strategies for further consolidating, strengthening, and integrating the extension of knowledge in service to society as a fundamental element in the university's academic mission

To accomplish this charge, it will be important to address the following strategic questions in addition to others that may be identified. The committee should also ensure that its work is placed within the context of the other university planning platforms (CRUE, CORRAGE, MSU IDEA).

Strategic Questions Posed to the Committee

The committee's work will focus on 10 strategic areas of attention:

Institutional mission

Like most universities, MSU describes its mission as involving research, teaching, and service. Often, each element of this triad is treated as a conceptually distinct form of professional activity that takes place apart from the others.

How might our mission be reformulated to more accurately reflect the interaction and interdependence of its various dimensions?

How should university outreach be defined with reference to our academic responsibility to discover, transmit, preserve, and apply knowledge?

How well understood is MSU's outreach mission across the campus?

What steps can be taken to increase outreach visibility and understanding both internally and externally?

Institutional access

Throughout its history, Michigan State University has been committed to providing expanded access to postsecondary education for Michigan residents. Indeed, we often refer to ourselves as the "people's university." This commitment to access has generally been expressed through the enrollment of large numbers of undergraduate students on the East Lansing campus.

What does this concept of access mean in a society that requires people to continue learning throughout their lives?

To whom should MSU be accessible? What form should access take?

If access is viewed as both an individual and a societal benefit, how should the costs associated with access be apportioned?

Outreach planning

Michigan State University's outreach strategy must be built on the assumption that we cannot be all things to all people. The University and its various academic units should define outreach initiatives according to the needs of society, the capacity of the university, and the unique role that MSU can play with reference to other postsecondary institutions.

How is this planning best achieved?

Who should be involved?

Cross-disciplinary strategies

In order to adequately address many of the complex issues confronting society, Michigan State University must strengthen its capacity to organize knowledge around problems as well as around subject matters and disciplines. MSU has a long tradition of cross-disciplinary faculty activity.

What steps should be taken to enhance and facilitate cross-disciplinary outreach efforts that address societal problems from a more comprehensive perspective?

What organizational forms (e.g., centers, departments, programs, etc.) are most effective in encouraging cross-disciplinary approaches?

Faculty incentives and rewards

A strong and highly integrated university outreach mission requires a faculty incentive and reward system that encourages outreach participation and acknowledges excellence. Currently, Michigan State does not have such a system.

What steps can and should be taken to integrate university outreach into the faculty reward system at the departmental, college, and campus level with particular reference to salary, promotion, and tenure decisions?

What should be the criteria used to evaluate faculty outreach activities?

How should paid consulting and other forms of compensated outreach activity be treated in the faculty reward system?

If the goal is a strong and fully integrated outreach mission, what are the implications for graduate student preparation, as well as for faculty recruitment, orientation, socialization, and development across a professional lifespan?

Unit incentives and accountability

A strong and energetic university outreach mission requires not only a system of incentives that encourages faculty participation but also a parallel set of incentives for departments and colleges.

What steps should be taken to enhance unit commitment to outreach involvement?

How should unit performance in outreach be evaluated? By whom? With what consequences?

How do the various "economies" within the university (e.g. SCH, faculty time/workload, research release time, etc.) work to support or hinder unit involvement in outreach?

Outreach evaluation

Michigan State should strive to achieve excellence in every dimension of its academic mission. Since the extension of knowledge in service to society is an important element of our mission, a process must be established for assessing both the quantity and quality of our outreach efforts.

What type of management information system should be developed to measure the quantity of our various outreach activities?

What steps should the university take to ensure that outreach efforts meet appropriate quality standards?

Financial support

If Michigan State University's outreach efforts are to address the most important issues confronting society, it will require greater financial support than is currently available.

From where should these resources come?

From what constituencies will advocates for use of scarce resources to support MSU's outreach efforts come?

What strategies should be employed to secure them?

How are nonrecurring funds best used to stimulate an ongoing institutional commitment to outreach?

Statewide networks

MSU currently has a variety of off-campus networks designed to support the university outreach process. Cooperative Extension has offices in 82 of Michigan's 83 counties. The Agricultural Experiment Station has 13 statewide locations. Six MSU Regional Exchanges cover the state and engage in needs assessment, program development, and administrative support related to university outreach activities. In addition, Urban Affairs Programs, College of Business, College of Education, and Human Health Programs have community-based sites that conduct outreach efforts.

Could university outreach achieve greater efficiency or effectiveness through enhanced collaboration among these networks?

How can these networks be strengthened through the use of telecommunications and information technology?

Should MSU build new partnerships with other postsecondary institutions, or other agencies and organizations in order to build a more collaborative and systemic approach to addressing societal needs?

University governance, policies, procedures, and administrative support systems

A strong and fully integrated outreach mission must be supported by the university governance system and by the policies and procedures that influence the knowledge extension process.

How should university outreach be integrated into the campus governance system?

At the operational level, what institutional policies and procedures enhance/inhibit university outreach?

How effectively have the university's administrative and student support systems taken responsibility for providing support services for university outreach?

The Committee Challenge

Michigan State University is committed to extending its research, teaching, and professional expertise for the benefit of individuals, groups, and the larger society. The task of the Committee on University Outreach is to assess our progress and give shape to this commitment through broad consultation and bold assessments and recommendations. Creative and challenging strategies will be necessary if the university is to pursue an ambitious outreach vision. However, recommendations must also be framed in the full knowledge of the institutional realities and constraints within which we must work. Therein lies the challenge.

Chapter 3

OBSERVATIONS ABOUT THE CHARGE FROM THE PROVOST

*David K. Scott, (former) Provost
Michigan State University⁵*

Learning to Dance Better

I often say that the best way to plan was well described by Prince George, the Duke of Cambridge. He said something along the lines that there will be great changes in his time, great changes indeed. But he believed that every change took place at the right time, and the right time is when you cannot help it. Prince George, as you know, came from a line of British conservatives whose plan and practice was to pause, postpone, procrastinate, and usually end by leaving things alone.

I do not think that this committee is going to leave things alone, or that our University is going to leave things alone when it comes to looking at how we approach outreach in the future. But, in a sense, it is almost at a point where we cannot help but do it.

I like one of the headings of the agenda materials for today's meeting which refers to the committee's work needing to be vision-driven. I think that is a good phrase for all of us to keep thinking about—vision-driven as opposed to issue-driven as opposed to constituent-driven. Those are important dimensions, too, but increasingly one needs to think about being vision-driven. So that is what I hope that we will do. The work of this committee is going to be a key part of synthesizing the vision form that all of our planning for the direction the university takes in the future.

There is a somewhat more enlightened description of change than Prince George's in a book by Rosabeth Kanter, *When Giants Learn to Dance*. Maybe that is what MSU is, a dancing giant. But we have to learn to dance better. We probably have to learn new steps and we have to choose new partners.

Transformations in American Higher Education

My own feeling is that great changes are due and are taking place in the world, in society, and in universities at this time. A very common word that is around these days to describe what is happening in the world and in organizations is "transformation." The whole world is undergoing transformation and universities are undergoing or probably are about to undergo a major transformation.

⁵ This text was transcribed from a taped version of remarks made to the Provost's Committee on University Outreach, Michigan State University, by Dr. Scott on January 18, 1992. Dr. Scott currently serves as Chancellor, University of Massachusetts at Amherst.

There have been several transformations in the past. When one hears people saying that we should return to some kind of golden age or golden era of universities, I always think to myself, which one are they talking about? Because if you look from the founding of Harvard in 1636 up to today, there have been different periods and eras describing universities in this country, so there is no single age to which we could return. In fact, one could probably identify three or four major transformations that have taken place.

The first one would be identified with the period from 1650 to 1850, with the foundation of universities like Harvard that had a kind of liberal arts focus and a very small, elite population. At that time, knowledge was pretty much viewed as teaching, so to serve was to take teaching out into a much broader spectrum of society than before.

About 1850, a major transformation took place in education, and Michigan State was very much part of that transformation with the creation of the land-grant universities (1862) and a new concept in education of using knowledge in service of society. In those years, there was not really great understanding of how research could be used in service to society.

By about 1880, another transformation was taking place in universities in this country, with the introduction of the research model borrowed from Germany and other places. It is kind of paradoxical that today we often speak about the tension or battle between the land-grant mission of the university and the research mission of the university. The fact is, at least in my view, it was very fortunate that a research model was introduced shortly after the creation of the land-grant universities. It was the research dimension that really allowed land-grant universities to develop into something that is very valuable in terms of taking knowledge to people in a much broader way than was conceptualized in 1862.

Other transformations have taken place in this century, notably during the period from 1945 until 1990, which one could identify as a period when the major research dimensions of our university were built. I am not sure that, prior to 1940, there was actually a great deal of research at MSU, except in some areas connected with science and agriculture. The period from 1945 until the 1980s was also a period when, across this university and others, a transformation took place among the student body. MSU expanded in an explosive way after 1945, leading to a new type of dissonance; at the same time that the university was trying to develop and build up a scholarly research faculty, it was also recruiting a student body that needed much greater attention, nurturing, and support than earlier student bodies. The aftermath of that difficulty is still with us today, and certainly prepares us well for the future when our student body will also be changing and probably will also be needing great support and nurturing. At the same time, society is once again putting lots of other demands on the university. So transformations are always going to be associated with a great deal of stress.

From University to Multiversity to Transversity

One can talk about these transformations and changes in another way. The first great period of American universities was one in which the emphasis was on the unique, the unified, and the uniform. I think there was a uniformity in universities by the very concept of the universities bringing all knowledge together and making knowledge all one. One could also say that the universities were also generally uniform in terms of the people that they had. Neither of these ideas seems to be all that practical at the moment.

By the middle of this century, Clark Kerr used the word "multiversity," as opposed to university, to describe what we had by the 1950s and the 1960s. The multiversity was multidimensional rather than unidimensional. It was multidimensional in terms of how it was organizing knowledge and in terms of its people. As Clark Kerr described it, the universities were out of sync with the issues, with problems, and with the needs of society. Therefore, a whole transformation took place and units were developed around the basic structures of the university and the departments, which had become very strong as the result of the implications of the German model, but were out of step with what was needed.

So, we created new structures around the departments. We saw a proliferation of centers, institutes, and bureaus. Today, at Michigan State University, we have the same number of centers, institutes, and bureaus as we have departments. We have about 100 of each (i.e., departments/schools and centers/institutes/bureaus). We still have departments of zoology, botany and plant pathology, and entomology, and so on, and one could really ask: Should knowledge be organized that way today? It is very hard to change it, and yet clearly the structure did not lend itself to dealing with what it was doing, so we created 100 new types of units.

One could describe Kerr's multiversity not as a city of intellect on a hill but as urban sprawl. As I think about what the future of the university has to be, I have tried to come up with a single word that conveys a concept that takes us logically from universities through multiversities. I believe that in the next transformation, there is a "transversity." Transversity may not be a word, (but neither is multiversity) but it is a good description.

Actually, Clark Kerr did not invent the term multiversity. The concept came from James, who introduced the word "multiverse" as opposed to universe. In fact, I think that if I were writing a paper on this subject, I would title it, *Of Universities, Diversities, Multiversities, and Transversities*. The transversity would be the university that goes beyond where we are. A transversity would have to begin to connect things that are currently proliferated and disconnected. We have to begin to reconnect around some kind of design as to what kind of issues the university has to address. This will not be easy, but it is going to be one of the tasks that confronts this committee.

The Challenge of Transforming the Academy

Transformation and change at universities have never been easy. Each transformation has been fought tooth and nail by the universities. When land-grant universities were introduced, the universities and the academics of the day resisted the idea fiercely. It was absurd to think that one was really going to try and take knowledge out to society! This was a silly concept, many thought, and it was so silly that the federal government had to create a new university around the rigid structures that could not deal with what was needed.

It is not at all impossible that society may do that again, if we are not able to transform and deal with what has to be done. If universities are going to continue to live their old ways and have to spend in their old ways, we will find another way of addressing the issue and will it around the current structures. And, no doubt, in 50 or 70 years, we will have academies that are quite comfortable with whatever that new concept is, and they will be taking credit for it! They will do it much in the same way that many others took credit for the land-grant movement and said what a wonderful thing it was.

I am pretty sure that the GI Bill was viewed by most academics as a very bad thing. Why? It made it possible for universities to be opened up to hordes of people who did not have the proper mindset or values. Perhaps many of us in the 1950s and 1960s saw the growth in the community college movement as a bad idea, too. But now many of us are likely to view it as a good thing and, in fact, we'll probably lean on community colleges even more in the future.

So you need unidimensional, multidimensional, and transformational. And what we say about the organization of knowledge is really true about any dimension of the university. The same thing happened with people. The early universities were uniform in terms of their populations of students and faculty. The multiversity began to draw on a much less uniform population of students with the GI Bill. But opening up of the universities was really done in the same kind of disconnected way. It is fragmented to this day, and some days I think it is beginning to fragment even more. But there will be a transformation that will begin to reconnect the disconnectedness among different groups of people.

Transformation and the University Outreach Committee

All that has happened was not good, but it was probably all necessary in order for us to get where we have to go in terms of the transversity. We do not start from zero. We have a history at MSU, and you will be reading about it. But we also have a more recent history. As you know, we have gone through lots of planning platforms at MSU in the last few years and many of these, while they do not deal directly with university outreach, do talk about outreach.

So the kind of transformation and synthesis that I have been talking about involve some very well-discussed MSU ideas. But it is important for you to know that this committee is neither just another committee nor something totally new. As a matter of fact, I really see the work of this committee as a gateway toward bringing everything together and going into the future with what we design as the new university. It is a kind of capstone in a way, but it is also a gateway to synthesize everything and to create the design for a university.

Throughout the university as a whole, we can see a great misunderstanding of outreach and how it fits into the scholarly activities of the university. A very important aspect of this committee's work is determining the agenda of what the future of the university should be.

Many analyses as to what is wrong with the university claim that universities are not responsive to undergraduate education or outreach and take the view that somehow we are exclusively latched on to research and are ignoring these other dimensions. These are foolish discussions because such analyses are generally written by people who are not in academe at all. They are often written by journalists. Even the book by Ernest Boyer, which has many good things in it, does not necessarily reflect a good understanding of the kind of stresses and strains that are on faculty and staff in a university today. Alan Bloom, although he is actually in a university, has a concept of transformation back to the golden age of the university that will not work at all. It is not a very useful concept and, in general, will not work for the future.

Even though many of these writings are not useful, they do have some elements of truth in them and I think that we in academe are kind of bewildered, in disarray, and we allow these things to go forward and gather momentum in legislatures and with boards of trustees. But such analyses of a complex problem are simplistic and if we do not manage to get hold of the agenda and begin

to redesign the university in different ways, it will be done for us and it will be done in incredibly simplistic ways.

Among the most important redesign issues involves how to make the university more responsive to society. Outreach is a very important dimension of that. But in order to prevent it from becoming a zero-sum game, there have to be ways of bringing together the activities that we do in outreach with the other activities that we engage in as scholars. There cannot be so much separation of the two. We have to begin to reconnect this sprawl and begin to optimize the university.

So we must get hold of the agenda, and you are going to help us do that. The committee touches on the issues I have been talking about, and it touches on how these activities are measured, how the quality of them is measured, and how one rewards faculty for doing them. In reality, what you are being asked to do involves cultural transformation of the academy.

Final Observations

Once again, I want to thank you for your willingness to engage in this difficult task. I like the way that it is being approached, beginning with a pretty intensive period of work on a scholarly dimensions that tries to set a base from which to diverge. I think that is the way to do it because then the divergences will be legitimate divergences that are built on a knowledge base, as opposed to polarizations from people coming in with predetermined views.

As I say, your work really will be very helpful in creating a vision of the university, which in fact we will be doing in parallel. We are not going to wait until you are finished, but we shall be listening very carefully to what is going on. We shall be folding your work into our synthesis of all the prior platforms to create a design for the university of the future.

Chapter 4

OBSERVATIONS ABOUT THE CHARGE FROM THE VICE PROVOST FOR UNIVERSITY OUTREACH

*James C. Votruba
Vice Provost for University Outreach
Michigan State University⁶*

The Role of the University in Society

In the most fundamental sense, I think the challenge of this committee is to bring into clearer focus the role of the university in society. Sometimes I think we, as scholars, view the university as if it exists in a hermetically sealed environment. In fact, we are an institution that plays a variety of social roles. In large measure, many of the questions that are being raised as part of your charge have to do with the role of the university in society, as well as the multiple uses of knowledge.

Universities ought to be places where knowledge is valued as an end in itself. We have many faculty on our campus who look at knowledge as an end product. But there is another dimension of the university that looks at knowledge as instrumental to other social ends. People involved in the extension and application of knowledge spend a good bit of time, as I do, thinking about the uses of knowledge and, in a sense, that is the large question that you are being asked to address in this committee. You are looking at knowledge in its instrumental form.

The Michigan State Legacy

If we look at the history of American public universities, we see—in our society probably more than any other—a history and tradition of university engagement in issues related to society. Indeed, if you look at the history of Michigan State University, both in terms of Michigan and the world, you see an involvement in knowledge extension and application to address the larger social arena. In fact, many scholars of higher education argue that one of the reasons that American higher education has received such strong public support over its history is because it has been connected with broader societal issues and agenda.

In this sense, universities have become instrumentalities for larger social agendas. One need only look at the kind of involvement that Michigan State has had in International Studies and Programs, Cooperative Extension Service, and the former Continuing Education Service to see our long-term

⁶ This text was transcribed from a taped version of remarks made to the Provost's Committee on University Outreach, Michigan State University, by Dr. Votruba on January 18, 1992.

commitment to outreach. Isn't it appropriate that we are meeting today in the very first Kellogg Center for Continuing Education that was funded by the W.K. Kellogg Foundation in 1952? More recently, we have seen the development of the Institute for Public Policy and Social Research (in the College of Social Science), the work of the Native American Institute (Urban Affairs Programs), the Partnership for New Education (College of Education), the Institute for Children, Youth, and Family (coordinated by the College of Human Ecology), and the technology transfer work in our College of Engineering. As I look across campus, I see hundreds of faculty members involved in literally hundreds of projects that involve the extension and application of knowledge. All in response—and that is the key, all in response—to societal needs.

The Wharton Task Force on Lifelong Education and Its Implications for University Outreach

Some 20 years ago when I was a doctoral student at Michigan State, President Wharton's lifelong education task force described the dawning of a new era characterized by two important forces. One was the transformation of learning from something that occurred early in life to something that is a lifelong necessity for just about everyone as they pursue their responsibilities as an employer, employee, parent, and citizen. This transformation has brought about fundamental changes in the way that universities now conduct the knowledge transmission (teaching) process.

The second force described in that report was the growing complexity of issues confronting our society as we approach the 21st century. For example, I recently spent a day in Flint talking with a variety of people about the formidable challenges confronting children in that community. At the end of the day, I felt almost overwhelmed. What is the appropriate role for Michigan State? We are not a social service agency, we are—above all else—a knowledge agency. So the question of MSU's involvement in serving youth in Flint must focus on finding appropriate uses for knowledge in addressing youth issues and problems.

One can move very quickly to other major challenges confronting Michigan and, indeed, the nation. Global competitiveness: How do we support communities and states to revitalize, to diversify, and to "globalize" their economies? Again, the question is: What is the proper role of a university vis-à-vis other social institutions?

Another challenge is environmental quality—water quality, solid and hazardous waste, etc. Again, what is the proper role of the university?

Still another issue that comes up in nearly every community I visit has to do with health and health care. Accessibility to health care, and the array of complex health issues, are terrifically important to Michigan's future. What is the proper role of a university?

I cannot overemphasize the fact that society is demanding that universities engage these issues. How we engage them is the critical dilemma, not whether we engage them.

The Metamorphosis of Outreach Philosophy and Structure at Michigan State University

On many university campuses, the extension and application of knowledge is being administered in separate units. If one looks at instructional outreach or education-across-the-lifespan, one finds—as one would have found at Michigan State until six years ago—a separate office variously called "continuing education" or "public service" or "extension" or "outreach" or "lifelong education." In 1986, MSU made the decision to eliminate its separate lifelong education administrative unit located in the Kellogg Center. The gameplan involved weaving lifelong education into the fabric of the institution—at the college and department level—in the same ways that we do with undergraduate and graduate education. The commitment at Michigan State to fully integrate the extension and application of knowledge across the university is as ambitious—perhaps more so—than one will find anywhere in the nation.

In 1988, the W.K. Kellogg Foundation awarded Michigan State what was, at the time, the largest grant ever given to a university—\$10.2 million—to help stimulate that integrative process. MSU took another important leap in 1989. Up until that point, lifelong education on most university campuses was primarily conceived in terms of instructional outreach, that is, credit and noncredit programs for adults. Certainly, one of the important questions is: How do you make credit and noncredit instruction more accessible to a broader range of people across the lifespan? But it is important to remember that we are also a research university. So, beginning in 1989, we began to intensively pose the question: How does one extend the research capacity of the university for the purpose of societal problem solving?

The first year that I was here, I spent more than half of my time visiting communities, talking about challenges that confront those communities, and asking what role the university should play. What I heard in the initial stages in most of those conversations was that people would like access to more of our instructional programs. But, as we got deeper into the conversation, people began to focus, not on the instructional capabilities of Michigan State, but on the problem-solving capabilities of our institution. In one community, people said to me: "We've got a stagnant economy that needs revitalizing. Can the university help us better understand our problem?"

With the broader emphasis on knowledge extension and application, which can take a variety of forms, MSU has moved from the concept of lifelong education—one that primarily embraced instructional outreach—to a concept of university outreach that includes a range of knowledge-extension and knowledge-application activities.

The Challenges Facing this Committee

Where are the outreach models?

Over the past six years, this university has been pursuing an extremely ambitious agenda. Now, it is time for this committee to look at how far we have come, and where we need to go. One of the frustrations you may encounter over the next year is the lack of models. It is not possible to say that we should be like Stanford or Berkeley or Michigan or Illinois because, in fact, the approach that we have taken in terms of concept and application has not been tried elsewhere before. Consequently, one finds a great deal of interest around the country about whether Michigan State is going to be successful in its approach.

Outreach as part of MSU's academic mission

Your challenge, as we begin working together, is to make sure that you continually embed your discussions of outreach within the broader context of the university's academic mission. Please don't allow yourselves to disengage your discussion from the research and instructional functions that this university plays. In fact, you may decide to generate a new language that describes Michigan State's mission. You may decide that teaching/research/service is not the most appropriate way of conceptualizing our mission because it carries too much baggage and treats each function as separate and conceptually distinct activities.

The mutually reinforcing contributions of outreach and research

It also seems to me that, to a very great extent, the future of our university—as we move into the transformational mode that David Scott discussed—has to do with two very important traditions at Michigan State. One goes back to the Morrill Act of 1862; that is, of course, the land-grant tradition. The second is more recent, but every bit as compelling; that is the AAU (Association of American Universities) tradition. I would say to you, just parenthetically, that to my knowledge Michigan State is the only AAU and land-grant university that makes a special point to describe itself explicitly as AAU and land-grant.

That distinction should not become a constraint, though. In my opinion, the focus on AAU and land-grant often lead to a false dichotomy when we consider our academic mission. It is too easy to become polarized over AAU and land-grant as though it were a tug-of-war. Sometimes people describe themselves as representing either the land-grant or AAU "side of the house." Land-grant, in this case, is supposed to mean extension or outreach, and AAU is supposed to mean research. Well, in fact, land-grant universities were intended to be strong research universities, and there is no reason why AAU universities—universities that emphasize research—should not also be interested, and involved with, the extension and application of knowledge.

My hope, and this is an ambitious hope, is that part of your work will result in a new language that synthesizes these two traditions and takes us to a higher level. I say that because the polarization of AAU/land-grant does not serve us well. It quickly leads to a zero-sum game that, if you are involved in outreach, somehow diminishes the importance of research.

I often say to the people with whom I work that you cannot possibly extend and apply what you do not know first. Those who are heavily involved in outreach at times will say that they are really working on problems when all that some faculty members do is think about them. My response to that is: How do you know what to do? You have to have insight into problems before you can act on them, and it is the intersection of scholarship with action that defines university outreach.

Basing strategic recommendations on a strong intellectual foundation

Finally, I hope that in a year you have established a strong intellectual foundation that places the extension and application of knowledge within the broader context of the university. Flowing from that intellectual foundation should be a set of strategic priorities—ones that we can implement.

I challenge you to think boldly. Do not let yourself be captured by either history or conventional ways of thinking about issues. And also think creatively. The issues that you will be confronting are complex issues, and we need your insights.

**Part Three:
The Context for
University Outreach
at Michigan State
University**

Outreach as a term of reference is a relatively new concept nationally, and has been at use at Michigan State since 1990. The areas of interest bounded by what is now categorized as outreach at MSU have historically included continuing education, lifelong education, and extension.

Before recommending ways for improving outreach at Michigan State, it is important to establish the MSU context. The subject of Michigan State's outreach history is the focus of Chapter 5. The committee labels the chapter a "selective history" because fully describing our institution's history in continuing education, lifelong education, and extension—what is now called outreach—would be a massive undertaking. The purpose here is to provide an historical overview, and then to give attention to those eras and events that have special relevance for the committee's charge.

**Chapter 5
A SELECTIVE HISTORY OF OUTREACH
AT MICHIGAN STATE UNIVERSITY⁷**

The purpose of this chapter is to describe the history of university outreach at Michigan State University. In the first part of the chapter, a chronology of key events (and persons) in university outreach at MSU is presented. The timeframe is broad in scope and covers the period 1882-1992. Specific periods and key events in MSU's outreach tradition are covered in the sections that follow the chronological overview. Attention is given to the Hannah years (1935-69), President Wharton's Task Force on Lifelong Education (1972-73), and the transition to a unified theme and label—outreach—with the goal of integrating of outreach at the unit level (1985-present).

⁷ Chapter written by Frank A. Fear

**1892-1992:
Highlights of the Past One Hundred Years
in the History of Continuing/Lifelong Education
at Michigan State University⁸**

The Late 19th Century

- 1892** Michigan Agricultural College (MAC) experiments with off-campus courses and independent study courses (similar to the modern correspondence course).
- 1894** On-campus agricultural short-courses are instituted.

1900-1929

- 1908** Pres. Theodore Roosevelt calls for a new thrust in Extension programming in 1907—to carry educational activities into the community. MAC appoints its first county extension agent in 1908, six years before the passage of the Smith-Lever Act, which established the Cooperative Extension Service nationally,
- 1926** MAC President Kenyon L. Butterfield establishes the Continuing Education Service, with John D. Willard as director, to administer off-campus instruction, including cooperative extension in agriculture and home economics, as well as extension work in engineering, industry, sciences, and the liberal arts. The director of the Cooperative Extension Service reported to the new director of the Continuing Education Service.
- 1928** President Butterfield and Director Willard resign, and the Continuing Education Service is discontinued.

1930-1949

- 1930s-early 40s** Many agricultural programs were continued through the Cooperative Extension Service during the 1930s and early 1940s, some delivered by WKAR radio (founded in 1922). Non-agricultural audiences, especially rural ministers, were also served during this period through extension lectures under the Short Course program directed by Dr. Orion Ulrey, a professor of economics.
- 1944** The Michigan legislature appropriates \$200,000 to state institutions to initiate an experimental program in adult education. MAC is allocated \$15,000 from this fund. The MAC Committee on Adult Education recommends two new positions: a local area coordinator and a worker's education specialist position to carry out the experimental programs. The administration evolves within the Cooperative Extension Service, and the worker's education specialist becomes Assistant Director of Extension in charge of adult education.
- 1948** MAC President John A. Hannah negotiates a major grant from the W.K. Kellogg Foundation to build a continuing education center. He also

⁸ This table was initially prepared for the committee by Dr. Mary Jim Josephs, Assistant Vice Provost for University Outreach, Michigan State University.

reestablishes the Continuing Education Service and names Carl W. Horn as director. The new director reports to Clinton Ballard, the Extension director.

- 1949 Responsibility for the Continuing Education Service is shifted to the Dean of University Services.

The 1950s

- 1950 The Continuing Education Service is reassigned to report directly to the President's Office, and Dr. Edgar L. Harden (later to become MSU president) is appointed director.

- 1951 The Kellogg Center for Continuing Education opens on campus.

- 1953 Dr. Harden's title is changed from director to dean.

- 1954 Three regional centers are established as part of the Continuing Education Service (this number expands to seven by 1976).

- 1955 The position of Vice President for Off-Campus Education and Director of Continuing Education is established. M.B. Varner is appointed as vice president. This office is given responsibility for all off-campus educational activities, including the Extension Service.

- 1959 MSU Board of Trustees votes to combine the positions of Vice President for Academic Affairs and the Vice Provost for Off-Campus Education into a new position, Provost. Vice President Varner becomes Chancellor of Oakland University, and Dr. Howard R. Neville is appointed the newly recreated position of Director, Continuing Education Service.

1960-1975

- 1964 Dr. Armand L. Hunter replaces Dr. Neville (who becomes MSU provost) as director.

- 1972-73 MSU President Clifford R. Wharton commissions a universitywide task force on lifelong education, naming Dr. William R. Wilkie as chair. The final report is submitted to President Wharton in March 1973.

- 1975 Continuing Education Service becomes Lifelong Education Programs (LEP), and the director is given dean-level status. Dr. Hunter serves as acting dean until 1978, when he is named dean.

1976-1984

- 1979 Dr. Raymond D. Vlasin, professor and chairperson of MSU's Department of Resource Development, replaces Dr. Hunter (who retires from university service) as LEP dean.

- 1983 An internal reorganization of LEP takes place. An Acting Associate Dean (Kenneth VerBurg) and four Acting Division Directors are appointed.

- 1984 Dr. Vlasin returns to professorial roles in Resource Development, and is replaced by Dr. Judith L. Lanier, Dean, MSU College of Education. She is appointed Acting Dean, LEP.

1985-1988

- 1985 Acting Dean Lanier circulates a proposed plan for reorganizing LEP. The goal is to more fully integrate the programs and activities of LEP into MSU's academic mission. Acting Dean Lanier spearheads a major lifelong education grant proposal to the W.K. Kellogg Foundation.
- 1986 The MSU Board of Trustees approves, in principle, Acting Dean Lanier's reorganization plan.
- 1987 The Board of Trustees establishes the new position of Assistant Provost for Lifelong Education. This change is included in Acting Dean Lanier's reorganization plan.
- 1988 The grant proposal is submitted to the W.K. Kellogg Foundation, and the Foundation funds the proposal at the level of \$10.2 million.

1989-1992

- 1989 Dr. James C. Votruba, acting provost, State University of New York at Binghamton, is appointed Assistant Provost for Lifelong Education. Dr. Votruba, a MSU alumnus, served on President Wharton's 1972-73 lifelong education task force as a graduate student representative.
- 1990 A lifelong educational regional exchange system is established with offices in six field sites across Michigan. Two offices (Traverse City and Marquette) are jointly administered with the Cooperative Extension Service. The joint administration is conducted as an experiment.
- 1991 Dr. Votruba's responsibilities are expanded to include oversight of the Cooperative Extension Service (jointly with the Vice Provost and Dean, College of Agriculture and Natural Resources). Dr. Votruba's position is retitled as Vice Provost for University Outreach.
- 1992 The University Outreach regional exchanges and Cooperative Extension Service regional offices merge, and CES is given lead administrative responsibility.
- Cooperative Extension Service changes its logo to Michigan State University Extension.
- Provost David K. Scott charges the Provost's Committee on University Outreach.

**1935-1969:
President Hannah's Perspective
on Continuing Education and Cooperative Extension**

It is literally impossible to discuss any major topic associated with Michigan State University without considering the important role played by former President John Hannah, who served as MSU's chief executive during its growth years. His contributions to the University are described in Paul Dressel's 1987 book, *College to University: The Hannah Years at Michigan State University, 1935-1969*.

Hannah, like many of his presidential peers at the time, preferred an integrated approach to university functions. To him, teaching, research, and service were interrelated parts of a complex whole:

...on-campus instruction, off-campus instruction, and applied research could not be separate functions. They were, instead, different facets of the [professors'] activities... but their integrated development—to serve society—remained the heart and soul of the land-grant enterprise as seen by many land-grant supporters—including John Hannah (Dressel 1987:204).

Throughout his career at Michigan State, Hannah would struggle to embed this philosophy. Some would argue that he never succeeded and that the struggle continues to this day.

When Hannah's predecessor, Kenyon Butterfield, established continuing education at Michigan Agricultural College (MAC) in 1924, the goal was to integrate that function throughout campus. Dressel (1987:221) claims that Hannah was committed to a unified program of Continuing Education and Cooperative Extension. He also believed in an expanded focus for Cooperative Extension. Dressel writes:

...Hannah challenged Michigan State to develop and carry out an all-inclusive extension program adding cultural, economics, and social aspects to the then almost sole emphasis on agriculture and home economics. He aspired to make available to all residents the kind of information and services then limited to particular groups (1987:216).

But achieving world-class status for Michigan State and retaining its standing as a "people's university" seemed, at times, to be incompatible goals. Following the Second World War, the role and power of the disciplinary departments grew at Michigan State. These were the units that selected and rewarded faculty. And, as Dressel (1987:215) points out, "...the prestige of practical research and extension assignments diminished," and continuing education and extension activities were not viewed as fundamental to the academic enterprise in many departments.

Given this thrust, it is not surprising that—in 1952—a Michigan State College (MSC) Committee on College Extension Organization and Policy promulgated a set of principles that meshed with the traditionally held values:

- ▶ There should be only one unified extension service.
- ▶ The expansion of this service to include the cultural arts, social sciences, and professions was essential, and would require more subject-matter specialists.
- ▶ The expansion of this service should be carried into urban areas but without sacrificing existing values and programs.

(Dressel 1987:222)

Despite the clarity of these recommendations, implementations proved difficult. These were the expansion years at Michigan State. Many issues required attention and, in spite of Hannah's personal commitment to the committee's recommendations, two patterns became reified. First, the public service programs of Continuing Education and Cooperative Extension developed along independent tracks. And, second, the disciplinary departments (except, notably, in agriculture and home economics) showed less and less interest in extension and/or applied research unless additional unit funds were made available or faculty had opportunities for overload pay.

Hannah never changed his values-based approach. As Dressel (1987:403, 404) writes, Hannah always believed that a state-assisted institution should serve the people, that departments and colleges should develop and implement plans that are consistent with the institution's mission, and that unit evaluations should be conducted to ensure that performance is consistent with the mission. But increasing department and college autonomy ran counter to Hannah's philosophy of what MSU could and should become. Dressel offers:

So long as Hannah personally participated in selecting department chairs and senior faculty, every faculty member understood the obligation to contribute to the land-grant mission. As departments and colleges attained more autonomy, decisions on hiring and rewards tended to be based on the needs and priorities of the departmental discipline rather than on those of the university and its clientele (1987:399).

Indeed, Michigan State was a very different place than it had been 30 years earlier, and faculty capabilities and orientations had changed:

In the early land-grant college [faculty] loyalty was to the people of the state, and they viewed the institution as existing to serve the people's needs.... The shift in emphasis from practical problem solving to organized knowledge and theory became more evident. The faculty now viewed itself as part of a worldwide learning community—a collection of scholars—rather than as a group of people devoted to helping others.... The service focus of the land-grant institution was itself changing. It was dealing with a much wider range of ever more complex problems to which solutions were not readily found....

One simply could no longer assume that every member of the faculty was interested in or competent in dealing with practical problems or in disseminating knowledge to individuals and groups of people who should use that knowledge to improve their living (Dressel 1987:413, 414).

By the end of Hannah's tenure as MSU president, four interrelated patterns were clearly in place. First, the institutional mission with respect to the public service function was nebulous. Second, Cooperative Extension and Continuing Education continued to develop along separate paths, with Continuing Education transitioning to a self-supporting operation. Third, problem-oriented work (research and service) was not always popular with the faculty. And fourth, an array of institutes and centers were established with many of these units becoming public service "surrogates" for academic departments.

**1972-73:
President Wharton's Task Force
on Lifelong Education**

From the late 1950s through the middle 1970s, MSU presidents commissioned panels to study topics of primary interest to the university. For example, the Committee on the Future of the University was charged in 1959, and in 1970 a group was empaneled to study the issues of university admissions and student body composition.

In 1972, Pres. Clifford R. Wharton created the Task Force on Lifelong Education. Its charge was to recommend strategies for MSU's lifelong education thrust given the significant changes that had taken place since the end of World War II, including the "knowledge explosion," technological advances, and increased leisure time. Among the task force objectives were: (1) define lifelong education; (2) identify the nature of the MSU lifelong education program with an associated implementation strategy; (3) propose an organizational structure for lifelong education at MSU; and (4) suggest interinstitutional arrangements necessary for creating a lifelong education system relevant to the learning needs of the people of Michigan.

The task force included more than 20 administrators, faculty, students, and off-campus personnel. The final report, *The Lifelong University* (MSU Task Force on Lifelong Education, 1973), was published in early 1973.

Task force members defined lifelong education in two ways—from the perspective of the individual learner, and from an institutional perspective:

For the individual, lifelong education is a process of learning that continues throughout life. Lifelong education implies an opportunity—and for some, an obligation—to seek knowledge which contributes to personal growth and the welfare of society.

For institutions of higher learning, lifelong education is a process of academic instruction at postsecondary levels and of educational service to individuals and institutions at many levels of need. Lifelong education implies for all colleges and universities a responsibility to recognize, anticipate, and assist in meeting the needs of individuals and groups.

Lifelong education, then, includes both the individual's process of lifelong learning and the institution's process of lifelong service, insofar as these processes are appropriate to the mission and available resources of that institution (MSU Task Force on Lifelong Education 1973:5,6).

The task force report was grounded in that definition and in more than 20 assumptions about lifelong education. Among the most notable assumptions were (MSU Task Force... 1973:72-74):

- ▶ Because of its history as a land-grant institution and its tradition of public service, MSU is in a unique position to help extend lifelong education opportunities to the citizens of the state.
- ▶ A lifelong education system should include formal and nonformal programs, credit and noncredit programs, on and off-campus programs, and problem-focused public service programs.

- ▶ The educational needs of a large segment of our population are not being met by the existing formal educational system.
- ▶ There is a significant need for educational opportunities to be provided at the local level for citizens who, because of work schedules, geographic locations, or responsibilities in the home, cannot commute to the University campus.
- ▶ In addition to degrees, a wider variety of certification procedures and certificates are needed to verify student competencies and reward achievement in lifelong education.
- ▶ The interests, training, and commitments of many of the faculty are directed to professional services other than those which will be necessary to meet the lifelong educational needs of diverse populations and unique educational settings.
- ▶ Resources of the University which may be relevant to lifelong education are not now fully used in expanding educational opportunities for the citizens of the state. The University should seek to optimize the use of existing internal resources devoted to lifelong education through cooperation and coordination.
- ▶ Cooperative arrangements among the major universities for providing lifelong education to the people of the state would be most desirable. An interinstitutional consortium will require a major commitment by the administration, faculty, and staff of the various universities in Michigan.

Nearly 70 recommendations were advanced in four areas:

- ▶ Modifying and expanding lifelong education opportunities (nearly 40 recommendations)
- ▶ Improving organizational arrangements for lifelong education (about five recommendations)
- ▶ Enhancing the status and standing of lifelong education through various funding arrangements (about 15 recommendations)
- ▶ Promoting lifelong education in Michigan through interinstitutional cooperation (about five recommendations)

Major emphasis in the report is given to making MSU more user-friendly (using a contemporary term) for lifelong education. Along this line, the task force recommended modifications in the admissions process, registration, transfer of credits, course scheduling, and lifelong education support services. In addition, it recommended that new and/or improved arrangements be considered, including awarding credit for past experiences, conferring nondegree certificates, creating a bachelor of general studies degree, and initiating a "community lifelong education project," i.e., concentrating attention on one or more Michigan communities for the purpose of working with the local residents and their leaders to identify lifelong education needs, approaches, and target populations.

The task force also gave considerable focus to the longstanding organizational issue of whether or not to propose an integration of the Continuing Education and Cooperative Extension arms of the University. Organizational patterns were studied at peer institutions around the country. It was found that the modal arrangement (29 institutions) involved no administrative linkage. At 11 institutions, the two units were merged in a single administrative structure.

The task force studied four alternative structures:

University Outreach at Michigan State University

- ▶ A centralized structure (including Continuing [lifelong] Education and Extension) with its own faculty and other instructional resources
- ▶ An expansion of the Office of the Provost with a separate structure and identity for Lifelong Ed and Extension (with each reporting to the provost via respective deans)
- ▶ A vice president for lifelong education, which would entail the v-p's having a staff relationship to the president with budgetary authority for managerial services necessary for facilitating lifelong education (with the provost retaining budgetary responsibility for all academic programs)
- ▶ A vice president for lifelong education with budgetary responsibility for lifelong education activities in the academic units, including Cooperative Extension

The task force selected the second option, and recommended that the Office of the Provost be expanded for the purpose of more effectively administering lifelong education at Michigan State (recommendation #40, p. 46). It also recommended that the Cooperative Extension Service should continue to report to the provost through the dean of the College of Agriculture and Natural Resources. Periodic reviews, to be conducted under the auspices of the provost's office, were recommended to monitor the relations between CES and Lifelong Education (recommendation #41, p. 47). Finally, the task force recommended that an advisory committee be established to assist the provost's office in coordinating the educational programs and activities undertaken by CES and Lifelong Ed (recommendation #42, p. 47).

It should be noted that the recommendation to administer lifelong education through the provost's office was the majority opinion (on a 12-10 vote). A minority opinion—favoring the establishment of a vice president for lifelong education—was described in Appendix A of the report (pp. 67-71).

Relatively minor attention in the final report (six pages) to the topics of the faculty and funding lifelong education. On the issue of faculty involvement in lifelong education, the task force recommended (#48, p. 51) that MSU should hire faculty who are "...familiar with, concerned about, and capable of lifelong educational activities" (p. 51). MSU was encouraged to make available for faculty a variety of professional development opportunities (e.g., sabbaticals, travel opportunities) to enable greater numbers of faculty to enhance their expertise and involvement in lifelong education. Task force members also proposed that salary and promotion considerations should reflect lifelong education efforts of faculty members on a basis of the proportion of their efforts devoted to this area.

With regard to the funding lifelong education at MSU, the task force (p. 51) wrote:

On its present operational budget, the University will be unable to undertake an effort of the scope recommended by the Task Force on Lifelong Education. New funds will be necessary, but current fiscal limitations at the local, state, and national levels render the acquisition of such funds difficult.

Given this caveat, the task force recommended the University seek multiple funding options by—

- ▶ Seeking grants from foundations
- ▶ Encouraging public entities (e.g, city government) to extend partial or full financial support for educational activities undertaken by MSU

- ▶ Securing the funds associated with commercially focused lifelong education (e.g., done on behalf of corporations) from the entity seeking service
- ▶ Charging public and nonprofit entities for problem-oriented educational activities (e.g., community development) at an appropriate level (e.g., the ability to pay)

Finally, the task force strongly recommended that MSU become a leader in furthering coordination for lifelong education programming in Michigan. In recommendations #61 and #62 (p. 59), the task force proposed:

...MSU should continue to cooperate with the...other state colleges and universities.... [but]...since the colleges and universities do not represent all of the higher ed opportunities in the state, MSU should also make a strong effort to cooperate with public schools, community colleges, independent colleges and universities, public libraries, and other social and educational institutions to develop a comprehensive and coordinated lifelong education network for the state of Michigan.

1985-92:

The Birth of Outreach at Michigan State and the Move to Integrate Outreach at the Unit Level

Although a vibrant program of outreach is an MSU tradition, the term "outreach" is actually a recent addition to MSU's vocabulary. It was chosen in 1990 as an encompassing way for MSU to describe how it extends its knowledge resources to society. Other terms, such as "lifelong education," "continuing education," and "extension," identify components of the University's outreach mission.

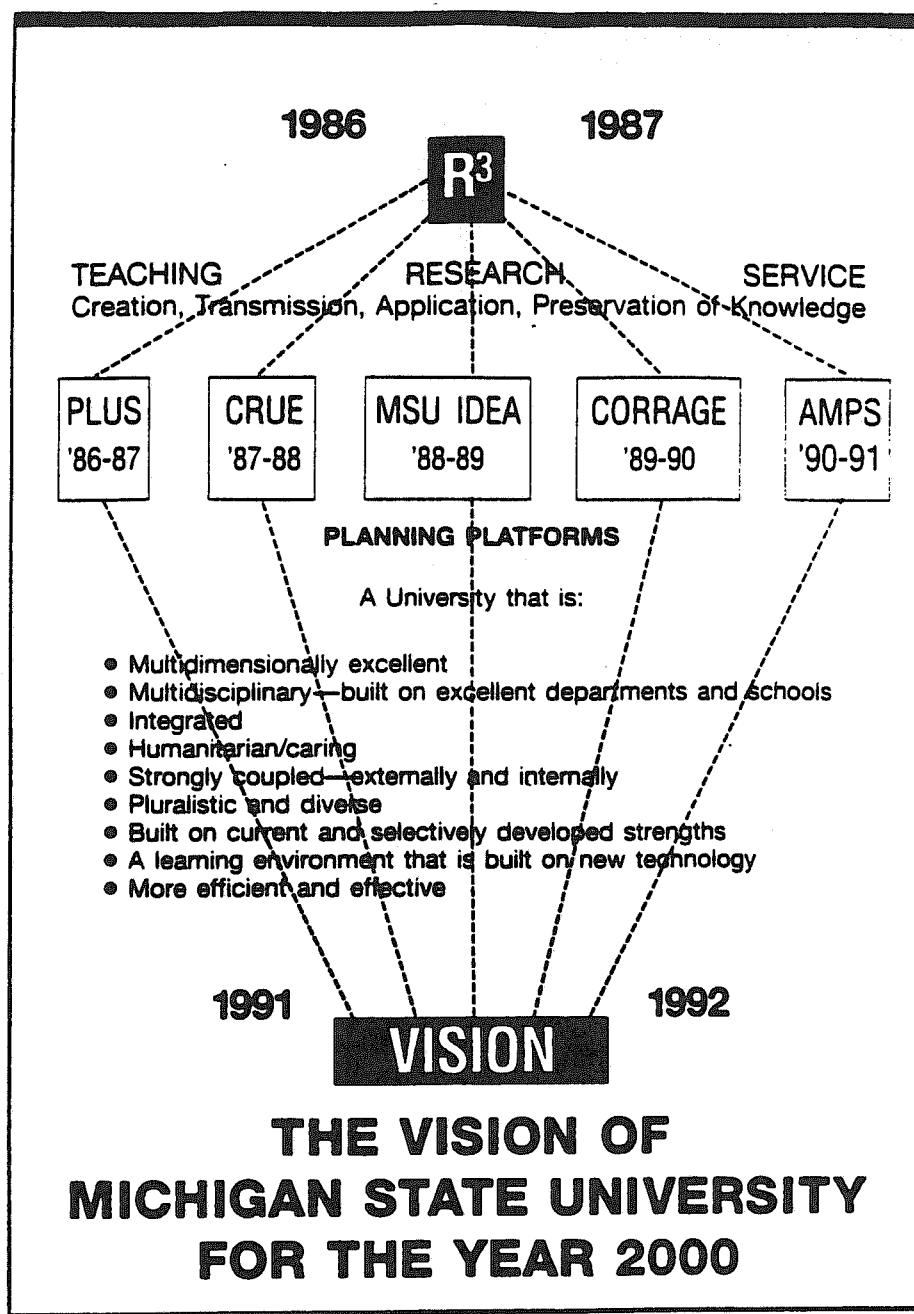
This approach is a major part of a new university model for outreach, a model that has taken shape and form at Michigan State over the last decade through a variety of linked initiatives. The overall goal is to strengthen the outreach by making it a more central and integrated dimension of the institution's overall mission.

In the mid-1980s, then-Acting Dean of Lifelong Education Programs (LEP), Dr. Judith Lanier, assumed leadership for crafting and circulating a proposal for reorganizing LEP. The position of Assistant Provost for Lifelong Education was created in 1988, and the University began the process of phasing out LEP as a separate administrative unit. At the same time, responsibility for addressing society's lifelong learning needs was integrated into each major academic and administrative unit in a manner parallel with graduate and undergraduate education.

In the mid-1980s, the University began a strategic planning initiative labeled R-Cubed—Refocusing, Rebalancing, and Refining—which was undertaken through the auspices of the Office of the Provost (see Figure 1). Among the key planning platforms associated with R-Cubed were CRUE (Council on the Review of Undergraduate Education), CORRAGE (Council on the Review of Research and Graduate Education), and the MSU IDEA (Michigan State University—Institutional Diversity, Excellence in Action).⁹

⁹ Two reports were published, MSU IDEA I and II.

Figure 1. "R-Cubed": Michigan State University's strategic planning strategy of the late 1980s and early 1990s



In 1989, a committee chaired by Dr. John Cantlon, then-Vice President for Research and Graduate Studies at MSU, completed a comprehensive study of the Michigan Cooperative Extension Service (MCES Study Committee Report 1989). Recommendations included broadening the MCES mission in order to better serve clientele needs, integrating the MCES more fully with the rest of the campus, and strengthening links between the MCES and the university's faculty. The Cantlon committee further underscored the need for MSU to strengthen its overall outreach mission.

Each of the R-Cubed platform reports, as well as the Cantlon report, addressed outreach in one or more ways, including outreach goals, definitions, relevance for MSU students, linkage to research, resources, the faculty role, and external linkages. This commentary on outreach, including major references to outreach in Michigan State's mission statement and academic program statement, is summarized in Table 1.

In R-Cubed, the outreach function was specifically addressed in PLUS (Planning the Lifelong University System). The PLUS platform was intended to strengthen adult access to the university's instructional programs, increase the university's capacity to respond to lifelong learning needs as they emerge, and build a statewide network of regional exchanges that would engage in both needs assessment and program delivery. In 1988, the W. K. Kellogg Foundation awarded MSU \$10.2 million to support this lifelong education agenda (Michigan State University 1987).

PLUS became the launching pad for a more integrated approach to outreach—one that was built on the ideas advanced earlier by Acting LEP Dean Lanier. When Dr. James C. Votruba arrived as Assistant Provost for Lifelong Education in 1989, he advocated a more comprehensive approach to the University's knowledge extension activities. From lifelong education, with its emphasis on making campus instructional programs available at times and in locations convenient to adults, he proposed a broader definition of the knowledge extension and application process labeled outreach. The concept was defined as extending the teaching, research, and professional expertise of the University and its faculty for the benefit of individuals, groups, and the larger society. In 1991, the Office of the Vice Provost for University Outreach replaced the Office of the Assistant Provost for Lifelong Education.

The Vice Provost for University Outreach is responsible for overseeing all aspects of the University's outreach efforts, and ensuring that these efforts are internally coordinated, externally linked, responsive to important needs, and consistent with the University's mission, strengths, and priorities. The Vice Provost's responsibilities include engaging in strategic planning associated with overall University outreach priorities; encouraging interdisciplinary and interprofessional strategies for addressing current and emerging societal concerns; conducting on-going evaluation of the University's outreach programs and services in terms of effectiveness, efficiency, and propriety; establishing and maintaining an array of external linkages with governmental institutions and agencies, colleges and universities, professional associations, and other public and private sector constituencies for the purpose of building collaborative approaches and alliances; and recommending institutional structures, policies, and procedures that serve to enhance public access to the University's knowledge resources.

Starting in 1989 efforts were intensified to weave outreach into the fabric of the University. The priorities associated with this vision include reformulating the academic mission and culture; strengthening outreach incentives and rewards; enhancing unit planning and accountability; expanding the outreach knowledge base; increasing the financial support for outreach; building an integrated statewide learning system; implementing a statewide telecommunication system; expanding the issues identification and programming process so that the University can be more

responsive to priority needs of Michiganders; enhancing adult instructional access; and strengthening campus leadership for outreach.

Shortly after Dr. Votruba arrived on campus, Dr. Gail L. Imig assumed the position of Cooperative Extension Director. Dr. Imig, a MSU alumna, had served in a similar capacity at the University of Missouri. Under Director Imig's leadership, the Cooperative Extension Service became *Michigan State University Extension* (MSU-E) signalling its strengthened linkage to the whole University. In addition, the regional offices of the Vice Provost for University Outreach were consolidated with the MSU-E regional system, thereby further accentuating a more integrated approach to outreach. She also initiated a statewide issues identification process designed to better position MSU-E as a knowledge resource to meet the knowledge and learning needs of Michigan citizens, groups, organizations, and agencies.

By the early 1990s, what had been separate programs in lifelong education and extension were now merged in a dynamic outreach theme. In this new conception, outreach takes a variety of forms and is undertaken using a variety of processes. Indeed, this diversity in substantive focus and approach is a distinguishing characteristic of outreach at Michigan State. At MSU, outreach sometimes takes the form of applied research and technical assistance to help clients, individually and collectively, to better understand the nature of a problem they confront. It may involve demonstration projects that introduce clients to new techniques and practices. Frequently it extends the campus instructional capacity through credit and noncredit courses to meet the needs of adult students. Or, it may provide policy analysis to help shape and inform the public policy process.

In much of the outreach it undertakes, MSU collaborates with end-users and other parties in a dynamic process of knowledge discovery and application. By participating in outreach, MSU faculty, staff, and students not only extend knowledge to those who might benefit from it, they often learn and grow professionally and personally from these outreach experiences.

Table 1. Commentary about outreach in MSU's mission & academic program statements, the 3 R-cubed platforms, and the Canton report*

Documents/ Subject areas	University mission	Academic program statement	CRUE report & Implementation papers	CORRAGE report	MSU IDEA I&II	MCES study com- mittee report (Canton report)
Goals	<p>[MSU] is committed to...conveying know- ledge to its students and to the public....</p> <p>MSU fulfills the funda- mental purposes of all major institutions of higher education: to seek, to teach, and to preserve knowledge. As a land-grant insti- tution, this university meets these objec- tives in all its formal and informal educa- tional programs, in basic and applied research, and in public service.</p>	<p>MSU is committed to public service based on knowledge as an integral part of its mission. The preamble to the Bylaws for the Board of Trustees states that the U must "be ever responsive to the increasing needs of a dynamic and complex society, be developing and carrying on programs of public service...."</p> <p>The U's responsibility in fulfilling its public service mission is to make the expertise of the faculty accessible for the good of society, including the vitality of the state's economy, insofar as resources permit and in programs congruent with its mission, goals, and priorities.</p>		<p>...the challenge before MSU is the develop- ment and adoption of a multidimensional strategy for achieving excellence in research and graduate educa- tion...this can succeed only if graduate education, research, and outreach are strengthened through a partnership between the faculty and administration in plan- ning ahead for 10 to 15 years.</p> <p>...the mandated insti- tutional commitment to outreach distin- guished MSU from other public research institutions in Michigan.</p>	<p>The U itself must be a truly multicultural community if it is to maintain excellence and provide leadership to the larger state, national, and interna- tional communities that it serves (II).</p> <p>The U will continue to support outreach programs that advance diversity within the community (IDEA II, 35).</p>	<p>(Regarding a new MCES mission.) It should note the chal- lenge of networking effectively internally with the full spec- trum of expertise at MSU and into the pertinent other US land-grant U's, as well as externally with the array of other organizations currently or capable of providing different service to various client groups at the local, county, or state levels. (1.d.)</p> <p>MCES should become even more central to MSU's missions of generating, applying, and disseminating knowledge. (2.a.2.)</p>
Definitions	<p>...the land-grant commitment now encompasses fields such as health, human relations, business, communication, education, and government, and extends to urban and international settings.</p>	<p>Public service may include identification of issues, analysis of problems, and valida- tion of ideas, as well as communication of knowledge and demonstrations of applications of knowledge to improve educational and service delivery processes and to solve problems.</p>		<p>We define U outreach encompassing all efforts to extend the research and instruc- tional activities of the U in the direction of solving problems and meeting needs of individuals and groups in both the public and private sectors in Michigan and beyond.</p> <p>Our definition of U outreach does not specifically include professional service (such as providing expertise in support of other U units, holding office in professional societies, and partici- pating in academic governance).</p>		<p>We recommend that the administrative reporting line for MCES through the Vice Provost and Dean of ANR be aug- mented by a report- ing line through the Assistant Provost for Lifelong Education. (2.)</p>

Students		<p>Graduate student provide valuable public service as they gain from exposure to and participation in the U's varied academic programs and functions that address many needs of people and society.</p>	<p><i>That MSU intensify its collaborative efforts with other colleges and universities, and the K-12 schools, to help prospective students anticipate the nature of college, university expectations, and admissions criteria.</i> (Report, 11)</p> <p>A much more aggressive outreach program is in order for students representing racial, ethnic, gender, handicapped, and economic minorities. (Report)</p> <p>...undergraduate education might be usefully viewed as possessing permeable boundaries with the K-12 system, community colleges, and LLE. Synergistic relationships characteristic of a land-grant/AAU U should exist, as the skills of the entering students are improved through the application of research and public service efforts to the K-12 system that are consistent with higher admissions standards. (Paper)</p>		<p>...we must develop creative measures for cultivating students throughout the educational network -- as early as K-12, but also in community colleges. (IDEA I)</p> <p><i>The U will increase efforts to improve the persistence of minorities through the academic progression from elementary schools into high schools, from high schools into the U, and from community colleges into the U. Special attention will be directed to increasing the participation of underrepresented minority males in all recruitment and retention programs.</i> (IDEA II, 19.)</p> <p>...Student Affairs and Services will continue to expand its commitment to developing educational conferences that promote excellence and diversity within the community. IDEA II, 35.A.)</p>	
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SUBJ. AREAS	UNIV. MISSION	ACAD. PROG.	CRUE REPORT	CORRAGE REPORT	MSU IDEA II/II	MCES STUDY
Faculty	Through public service, faculty validate past research findings and identify the need for new research and modifications of curricula.	Individual faculty members must distinguish between service that interests them personally and service that is related to academic program objectives of the units in which they are appointed. Priority must be given to the latter.		<p>The Office of the Provost, in consultation with the Council of Deans, should clarify and strengthen the role of U outreach...by setting forth guidelines addressing the outreach responsibilities of faculty and units and the evaluation of faculty and units for such efforts. The "Recommendation for Reappointment, Promotion, Tenure Action" form should be amended to use the term "University outreach"....(6)</p> <p>The current policies on promotion and tenure should be revised to emphasize the quality as well as the quantity of scholarly achievements (research, teaching, professional service, and outreach). (3.2.)</p>		There is broad agreement among agents, specialists and client groups who are dependent upon their expertise, that specialists' effectiveness in serving MCES clients is undervalued and underrewarded by faculty peer systems....
Linkages - External	...MSU strives to discover practical uses for theoretical knowledge, and to speed the diffusion of information to residents of the state, the nation, and the world.	Public service links the University to outside groups and organizations. Administrative and funding patterns which result from such linkages may differ from those on campus. When support comes from diverse sources and when services are delivered to clientele at many different locations, administrative arrangements, patterns of consultation, and program assessments may be complex.	<p>...that teachers from all parts of the state...be given a liaison relationship with the U....It should also be possible to establish institutes, conferences, and key lectures followed by workshop sessions that would provide both information and revitalization for a statewide teaching mission.</p>	<p>The council supports strengthening inter-actions between the MCES and the rest of the U, without compromising the identity of the resources of the MCES. We also affirm the appointment of the Vice Provost for University Outreach to provide leadership for U outreach programs.</p> <p>The Office of the VPRGS & Vice Provost for U Outreach should strengthen ties and communication with industry and encourage collaboration in research between the U & industry, as well as between the U & state government...(5)</p>	<p>The Office of the Vice Provost for U Outreach will continue to support and expand economic outreach efforts for minorities and women throughout the state...(IDEA II, 36.B.)</p> <p>The Office of the Provost, through the Vice Provost for U Outreach, will develop lifelong education programs both on the campus and throughout the state that promote increased sensitivity and understanding related to diversity and multicultural awareness. (IDEA II, 31.E.)</p>	<p>That the Asst Provost for LLE facilitate MCES both to needed University expertise and to institutions and networks outside state not normally part of MCES multiplier groups. (2.a.4.)</p> <p>The CED should be a key coordinating point for LLE regional activities impacting the county. (4.c.4.)</p>

Research-Teaching-Outreach	At MSU, instruction, research, and public service are integrated to make the institution an innovative, responsive public resource.	<p>The complex relationships among kinds of activity—research, teaching, and public service—are rich and lead to unpredictable benefits.</p> <p>(On quality) A reciprocity among instruction, research, and public service activities that enriches all students' education, both directly and indirectly.</p> <p>...MSU's research goals are... (2) to advance knowledge and application of knowledge to facilitate and assist people and society in solving problems.</p>	<p>The U considers teaching, research, public service, & outreach as mutually interacting responsibilities, each of which is strengthened by the others.</p> <p>...high-quality research benefits teaching at all levels and is essential for outreach activities of equal quality.</p> <p>Each college should be regularly evaluated and regarded for its initiatives in organizing & developing outreach programs and building support among clientele groups. (8.)</p> <p>The quality of outreach efforts at the state, nation, and international levels is another important criterion for overall evaluation of a unit or cluster of units. High-quality outreach is the result of excellent... In this way, research and outreach can be mutually enhancing.</p>	<p>The U considers teaching, research, public service, & outreach as mutually interacting responsibilities, each of which is strengthened by the others.</p> <p>...high-quality research benefits teaching at all levels and is essential for outreach activities of equal quality.</p> <p>Each college should be regularly evaluated and regarded for its initiatives in organizing & developing outreach programs and building support among clientele groups. (8.)</p> <p>The quality of outreach efforts at the state, nation, and international levels is another important criterion for overall evaluation of a unit or cluster of units. High-quality outreach is the result of excellent... In this way, research and outreach can be mutually enhancing.</p>	<p>Instruction, research, and outreach should be responsive to changing societal needs. The U should seek to promote human enrichment and economic opportunity for all people. (IDEA II)</p> <p>In keep the U's commitment to outreach, the Office of the Provost will encourage primary cooperation in research and teaching to address both societal needs and underlying social issues related to diversity (IDEA I, 38)... and cross-cultural understanding (IDEA II, 32.A).</p>	<p>That the Asst. Provost for LLE use the linkage to the VP for Research and Graduate Studies to stimulate research interest and pursue funding sources for high priority programs in areas beyond the traditional reach of AES and MCEs. (2.b.2.)</p>	<p>Special attention should be given to utilize the LLE linkage for tapping broader areas of U expertise and seeking access to new funding sources. (4.d.1.)</p> <p>Clearly MSU cannot sustain in every county a full set of expertise. Some of the district arrays might also be co-housed with some LLE Regional Exchanges. (8.e.)</p>
Resources	Finite resources... force the institution to provide public service selectively. The major criteria for selection are the significance of need, the ability to respond effectively, and the project's compatibility with the objectives of academic units and overall commitments of the U... It is assumed, however, that all units, at one time or another, will engage in public service.		<p>Resources for U outreach should be garnered by a balanced approach: (1) allocation of internal resources, indicating the importance and value that the U places on extension, and (2) external resources from local, state, and federal governments; foundations; and the private sector. Ultimately... U outreach efforts will depend on external sources. (9.)</p>				

* This table was prepared by Ms. Sam Larson, staff assistant, MSU Office of Planning and Budgets, under the supervision of Dr. Marti Hesse, Assistant Director of the Office, and Provost's Office liaison to the Provost's Committee on University Outreach.

Part Four: **The Literature Base Drawn Upon by the Committee**

Establishing an intellectual foundation for university outreach represented an important component in the committee's plan of work. In Chapter 6, the reader will be exposed to summaries of cutting-edge literature associated with the subjects of universities and university outreach. The committee found this literature to be invaluable; the documents helped inform the committee's thinking about the fundamental nature of the university enterprise and the function of outreach in the work of a university.

Chapter 6 **LITERATURE ON UNIVERSITIES AND UNIVERSITY OUTREACH¹¹**

Reading and discussing a select set of literature about universities and university outreach were the very first tasks undertaken by the committee. These tasks served four important functions:

- ▶ They provided a diverse group of people with a common vocabulary about higher education and outreach.
- ▶ Because relatively few committee members had academic backgrounds in higher education and/or outreach, reading the literature provided a means to become knowledgeable about important issues and topics.
- ▶ Because the literature review was one of the first tasks, the initial interactions among committee members were associated with the literature, as compared to discussions about MSU outreach strategy (which might have served to polarize committee members).
- ▶ The reading, discussing, and interacting served to frame (if not galvanize) the committee's intellectual perspectives about higher education and outreach.

¹¹ Chapter written by Frank A. Fear

During the first 10 weeks of the committee's deliberations (from late January through the middle of March 1992), committee members spent most of their time discussing pertinent literature. Each piece of literature served a different purpose. The goal of this chapter is to summarize the key points included in seven important readings that informed the committee's perspective on outreach:

Keller's (1984) *Academic Strategy* was selected because the author describes the essential dimensions of strategic thinking and planning for institutions of higher education.

Boyer's (1990) *Scholarship Reconsidered* was selected because the author proposes an expanded notion of scholarship—a notion that is relevant for outreach.

Lynton and Elman's (1987) *New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals* was selected because the authors recommend ways of invigorating universities with specific reference to the outreach function.

Alpert's (1985) paper, "Performance and Paralysis: The Organizational Context of the American Research University," was selected because the author suggests an alternative way of thinking about university organizational structure.

Enarson's (1989) monograph *Revitalizing the Land Grant Mission* was selected because the author discusses issues that directly apply to the case of Michigan State University.

Checkoway's (1991) paper, "Unanswered Questions about Public Service in the Public University," was selected because the author enumerates and discusses many of the knotty issues associated with the public university's public service function.

Votruba's (1992) paper, "Promoting the Extension of Knowledge in Service to Society," was selected because it outlines eight challenges facing universities in their attempts to revitalize the academic mission to better accommodate outreach.

Keller's Perspective on Academic Strategy

The driving questions posed by Keller are: What business are we in? What work is most central to us? How shall we proceed in doing that work, given the nature of our business? Keller (p. 75) writes:

To have a strategy is to put your own intelligence, foresight, and will in charge instead of outside forces and disordered concerns. The priorities are always there. The question is who selects them. When the pressures are in charge, the present gets the attention not the future; fighting brush fires and improvisation take precedence, not planning; defense is the game, not offense; and political and psychological infighting rules, not meeting the outside needs, threats, and opportunities. Strategy means agreeing on some aims...or to arrive at a destination—through the effective use of resources....

The beginning point is self-consciousness for the organization. It is knowing the place for the first time, understanding what business you are in, or want to be in, and deciding what is central for the health, growth, and quality of the organization.

Keller argues that academic strategy requires that an institution establish a clear sense of goals, and a means of allocating resources to achieve those goals. Because of the recent budget dilemmas facing higher education, the author believes that colleges and universities are becoming more farsighted, more externally aware, and more competitive. But, as institutions engage in academic strategy, Keller warns about the emergence of one or more of three "dilemmas":

- ▶ The "Planners Dilemma" means that the greater the threat, the more you need to plan. But the greater the uncertainty, the larger the chance that the plan will be inadequate or inappropriate.
- ▶ "Hirschman's Dilemma" suggests that every organization is subject to decline and decay (gradual loss of energy, efficiency, rationality). Yet renewal and development demands stimulating people to bring new energy and imagination to their work.
- ▶ "Kaufman's Dilemma" advises that only through steady changes over long periods of time will organizational transformation take place. But slowness during times of rapid environmental change often leads to demise and disaster.

Keller also describes the basic elements of academic strategy; it—

- ▶ is an active, outward looking process that attempts to keep the institution in step with a changing environment;
- ▶ is competitive by recognizing that higher education is subject to increasingly stronger competition;
- ▶ concentrates on making decisions that are appropriate for the institution;
- ▶ combines economic analyses, political maneuvering, and psychological interplay; and
- ▶ is participatory and tolerant of controversy.

At the same time, those in academe must understand what academic strategy is not. Keller believes that academic strategy—

- ▶ does not produce a blueprint;
- ▶ is not simply a vague set of platitudes;
- ▶ should not represent a personal vision (vs. an institutional vision);
- ▶ is not a collection of plans;
- ▶ should not be done by planners;
- ▶ does not surrender institutional mission to market forces or trends; and
- ▶ is not a way to eliminate risks.

Keller's framework is presented graphically on p. 152 of his book. It includes several, interrelated platforms:

Traditions

- ▶ Organizational values, and culture, are powerful forces.
- ▶ Changing values and culture should be done "knowingly, tenderly, and tactfully."

Academic Strengths and Weaknesses

- ▶ Each important activity and function should be candidly evaluated in terms of quality, need, appropriateness to mission, and competitive availability.
- ▶ Most important is the evaluation of faculty and programs.

Abilities and Priorities of the Leaders

- ▶ Planning effectiveness is not simply a function of conducting quality analyses and identifying the most appropriate strategies.
- ▶ Academic managers "must have a saddle that they find comfortable for riding into the future."

Environmental Trends

- ▶ Includes five areas in which campuses need to forecast the future—technological, economic, demographic, politico-legal, and sociocultural forecasting.

Market Preferences

- ▶ Includes three important elements: market segmentation (identifying potential clients), perceptual mapping (determining what stakeholders believe about the institution), and positioning (building on widely held perceptions with specific audiences).
- ▶ Each campus must look for its market niche. No college can be everything to everybody.

Competitive Situation

- ▶ The goal is to find a position in the marketplace where an institution can best defend itself against competitive forces or at least can influence those forces in its favor.
- ▶ The key is determining where you stand vis-a-vis the competition so that you can make decisions regarding which position you will strive to maintain (or establish).

Boyer's Multidimensional Notion of Scholarship

Boyer's manuscript, written for The Carnegie Foundation for the Advancement of Teaching, represents for many the clarion call for fundamental change in higher education. Boyer believes that scholarship is the core of academic life, but that the faculty reward system does not match the full range of functions that take place within the academy. Professors are then often "caught" between obligations that compete for their time—some of which are better rewarded than others.

Boyer poses the most provocative of questions: What does it mean to be a scholar? He believes that the answer is to be found in the functions that academics are expected to perform in conjunction with their position responsibilities. He then concludes that it is time for the priorities associated with the professoriate to be better linked to the faculty reward system and the missions of the institutions in which academics work.

Boyer traces the history of higher education in America to show how the meaning of "scholarship" has changed over the years. At the colonial college, Boyer writes, the student was the focus of attention. Teaching was the primary mission, and higher education was expected to build student character and prepare the next generation of civic and religious leaders. With the passing of the Morrill Act of 1862, service became a major focus for many institutions. Boyer contends that "service" took on a moral meaning—not just to serve, but to "reshape society." This approach was resisted by some in the academy; others thought it was simply wrongheaded and counter to the very purpose of the academy.

By the middle of this century, basic research became the focus for many institutions. The modern university, as we now know it, became increasingly committed to the scholarship of science. In this environment, professors' scholarly reputations are built on the number and importance of their contributions to the knowledge base. In the modern university, the research function and graduate student training are very important. Boyer (p. 12) writes:

The problem was that the research mission, which was appropriate for some institutions, created a shadow over the entire higher learning enterprise—and the model of a "Berkeley" or an "Amherst" became the yardstick by which all institutions would be measured.

A different, more sophisticated, metric is needed according to Boyer (p. 13):

We proceed with the conviction that if the nation's higher learning institutions are to meet today's urgent academic and social mandates, their missions must be carefully redefined and the meaning of scholarship creatively reconsidered.

With this background, Boyer seeks to redefine and broaden the meaning of scholarship. He describes four scholarly functions: the scholarship of discovery, integration, application, and teaching:

Scholarship of DISCOVERY

- ▶ The scholarship of discovery significantly contributes to the intellectual climate of a university.
- ▶ Discovery is not limited to outcomes. The process (and the passion) gives meaning to the function.

Scholarship of INTEGRATION

- ▶ The key consideration is the process of giving meaning to isolated facts, making connections, linking the disciplines in new ways, and looking for larger intellectual patterns.
- ▶ Integrative efforts mesh with various scholarly trends, including interdisciplinary research.

Scholarship of APPLICATION

- ▶ To be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of it, this professional activity.
- ▶ Scholarship of application is not one-way. Theory and practice vitally interact, and one renews the other.

Scholarship of TEACHING

- ▶ Teachers must be well informed, steeped in the knowledge of their fields, widely read, and intellectually engaged.
- ▶ Teaching is not just transmitting knowledge. It also transforms and extends it. Through the teaching experience, professors should be pushed in new directions.

Lynton and Elman's New Priorities for the University

For Lynton and Elman, universities are in the "knowledge business," especially the business of advancing the frontiers of knowledge. As society's knowledge needs change, the authors contend, so also should the ways in which universities organize to do business. Lynton and Elman suggest that this will require universities to—

- ▶ Broaden faculty values, priorities and rewards to include a wider range of knowledge-based activities.
- ▶ Enlarge instructional activities beyond traditional geographic bounds, time frames, and formats.
- ▶ Adapt structures and procedures to accommodate interdisciplinary activities and knowledge-transfer needs.

They write (p. 3):

We are suggesting, then, that universities in their teaching as well as in their other professional activities, relate theory to practice, basic research to its applications, and the acquisition of knowledge to its use. The more faculty become involved in external applications of knowledge through technical assistance, policy analysis, and other extension activities, the easier it will be for them to make the necessary changes in the curriculum and the more qualified they will be to teach students returning to the classroom with workplace experience.

Lynton and Elman coin the term the *extended university* to describe how they believe universities should adapt to the society's knowledge needs:

We are proposing a conception of the university quite different from the pervasive image of a self-contained and fairly isolated campus populated by research scholars engaged in the pursuit of knowledge for its own sake and by young students pursuing undergraduate and graduate studies on a full-time basis. That image has always been an idealization. Today, it has become a myth that constitutes a serious barrier to the university's real objectives (Lynton and Elman, p. 4).

The authors argue that the research university of the post-World War II era has promulgated a narrow conception of scholarship and a limited range of instructional options. The fundamental paradox in the postwar explosion in the growth of higher education institutions, they contend, is great diversity in the number of institutions combined with relative homogeneity in terms of institutional values and aspirations.

The challenge facing today's higher education, Lynton and Elman continue, is not limited to the generation of knowledge. The challenge is what the authors describe as the "synthesis, interpretation, distribution, and ingestion" of knowledge in ways that can be efficiently and effectively "absorbed" in society. In their model of the extended university, each institution determines the appropriate mix of knowledge-based activities.

In seeking to transform knowledge into applications, universities will likely view technical solutions in relationship to the economic, social, political, and cultural contexts in which the knowledge will be used. For many institutions, this will mean "rediscovering extension":

What we need today are a rediscovery and renewed implementation of the fundamental concept that underlay the land-grant institution: combining extension with research. The needs of our knowledge society today are strikingly similar to those of our agricultural society a century ago....

However, the implementation of this idea is far more difficult in the contemporary context than it was for agriculture at the beginning of the century.... Operationally, the past has little to teach us: neither the mechanism of extension agents nor the relatively simple funding pattern through federal legislation is adequate to current and future needs (Lynton and Elman, pp. 28, 29).

One of the major problems confronting higher education institutions as they seek a transition to the extended university model is that "service" has not been generally viewed as scholarship in the faculty reward system. Rather, it has implied a kind of academic philanthropy or "good citizenship." Yet, activities associated with the interpretation and application of knowledge, which are undertaken as part of technical assistance of policy analysis, for instance, require scholarship. Because of the widely held notion is that service is not scholarship, there is a need to use another label for referring to scholarship undertaken for the direct benefit of external (to-the-academy) audiences. One alternative is to refer to this work as *university outreach*.

While not all faculty will engage in outreach in the extended university at any point in time, some certainly will. Therefore, the traditional faculty reward system needs to be modified to accommodate university outreach as an essential feature of faculty work. Without this modification, the authors warn, the *status quo* will remain in place:

Without a substantial adaptation of the faculty reward system, all efforts at greater university outreach and expanded faculty activities will continue to be what they have been in the majority of institutions: a matter of well-intended but ineffective rhetoric (Lynton and Elman, p. 150).

In order to reward university outreach, it is important to evaluate it effectively. The nature of that evaluation—the indicators and review process—should not be different from what is used to assess the quality of "traditional" scholarship.

Alpert's Matrix-Model University

Alpert argues that the university, as any institution in the throes of retrenchment, must rethink its basic organizational structure. The dominant pattern of university organization, what Alpert classifies as the *linear model*, involves an autonomous set of academic departments and professional schools that are linked by an institutional identity. In this model, the academic unit is the basic organizing unit in the academy. But, the "world's problems are not organized by academic unit." Consequently, the traditional university organizing structure does not mesh well with the university's relationship to its external environment. And, internally, in light of increased competition for financial resources, competition between departments and schools has also increased.

The *matrix model* of the university represents an alternative organizational scheme. This scheme is more sensitive than the linear model to the importance of institutional mission, the university's internal dynamics, and the university's relationships with its external environment. In the matrix model, each academic department has special relationships with other departments at the same university (the campus community), as well as departments of the same discipline at different universities (the disciplinary community). The campus community addresses itself to the undergraduate teaching mission, while the disciplinary community addresses itself to the graduate education, research, and faculty selection and performance elements:

In the university of today, the disciplinary communities have assumed the central responsibilities not only for graduate and professional education, but also for setting the goals, justifying and selling research agendas to federal sponsors, allocating academic research grants and implementing the peer review process for the rating of individual and department quality (Alpert, p. 252).

Although Alpert does not expressly address the topic of university outreach in his paper, the concepts of "campus community" and "disciplinary community" are readily applicable to the subject. The lateral linking of campus units (i.e., across disciplines at the same university) enhances the possibility of organizing university knowledge resources in conjunction with societal problems (e.g., faculty from various disciplines working on the problem of job creation and retention). At the same time, the vertical linking of disciplinary units across campuses (i.e., within discipline at different universities) offers great promise as a mechanism for enhancing interinstitutional cooperation. In so doing, this approach can reduce duplication and overlap in disciplinary specialization.

Enarson's Strategies for Revitalizing the Land Grant University

Enarson, former president of The Ohio State University, suggests that the Morrill Act revolutionized American higher education. With the passage of this act, land grant institutions of higher education were created, institutions that were—

- ▶ inclusive, not exclusive;
- ▶ unconventional, not traditional;
- ▶ practical and societally relevant;

- ▶ collaborative with the public sector; and
- ▶ committed to conducting applied, as well as basic, research.

Yet, President Enarson argues, it is evident that large numbers of faculty currently appointed in land grant universities are either unfamiliar with the history of the land grant concept or fail to understand or accept the central values of the land grant concept. Since World War II, as described earlier in this chapter, the model of the research university has become preeminent. Many land grant universities have become national research universities. Given this evolution, Enarson (p. 3) poses a central question:

How can the land-grant university embrace the research university model and yet be faithful to the land-grant mission? This is the troubling question.

There are major differences between land grant universities and major non-land grant state institutions of higher education. According to the author, a land grant institution (1) is linked with the USDA and is expected to have a major commitment to American agriculture and natural resources; (2) puts a high premium on outreach; and (3) pioneered in extending service to developing nations.

Enarson believes that "...these are differences that must be preserved and protected against all who would homogenize public higher education" (p. 4). But the author expresses the concern that land grant institutions are favoring basic research as opposed to applied research, and that the needs of the state in which they are located may be less important to many faculty than their disciplinary work.

President Enarson continues by outlining four major challenges facing contemporary land grant institutions. Those challenges are:

- ▶ **Agricultural development and rural America.** Land grant universities need to rethink the research agenda and accept the challenge to work with rural America to rebuild its social and economic health. He argues that the scope of Cooperative Extension, as it was traditionally conceived, must be expanded or new mechanisms must be created to extend knowledge on problems relevant to society.
- ▶ **The youth and school crisis.** Enarson argues that land grant institutions must address issues associated with youth-at-risk, including the capacity of the public school system to educate tomorrow's citizens and leaders.
- ▶ **Economic development.** Land grant universities, according to Enarson, need to be integrally involved in issues associated with public policy and administration, local governance, and the creation of public-private partnerships. Another critical role involves educating students and training adults (through off-campus programs) to achieve a well-trained workforce. Finally, these universities must take leadership in helping to internationalize their respective states through foreign language training, business development programs, and civic education.
- ▶ **Reform of undergraduate education.** In many respects, Enarson contends, the land grant institution's most important form of service to its state comes in the form of undergraduate education.

Enarson concludes by observing that the topic of outreach often becomes a topic of debate even on land grant campuses. This debate stems, he feels, from differing conceptions about the purpose and priorities associated with higher education. But is this an informed debate, the author asks? Given the mandate of land grant institutions, President Enarson believes that:

Ritual obeisance to the public service role in mission statements is not enough. In its priorities, budgetary decisions, and personnel policies, the land-grant university must give sharp definition and vitality to the performance of its public service obligation (p. 16).

Checkoway's Unanswered Questions about Public Service in the Public University

Professor Checkoway defines *public service* as work that develops knowledge for the welfare of society. He contrasts public service with *professional service*, i.e., work associated with professional associations, societies, and organizations; and *university service*, i.e., work associated with campus efforts.

Checkoway's thinking about public service has been shaped by his experience as a faculty member at the University of Michigan. On the one hand, it is natural to assume that the public university has responsibilities (if not obligations) to the society whose funding it owes its existence. One could reasonably argue that one of those responsibilities is to provide knowledge as a resource for society's welfare. One could also argue, from a pragmatic perspective, that research and service are complementary activities and that excellence in one function enhances excellence in the other function. But Checkoway admits that there is no consensus regarding the public service responsibilities of public universities. And members of the academy do not all agree that there is a synergistic relationship between research and service.

He argues that an informed discussion is needed regarding the standing, prospects, and future of public service in public universities. The purpose of Checkoway's paper is to delineate the basic topics that might inform that discussion. Among the most important questions, according to the author, are:

- ▶ What activity should be included as service?
Create new knowledge? Train others in discipline/area of expertise? Make knowledge more understandable/useful?
- ▶ What are the benefits of service to faculty members?
Better relate theory to practice? Develop teaching skills? Produce positive curricular changes? Strengthen new courses of study?
- ▶ What are the benefits of service to the university?
Help fulfill responsibility to society? Build support for academic activities? Generate funds for programs? Improve communications with constituents? Serve public vs. special interests?
- ▶ What are the benefits of service to society?
Provide knowledge and skills responsive to needs? Develop individual capacities?

- ▶ Who should perform service?
All employees? Only those in certain programs (e.g., in the professional schools)?
- ▶ Who should be served?
The general community? People in a particular geographic area? Those previously excluded?
- ▶ How should service be evaluated?
What indicators should be used? What methods should be used to determine if service is worthy of reward?
- ▶ What are the university's service strengths?
Service on certain topics (e.g., economic productivity, environmental quality, health and human services)? Does the answer depend on how the knowledge is disseminated or used?
- ▶ What is the impact of the university's intellectual resources on society?
- ▶ How effective is a faculty member's work in terms of its utilization?
- ▶ What forces limit service in the university?
- ▶ What strategies would strengthen service?
- ▶ What structure would strengthen service?
Create new bureaucratic units and special staff? Should leadership be taken by academic units with experienced faculty who have a commitment to develop knowledge through collaboration with the community?

In many respects, Checkoway's questions—as an aggregate—can be viewed as a means to answer the fundamental questions: A university for what? A university for whom? And, although his essay is designed to be more provocative than definitive, Checkoway does suggest one way of treating public service in the public university—as a function equivalent to teaching and research:

Quality research, teaching and service are emerging as complementary activities in many professions and fields. The new vision is one in which excellence in one activity is increasingly inseparable from other activities in accordance with the best traditions and highest standards of the academic community (p. 224).

Votruba's Challenges Associated with University Outreach

Votruba writes (p. 72):

American universities have received unprecedented public support that has flowed from a belief that universities were advancing the public good. Today, the adaptive capacity of universities is being tested like never before....

But are universities ready for this challenge? Votruba believes that institutions of higher education need to strengthen their capacity to respond to society's needs. That strengthening process will

likely transform the way universities do business. He discusses eight strategic challenges associated with that transformation:

1. *Reconceptualize the core academic mission*

Votruba believes that the first step involves recasting traditional thinking about the core academic functions of teaching, research, and service. He argues that the transformational process requires us to view these functions as interactive and mutually reinforcing, not as distinct and separate, enterprises.

Reconceptualizing the academic mission—as this new thinking will almost certainly accomplish—means that we shall need to expand our definitions of research and teaching. Votruba (p. 73) argues:

Research must be broadened to include not only the generation of new knowledge but also the aggregation, synthesis, and application of existing knowledge. Teaching must include noncredit as well as credit instruction, on and off campus, involving older as well as younger students.

2. *Reconceptualize the meaning of access*

The traditional meaning attached to the word "access" pertains to admitting students to undergraduate degree programs and making higher education more affordable (e.g., through affordable tuition rates). These certainly are important ways of thinking about access, according to Votruba, but they are insufficient ways of conceptualizing access in the knowledge age. Access should also mean the ability of persons to participate in learning throughout the lifespan; for professionals to acquire continuing professional education in a timely manner; and for learners to take advantage of university knowledge resources without having to attend classes on campus.

Because of the multidimensional meaning of access, universities will also need to think more in terms of "function trade-offs." Each university (indeed, each college and department) will need to decide—based in terms of the society's learning needs, and its knowledge capacities—how it will balance its efforts among an array of activities: undergraduate and graduate instruction (on campus), basic and applied research, off-campus instruction, etc.

3. *Rebalance the faculty reward system*

Reconceptualizing the meaning of access, and the subsequent broadening of the parameters associated with the academic mission, means that universities will need to adjust the faculty reward system in corresponding fashion. Votruba (p. 74) offers:

On most university campuses today, the faculty reward system is dangerously out of balance with the mission. Despite all of the rhetoric...the continuing emphasis on research productivity as the primary and often sole criteria for professional status and advancement places these other dimensions of the campus mission in jeopardy.

To accomplish the goal of rebalancing the faculty reward system, the author argues that institutions must "unpack" the service category (so as to clearly identify the mission-related dimensions of extending knowledge to society, i.e., outreach), and establish measurement and evaluation systems for outreach activities that are commensurate with the systems used for evaluating on-campus teaching and research efforts.

4. *Adapt institutional organization*

Traditionally, universities have organized knowledge in disciplinary terms. Votruba argues that universities are being challenged to organize knowledge around societal problems. To accomplish this, multi- and interdisciplinary work is needed. And institutions need to reduce the barriers—and also create incentives—for faculty to participate in problem-focused work.

5. *Integrate outreach*

The outreach efforts at many universities are frequently performed by persons who have major outreach responsibilities and in units (such as institutions and centers) that have been created with applied research and outreach in mind. Votruba believes that the expanded notion of the academic mission carries with it an expanded notion of who should be responsible for outreach. He suggests (p. 76):

Outreach should be the responsibility of every dean and chair in the same way that these administrators are currently responsible for undergraduate and graduate education and research. Every college and departmental mission statement should include specific reference to the unit's knowledge extension and application priorities, as well as indices for measuring accomplishments.

Votruba also argues that nonacademic units (e.g., the library) should engage in outreach, and should incorporate into their mission and operating plans how they intend to "reach out" to society.

6. *Financing outreach*

This energetic outreach agenda will require additional financial resources. A multiple strategy approach will be required to accomplish this goal, and will likely include a mix of internal reallocations, external fundraising (e.g., foundation support), and fee-for-service activities.

One of the dangers associated with financing outreach is to cater only to those who can afford to pay the full cost of services. An effort must be made to avoid the insidious consequence of having outreach become a tool for expanding the gap between the *haves* and the *have nots*.

7. *Promoting community-based learning systems*

Universities are not the sole knowledge resource in society. And land grant universities are not—and should not be—the only universities that engage in outreach. Community colleges, liberal arts college, regional universities, as well as an array of public, private, and nonprofit organizations, need to join major universities in establishing community-based learning systems. A community-based learning system involves identifying local learning needs and then acquiring the knowledge resources—from a variety of sources—to meet those needs.

New alliances, partnerships, and collaborations among knowledge resource institutions will be required to make possible the community-based learning system. Votruba believes that distance education technologies are an important part of this agenda:

With the advent of satellite broadcast, two-way interactive television, and other forms of distance education, we appear to be embarking on a new and exciting era in collaborative education programming; and era that...can integrate the best of "high tech" and "high touch"... (p. 78).

8. *Learning about the knowledge utilization process*

Votruba's message should not be construed as simply a call for universities to "do more outreach." The call very much implies doing "good" outreach, and learning from those experiences. Extending knowledge suggests that outreach is a one-way, mechanical process. Those experienced in outreach recognize that it is more than that. Much research is needed to help us more fully understand how, when, where, and why specific outreach strategies work and do not work. As Votruba (p. 78) writes:

We need to advance our understanding of the knowledge utilization process in a variety of settings involving a broad range of learners. This knowledge must then be used to help inform the extension and application of knowledge as it is undertaken by academic units across the campus.

Part Five:
**Campus, Off-campus,
and Peer Institution
Perspectives on
University Outreach**

INTRODUCTION¹¹

Attention now turns to a consideration of stakeholder perspectives on university outreach. According to Freeman (1984), a stakeholder is any group (or individual) who is affected by, or who can affect, the future of the organization. Bryson (1988: 52) describes the importance of including stakeholders in the planning process:

Attention to stakeholder concerns is crucial because the key to success in public and nonprofit organizations is the satisfaction of stakeholders....

...stakeholder analysis will require the strategic planning team to identify the organization's stakeholders, their stake in the organization, their criteria for judging performance of the organization, how well the organization performs against those criteria...[and]how the stakeholders influence the organization....

The committee adopted an expanded version of Freeman's definition of stakeholder in that it believes that certain stakeholders, by the nature of their relationship to the organization, have the right to provide input during the planning process. In the case of this study, key stakeholders include the faculty and staff of Michigan State University and the publics whom MSU serves through its outreach efforts. Institutions of higher education that have made a major investment in university outreach represent a third stakeholder group.

The input received from faculty and staff (including those who work primarily or exclusively off-campus) is presented in Chapter 7. The committee drew upon the organizational culture literature to create a framework for understanding Michigan State University (see Chapter 12) as the basis for selecting interviewees. In Chapter 8, the guidance received from off-campus stakeholders is reported. Finally, the committee sought information from about 20 peer institutions regarding the strategic directions that they are pursuing regarding outreach. The results of that study are presented in Chapter 9.

¹¹ Introduction written by Frank A. Fear

Chapter 7

ON-CAMPUS PERSPECTIVES¹²

The committee sought input and guidance about outreach from members of the MSU campus community. The committee devoted most of spring term 1992 (March-June) to this effort.

The purpose of this chapter is to report the respondent selection process, describe the types of the input/guidance sought, and communicate the results of the inquiry process.

The Respondent Selection Process

Committee members nominated faculty and staff—persons whom they felt would offer insights about outreach. To ensure breadth of unit representation, the Committee's conceptualization of the outreach cultures at MSU (as described in Chapter 12) guided the selection process. The following criteria were used to generate and evaluate a preliminary list of interviewees: open-mindedness; good thinkers; care about MSU and its future; hold key faculty, staff, or administrative positions; are opinion leaders; are diverse in the spirit of MSU IDEA I and II; are historically more, as well as less, involved in outreach (mix desired); do exemplary work; represent tenured and untenured faculty members (mix desired); represent the community of outreach practitioners (major outreach responsibilities); and represent those who hold positions that interface with the public on a regular basis. Application of these criteria led to an initial list of nearly two hundred persons.

Concurrent with the generation and evaluation of names, the committee discussed how the selected persons should be grouped for interview purposes. It was agreed that we should conduct a number of group (i.e., "roundtable"-type) interviews with each interview being conducted with similar types of persons. Examples include deans who lead units with diverse outreach programs; Lifelong Education/University Outreach associate/assistant deans and coordinators; outreach practitioners; chairs and school directors representing units that have been historically less involved in outreach; institute and program directors; tenured faculty who have been historically more involved in outreach; administrators who hold (or have held) key positions in Lifelong Education/University Outreach; faculty members who are knowledgeable about the history of outreach at public institutions and current outreach efforts at MSU; and MSU administrators at the vice president (or equivalent levels).

The committee contacted the persons selected, and conducted committee-of-the-whole and split-committee interviews. Individual committee members also conducted face-to-face and group

¹² Chapter written by Frank A. Fear

interviews with some persons. In total, over one hundred persons participated in the roundtable and individual interviews. The list of participants is reported in Appendix A.

Types of Input Sought

Committee members sought input in three areas: the current status of outreach at MSU; the value of outreach for an institution, such as MSU, in the 21st century; and the potential and vision for outreach at MSU. After considerable discussion among committee members, 25 questions were created—spanning the three areas of interest:

Questions about the Status of Outreach

1. What is considered outreach in your college/unit?
2. Has this description changed over the years? If so, how? Why?
3. Is there a commonly held notion among your colleagues about what represents "good" and "not-as-good" outreach?
4. When you think of all of the activities undertaken in your college/unit, how would you describe the relative importance of the outreach function? How does this function compare in importance with other functions that are carried out?
5. Is outreach undertaken at a "cost" to resident teaching & research? Are the functions—resident teaching, research, and outreach—generally viewed as discrete or linked functions?
6. What major, structural factors promote and impede outreach?
7. Who typically does outreach?
8. Is outreach conducted in all or just some of the topics/areas associated with your college/unit's knowledge base?
9. For whom is outreach typically performed?
10. How are outreach activities/events typically organized and delivered?
11. Where does outreach typically take place?
12. Given your answers to the questions of who, what, for whom, how, and where, please share what you would consider to be an example of exceptionally good outreach.
13. Generally, what motivates or discourages staff in your college/unit to engage in outreach?
14. What benefits and costs (if any) accrue from engaging in outreach?
15. How is outreach evaluated?

16. In addition to collecting information from MSU faculty and staff, we are interested in soliciting input from off-campus persons—people who are considered by on-campus persons to be important outreach clients (or collaborators, partners, etc.). May we have the names, addresses, and phone numbers of two or three persons who fall into that category?¹³

Importance of Outreach for MSU in the 21st Century

1. In your estimation, what is the relative value of outreach for public universities in the 21st century?
2. What value criteria should drive MSU's outreach program? In other words, what should our outreach programs "stand for?"

Vision for MSU's Future Outreach Program

1. How should outreach be conceived in relationship to expected faculty roles? Who should do outreach? When? How? Where?
2. How should we evaluate the outreach function? For faculty/staff (individual level)? At the unit level?
3. What, outreach priorities should we declare, if any? Problems/issues? Approaches? Clientele? Locations (e.g., Michigan, U.S., the world)?
4. How should we organize cross-disciplinary resources for outreach purposes?
5. How should we strategically position our outreach program? In relation to other Michigan institutions of higher education? In relationship to MSU's national peer group?
6. Is it possible to discuss a strategic agenda for outreach during an era of constrained resources and calls for increased faculty productivity?
7. How is it possible to strengthen the outreach function? Through the academic governance system? By the way that MSU is structured—on- and off-campus?

Not all questions were asked during each interview: An attempt was made to fit questions to the specific backgrounds, interests, and expertise of those being interviewed.

Organizing the Interview Results

Written notes from each interview were prepared, and the notes—in the aggregate—were used to prepare a composite of the interview results. Those results were initially catalogued by the 10 strategic questions in our charge. But this categorization system did not fully capture what the committee felt were the important frames of reference represented by the interviewees. In the

¹³ This information was used to create a list of off-campus interviewees. See Chapter 8 for the results of these interviews.

opinion of the committee, the respondents' input can be best understood in terms of three frames of reference:

The strategic planning frame emphasizes the need for MSU to understand its "business," and for the administration to implement outreach strategies that will put MSU in the most advantageous position, given its market niche.

The external realities frame focuses on MSU's responsibilities as a public institution. According to this way of thinking, MSU must be sensitive to the problems and needs facing Michiganders and the world. Then, it must organize its resources in order to make optimal impact on improving peoples' lives.

The faculty scholarship frame centers attention on how faculty organize and undertake their programs of study. From this perspective outreach is, and should be, an integral part of what faculty members do. The challenge is to create attractive possibilities (i.e., opportunities) for faculty to participate in outreach programs.

The key features of each frame are elaborated in Table 2. The three frames will be used as the organizing scheme for reporting the on-campus input to the committee.

Table 2. Three frames for understanding and reporting the feedback from MSU internal stakeholders

<i>Frame</i>	<i>Description</i>	<i>Selected questions</i>
Strategic planning	Focus on institutional mission, understand markets & internal strengths, make strategic choices	What is a land-grant-AAU university? What is our mission? What are our markets? Who are the other knowledge producers? Outreach for whom? For what? Where? How?
External realities	Focus on problem-solving responsibilities of publicly funded institution; organize resources to make optimal impact on those problems.	What are the major societal problems? How can we anticipate tomorrow's problems? How can we make ourselves "user-friendly"? How can we make knowledge resources available equitably? How can we expand the number of faculty involved in outreach?
Faculty scholarship	Focus on understanding how faculty design and conduct their work; root outreach in a faculty concept of scholarship; make outreach attractive to faculty.	Who are the outreach exemplars? How should we evaluate outreach? How can we be nationally competitive in outreach? How can we nurture cross-disciplinary outreach work?

The Strategic Planning Frame

We heard many comments about the need for MSU to be mission-driven. This means that university administrators must have a keen sense of MSU's *raison d'être*, and then focus on the goal of ensuring that the institution meets its mission-related obligations. Several respondents emphasized to us that in order to be able to be mission-driven, administrators must clearly understand what it means to be a "university," and what it means to be a land-grant-AAU university. We also heard many advise us that outreach policy and decision making should be viewed holistically, i.e., from a universitywide perspective—where all of the university functions are viewed together, not separately and distinctly.

Members of the MSU community told us repeatedly that MSU must refrain from trying to "be all things to all people." We must make a concerted and ongoing effort to analyze our strengths and capacities. Then, as part of the priority-setting process, outreach decisions should emphasize the goal of offering high-quality outreach programs in those areas where the university has the capacity to "make a difference".

This also means that we need to monitor external environments—in Michigan and throughout the world. In this context we frequently heard the label *markets* for MSU programs; that is, we must engage in ongoing analysis of the markets in which we can provide outreach resources, and then make "strategic" decisions so that we can deliver outreach resources in those areas where we have the greatest strengths, and in areas and ways that are consistent with MSU's mission.

The notion of avoiding being "all things to all people" also included the dimension of recognizing just what it is that a university should and should not provide through outreach. Strong emphasis was placed on the need to avoid being viewed as a "problem solver" or a "social service" institution. The university's role, on the other hand, should be that of a knowledge resource—to provide knowledge and to assist clients of our outreach programs in "putting that knowledge to work" in ways that improve their situations.

Our interviewees reminded us that MSU is not the only knowledge provider in Michigan. Other universities are very much engaged in outreach, and we need to understand what they are providing and to whom. In addition, there are many knowledge providers outside of academe (e.g., consulting firms). Again, knowledge of what is being provided, by whom, and to whom is necessary to establish appropriate outreach policy and programming at MSU.

Perhaps the most important recurring theme that we heard pertained to the recommendation that MSU outreach planning should be rooted in the answers to these questions: Outreach for whom? Outreach where? Outreach regarding what? Outreach with what outcomes? The questions emphasize the need for administrators—president, provost, vice provost for outreach, deans, and unit administrators—to make strategic decisions (actually, strategic choices) about outreach, but with the proviso that these choices should not be made apart from decisions pertaining to the resident instruction and research functions. In fact, better choices are those that recognize the linkages between and among these three knowledge-grounded functions.

An important activity suggested to us was for the Vice Provost's office to inventory and report outreach activities that are taking place at MSU. We were told that one of the great myths at MSU is that "there isn't much outreach going on here." Another myth is "most faculty don't do outreach." In the future, we were told, MSU must do a much better job of cataloging what is going on, highlighting exemplary outreach programs, and sharing that information on- and off-campus.

This last point—pertaining to the reporting of outreach work to off-campus audiences—represents another issue with which we were made familiar. Outreach work is generally consistent with, if not emblematic of, peoples' conception of work associated with a land-grant institution. Reporting our outreach work to external audiences has great value in that it demonstrates to others what MSU is doing "to make the world a better place to live." This area is most critical, our informants communicated to us, in an era dominated by calls for faculty productivity and accountability.

The respondents also commented about the need for the university to blend elements of centralization and decentralization into its outreach policy. At the central level, the university must establish an outreach philosophy (consistent with the university mission), create a broad set of outreach goals, consistently use an outreach vocabulary (to mitigate the current fuzziness), reform faculty reward and incentive systems, and promote and publicize outreach on- and off-campus. Central administration can also help colleges and units "avoid reinventing the wheel" by constantly sharing approaches and strategies that have worked at MSU. Colleges and units would also be assisted by greater coordination between the offices of the Vice Provost for University Outreach and the Vice President for Research and Graduate Studies. Integrative models and approaches used at other universities (e.g., at the University of Wisconsin to integrate research/outreach activities targeted at the industrial sector) should be studied for possible adaptation at MSU. At the decentralized level, colleges and units should be given the freedom to do the type of outreach that "makes sense" for their cultures, as long as those efforts fall within the parameters established at the university level.

The topic of outreach funding was discussed by a number of the interviewees. The committee was encouraged to recommend funding strategies that will not benefit outreach at the expense of the resident instruction and research enterprises. Whereas the university needs to make a firm financial commitment to outreach (otherwise it will not be viewed as an equivalent function), we cannot and should not expect the general fund to assume 100 percent of the financial load. Along this line, the committee was encouraged to consider the relevance of charging overhead fees to certain outreach programs—dollars that would revert to a general outreach fund. The respondents suggested that we need to create a revenue stream, one which they believe does not currently exist at MSU, that will maintain the financial viability of outreach programming and, at the same time, mitigate the competition for general funds.

Although grant and contract dollars are being generated for outreach, some of the interviewees discussed the fact that there may be undue reliance on the W.K. Kellogg Foundation grant dollars available through the Vice Provost for University Outreach. To counter this potential dependency relationship, the model of the "scholarly entrepreneur" might be emphasized. In this model, the faculty member with outreach responsibilities operates a self-supporting program, and demonstrates market value by being able to attract financial resources to undertake priority, mission-relevant outreach programs.

The External Realities Frame

If people are engaged in a "life of learning," our interviewees informed us, then a university must be committed to providing them with accessible and relevant learning opportunities. Universities must also be able to adapt efficiently and effectively to changing, external realities.

Some of our respondents emphasized that universities are expected to be partners in helping to solve major social problems—to bring to bear knowledge resources. In this environment, the university outreach function will become more, rather than less, important in the future. Faculty will be expected to translate public needs into research programs—in disciplinary and, increasingly, multidisciplinary ways.

Some feel that pressures will build for MSU to be an active and bold participant in this social problem-solving enterprise. Consequently, we must be able to marshal our resources in new and creative ways. Partnerships will need to be built—across campus and with off-campus partners—to address the problems facing society. Frequently mentioned among these problems were local economy and jobs, youth-at-risk, threats to environmental quality, and the accessibility and quality of health services.

We were also told that, when MSU is experiencing financial retrenchment (usually the same time when there are increasing calls from the public for the delivery of outreach programs), outreach is typically at risk. We must decide, they said, just how central the outreach function is to the mission of MSU, and then respect that decision during periods of financial stress.

Several recommendations seemed to dominate the perspective that we describe as the external realities frame: (1) We must be very careful not to raise false expectations among our clientele about what the university is and is not prepared to deliver. We must carefully assess our capacities and strengths, and only promise what we can reasonably offer. (2) Reforming faculty reward and incentive systems that are believed to be "anti-outreach" must be a top administrative agenda. We were told that some faculty decline to participate because they "don't have an Extension appointment." These refusals, when viewed in the aggregate, can convey the message that outreach is the responsibility of Extension specialists only, and that certain parts of the university are "off limits" to the public. We were also told that, even when junior faculty find outreach work personally rewarding, they are frequently given to understand that these are activities for which they will not be rewarded at merit increase and promotion time. (3) Making outreach resources easily accessible to clients must be another top administrative goal. Along this line, we heard about the importance of making MSU "user-friendly." Alterations in our outreach structure, both on- and off-campus, should be driven by this user-friendly motto. Distance education technology, including two-way links and data compression systems, were frequently recommended distance education instruments.

This notion of "user-friendliness" was also discussed in two other ways. First, we were advised to avoid designing an outreach system that makes available knowledge resources to only those who can afford to pay for access to that knowledge. While our respondents generally acknowledged that some type of user-fee system has to accompany outreach at MSU, thought needs to be given to equity considerations. Second, the ongoing capacity for MSU outreach to be "close to the customer" may be realized, in part, by establishing university, college, and unit-level advisory committees. External stakeholders of our outreach programs should be assembled for the purpose of routinely giving advice to administrators and faculty about the status and direction of our programs.

Establishing advisory committees was viewed as one mechanism for enabling us to better anticipate the need for outreach programs. We were advised that MSU needs to do a better job of being proactive, rather than just being reactive, to external issues and problems. As one respondent said, "We are sometimes poor on timing. By the time we get there, the 'sizzle' has gone to 'fizzle'." Statewide needs assessments were also suggested to help the university respond before situations turn to crises.

We were also told that outreach should not be viewed simply as a one-way knowledge transfer process. An important outcome of outreach is client empowerment. This occurs when clients work with MSU faculty/staff to take greater control over their circumstances and environment. The learning that takes place with respect to "how to take control" is just as important as subject-matter learning, we were informed. Learning-as-empowerment may be viewed as part of the knowledge preservation function of a university's work.

Finally, some interviewees felt that we are not taking full advantage of existing networks for outreach. Our undergraduate and graduate students, as well as alumni, were mentioned as examples.

The Faculty Scholarship Frame

Time and time again, our informants emphasized the point that outreach must be rooted in scholarship. Unless this message is constantly communicated and, more importantly, believed by faculty, it is unlikely that increasing numbers of faculty will voluntarily participate in outreach efforts.

We were also told that there is a considerable amount of confusion among faculty about just what is outreach. In some units, applied research is considered outreach. In other units, continuing education is outreach. Given this situation, we were told that there is a great need to develop a common vocabulary about outreach—one that makes sense for the complexity and variety that characterizes MSU. Along this line, it was suggested to us that a better job be done of defining and communicating what it means to be a land-grant university. As one faculty respondent told us, "land-grant" has become, for some, "an attractive sounding mystery."

One of the issues addressed by multiple respondents was the need to encourage outreach, but not to simply encourage faculty "to do more outreach." We repeatedly heard that "doing more with less" has become a reality for faculty. The last thing they want to hear is that those who are not involved in outreach will be expected to do outreach, and that those who are involved in outreach will be expected to do more of it.

Furthermore, they suggested to us that "carving up of a faculty member" in function areas is perhaps the way that some administrators think about faculty work. But it is highly unlikely that faculty members think about, or approach, their work that way. Faculty are prone to think in programmatic terms—in terms of their overarching program, a program that includes different activities, sometimes on-campus teaching, sometimes basic research, sometimes applied research, and sometimes activities that administrators might classify as "outreach" (e.g., making a presentation to a middle school class).

So it is not surprising that some of our respondents recommended that attention be given to the way that outreach is defined and then communicated to faculty. We were frequently told that one strategy should be avoided at all costs: defining outreach narrowly and imposing that way of thinking across the entire university. Rather, we were told to "package" outreach so that it will be attractive to faculty. How might this be accomplished? Our respondents proposed a number of strategies.

First, considerable attention must be given to helping faculty be successful at outreach. Many faculty have limited outreach backgrounds and experiences. Outreach faculty exemplars should be identified, and those exemplars should be invited to share their work and approaches with faculty in seminar settings.¹⁴

Second, there is much ambivalence among faculty about outreach. If outreach is only viewed as "good citizenship," it is not likely to ignite the imagination and fire of faculty. "Good citizenship" is something that many believe is done "after 5" on personal time, and not something that is done as part of their program of study. In order for outreach to be credible and legitimate work, faculty must see it as work that is rooted in scholarship. That type of outreach should be used as an example of "good faculty work" (not just "good outreach") during merit increase and promotion times.

Third, we should not expect faculty to cut themselves off from their disciplinary homes. Avenues and mechanisms have to be developed and nurtured that permit a win/win situation: one that makes it possible to engage in outreach work but not at the expense of disciplinary involvements. Faculty need to be encouraged, and then rewarded, for doing work that contributes to their maturation as professionals and, at the same time, enhances MSU's reputation as an institution that applies its knowledge resources toward the goal of improving quality-of-life.

Fourth, an effort should be made to reform the socialization process for graduate students. One mechanism includes involving more graduate students in outreach programs so that they will have outreach experience by the time they become faculty members. The concept of establishing "OAs" (outreach assistantships) to parallel TAs (teaching assistantships) and RAs (research assistantships) was suggested by more than one of our informants.

Fifth, an inescapable and unavoidable issue is the faculty reward system. We were told that it is important to encourage change in the ethos of the faculty reward systems. Major change takes time, though, and this type of change is likely to be most difficult to bring about. We were told that it is important to understand the "natural rhythms" of the faculty life cycle in different units and colleges. It may be possible to advance the outreach capacity through modifying, rather than changing, reward systems. The thorniest issue associated with the reward system—and our respondents brought this up several times—is the task of addressing the extent to which junior faculty can participate in outreach activities without jeopardizing their promotion to associate professor with tenure. Even if outreach is adequately rewarded for junior faculty, the concern still exists that those who are heavily engaged in outreach at MSU may run the risk of not being nationally competitive or mobile. To address this issue, it was suggested that the University target several colleges for multi-year, reward system "experiments."

Sixth, it is important to emphasize that outreach takes time. We must find more and new ways to make outreach a time-efficient enterprise for faculty. Working with clientele often means more than just transferring knowledge. Many faculty work closely, if not collaboratively, with clients in determining what and how the outreach act or process will take place. The time-intensity of outreach must somehow be reflected in the ways that outreach is counted and evaluated.

¹⁴ This feedback moved the committee to initiate an outreach exemplars study. The purpose was to identify and describe examples of outstanding outreach that are taking place at MSU. Committee staff conducted the study, and the results are reported in Appendix B.

Seventh, we need to avoid evaluating outreach as an "activity count." Systems must be developed to evaluate the quality and impact of outreach work. Our respondents talked with us about the fact that, just as there are examples of "good" and "bad" on-campus teaching and research, there are examples of "good" and "bad" outreach. There seemed to be general agreement that "bad" outreach is work not rooted in scholarship. Given this line of thinking, the notion of evaluating outreach through "frequency counts" had little appeal to our informants.

Eighth, it is believed that we generally do a good job at MSU of encouraging cross-disciplinary research. But, we do not tend to think this way with respect to the outreach function. The institutes and centers would seem to be ideal venues for assuming this responsibility.

And, finally, the barriers between and among units on campus tend to be low (compared to other institutions). Consequently, we need to do a better job of identifying natural networks of faculty members—persons who work together on problems of common interest—and then providing them with the incentives (project dollars and reward system incentives) necessary for encouraging their participation in outreach.

Concluding Observations

Our internal stakeholders provided the committee with a considerable amount of valuable input. They repeatedly told us that ours was a difficult task, largely because the questions posed in the charge have been facing MSU for years, even decades. Some respondents suggested that it is important to put into place a mechanism—perhaps an advisory committee to the Vice Provost for University Outreach—so that important outreach planning questions can be posed and answered continually.

We were also told that we should not fall victim to the bane of many "blue ribbon" committees. We were advised to propose actions that are absolutely critical and also "institutionally digestible." Too many times, we were warned, committees write tomes and propose hundreds of recommendations. Very little, if anything, seems to come out of these efforts, and frustration (on- and off-campus) follows.

It is along this line that we were advised to be selective in what we target as high priorities. Some respondents went so far as to suggest issues that, if resolved, could provide a foundation for further action. Example suggestions included:

1. Targeting priority outreach subject-matter
2. Modifying faculty reward systems to embrace the outreach function
3. Better organizing the university's knowledge resources to make optimal impact in its work
4. Securing adequate, stable, and continuing funding to maintain a successful outreach program.

Chapter 8

OFF-CAMPUS PERSPECTIVES¹⁵

An obvious and important stakeholder in university outreach is the off-campus learner who seeks access to a university's knowledge resources. The committee devoted a considerable amount of time to planning and conducting a series of interviews (referred to as "roundtable discussions") with groups of MSU's outreach clientele. The information gained from this experience was invaluable. It influenced the committee's perspective on outreach, and was drawn upon extensively when preparing the committee report.

The purpose of this chapter is to describe the roundtable approach and results.

Roundtable Discussions Held across Michigan

Seventeen roundtable discussions were held by the committee in nine Michigan locations: Battle Creek (2), Detroit (2), Flint (2), Gaylord (2), Grand Rapids (2), Lansing (3), Marquette (2), and one each in Bay City and Traverse City. In light of the diverse locations and the committee members' campus commitments, these were not conducted as full committee interviews; an average of four committee members participated in each interaction. Between five and twenty community representatives participated in each roundtable interaction. Participants were nominated by campus informants (see Chapter 7) and by regional Extension staff. Participants were familiar with MSU's outreach programs, and represented—in each roundtable—a mix of MSU's outreach constituency (e.g., health, education, agriculture). Only one discussion focused on a specific problem area—economic development needs in the Lansing area. (Please refer to Appendix C for the list of off-campus roundtable participants.)

The Roundtable "Script"

The roundtable discussions were designed to be relatively unstructured, free-flowing interactions. Each session was facilitated by a committee member, and the conversation was framed by information that was prepared in writing and distributed at the beginning of each session:

We are delighted that you have taken the time to help with the important task of advising our institutional leaders on the subject of OUTREACH AT MSU. The purpose of these roundtables is to engage in a dialogue—for you to share with us your thoughts about what is happening in your organizations, communities, and regions, and to advise us about how MSU can help; and for us to share with you our thinking about outreach.

¹⁵ Chapter written by Frank A. Fear

We have met with a number of persons on our campus, and will be meeting with a variety of people throughout the State of Michigan. We shall take into consideration all of this input as we prepare our report. Hopefully, our report will include the very best of your thinking and our thinking.

We encourage an open discussion today. Here is a framework for organizing our discussion:

- ▶ Talk with us about what is happening in your organizations, communities, and regions. Share with us your perceptions of the good things that are happening. Comment on those areas/issues that are challenging you.
- ▶ As you think about MSU as a resource for working with you, talk with us about your past experiences with MSU.
- ▶ As you think about your situation, what would you like to see from MSU in the future? As you think about MSU "delivering" knowledge resources, how do you define "to deliver"?
- ▶ We would like to share with you our preliminary thinking about outreach at MSU, and how we picture outreach at a 21st century institution of higher education. We invite you to react to our preliminary conception.
- ▶ Let's close our conversation by addressing any issues or questions, which we have not discussed, that are especially important to you.

As a way of thanking you, we shall mail you a preliminary draft of our final report. Only a select group of people—only the persons with whom the Committee has met—will receive copies of the preliminary draft. It is a draft "for your eyes only," and we ask that you not share it with others. Any comments about the draft will be much appreciated.

The Roundtable Experience

Overall, the roundtable interactions were very positive experiences for campus and community-based participants. In almost every interaction, committee members were thanked for seeking outside opinion, and for taking the time to drive or fly to meet with people in the field.

A constructive attitude was taken by almost every community participant. Many expressed an abiding commitment to MSU and a desire to see MSU be successful in its outreach work. Some had strong ties to the University (e.g., as alumni). Others expressed appreciation for MSU's longstanding dedication to outreach. In several discussions, it was expressed that—in some ways—MSU is the "university of Michigan." We were told that Michigan State seeks to connect with people in Michigan communities unlike any other public university in the state, and it has done so longer than any other institution.

In each and every roundtable interaction, field participants had no trouble identifying local issues and problems and how, in the past, Michigan State had helped them. But most of the discussion time was devoted to evaluating their past experiences with MSU, and recommending future directions that might help MSU improve its outreach program and approach to outreach. The input in these areas was communicated candidly, openly, and clearly. In many cases, it was communicated with emphasis—if not passion. It was obvious to committee members that our informants felt a significant stake in MSU and its outreach work. Many told us that they felt this

was an opportunity to express their opinions to a group that was asked by the administration to chart a new way of thinking, organizing, and undertaking outreach. Most wanted to take full advantage of this perceived opportunity.

If committee members had preconceived notions about what the roundtable experience might be like, most probably expected to receive a variety of responses during these interchanges. In addition, many expected that the comments received from off-campus audiences would be significantly different from perspectives offered by on-campus interviewees. In some ways, the reality of the experience differed from these expectations.

It was surprising to committee members that persons from different sectors, who had different experiences with different parts of the University, made similar observations about their outreach experiences and offered similar suggestions about improving outreach at Michigan State. Indeed, the commonality of opinions was striking. Keep in mind that many of those participating in each roundtable did not know each other prior to the interview experience. We sought a mix of perspectives, and did not seek discussants who were from the same community, worked with the same agency, or worked in the same problem area. Yet, the responses were surprisingly consistent within and across roundtable interviews.

Many of the issues pertaining to the "internal operations of MSU" (as those operations pertain to outreach) were priority topics of discussion across roundtable interviews. Committee members did not solicit these responses *per se* but, as this topic of conversation emerged in later roundtables, they asked follow-up questions for the purpose of better understanding the nature and importance of these observations. We expected on-campus informants to address issues of "how MSU does business," but did not expect this subject to be a dominant discussion point around the state.

For these reasons, most committee members felt that the interactions were important, if not powerful, learning experiences. This position stands in stark contrast to the discussion within the committee early in the planning stages when some members asked their colleagues whether it would be worthwhile to undertake these field trips around Michigan.

Roundtable Themes

Five major themes will be considered here. These topics cross-cut the roundtable discussions, and pertain to:

- ▶ Outreach *philosophy*
- ▶ Access to Michigan State University
- ▶ Outreach *approaches*
- ▶ Goals and structures for outreach
- ▶ Incentives and rewards for outreach

Outreach Philosophy

Many informants felt that there is considerable unevenness on campus regarding the value of outreach. They believe that it is highly valued in some colleges and units, but not in others. Many were pleased to hear that there is a desire on campus to improve the standing of outreach. Others expressed frustration that it has taken so long to happen. They called for aggressive leadership on

the part of University administrators to maintain outreach as a high-priority item on MSU's agenda.

A number of persons commented that all organizations are finding the need to "reinvent" themselves in response to a rapidly changing world. It is this regard that the University can and should be an example. But old ways of doing business can get in the way of moving the University ahead at a time when the importance of outreach may be at an all-time high. New policies, structures, and approaches may be necessary.

Access to Michigan State University

Every roundtable interaction included a discussion of the topic of access to MSU. Words such as "huge," "frustrating," "need to be more user-friendly" were commonly used. Consequently, many persons expressed great satisfaction with the outreach services offered by MSU once they discovered where to find them on campus. Others were not quite sure about the scope of what MSU had to offer, and under what circumstances it might be available to them.

There was a common call to do a better job of communicating, if not marketing, available outreach resources. What is available? How? Where? From whom? At what cost? These were some of the questions posed to us. Indeed, the ability of external constituencies to connect with campus resources efficiently and effectively was a major issue for our informants. The importance of the information clearinghouse function was brought up numerous times. Many called for the need to have at their disposal MSU "user guides." One person put the need in these terms: "Perhaps you need to modernize the road rather than to build a new road."

There were some differences of opinion about how to improve access to Michigan State, however. Would it be better to have a single access point, such as a 1-800 number, to gain access to Michigan State? Should there be multiple paths depending on the subject-matter of interest? And what about the function of MSU Extension? We were asked by some: Is this the "front door" to Michigan State? Or is it an access point for certain, but not all, knowledge resources?

More than once we were urged to recommend to the MSU administration that it do everything that it can to make MSU more user-friendly. This includes multiple types of access, access to faculty from across the campus, access to faculty resources in multiple ways, and access at a reasonable cost and within a reasonable amount of time. As one respondent put it: "It's more than making it possible for us to come to the University. You must come out and work with us."

A common call associated with connecting better with the field was the need to make classes and degree programs more accessible to working adults and professionals at times and at locations convenient for them. Many of our respondents were sensitive to the multiple demands facing faculty. The topic of modern technology and its importance to facilitating access was discussed during nearly every roundtable. One respondent phrased the mutual benefit of technology in this fashion: "Faculty won't need to drive three hours for a three-hour class, and students won't need to drive the same distance to take that class."

In some roundtables, Michigan State's capacity to deliver knowledge resources was compared to the capacity of other Michigan universities. There was concern, expressed by some MSU alumni during several roundtables, that some clientele are going elsewhere (especially to local or regional colleges and universities) to have their knowledge needs met. Part of that movement, if true, may be due to the perception that other institutions are more user-friendly and are providing more of a "personal touch." More than once, though, it was mentioned that the quality of MSU's

programs is perceived to be generally high, and that many persons in the market would rather take a course or earn a degree from MSU than complete a course or degree program from any other Michigan university except the University of Michigan at Ann Arbor. This assessment was felt to represent an untapped market potential for Michigan State.

Outreach Approaches

The need to create partnerships with people, organizations, businesses, and agencies was expressed in every roundtable discussion. This, we were informed, is an important component in what our discussants felt should be the "new way of doing business." Universities will need to abandon an "ivory tower image," and adopt a philosophy of openness to the outside that includes effective listening, greater sensitivity to market needs, and the capacity to create co-equal, mutually beneficial partnerships with non-university entities. Some made reference to the need to adopt a "continuous quality management" approach to outreach. Others emphasized the need for environmental scanning so that MSU, as well as other universities, may be in touch constantly with Michigan needs.

There was a call to treat external professionals as colleagues. University faculty are not the sole knowledge source, we were informed. Several times were given examples of where University research is behind the work being done in business and industry. We were advised that faculty (and especially students) have much to gain from partnerships with external entities.

During several roundtables, informants brought up the need for universities to better "contextualize" knowledge, that is, to make knowledge available that applies directly to the people and problems locally—as people, organizations, and communities experience them. This certainly includes the application of knowledge, but also extends to the research function. Several respondents discussed examples of how MSU faculty, staff, and students have invited local entities to influence their research agendas, and sometimes to collaborate with them on research projects that pertain to their locale.

Several times we heard language pertaining to the "push" and "pull" of knowledge. We were advised to refrain from "pushing" knowledge from the University *on* localities but, rather, to "pull" topics for research *from* localities. It is in this regard that we heard that one of the problems with academe, at least from the perspective of several discussants, is that there may be too much of what they defined as "academic freedom." In their interpretation, this means too much faculty influence and insufficient external influence on the research agenda.

Two other frustrations were commonly expressed with how the University often conducts research and/or development projects. First, faculty are more likely to be available for shorter rather than longer involvements with clientele. Yet, the nature of problems experienced *in situ* sometimes requires longer-term involvement from campus. Second, we were informed that the response time from campus is often slow. On the one hand, persons who brought up this issue seemed to be aware of the multiple responsibilities facing faculty. On the other hand, they wished that faculty—as a rule—could be more responsive to needs when they are expressed from the field.

Goals and Structures for Outreach

What goals should be put forward for MSU outreach? How should MSU be organized to accomplish these goals? These questions were not addressed explicitly during the roundtable discussions, but many of the respondents' observations and comments can be classified under the rubric of outreach goals and structures.

Outreach goals

The need to offer courses and degree programs across Michigan—especially in subject-matter where MSU has unique (to Michigan) programs or in areas of the state that are now underserved by higher education—was discussed frequently. This perception might apply to literally every public university in Michigan irrespective of institutional mission and outreach experience. But many of the discussants seemed to be familiar with MSU's standing as an research institution of international reputation and standing. The words "cutting-edge topics" and "frontiers of knowledge" were shared with us more than once. Some said that MSU's university status and the quality of its faculty put the institution in a unique position to help people, organizations across sectors, and communities confront the problems facing society in the late 20th century. These problems pertain to urban decay, the breakdown of the social fabric, concern for environmental quality, the need for Michigan to be economically competitive in a global setting, and the desire to live a full, healthy life.

It was also suggested that MSU has, and should continue, to update working professionals on knowledge breakthroughs. This can be accomplished through continuing professional education workshops and seminars, as well as through advanced degree programs for professionals.

We were also informed that MSU needs to do a better job of clearly communicating about its institutional capacity for outreach. Be clear about what you are and are not prepared to deliver, we were advised. And, by all means, we were counseled to carry this message back to campus: "Don't promise what you can't deliver." We were cautioned that this can lead to unrealistic expectations and frustration in the field.

Outreach structures

Several observations about how MSU is organized for outreach were shared with the committee during the roundtable interactions. One of the most interesting observations pertained to the issue of outreach sustainability. Several discussants commented that some of MSU's outreach programs seem to be "person-dependent." In other words, the programs seem to be carried by one person or a few people. At issue was: What will happen to these programs when the people leave the employment of the University? Some concerns were expressed about the institutional commitment to this work and its survivability over time.

Others commented about the extent to which outreach work is funded as part of the University's base work. Several mentioned that much of the outreach work seems to be conducted through grant/contract activity and client fees. They questioned whether funding for outreach is viewed the same way on campus as, say, on-campus instruction for traditional (and traditionally aged) undergraduates.

Roundtable participants talked more about the efficient operation of existing structures than about the creation of new structures. There was a notable exception, however, with respect to the recommendation that MSU consider creating a degree-granting evening college and establishing a weekend college. Those who recommended the evening college did so with the belief that it would enhance access to MSU in the mid-Michigan area. The weekend college concept was advanced as a means to provide accelerated degree programs for working professionals.

Many discussants took time to comment on what they believe to be MSU's responsibility in conjunction with a statewide outreach structure. In offering this, they recommended that Michigan State might play an important facilitative and networking function by establishing extensive partnerships with other universities in the form of interinstitutional consortia. One respondent used

the term "university centers" as a means to reference "one-stop shopping" at various locations across Michigan where residents, community leaders, and businesses can seek and receive assistance.

Some complained that Michigan universities often compete for students and other outreach clients. Collaboration is necessary so that the needs of Michigan residents may be met more easily and adequately. Through interinstitutional partnerships, the weaknesses of one institution might be countered by the strengths of another institution, several discussants offered. Others predicted that the cutbacks experienced by all institutions may have less of an impact at the local level on services offered by any one university if institutions work collaboratively. And opportunities not currently available might become a reality. For example, a respondent called for a common credit system across Michigan public universities to enhance course transferability.

Incentives and Rewards for Outreach

If any committee member expected the subject of faculty incentives and rewards to be a topic of conversation in roundtable after roundtable, none expressed that opinion to their colleagues before fieldwork began. Yet roundtable participants turned to this topic again and again, and hammered its importance. Several informants told committee members that incentives and rewards represent the key for making it possible to achieve the new vision for outreach.

For example, many commented that they supported the committee's definition of outreach, but felt that is not a realistic way of viewing outreach unless and until the faculty reward system is changed. Others said it was the answer to addressing other concerns and frustrations that they had experienced, such as involving faculty in longer-term outreach efforts, and resolving the perception of some in the field that certain programs, faculty, departments, and even colleges are "off limits" with respect to outreach.

Some discussants called for an entirely new approach, such as making outreach a condition of employment for faculty. Others saw it differently. The problem extends beyond increasing the number of faculty members involved in outreach, they offered. At one roundtable, a person observed that faculty members are not equally adept at participating effectively in outreach. Sometimes the problem is personality-related, she argued, as might apply in the case where a faculty member is not able to collaborate with off-campus partners. Another reason—prior field experience—was advanced at another roundtable. This might apply when a faculty member has limited practical experience in addressing a problem despite the fact that he or she possesses academic credentials in the field.

Obviously, the matter of faculty rewards and incentives is complex. It involves more than simply requiring faculty to engage in outreach. According to some roundtable participants, it might require universities to invest in training and professional development opportunities for faculty.

Conclusions

Committee members were impressed by the insights and perspectives offered during the roundtable interactions. These external stakeholders care about MSU and what it seeks to accomplish in outreach. That was apparent by the number of persons who took the time to participate in the roundtables, by the way that they engaged fully in the conversations, and the expectations—if not

hopes—that they hold collectively for the future. For sure, they are not disinterested bystanders in MSU's outreach planning effort. It appeared to committee members that our work had real meaning to many of the roundtable participants on a professional, if not personal, level.

If we reframe the thematic categories just discussed, in five or ten years perhaps our work will be judged as a success by external audiences if—

- ▶ Outreach is a valued activity across the MSU campus.
- ▶ Michigan State has expanded and improved access to the University's knowledge resources.
- ▶ MSU is highly responsive to learners' needs, and the institution has expanded its capacity to contextualize knowledge so that knowledge fits the locations in which learning is to take place.
- ▶ Michigan State's outreach efforts are driven largely by the nature of Michigan's needs, and are undertaken in cooperation with other public universities in the state.
- ▶ There is strong and abiding commitment to reward faculty for outreach excellence, including the willingness to invest in enhancing faculty capacity in outreach.

Chapter 9

PEER INSTITUTION PERSPECTIVES¹⁶

The committee sought input from Michigan State's peer institutions regarding current thinking and future directions for university outreach on the respective campuses. The study was conducted during the late spring and early summer of 1992.

The following topics are treated in this chapter: the institution selection process, the types of information sought, the form in which the information was gathered, the results of the inquiry, and overall assessments and conclusions.

The Institution Selection Process

Information was solicited from approximately 20 institutions. The list included land-grant institutions with dual membership in the Association of American Universities, Big Ten Conference institutions, and other institutions recognized for their innovative outreach programs (nominated by at least one committee member).

Type of Information Solicited

Letters were sent by the committee chairperson to key administrators of programs in extension, continuing education, and/or public service at each institution. They were asked for copies of strategic planning reports and other planning documents that included information on one or more of the following issues:

- ▶ Outreach in relationship to the institution's mission
- ▶ User access to the institution's knowledge resources
- ▶ Outreach planning
- ▶ Cross-disciplinary strategies in outreach
- ▶ Faculty incentives and rewards relative to outreach
- ▶ Unit incentives and accountability relative to outreach
- ▶ Evaluation of outreach
- ▶ Financial support for outreach
- ▶ Statewide networks for outreach
- ▶ University governance pertaining to outreach

¹⁶ The material presented in this chapter is based on a study conducted by Laurie Wink and John Fallon, staff assistants, Provost's Committee on University Outreach, Michigan State University. The chapter was written by Ms. Wink.

Institutional Highlights

Material was received from 17 of the 20 institutions contacted:

Arizona State University
University of California, Berkeley
Colorado State University
Cornell University
Indiana University
Iowa State University
University of Maryland, College Park
University of Michigan
University of Missouri, Columbia
University of Nebraska, Lincoln
North Carolina State University
The Pennsylvania State University
Utah State University
University of Virginia
Virginia Polytechnic Institute and State University (VPI)
West Virginia University
University of Wisconsin, Madison.

Because institutional policies are often more clearly communicated and understood through the use of institution-based language, quotes from the materials will be frequently used when reporting institutional highlights. A bibliography of the reports received is presented in Appendix D.

Arizona State University

In July 1990, the Board of Regents established the College of Extended Education (CEE) at Arizona State University. Its divisions include:

- ▶ American Language and Cultural Program
- ▶ Arizona Prevention Resource Center (substance abuse)
- ▶ Center for Lifelong Learning
- ▶ Distance Learning Technology
- ▶ Division of Conferences and Institutes
- ▶ Division of Instructional Programs
- ▶ Downtown Center Phoenix
- ▶ Independent Study by Correspondence
- ▶ Office of Administrative Services
- ▶ Office of Marketing and Communication
- ▶ Office of Planning and Development

The College of Extended Education (CEE)—

Provides access to services and resources of ASU to meet the information and instructional needs of a socially and culturally diverse public, many of whom do not have access to an ASU campus. In partnership with ASU's other colleges and the community, CEE accomplishes this mission through the provision of high-quality credit and non-credit courses, programs, and training for both traditional and non-traditional learners in a variety of locations using innovative methods, curricula, schedules and technology. In addition, CEE

supports the university's mission through projects which complement research efforts; through community leadership and service; and through support for economic development activities.

CEE has created partnerships with "more than 100 universities, community groups, businesses and state, local and federal entities to extend ASU into the community, to improve minority education and to examine public policy issues."

University of California, Berkeley

No reports were forwarded in response to our request. However, the Associate Dean of University Extension prepared a letter for the committee, which included this statement:

The notion of 'outreach' is not well defined and on our campus is not used except in the most generic way....Our chancellor has as one of his four major goals the strengthening of our ties to the community and to the many constituencies we serve. But I cannot point to any specific way in which this goal is being implemented.

We, in Extension, are in the process of a long-range planning effort which will incorporate more directly into our mission and activities much of what is known as outreach. We want to lead our university and its separate units into a more productive and effective public service and outreach function. These activities are increasingly important to the university as budget and political winds blow against us. We are developing plans and following up on opportunities as they arise.

According to a report in *The Chronicle of Higher Education* (July 29, 1992), the University of California system has revised its faculty reward policies to give greater consideration to teaching and service. Standards for promotion to higher salaries within the rank of full professor also have been modified to include national or international distinction in teaching or research.

Colorado State University

In March 1992, the university issued *The University Strategic Plan: FYs 1992-93 through 1995-96*. The plan contains seven AIMS, which are "statements of the university's fundamental intentions and purposes." Among them is the fourth AIM:

- To provide outreach programs responsive to the Educational and developmental needs of all university constituencies

Seven major goals are listed under this AIM:

1. Communicate the university's mission, function, goals and activities to its internal and external publics.
2. Enable Colorado State to remain the state's lead educational institution in areas of state economic development, technical assistance and transfer, continuing education and human resource and community development.
3. Develop partnerships with school systems and other agencies so that individuals may better access higher education and be successful in their pursuits.

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4. Continue development of telecommunication and other technologies for the dissemination and enhancement of knowledge through existing and future outreach programs including education, service and assistance programs.
5. Identify and reward faculty, staff and student contributions to outreach and distance learning.
6. Promote educational innovation and mutually beneficial relationships by forging linkages with business, agriculture, industry, and other public agencies including higher education and social institutions.
7. Foster cooperative ventures with the other institutions of higher education in the Colorado State University system.

This excerpt, drawn from *Season Your Opportunities*, the 1992 fall bulletin, Division of Continuing Education, Colorado State, clearly communicates the outreach philosophy:

Vital connections. At Colorado State University this isn't just a phrase. It's a philosophy, a way of doing business. The people of Colorado State are in towns, throughout the state, making a positive difference on the education of children, the vitality of businesses and the health and welfare of families and neighbors. Vital connections—it's been the essence of our land-grant mission for more than 120 years. Colorado State's land-grant mission, to serve people and solve complex problems, extends beyond the boundaries of campus. University education, research and service are tied to downtowns and hometowns throughout the state, and the world.

Cornell University

A folder describing Cornell University Extension and Outreach Programs included one-page descriptions of the following:

- ▶ The Cornell Cooperative Extension Service
- ▶ Cornell Industrial and Labor Relations Extension
- ▶ Center for the Environment
- ▶ Southern Tier Industrial Technology Extension Partnership
- ▶ Biotechnology Transfer Program
- ▶ New York Sea Grant Extension Program
- ▶ Community and Rural Development Institute
- ▶ Cornell Institute for Biology Teachers

Cornell also sent the *Report of the Commission on the Future of the Cornell Cooperative Extension System (March 1987)*. Former University of Michigan president Robben Fleming chaired the commission, which was asked to consider, among other things, the question of "a more broadly based and expanded extension outreach from Cornell University." The commission made nine recommendations, including one stating:

A means should be found for broader involvement of interested Cornell faculty in extension programs. The Office of the Provost should assume this responsibility, as is the case for research and teaching programs. It is likely that the stature of extension programs would be increased, that the outreach into other schools and colleges would be enhanced, and that cooperation among various schools and colleges would be encouraged....

The Office of Provost should, after consultation with the deans, create a federated extension center where extension-type programs of the schools and colleges would be affiliated and from which each program would benefit. Incentives should be established to encourage cooperation of the schools, colleges and Cooperative Extension associations. Such a center would be evaluated after five years to determine whether it is strengthening extension programming. Cornell should be prepared to find additional funds for the work of extension throughout the university if this recommendation is to be implemented effectively.

Indiana University

Indiana University (IU) has eight separate campuses, each responsible for its own outreach efforts. As quoted in the cover letter from our institutional contact: "Each campus determines its own outreach mission, level of financial support, faculty incentives and rewards, strategic planning, etc."

All literature sent from IU revolved around their Continuing Education efforts. Indiana University has a systemwide School of Continuing Studies, with a marketing and promotion office, which serves both the systemwide divisions and the individual campus divisions.

The School of Continuing Studies grants four degrees: Associate and Bachelor of General Studies, emphasizing flexibility and convenience for the non-traditional student; and Associate and Bachelor of Science in Labor Studies, which are designed to provide union members and others with the skills they need to work within labor organizations and labor-management relations.

Iowa State University

The April 1990 document, *Strategic Plan for Iowa State University* states, "Iowa State's outreach responsibilities are broad and require the involvement of the entire university." The plan includes five universitywide goals, the fourth of which is "to provide outstanding extension programs and other outreach efforts appropriate to the needs of the state and beyond...." These programs are characterized by (*note: these are abbreviated here*)—

- ▶ Integration of teaching, research and outreach efforts within and across disciplines
- ▶ Emphasis on agriculture, protection of natural resources, human needs, and community resource development and assistance in the development of economic opportunities
- ▶ Linkages with governmental agencies and units (national, state and local levels), with research programs elsewhere, and with the private sector to provide quality information
- ▶ Expanded off-campus offerings of credit courses and degree programs, with emphasis on serving adult and other nontraditional students
- ▶ Provision of noncredit courses and workshops to promote lifelong learning
- ▶ Developing communication technologies for more efficient and effective program delivery
- ▶ A working partnership with other educational institutions

The *Strategic Plan* report urges increased use of current and emerging communications technologies to deliver high-quality ISU programs. It calls for Iowa State to become more involved with

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other Iowa educational systems in increasing coordination with respect to programs, clientele and geographic areas. The report also urges Iowa State to "work closely with K-12 systems to enhance the quality of education in Iowa schools and to prepare students for higher education."

Following a 1989 study of ISU's extension program by an *ad hoc* committee, the position of vice provost for extension was established. According to the *ad hoc* committee's report, the four units of university extension are: the Cooperative Extension Service; the Center for Industrial Research and Service; Business and Engineering Extension; and the Office of Continuing Education.

The vice provost for extension is charged with working with college deans to integrate teaching, research and outreach efforts within and across the university disciplines by:

- ▶ Expanding use of faculty appointments jointly budgeted between extension and academic departments
- ▶ Encouraging faculty and staff who do not hold such appointments to participate in outreach activities
- ▶ Recognizing and rewarding extension contributions
- ▶ Staffing off-campus credit courses as part of normal teaching assignments of tenure-track faculty
- ▶ Including the cost of off-campus courses within the university's instructional budget

University of Maryland, College Park

The University of Maryland system consists of 11 institutions and four research and outreach units. Each of these is headed by a president, and each has some outreach responsibility.

The largest of the degree-offering institutions is the University of Maryland-University College. It is also the only institution that provides educational opportunities for Maryland's current workforce. Priorities at University College for the 1990s include: increase access for minorities; design and deliver new academic and professional development programs that respond to the needs of Maryland's workforce; establish and administer University of Maryland system centers at key locations throughout the state; and expand educational delivery to remote areas of Maryland.

The unit with the most responsibility for outreach programs in the Maryland system is the Cooperative Extension Service (CES), which is part of the Maryland Institute for Agriculture and Natural Resources (MIANR). Most of the information sent to the committee pertained to the goals and objectives of MIANR. This information is outlined in a report entitled, *Initiative for Maryland Agriculture and Natural Resources in the 21st Century* (IMAGAN-21). This report was compiled with input from citizens, state agencies, and faculty of the University of Maryland system. The major issues are grouped into four strategic areas: agricultural productivity and profitability; natural resources; human capital; and diet, nutrition, and health.

University of Michigan

A response letter from the Associate Vice President for Academic Affairs included the following:

Recently, the Public Service Data Base was established as a menu item on the Michigan Library Network (MIRLYN). The database includes 700 public service activities and programs in the areas of consulting, research, training, teaching, and medical care....

In addition, two centralized efforts are worthy of note. Those in faculty governance recently initiated the Faculty Public Service Award, given annually to a faculty member who has demonstrated excellence in service activities. Also, beginning next spring faculty will recognize exemplary service with an annual award to be given to a student for outstanding community service....

University of Missouri, Columbia

The University of Missouri-Columbia (MU) is currently undergoing a self-examination. As stated in the cover letter sent to the committee:

The issue that's being examined in this state is not only should this institution continue its outreach mission of providing a resource base which is accessible to the entire state, but it appears the real question is, would this university system remain a land-grant institution in total.

Historically, MU has viewed outreach activities as a primary mission of the university. In 1960, the Agricultural Extension Service and Division of Continuing Education were combined to form University Extension, a division created to facilitate "all activities of an extension nature." In 1992, the primary purpose of University Extension is "to serve Missouri by extending the research-based knowledge and problem-solving resources of the University of Missouri system to people throughout the state."

As stated in MU's *Blueprint for Change* (1986), the core values of University Extension are:

- ▶ Extension is close to the people.
- ▶ Extension is an integral part of the land-grant system and provides unbiased, research-based knowledge and access to the total knowledge base of the University of Missouri.
- ▶ Extension's product is the application of knowledge to solve problems.
- ▶ Extension's function is to help people learn how to solve their own problems.
- ▶ Extension's most important resources are people; highly motivated professionals and volunteers.
- ▶ Excellence, integration of disciplines, creativity, and responsiveness are central to Extension's role.
- ▶ Flexibility and adaptability are important organizational qualities for Extension.

In preparing a 1992-95 Plan of Work for University Extension, input from "upwards of 5,000 citizens" was used to identify seven issues. These seven issues form the basis of all Extension programming:

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- Agricultural profitability and viability
- Building family and individual strength
- Building human resources
- Business, community, and economic development
- Enhancing health and nutrition
- Environmental quality and stewardship
- Youth development

Other specific goals and objectives for MU in the 1990s include: promote interdisciplinary and collaborative research; make MU's resources more accessible to citizens throughout the state, including credit and non-credit courses; help private and public sectors improve economic development programs by promoting statewide awareness of and access to faculty and staff expertise; and develop and maintain relationships with external constituencies to obtain financial resources (support work of alumni, capital campaigns, etc.).

In regards to faculty incentives, MU has two annual awards for faculty who contribute significantly to Extension or Continuing Education. Each consists of an engraved plaque and a \$1000 prize. One is available to all faculty with five or more years at MU-C, and the second is available to faculty with no more than four years at MU-C. Selection of the recipient is made by a provost-appointed committee.

University of Nebraska, Lincoln

Quoting from the 1990 *Strategic Plan for UN-L*:

Outreach activities involve many kinds and combinations of instruction, research, and service. The university plans to respond to the changing needs of Nebraska in ways that utilize the expertise of its faculty, advancing technology, and the transfer of new knowledge.

Major outreach functions at the University of Nebraska-Lincoln (UN-L) are carried out by Cooperative Extension and the Division of Continuing Studies. The mission of the Cooperative Extension Division is "to help Nebraskans apply timely, research-based knowledge to their daily lives." Educational programs also exist in each of Nebraska's 93 counties. Priorities for Cooperative Extension include:

- Enabling agriculture and agribusiness industries to become more efficient, profitable, competitive, and sustainable
- Providing programs that develop human resources
- Expanding outreach programs in nutrition, health, food safety, and food handling
- Revitalizing rural communities through self-empowerment
- Expanding educational outreach programs to enhance the quality of water and the environment

The mission of the Division of Continuing Studies is "to extend the resources of the university to promote lifelong learning." In addition to offering classes to high school students and adult learners, the Division of Continuing Studies has had success in attracting the professional business

community to the university. The division acts as a liaison between the business community and the entire university by directing phone calls and other contacts to faculty who can assist inquirers. In cooperation with the Lincoln Chamber of Commerce, the division also prepared a phone book listing of all major research and service activities available at the university. Informing and promoting university outreach activities has been a very valuable tool at UN-L.

North Carolina State University

During the 1991-92 academic year, the Divisions of University Extension and Research Administration were merged to form the Office for Research, Outreach and Extension (OROE). By linking the two divisions, North Carolina State University (NCSU) hopes to strengthen the connections among research, outreach, and extension activities.

The following is a quote from OROE's Annual Plan for 1992:

The mission of the Office for Research, Outreach and Extension at NCSU is to provide leadership and support for research, outreach and extension programs for the entire University; to promote the transfer of research and new knowledge into productive technologies and a better quality of life; to help link the faculty and the new knowledge and technologies they produce with the people of the State, the Nation and the World...and to stimulate interest in multidisciplinary research, outreach and extension areas, especially those that respond to the public needs.

Organizational changes and challenges will be significant at NCSU, the Committee was informed, during the time that the institution seeks to "better position the University to meet its land-grant mission, thereby enhancing its reputation and service to the people of North Carolina." It is also noted that the goals of OROE will not be met "unless NCSU is willing to make a commitment and establish an infrastructure to support and expand outreach activities, and to provide an even more effective infrastructure in support of research." Some specific program goals and objectives include:

- ▶ Continue to promote faculty interest in transfer of knowledge and technology.
- ▶ Develop a policy for returning royalty income from the University's share to the inventor's academic unit.
- ▶ Publicize inventions and build new contacts with business.
- ▶ Invite advice from constituencies in setting OROE priorities by bringing University and non-University people together to form ad hoc advisory groups on relevant issues.
- ▶ Create a clearinghouse of information pertaining to NCSU's research and faculty expertise as a means to inform the public.
- ▶ Establish a centralized OROE information referral system linked to every college and school.
- ▶ Expand credit and noncredit offerings and related support services through lifelong education programs in response to changing demographics.

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- ▶ Upgrade and expand the use of telecommunication technologies and equipment to facilitate and enhance outreach services.
- ▶ Expand and strengthen partnerships with education, local and state government, business and industry, and regional and international agencies.
- ▶ Strengthen the base support for outreach and extension activities. (NCSU advocates that every college and school have a full-time outreach and extension administrator reporting to the dean. Also, NCSU suggests establishing a funding source to support temporary faculty assignments for special interdisciplinary programs.)
- ▶ Provide a central computer system which links college research offices with the sponsored programs office.

With regard to faculty incentives, NCSU will attempt to "emphasize the importance of outreach and public service by rewarding faculty for engaging in extension programs that impact on societal problems or meet the needs of special groups." Sample ideas include: developing a "model" performance evaluation criteria comparable in rigor to teaching and research procedures; establishing mechanisms for reviewing extension and public service publications that do not have a form readily suitable for submission to a scholarly journal; and convening a focus group of program chairs to meet on a regular basis to address evaluation methods and communications and to evaluate procedures.

The Pennsylvania State University

Penn State recently formed a Council on University Outreach to "increase the value of outreach within the culture of the University and to ensure the increased communication and coordination among the (3) major outreach units (Cooperative Extension, Economic Development System, and Continuing Education)."

The council defines outreach as "The delivery of education beyond the traditional, degree-seeking audience in the classroom on the campus, extending the resources of the University to the community, state, nation, and world."

The council also explains that a universitywide systematic commitment to outreach is essential if Penn State is to have a significant impact on the problems and issues caused by rapid changes in society. By coordinating its outreach efforts more effectively, Penn State hopes to accomplish the following:

- ▶ Enhance the outreach message delivered to the public by reducing the confusion often generated by different arms of Penn State offering similar outreach programs.
- ▶ Strengthen Penn State's ability to serve varied and diverse audiences throughout the state, nation, and world.
- ▶ Allow pooling of expertise, enabling outreach activities to build on the strengths of several units and further enhance the broader dissemination of research.
- ▶ Enable Penn State to provide a single, comprehensive, ongoing compilation of all University outreach activities.

- Provide a unified, focused approach to state and federal agencies and funding sources interested in and committed to higher education's outreach function.

The major outreach units at PSU include:

Cooperative Extension (CES)

With offices in each county, Cooperative Extension is developed as a vital outreach effort to "take the university to the people." CES promotes the cooperation between the public and private sectors to support local and regional economic development activities.

Economic Development System

Penn State offers a number of programs to assist industry, including: Pennsylvania Technical Assistance Program (PENNTAP) (one of the nation's first university-based technology transfer programs); Ben Franklin Technology Center (a technology development program); Industrial Research Office (serves as a liaison between industry and Penn State research); and Intellectual Property Office (promotes the commercial development of inventions evolving from Penn State's \$300 million research enterprise).

Continuing Education

Continuing Education attempts to take the courses, programs, and other educational services offered by the University and make them available to companies and individuals. Resources of the University are used to customize and individualize courses or programs to meet the needs of business and industry on or off site. Emphasis is on meeting the educational and development needs of adults via credit and noncredit offerings.

Utah State University

Following is an excerpt from *Philosophy and Mission of Utah State University, Part VI. Goals for University Service/Extension* (1984):

The three basic functions of any major university are the discovery, transmittal, and application of knowledge on behalf of students and society. The functions are interrelated and they are accomplished through the activities of teaching, research, and extension – each of which represents service to society. In this sense "public service" is an outcome or end result of all our effort and not some separately identifiable set of activities as commonly presumed....

In summary, the interrelated functions of discovery, application and transmittal generate four major outcomes for society: the advancement of knowledge; problem analysis; educated people; and cultural and clinical services.

Public service, as used here, embraces the four types of outcomes, because all of our work is done on behalf of society.

Also forwarded from Utah State was a section of the *Strategic Plan for University Extension/Cooperative Extension and Life Span Learning Programs* (June 15, 1989). Regarding the mission and role of Life Span Learning Programs (LSLP), the report states:

There is agreement among colleges, departments and Life Span Learning personnel that one of the three mandated missions of the land-grant university is to support the 'extension of education and training and the dissemination of knowledge' among the constituents. Life Span Learning Programs clearly are central to the fulfillment of this mission, for they

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provide an administrative and support infrastructure to deliver needed services to residents, especially those living outside the metropolitan and university centers.

University of Virginia

Forwarded to the committee was a December 1991 draft copy of the *Plan for the Year 2000* which included the following statement in a section entitled, "A Vision for the University":

At the heart of the University's mission are the discovery, preservation, dissemination and application of knowledge and the fostering of creative endeavor, all with the purpose of increasing society's understanding of the dynamic physical, social, economic, political, and philosophical forces of our changing world, and the interplay among them. The University must continue to strive for eminence as a center for higher learning—as a balanced enterprise involving education, research and service....Achieving eminence requires a renewed commitment to the highest standards of rigorous scholarship and challenging teaching. It requires a superb faculty committed to a professional life that joins and balances research, teaching and service....

In the same report, a section on the "Application of Knowledge" states that the university supports service that is consistent with its mission and that recognizes the needs of society. Among the forms of university service recognized are:

- ▶ Provision of comprehensive health care
- ▶ Consultative services for government, industry, and education
- ▶ Continuing education for government, business, and professions
- ▶ Library, data, research and evaluative services
- ▶ Engineering and technology development
- ▶ Licensing and certification services
- ▶ Applied research to improve education, government, health, and the environment
- ▶ Cultural and intellectual enrichment
- ▶ Fine arts events and activities

The report details strategies for developing more effective mechanisms to apply knowledge generated inside the institution to the world outside:

- ▶ Integrate service into instructional programs (e.g., through public service projects, academic internships, field study opportunities).
- ▶ Recognize and reward service.
- ▶ Offer learning resources of the university throughout the Commonwealth.
- ▶ Assist education throughout the Commonwealth.
- ▶ Assist state and local governance throughout the Commonwealth.
- ▶ Enhance health care throughout the Commonwealth.
- ▶ Promote conferences on policy issues involving both scholarship and service.
- ▶ Link the university with other institutions and communities through electronic communication and computer networks.

- Cultivate collaborative ventures.
- Integrate research and service.
- Involve the university in the local community.
- Expand summer and other special course offerings.

Material (credit and noncredit course offerings, workshops, etc.) was forwarded by the Dean of the Division of Continuing Education, the university's academic outreach unit which annually registers more than 40,000 people in programs offered by the division.

Virginia Polytechnic Institute and State University (VPI)

Virginia Tech engaged in a self-study process during 1986-88 that found the university's public service dimension was not equitably evaluated and rewarded. A major conclusion of the self-study was that the university should establish a more balanced relationship among its three missions (teaching, research, and service).

A Committee on Evaluation of Faculty Efforts in Extension and Public Service was created in March 1988 by VPI Interim Executive Vice President and Provost John Perry to determine processes for equitably evaluating and rewarding faculty service activities. Two themes emerged from the committee's work:

1. The need for more emphasis on external evaluation of service activities.
2. The need for more emphasis on measuring the impact of service activities.

In its report, "Evaluation of Faculty Effort in Extension and Service," the committee reaffirmed the belief that "service is critical to the mission of a land-grant institution and must be integrated into the valuing systems held by faculty and administrators."

Based on a review of the literature on university service, the committee recognized a need to broaden the general understanding of service activities throughout Virginia Tech, and identified and defined four types of service:

Public service — the practical application of knowledge accumulated at the university through research and other scholarly activities to problems confronting individual citizens, citizen groups and public and private organizations. Public service consists of identifying, assessing and managing problems, and developing and transferring useful information to clients (including local, state, regional, national and international individuals and groups).

University service — any activity, other than teaching and research, which facilitates growth and development of the university as an entity. University service includes the study of departmental, collegiate or university needs, the development of procedures for meeting those needs, and the implementation of those procedures; it includes governance, planning and management, fund raising, faculty and staff personnel activities, and advisory service to student and staff groups.

Professional service — contributions to the advancement of scholarly and professional organizations. Professional service includes holding offices, developing programs, editing journals, debating professional issues and assisting colleagues.

Community service — personal contribution of effort to community, civic and religious organizations. Community service is not normally considered for salary, tenure/continuing appointment and promotion deliberations. Service to the community that utilizes professional and leadership skills associated with the individual's discipline or the university's interest is considered public or university service.

The committee recommended that each administrative unit develop guidelines for appropriate service activities and ways to document the impact of service. The report Appendix G suggested processes that units could use to document the impact of service using both quantitative and qualitative measures of the service types.

At the committee's request, Virginia Tech's Office of Institutional Research and Planning Analysis conducted a survey to determine how other institutions weigh faculty performance in service activities in promotion, tenure and salary decisions; and how they measure effectiveness of service activities. The survey was sent to chief academic officers at 84 major state universities and colleges, and 61 usable responses were received (a 73 percent response rate). Survey results were summarized in three sections:

1. Cooperative Extension faculty

Among extension service activities listed, those using academic and scholarly skills were weighed highest; the provision of information to the general public was rated lowest in promotion, tenure and salary decisions.

Most universities expect extension faculty to meet the same standards as other faculty.

2. Service activities

Service activities (public, community, university, and professional) were rated of lower importance, particularly those in the community.

Peer evaluation was the measure of effectiveness most frequently mentioned for service activities.

3. Changes to current practice

Respondents believed the perception of extension and service activities as lower status could be changed by linking assigned activities to performance measures.

(NOTE: Appendix E of Virginia Tech's report summarizes supplementary material from 22 universities describing guidelines for faculty personnel decisions. Of particular interest are detailed statements about public service from four universities: Vermont, Cal.-Davis, Ohio State, and Wyoming).

Virginia Tech recently established a new position of Vice Provost for University Outreach and International Programs. Consideration is being given to including off-campus credit programs under this position. Historically, most outreach activities at Virginia Tech have been administered by Cooperative Extension and the university's Center for Continuing Education.

A strategic plan for the Center for Continuing Education, *Enhancing People and Organizational Productivity throughout the Commonwealth*, states that its mission is to develop and disseminate educational consultation and training programs and selected technological information to adult constituents outside of traditional credit or Cooperative Extension formats. Programs are grounded in a set of values emphasizing that, to the maximum extent possible, all representatives of the Center for Continuing Education shall—

- ▶ Actively listen to and learn from all stakeholders.
- ▶ Be accessible to all stakeholders.
- ▶ Ask for feedback and involvement of all clients.
- ▶ Respond effectively and creatively to needs/opportunities and be proactive in seeking these.
- ▶ Act cooperatively and in a coordinated way.
- ▶ Deliver quality products...both in-house and to stakeholders.
- ▶ Insure that quality shall prevail over short-term financial considerations.
- ▶ Provide timely answers and information to all involved stakeholders.
- ▶ Define performance criteria and share results with all involved stakeholders.
- ▶ Follow through on commitments to clients both inside and outside the University.
- ▶ Observe the highest moral and ethical standards.
- ▶ Regularly confront self-established standards in open discussion with staff and clients.

Concerns regarding the present status of Continuing Education at Virginia Tech include: (1) the university community is not aware of the overall accomplishments in the continuing education area; (2) many faculty do not perceive sufficient reward for participation in continuing education programs and outreach activities; (3) all members of the University community need to be encouraged to use the services of the Center for their outreach efforts; and (4) there is no central University coordination of all off-campus centers integrating University programs and priorities.

Two strategic areas for future planning include:

Linkages through Partnerships. Building mutually beneficial relationships with state and local government agencies, business enterprises, and professional/trade associations.

Development of an International Program Component. Providing assistance to the Virginia business community in developing and expanding international trade.

West Virginia University

A steering group reviewed the university's service activities and identified four areas for special attention:

University Outreach at Michigan State University

1. **A Service Agenda for West Virginia** — a steering committee will coordinate a comprehensive analysis of current service activities and will propose areas for enhancement or development.
2. **Service-Learning for Students** — a team of students, faculty, staff and community representatives is coordinating and expanding student service activities and helping to relate them to the entire learning experience.
3. **Communication** — a Board of Trustees task force has been formed to improve two-way communications with the citizens of the state.
4. **Reward Systems and Personnel Policies** — a committee chaired by the Interim Provost will review policies and practices to determine if changes are needed to encourage recognition and rewards for service.

The Project on Service and University Activities was formed to implement efforts in these four areas. A document describing the project offers the following definition of service:

In its broadest sense, the mission of West Virginia University may be described as service with emphasis on the citizens of West Virginia....In a narrower sense, the term "service" refers specifically to the outreach aspect of the mission. Service activities in this narrower context are the application of the benefits and products of teaching and research to address the needs of society and the profession. These activities include direct service to the people of West Virginia, service to one's profession and service within the university. Even though service to the profession and university service are important and support the overall university mission, it is the application of university expertise and resources to the state which is the particular focus of this service initiative.

Several examples are given of how the university serves the state through continuing education activities, off-campus credit courses, through research that considers the needs of the state, and through service-learning projects for students. Then, the following statement is made:

Finally a comment on what is not considered to be university service. Many, if not most, of the faculty, staff and students of West Virginia University engage in a variety of public service activities not specifically related to their field of expertise or done as a professional activity: civic clubs, school organizations, and citizen action groups, are a few examples. Those public interest acts of service which one performs as a member of the community at large, while highly commendable, are not to be confused with the service activities which are part of one's professional responsibilities.

University of Wisconsin, Madison

A cover letter from the Chancellor of the University of Wisconsin-Extension (UWEX) states that all of the outreach function in the 26-campus UW system (13 four-year and 13 two-year institutions) is referred to as extension. A document forwarded to the committee presents the UWEX mission:

In addition to the UW System mission, the select mission of the University of Wisconsin-Extension is to provide, jointly with the UW institutions and the Wisconsin counties, an extension program designed to apply University research, knowledge, and resources to meet the educational needs of Wisconsin people, wherever they live and work.

UWEX is made up of three divisions:

1. Continuing Education Extension (CEE)

CEE faculty based on each campus offer continuing education opportunities for the professions, business and industry and the general public; Small Business Development Center (SBDC) counselors help individuals start and expand businesses.

2. Cooperative Extension (CES)

Extension faculty on seven UWS campuses and in each county respond to needs of communities, families, farmers, agribusinesses and youth.

3. Extension Communications

Provides educational, informational, and cultural programming throughout the state via public radio and television networks, and delivers extension programs via educational teleconference networks.

Strategic planning documents and vision statements for the first two divisions were sent to the committee, as well as a description of the systemwide extension council that serves as a common institutional bond for faculty and academic staff involved in the extension function on the campuses and in the counties.

A report, *The Wisconsin Idea: Extension Programs in the UW System, 1991*, offers the following:

Quite simply, Extension is the people of Wisconsin and their University working together to apply University knowledge and resources to the current needs of their families, professions, businesses, and communities. It's practical, issue-focused, problem-solving education to help local citizens and leaders improve the state's economy, protect its environment, enhance the viability of its communities, and enrich the quality of their lives and work through continuing education.

Conclusions

As the report highlights indicate, each of the peer institutions is providing public access to university knowledge resources through efforts variously described as "service", "extension," or "outreach". These efforts typically include:

- ▶ Off-campus credit courses and degree programs
- ▶ Noncredit courses, workshops and conferences
- ▶ Technical assistance initiatives
- ▶ Information delivery via communications technologies.

A number of institutions seem to share a philosophy that is grounded in:

- ▶ **Research-based knowledge.** Outreach is activity that extends the university's knowledge resources.
- ▶ **Problem-solving.** The purpose of outreach is to help people learn how to solve their own problems.
- ▶ **Integration.** Service/outreach/extension needs to be connected with teaching and research activities within and across disciplines.

- ▶ **Faculty incentives.** Faculty who engage in outreach activities should be recognized and rewarded.
- ▶ **Partnerships.** Outreach collaboration, rather than competition with other educational institutions, governmental agencies, and the private sector, is emphasized.

In addition, several institutions emphasize a set of core values, such as accessibility, timeliness, efficiency, quality, and two-way communication. It is clear that these major public universities—whether or not they are land-grant institutions—embrace the mission of public service, attempt to listen to and learn from their stakeholders, and are committed to finding ways to put knowledge to work on behalf of society with particular emphasis on serving the needs of citizens in their respective state.

Part Six: **A Conceptual Frame of Reference for University Outreach**

What is university outreach? The committee always felt that, in posing this necessary question, it had a "tiger by the tail." The purpose of Chapter 10 is to try to "tame the tiger." Without question, committee members believed that if we could not establish the essential dimensions of university outreach, then it would be very difficult for us to advance lucid recommendations for improving it. Committee members also believed that it was necessary to understand outreach as a phenomenon that can be understood in terms of multiple dimensions and approaches.

In Chapter 11, we build on the definition by describing outreach as a multidimensional construct. Outreach is multiple realities wrapped in a single concept because universities are, by nature, diverse places.

In Chapter 12, we describe a university as a multicultural organizational entity. Then, we identify and describe multiple university outreach cultures (with special reference to MSU), each with a different culture and corresponding set of beliefs, values, norms, and "ways of doing business." As mentioned previously, we used the findings from this chapter to organize and conduct the focus group/roundtable interviews with MSU faculty and staff.

Chapter 10 **WHAT IS UNIVERSITY OUTREACH?¹⁷**

Bringing clarity to the concept of outreach is no easy task. Outreach is a new concept on our campus (only used since 1990), but many of the activities and programs associated with what is now called outreach (lifelong/continuing education and extension) have been undertaken for years at MSU. Until the late 1980s, much of what took place at MSU as lifelong/continuing education was undertaken by faculty and staff who worked at the Kellogg Center for Continuing Education. Another set of activities and programs—those associated with Cooperative Extension—was the responsibility of faculty and staff who held "Extension" appointments.

¹⁷ This chapter was written by Frank A. Fear with some text provided by committee members James Dye and Charles Thompson. A version of this chapter was presented by committee members Fear and Lorilee Sandmann at the annual meeting of the National Continuing Education Association, May 1993, in Nashville, TN.

Today's environment at MSU is one that emphasizes the integration of lifelong/continuing education and Extension under the organizing rubric of outreach. For example, the Office of the Vice Provost for University Outreach is part of the Provost's Office—the academic arm of the University. The Cooperative Extension director reports to the Vice Provost (as well as to the Vice Provost and Dean, Agriculture and Natural Resources). And the Cooperative Extension Service now carries the logo *Michigan State University Extension*, signalling a linkage to the whole of the University.

Organizational restructuring aside, one of the important questions to be answered in this report involves whether outreach should be a cross-university function. If the answer is *yes*, important follow-up questions include: How? In what ways? If the answer is *no*, then the committee will question the wisdom of the recent organizational changes.

These are questions with which the committee grappled for months. The purpose of this chapter is to begin the process of communicating our answers. An important task to be undertaken in this chapter involves defining outreach. But because the committee's discussion will focus on the linkage between outreach and the mission of a university, the all-important first questions are: What is a university? Is outreach a fundamental part of what a university is and does?

The Notion of a University

Earlier, we referenced Lynton and Elman's (1987) description of a university as a knowledge enterprise. It is the committee's belief that the fundamental purpose of a university is to *generate, transmit, apply, and preserve* knowledge. Furthermore, we believe that the activities and processes associated with these four functions, when undertaken by the Academy (i.e., by academics), represent scholarship:

When scholars generate knowledge, they discover it.

When scholars transmit knowledge, they share it with others.

When scholars apply knowledge, they do so for the purpose of helping others better understand, if not address, circumstances and problems.

When scholars preserve knowledge, they seek to save what has been learned for future access.

As a knowledge enterprise, the unique niche for a university in the marketplace of higher education (vis-à-vis other institutions of higher education, such as liberal arts colleges) is its focus on generating, transmitting, applying, and preserving cutting-edge knowledge. All higher education is in the knowledge business, but universities have a special responsibility—to advance the frontiers of knowledge. Land-grant universities, the committee believes, have still another responsibility—expanding the knowledge frontiers with the public needs, especially the needs of the people of their state, squarely in focus.

It is impossible to use the word "knowledge" in the definition of a university without also using the word "learning." Those associated with universities are constantly learning, and others benefit from that learning in the form of the knowledge that is produced. In addition, many of the cutting-edge approaches to scholarship in education, health, and the social sciences, for example,

emphasize the need for those within the academy to collaborate with those outside the academy in the process of cogenerated knowledge (see Whyte 1991).

If a university is in the knowledge business in the ways just described, then what is it not expected to be and do? A university is NOT a number of things:

- ▶ A university is not a community college, because that is a postsecondary institution with a different mission. But universities should cooperate with community colleges to help them accomplish their mission.
- ▶ A university is not a trade school, but it must recognize the importance of technical skills to society, and insure that the training it offers is consistent with the latest developments in technology.
- ▶ A university is not a social service agency, but developments in medicine, education, the social sciences, and many other areas need to be transmitted to agency personnel so that they can use this knowledge in their efforts to address social problems.
- ▶ A university is not a research lab, but technology transfer and joint/collaborative research ventures are appropriate university activities.
- ▶ A university is not an elementary, secondary, or high school, but education is a legitimate and necessary function for all disciplines—not just for the discipline of Education. As educators of teachers, scholars must assist in their continuing education and help teachers at all levels teach effectively and with understanding.
- ▶ A university is not a governmental bureau, but in America there is a long history associated with the academy's assisting the work of government through the generation and, especially, the transmission and application of knowledge.

Is Outreach Fundamental to What a University Is and Does?

The committee response to this question is an emphatic *yes*. Making knowledge available and accessible for the direct benefit of others is a vital part of what a university does and is supposed to do. When a university "extends itself" to meet the knowledge needs of others, university outreach takes place.

At least five characteristics are associated with efforts made by a university to extend itself: extension in space, time, place, format, and approach. A university extends itself—

When it makes its knowledge resources accessible to those who do not live nearby (i.e., extension in space).

When educational opportunities are scheduled at times and places that are convenient for learners (i.e., extension in time and place).

When knowledge is made available to learners in formats that are appropriate for their learning needs and conditions (i.e., extension in format).

When faculty, staff, and students work with learners to help them generate, transmit, apply, or preserve knowledge (i.e., extension in approach).

If outreach is not fundamental to what a university is and does, then the knowledge associated with outreach will be second-rate and not worthy of connection to an institution of higher learning. That is why the committee believes that outreach must be considered a fundamental feature of a university's academic mission.

A Definition of University Outreach

Boyer's (1990) seminal work and the more recent contribution by Lynton (1992) are very important relative to the issues discussed in this report. Neither of these authors argues that, in seeking to expand the notion of scholarship, the goal is to change the purpose of a university. Quite the contrary, they propose broadening the notion of scholarship so that scholarship, in its more expanded form, better fits the full range of activities undertaken by academicians as they fulfill their university obligations.

Generating, transmitting, applying, and preserving knowledge is one way—the committee's preferred way—of describing the full range of scholarly activities undertaken by academicians in universities. An extremely important question in the context of this report is: When does generating, transmitting, applying, and preserving knowledge qualify as outreach?

The committee defines university outreach as:

Scholarship that involves generating, transmitting, applying, and preserving knowledge for the direct benefit of audiences in ways that are consistent with University and unit missions.

There are several important characteristics of this definition:

1. Outreach is rooted in scholarship.
2. Outreach scholarship can and does involve the full spectrum of the knowledge activities. Sometimes outreach involves generating knowledge (e.g., applied research). It also involves transmitting knowledge (e.g., continuing professional education), applying knowledge (e.g., technical assistance), and preserving knowledge (e.g., creating electronically accessible data bases).
3. Outreach is a major feature of what Lynton and Elman (1987) describe as the "extended university." Through outreach, the university "extends itself" (and its knowledge resources) to a variety of audiences. This extension includes such efforts as making it possible for undergraduate nursing students in distant locations to complete most of their degree program without having to commute to campus, offering graduate courses on campus during the evening hours to better accommodate the schedules of working adults, training county government staff about local economic development, and making it possible for African-American high school students to learn about their heritage through programs targeted at them by faculty and staff.

4. When knowledge—the very “currency” of the university—is made available for the direct benefit of these audiences, outreach takes place. For example, off-campus credit coursework is outreach. Undergraduate courses taught and offered for full-time, resident undergraduate students on campus during business hours on weekdays is not outreach.
5. Outreach is a university’s mission-related obligation. It is conducted as part of the university, unit, and position-related responsibilities of faculty, staff, and students. Outreach undertaken separately from these obligations (e.g., outreach conducted under the auspices of a professional organization) is not university outreach.

Outreach as a Cross-Cutting Enterprise

In declaring that outreach should be considered part of a university’s academic mission, the committee does not suggest that a university should change the longstanding way that it expresses its mission—from teaching, research, and service TO teaching, research, and outreach—because the committee does not consider outreach to be a separate function. On the contrary, the committee believes that outreach involves—and is not separate from—teaching, research, and service. For example:

Updating realtors on new land use laws as part of their professional certification is outreach-as-teaching.

Studying the economic impacts of a plant closing on a city is research-as-outreach.

Assisting a nonprofit arts organization prepare and implement a strategic plan is outreach-as-service.

Therefore, when describing outreach, the committee prefers to emphasize the cross-cutting function of outreach. In our judgment, outreach cuts across the teaching, research, and service functions of a university—as further described in Table 3.

The Relationship between Outreach and Service

One of the major obstacles associated with clarifying university outreach is that the words “service” and “outreach” are often used interchangeably. This way of thinking confuses, rather than clarifies. This point is made for two important reasons:

1. *A university serves society in everything that it does. Outreach serves society in a unique and special way.*

Those who view outreach as a synonym for service may not understand the difference between the outcome of outreach and its essence. The outcome of outreach is service to society. Yet, a university serves society in everything that it does—from educating undergraduates students to conducting cutting-edge basic research. Outreach is only one way that a university services society.

The essence of outreach, on the other hand, is that it is scholarship conducted in conjunction with the institution's effort to extend itself. Put very simply, the university extends itself by "going to the people" (where they are) rather than assuming that the people "will come to the university" (where it is).

2. *Many and different university activities are frequently classified as "service." There is a need to identify these various activities and, then, to distinguish between and among them.*

Over the years, the service category in universities has become a virtual "dumping ground" of many nonteaching and nonresearch activities. Unfortunately, outreach is often included in the service category and mixed with other activities including: service to the profession (e.g., editing a scholarly journal), service to the university or an academic unit (e.g., serving on a governance committee), and service as an individual citizen (e.g., serving meals in a homeless shelter).

So, in one sense, everything that the university does may be considered service to society. But, in other way—the way that it is commonly conceived on university campuses—service is a separate university function. When conceived in the latter way, connecting outreach with service has deleterious consequences. If we conclude that outreach is service, and we think of service as activities apart from the academic mission (as many do), then outreach becomes disconnected from the academic mission. This is just the opposite of what the committee recommends in this report.

Table 3. Outreach as a cross-cutting enterprise

Basic Principles			
<ul style="list-style-type: none"> ▶ The university's mission is to generate, transmit, apply, and preserve knowledge. ▶ When a university extends itself by making its knowledge resources available and accessible to audiences, it is engaging in outreach. ▶ When a university makes available its knowledge resources for the direct benefit of other audiences, it is engaging in something other than outreach. ▶ Outreach is not separate from teaching, research, and service. Outreach cuts across the traditional university functions of teaching, research, and service. 			
Generating, Transmitting, Applying, and Preserving Knowledge through...			
	TEACHING	RESEARCH (example activities listed below)	SERVICE
OUTREACH	Course scheduled to accommodate the work schedules of adult learners	Feasibility study for state government	Applying scholarship as a community volunteer
Dividing line between what is/is not outreach....			
NOT OUTREACH	Course taught 8-5, M-F for full-time resident students	Disciplinary study	Serving as treasurer of a professional organization

Given this conclusion, the task of "unpacking the service category" represents a vital undertaking. If outreach is fundamental to a university's academic mission, then we must develop a common and meaningful way of understanding what it is and what it is not. Otherwise, we shall have not created the foundation needed to plan, measure, evaluate, and reward outreach (among other activities).

This committee is not the first group to express this concern or to recommend a strategy for unpacking the service category (see Elman and Smock 1985). A committee at Virginia Polytechnic Institute and State University (1989) identified and described four types of service:

Public service—the practical application of knowledge accumulated through scholarly activity (defined as outreach in this report)

University service—activities (other than teaching and research) that contribute to the growth and development of the university as an entity

Professional service—contributions made toward the advancement of scholarly and professional organizations

Community service—civic and other contributions to society made by those associated with the university but not as part of their job- or course-related responsibilities

The Committee's Attempt to "Unpack the Service Category"

The committee began its efforts by posing three basic questions:

What is the audience? (Extended or nonextended audience?)

Is the knowledge that is to be extended directly related to a faculty, staff, or student's position responsibilities? (Yes or no?)

Is the knowledge that is to be extended directly linked to a faculty, staff, or student's position-related area(s) of expertise? (Yes or no?)

When these questions are answered, university outreach is conceived as knowledge made available and accessible to extended audiences. The knowledge to be extended pertains to the position-related responsibilities of faculty, staff, and students. In addition, because outreach involves scholarship associated with generating, transmitting, applying, and preserving knowledge, university outreach relies on faculty, staff, and student expertise.

How does outreach compare with other activities that are commonly labeled "service"? The responses are summarized in Table 4, and in the text that follows, with regard to five types of service: inreach, university service, service to profession/discipline, community (civic) service, and consulting (as outreach and not-as-outreach).

In advancing this typology, the committee does not minimize the importance of the various forms of service. Each is important, valuable, and even commendable. But none of them is outreach, and not all of them should be considered part of faculty, staff, or student's position-related responsibilities.

Table 4. Comparing outreach with different types of service. (Table designed to be read across and down.)

Activities	Extended or NONextended audience?	Is knowledge directly related to University position responsibilities?	Is knowledge directly related to position area(s) of expertise?
Outreach	External (but not for disciplinary peers)	Yes	Yes
Inreach	Internal	Yes	Yes
University service	Internal	Yes	No
Professional/ disciplinary service	External (for disciplinary peers)	Depends	Yes
Community (civic) service	External	No	No
Consulting: AS outreach NOT as outreach	External External	Yes No	Yes Yes

Inreach

In our definition of outreach, an outreach audience is **external** to the university. As such, outreach differs from *inreach*, i.e., activities associated with generating, transmitting, applying and/or preserving knowledge for the benefit of audiences **internal** to the university. An example of *inreach*: a faculty member in the Department of Human Environment and Design prepares a pamphlet on ergonomics for use by university administrators.

University service

Committee work is a common way of serving the university. In many situations, however, faculty and staff members serve on committees because of their **position-related area(s) of expertise** (e.g., Provost's Committee on University Outreach). When this occurs, committee work is a type of *inreach*. University service, on the other hand, takes place when a faculty or staff member's position-related area of expertise does not pertain directly to the service being rendered to the university. An assistant professor in the Department of English who volunteers to chair that department's *Healthy-U Day* activities is rendering university service.

Service to profession or discipline

Another type of service, service to one's profession or discipline, is designed to benefit the membership of professional organizations and societies. The direct beneficiary is external to the university, i.e. the profession and the professional organization. When a professor in the Department of Management serves as the book review editor for a professional journal, she is engaging in service to the profession or discipline.

It is important to note, however, that professional organizations can (and often do) engage in outreach. For example, when a physician under the auspices of her professional society prepares a pamphlet on AIDS for use by high school students, that physician is engaging in outreach (the scholarly transmission of knowledge). This is outreach, but not university outreach as defined in this report.

Community (or civic) service

Faculty and staff routinely volunteer as private citizens in activities that are undertaken apart from their responsibilities as university employees. In some instances, these voluntary efforts are designed to enhance community quality-of-life.

When a volunteer's effort is directly related to their position-related area(s) of expertise, that effort is outreach (e.g., an accounting professor designs a financial management system for a nonprofit organization). But many faculty and staff members volunteer their time and talents in ways and areas that do not directly pertain to either their position-related responsibilities or their position-related area(s) of expertise. Take, for example, an associate professor of chemistry who serves as chairperson of the capital campaign for his church. This is an example of community service.

Consulting (as outreach and not-as-outreach)

Many faculty and staff members routinely make their position-related knowledge available to various external (to the university) "publics" (e.g., governments, corporations, foundations) in the form of consulting, which is sometimes (but not always) undertaken on a fee-for-service basis.

In one sense, all consulting activities can be considered outreach in that consulting represents the creation, transmission, application and/or preservation of knowledge for "extended" audiences. But, not all consulting activities satisfy the guidelines put forth in this report as university outreach. That is, consulting activities may not directly coincide with, or advance, university and/or unit-level mission(s). Some consulting activities may be undertaken for exclusively personal reasons (e.g., to earn income for the employee).

When consulting activities coincide with the university and unit missions (as those missions are widely understood and interpreted), then consulting is outreach. On the other hand, consulting not-as-outreach represents work that falls outside of the parameters of university and/or unit mission(s). This does not suggest that faculty work should be limited to consulting-as-outreach. It only suggests that consulting-as-outreach is what the university and/or unit views as work associated with its mission-related obligations.

Blurring of the Categories

The committee fully understands that some readers, after reading this chapter, will be disturbed by the way that we have defined and discussed outreach. They may feel that we have cast "our net too widely" with our definition of university outreach. For example, if outreach involves generating knowledge, then is not outreach actually research? Others might feel that the committee is proposing outreach as an organizing mechanism for Michigan State, i.e., everything revolves around outreach.

In presenting the material in this chapter, the committee has tried its best to clearly communicate the basic dimensions of its thinking about outreach. In the contemporary literature on higher education, there is much discussion about how the categories of teaching, research, and service have become conceived rigidly at some universities. This chapter describes the committee's choice to take a step back and reorient the discussion by beginning with a treatment of the functions of a university. That is why the committee prefers the language of generating, transmitting, applying, and preserving knowledge—instead of the traditional reference to teaching, research, and service—to describe and discuss university outreach.

In doing so, the committee fully understands that it is blurring the traditional categories. But those categories are being called into question. Do they help or hinder the work of the university? Perhaps Checkoway's (1990:224) words quoted earlier bear repeating:

Quality research, teaching and...[outreach]...are emerging as complementary activities in many professions and fields. The new vision is one in which excellence in one activity is increasingly inseparable from other activities in accordance with the best traditions and highest standards of the academic community.

Outreach and the Future of Michigan State University

University outreach, as described and discussed in this chapter, holds tremendous promise for Michigan State in at least two ways. First, MSU's history clearly reveals the struggles associated with linking the two major outreach arms of the university—continuing (later called lifelong) education and extension. Even the repeated efforts of a long-serving and powerful president (John Hannah) could not make it happen. As a result, MSU sometimes appeared to be less committed to the function of what we now call outreach than it was to outreach structures. Put another way, continuing education became Continuing Education (later Lifelong Education) and extension became Extension.

With the changes initiated by Acting Dean Lanier starting in the middle 1980s, and continued and expanded during the Votruba and Imig years of the late 1980s and early 1990s, it is finally possible to emphasize function rather than structure. This focus on function rather than structure means that outreach will likely revolve around two major types of activities and programs:

1. **Instructional outreach** (emphasis on transmitting, applying, and preserving knowledge)—with a focus on credit coursework, degree programs, nonformal education, and continuing professional education
2. **Problem-focused outreach** (emphasis on generating, applying, and preserving knowledge)—with a focus on bringing to bear the university's knowledge resources in conjunction

with problems being experienced by off-campus audiences (through such activities as technical assistance, community development, industry-university partnerships).

The second promise pertains to one of the core themes of this chapter—integrating outreach into the academic mission of this University. Organizational restructuring will undoubtedly make it easier to achieve this goal, but organizational restructuring alone will not make it happen. To achieve this important goal, Michigan State will have to significantly modify the way that it "does business." This will require organizational change of significant magnitude. Perhaps this is one of the reasons why the committee was drawn to the organizational change literature, especially the literature on organizational culture change (described in Chapter 12). This literature includes many concepts and strategies that can be used to accomplish the necessary change. It is the Committee's belief that integrating outreach across the university, and imbedding the philosophy that outreach is a cross-cutting enterprise, represent major change—albeit necessary change—for our University.

Chapter 11

ELABORATION OF THE DEFINITION OF UNIVERSITY OUTREACH¹⁸

Five Characteristics of University Outreach

Using the definition advanced in Chapter 10, there are five important characteristics of university outreach:

1. A university is in the "knowledge" business. Any university function must be fundamentally conceived in knowledge-based terms. Consequently, in our definition of outreach:

University outreach is associated with GENERATING, TRANSMITTING, APPLYING, and/or PRESERVING KNOWLEDGE.

2. A variety of efforts may be undertaken in the "name of outreach." Consequently, in our definition of university outreach:

Many different types of ACTIVITIES may be undertaken in conjunction with university outreach.

3. Outreach activities may be undertaken and conducted in a variety of ways. Consequently, in our definition of university outreach:

University outreach is conducted using a variety of PROCESSES.

4. Outreach activities and processes are designed for extended audiences. Consequently, in our definition of university outreach:

University outreach DIRECTLY BENEFITS EXTENDED audiences.

5. All universities are in the "knowledge business." But, each university and each university unit make decisions relative to the questions: Knowledge for what? Knowledge for whom? Knowledge how? These are mission-defining questions with respect to the outreach function. Consequently, in our definition of university outreach:

The CONDUCT of university outreach should be CONSISTENT with the MISSION of the UNIVERSITY and how that mission is INTERPRETED, EXPRESSED, AND APPLIED IN EACH UNIT.

¹⁸ Chapter written by Frank A. Fear

The Five Characteristics in Perspective

The First Characteristic of Outreach

Outreach as generating, transmitting, applying, and preserving knowledge

Understanding outreach in *knowledge* terms is the fundamental aspect of the committee's definition. All university activities are inextricably linked to knowledge generation, knowledge transmission, knowledge application, and knowledge preservation:

Knowledge generation pertains to creating knowledge.

Knowledge transmission pertains to sharing knowledge with those who may benefit from it (i.e., learners).

Knowledge application pertains to assisting learners in their quest to use knowledge to address issues, solve problems, and meet challenges and opportunities associated with individual and/or collective circumstances.

Knowledge preservation pertains to stewardship—to help learners, today and in the future, gain access to knowledge resources.

The Second Characteristic of Outreach

Outreach as a collection of activities

The second important characteristic of university outreach is that it takes place through a variety of activities, including: credit coursework, seminars, institutes, nonformal education programs, materials (e.g., bulletins, software), technical assistance, clinical service, consultation, electronically accessible data bases, satellite and fiber-optic technologies, and projects. One way of organizing these activities is to think of them in terms of instructional activities (instructional outreach) and project activities (problem-solving outreach).

Another, and perhaps more effective way, to understand outreach activities is to consider them in conjunction with the knowledge functions (see Table 5 and the text that follows).

Outreach activities associated with knowledge generation

In a university setting, the traditional way of thinking suggests that knowledge is generated through research. The expanded notion of scholarship, described earlier in this report, suggests that knowledge is generated through a variety of means (e.g., synthesizing the existing literature for the purpose of proposing a new framework or model) and not only through the research function as it has been traditionally conceived.

In saying this, the committee does not intend to diminish the importance of research. It cannot convey this thinking if, as has been argued earlier, the distinguishing feature of university scholarship is the cutting-edge nature of its work. But the committee does believe that it is necessary to expand the traditional way of thinking about what qualifies as research. Toward that end, the committee borrows from Clark's (1972) work. Clark suggests that there are five types of research:

Basic research focuses on theoretical problems arising in basic disciplines. The results are typically published in peer-reviewed books and journals for consumption by the community of scholars.

Basic objective research addresses problems that arise out of practice contexts. Results are published in learned and professional sourcebooks for use by scholars and practitioners.

Evaluation research focuses on questions of efficiency, effectiveness, and value associated with policies, programs, and projects. Research results are typically presented in materials prepared for the benefit of the research sponsor.

Applied research concentrates on an array of problems as they are experienced by those sponsoring the research. Research results are published for the sponsor's benefit.

Action research focuses on practical problems that have theoretical relevance. The goal is to generate highly useable knowledge and, at the same time, enhance the scholarly knowledge base. Action research is characterized by collaboration between scholars and audiences indigenous to the research-practice context.

The knowledge generated through research is then prepared for transmission to learners as written materials (e.g., books, articles, research reports, lecture notes, Extension bulletins, user manuals, and training guides), computer software, and as performances and exhibitions.

Table 5. Collection of activities associated with generating, transmitting, applying, and preserving knowledge. (Table designed to be read down only.)

GENERATING	TRANSMITTING	APPLYING	PRESERVING
Through research: Basic Basic objective Evaluation Applied Action	Formal education Nonformal education (as outreach) Training	Projects Consulting Technical assistance Decision tools	Print & database collections as resources Artistic & cultural collections as resources Scientific & technological collections as resources Exhibitions Problem-solving capacity
Leading to: Written materials (e.g., books) Computer software Videos, recordings Performances			

Outreach activities associated with knowledge transmission

Once knowledge has been organized and made ready for learner consumption, that knowledge is transmitted to learners through a variety of means and approaches. One of the most common methods of knowledge transmission is formal education. It includes coursework that is offered as part of an undergraduate, graduate, and professional degree-related curriculum; for professional continuing education; and for continuing education units [CEUs].

Degree-related formal instruction offered as part of the university's on-campus instruction function is not outreach. Degree-related formal instruction that is offered to off-campus enrollees, whether they are taking coursework for degree or nondegree purposes, is outreach. Units may also count outreach teaching as a fundamental part of faculty teaching loads. Also included as outreach are continuing professional education efforts and learning experiences offered for continuing education credit.

Another common form of knowledge transmission is nonformal education. Nonformal instruction is offered in a not-for-credit mode, and includes such activities as seminars, conferences, institutes, speeches, recitals, plays, exhibitions, and discussion groups.

Training is a third type of knowledge transmission, and it may be conducted formally or nonformally. Unlike education, which focuses on expanding learners' intellectual abilities and capabilities, training focuses on skill enhancement, i.e., transferring knowledge in the form of tools and techniques so that learners may more efficiently, reliably, and effectively apply knowledge for a specific purpose (e.g., meeting the knowledge standards required in the state licensing examination for applying pesticides in agricultural settings).

Both formal and nonformal instruction are frequently made available in off-campus venues using face-to-face instruction or electronic communication technologies (e.g., satellite transmissions). In the latter case, the instructor and learner are physically separated.

Outreach activities associated with knowledge application

In knowledge application, learners are assisted in their attempt to use knowledge for beneficial purposes. Many activities qualify as knowledge application efforts. Most notable are projects—shorter- and longer-term field interventions. Consulting (as outreach) represents knowledge extension efforts that are conducted for the benefit of specific learner(s). Technical assistance involves extending knowledge for the purpose of solving a specific technical problem and/or assisting in the technology transfer process. Decision tools, which include computer systems with interactive capacity, are used by learners to enhance understanding/abilities in specific problem areas or areas of interest (e.g., selecting the most appropriate career option).

Outreach activities associated with knowledge preservation

In knowledge preservation, the university acts as a steward; it provides current and future learners with an opportunity to avail themselves of the knowledge legacy so fundamental to the human experience. Knowledge that has been generated and transmitted in the form of print is preserved through print and data base collections as resources (e.g., book and bibliographical collections). Knowledge that is a function of the creative and/or the general human experience is preserved in artistic and cultural collections as resources (e.g., art collections). Knowledge that reflects the attempts at human problem-solving or demonstrates our understanding of our biophysical surroundings are preserved in scientific and technological collections as resources (e.g., technology exhibits, natural history collections).

The very process of generating, transmitting, and applying knowledge is designed to enhance learners' ability to better understand their environment. Equipped with that understanding learners are in a better position to create desired futures. Consequently, another type of knowledge preservation—one that is rarely emphasized—pertains to improvements in learners' problem-solving capacity.

Finally, it must be pointed out that preserved knowledge is more than "stored" knowledge. It is symbiotically and dynamically linked to knowledge generation, transmission, and application.

Knowledge-based outreach activities as they are undertaken by faculty and staff

The problem with describing the knowledge-based functions one by one is that it gives the impression that each function, and its related activities, is unrelated to the other functions and their respective activities. Nothing could be further from the truth. Many staff members are involved in multiple functions and activities at different and various points in their careers. For example:

- ▶ A Cooperative Extension specialist in agronomy may generate knowledge and organize that knowledge in the form of an Extension bulletin. That specialist may then use the bulletin to transmit knowledge as an off-campus workshop.
- ▶ A staff member associated with Urban Affairs Programs may use knowledge generated by others as the basis for working with local leaders to apply and preserve knowledge about community economic development.
- ▶ A physics faculty member, who may have been involved extensively in research (knowledge generation) activities earlier in his/her career, may now teach physics courses as part of MSU's off-campus instructional program (knowledge transmission).

The dynamic and linked nature of the knowledge functions may be viewed in two ways. In Figure 2, the four functions are tied together in the form of a four-by-four matrix. The purpose is to show the link between each and every knowledge function. But this approach does not adequately convey the dynamic interrelationships that often exist among the knowledge functions as they are carried out by faculty and staff. Those interrelationships are represented in Figure 3. This display is designed to fuse the knowledge functions. First, emphasis is placed on the pivotal nature of the preservation function. All generation, transmission, and application activities are linked to the preservation function—either in the short- or long-term.

Second, the figure may be used to describe a faculty or staff member's knowledge-related activities as those activities pertain to a specific experience. For example, the agronomy specialist cited earlier generated and transmitted knowledge, but did not engage in the knowledge application function. Third, the figure may be used to describe the knowledge-based activities undertaken by a staff member at any particular point in their career. The physics professor in our prior example had earlier in her career specialized in knowledge generation. Now, later in her career, she is primarily involved in knowledge transmission (through off-campus teaching).

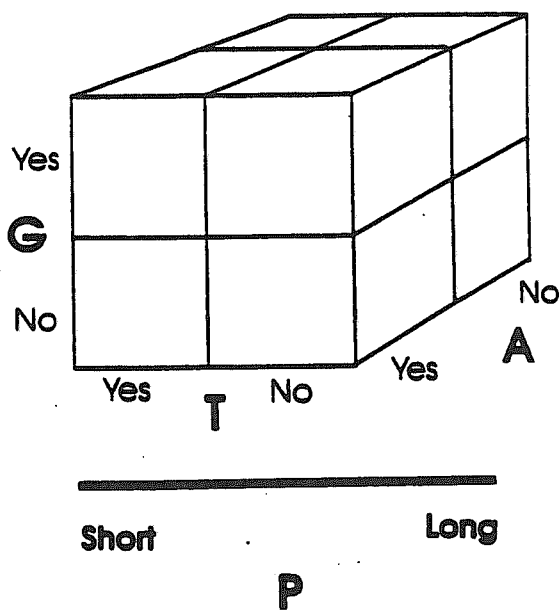
Figure 2. Linkages between and among the knowledge functions

	Generation	Transmission	Application	Preservation
Generation	---	G/T	G/A	G/P
Transmission		---	T/A	T/P
Application			---	A/P
Preservation				---

Figure 3. The dynamic linkages among the knowledge functions (as the functions are performed by faculty, students, and staff)

Where:

G = GENERATION; T = TRANSMISSION; A = APPLICATION; and
P = PRESERVATION



The Third Characteristic of Outreach

Outreach as a collection of processes

The third outreach characteristic focuses attention on the processes used in undertaking outreach. It is our belief that many processes are used in outreach, and each process represents a distinctive way of thinking about, and engaging in, outreach.

For analytic purposes, it is possible to categorize outreach processes. Despite the fact that each is presented as a separate and distinct process, many outreach experiences incorporate features from two or more processes. Each process—and four are described here—is presented for descriptive, and not normative, purposes. Each represents a legitimate approach to outreach. None should be viewed as "the best" or the "most preferred."

The four outreach processes are:

- Outreach as knowledge extended
- Outreach as mutual learning opportunity
- Outreach as appropriate-to-context
- Outreach as research-outreach synthesis

The process of outreach as knowledge extended

The defining feature of outreach as knowledge extended is that learners gain access to the university's knowledge base. Learners sometimes gain access by requesting it. On other occasions, knowledge is shared with the belief that others may benefit from it—whether they request it or not.

Outreach as "knowledge extended" is a university-focused approach. The transfer of knowledge is from those who possess it to those who need and/or request it. Faculty and staff members are considered "experts," persons who are expected to impart their knowledge by, and through, a variety of means. Examples of outreach activities include lectures, speeches, and media interviews. The transfer process is largely one-way communication. Those who possess knowledge actively transmit knowledge that learners receive passively.

The process of outreach as mutual learning opportunity

All outreach activities are designed to be learning opportunities for knowledge recipients. However, outreach may also be viewed as a learning experience for those who extend knowledge. When viewed in this way, two learning audiences co-exist—those who receive knowledge and those who extend it.

As a learning opportunity for faculty and staff, outreach episodes are valued as important, if not unique, professional development opportunities. By reflecting on their outreach experiences, faculty and staff may learn valuable lessons about knowledge generation, transmission, application, and preservation as the process unfolds *in situ*. The lessons learned become part of the faculty and staff outreach knowledge base, to be drawn upon when making important knowledge-related decisions. For instance, a faculty member may include outreach examples in lecture material used in undergraduate and/or graduate courses on campus. Outreach experiences may also influence decisions about which problem to research or how a particular problem may be researched best.

The process of outreach as appropriate-to-context

Outreach efforts generally take into consideration the needs and circumstances of outreach audiences. When this outreach dimension is given emphasis and knowledge extenders base knowledge generation, transmission, application, and preservation decisions on careful and systematic analyses of knowledge users' needs, circumstances, and end-uses, then—as knowledge contextualizers—faculty and staff are engaging in outreach that is appropriate-to-context.

The intent is to make available timely and relevant knowledge that is highly applicable to the nature of the problem, the type of client, and the learners intended use. Accordingly, some sort of contextual analysis precedes every outreach episode. Sometimes these analyses are informally done (e.g., through a telephone conversation with the intended knowledge user) and, at other times, formal analyses may be undertaken (e.g., needs assessments, impact analyses).

Given the need to undertake episode-by-episode analysis of context, identical knowledge requests may be handled by the same faculty or staff member in very different ways. An encounter with an experienced knowledge user, one who has advanced training in the problem area and has experienced the problem before, may lead a faculty or staff member to impart knowledge by mailing a research report to the intended user. Faced with a first-time knowledge user—a person who has had neither training nor experience with the problem—a faculty or staff member may conclude that one or more field visits are in order.

Degree-of-fit is one of the most important concepts in the outreach as appropriate-to-context vocabulary. Knowledge is not simply extended; it is "fit" to the features and circumstances of specific contexts. Important "fit" decisions must be made: what is to be extended, how it is to be extended, when it is to be extended, and by whom it is to be extended. Knowledge contextualizers are constantly concerned about making decisions that are appropriate for the context. Associated with the need to make "appropriate" decisions is the recognition by university-based knowledge contextualizers that multiple knowledge sources are likely to exist, and that the university represents only one, and perhaps not the best source, of knowledge. Consequently, an important decision involves determining which knowledge source(s) (including indigenous sources) will be drawn upon during the outreach scenario.

The process of outreach as research–outreach synthesis

Each of the processes described is decreasingly faculty/staff-focused and university-based.

- ▶ In outreach as knowledge extended, emphasis is placed exclusively on the content of the knowledge to be extended. Faculty and staff members, as experts, are expected to be in the best position to decide what should and should not be extended. In effect, they are presumed to be "knowledge masters." In this approach, faculty and staff members do not accrue professional benefits from engaging in outreach, but they probably are rewarded intangibly by serving others.
- ▶ In outreach as mutual learning opportunity, outreach experiences are viewed as professional development opportunities. Faculty and staff members evaluate each outreach episode, and the meaningful experiences become part of their "knowledge base." These experiential reference points may be drawn upon when they engage in future knowledge-related activities—not just outreach efforts, but non-outreach teaching, research, and service activities as well.

- In the first two processes, off-campus learners—their backgrounds, circumstances, and situations—are not the focus of attention. But in outreach as appropriate-to-context, considerable interest is accorded the context within which knowledge is to be generated, transmitted, applied, and preserved. Successful outreach exhibits a high degree-of-fit between learner needs/circumstances and what, how, when, and by whom outreach is undertaken. Through assessments, scans, and other tools and techniques, faculty and staff members make "appropriate" outreach decisions. Despite the client-focused (rather than university-focused emphasis of the prior two processes), outreach as appropriate-to-context is still very much a university-controlled process.

Outreach as a research-outreach synthesis is the least university-focused and controlled of the outreach processes considered here. It is distinctly different from the other processes in at least three significant ways.

First, the process takes place through and by collaboration between faculty/staff members and off-campus learners. Each party brings unique and important resources to the collaboration. Faculty and staff bring scientific knowledge whereas off-campus persons bring knowledge about their situation. These resources are joined in a process that features decision making equality. Through this collaboration, the parties cogenerate knowledge and determine how it will be used.

Second, through their experience together, the collaborators learn about outreach—as substance (with focus on knowledge content) and as process (with focus on the way in which knowledge is generated, transmitted, applied, and preserved). For example, the learning may have a powerful effect on how the parties view each other (as faculty/staff and laypeople, respectively), and how each views the other's institutions. A key attribute is the attachment by the collaborators of meaning and value to outreach as a process and to its outcomes for involved individuals and institutions.

Third, "research" and "outreach" are viewed as interactive and iterative activities. The activities are best understood as episodes within a broader, more inclusive process. Because the parties take part in a mutually reinforcing learning experience, it is not possible to predict a priori what will be researched. Equally important, it is not always possible to identify clearly what is "research" and what is "outreach." Indeed, in research-outreach as synthesis, the distinction between research and outreach is unimportant; the production and application of knowledge is not limited to the laboratory, library, computing center, or faculty office, and is not the exclusive province of those who hold university positions.

Comparison of the four outreach processes

The four outreach processes are compared in Table 6 in terms of: philosophy (ontology, epistemology, and primary focus); approach (methodology, primary method, example activity); role (for the outreach and learner); and outcome (for the outreach and learner).

Table 6. Comparative analysis of four outreach processes. (Table to be read down and across.)

OUTREACH AS:

Variable	Knowledge extended	Mutual learning experience	Appropriate to context	Research/outreach synthesis
Ontology*	Realist (strong)	Realist	Relativist	Relativist (strong)
Epistemology*	Dualist-objectivist (strong)	Dualist-objectivist	Monistic-subjectivist	Monistic-subjectivist (strong)
Methodology*	Interventionist (strong)	Interventionist	Hermeneutic	Hermeneutic (strong)
Focus	University-focused	University-focused	Field-focused	Field-focused (strong)
Primary method	Transfer	Reflection associated with the outreach	Environmental scan precedes problem-solving effort	Collaboration
Example outreach activity	Lecture/speech	Any outreach activity	Needs assessment	Joint project decision making
Outreacher's role	Expert	Expert and learner	Fit knowledge to context	Partner/collaborator
Learner's role	Recipient	Recipient	User	Partner/collaborator
Learner's intended outcome	Receive knowledge	Receive knowledge	Solve problems	Solve problems
Outreacher's intended outcome	Impart knowledge	Impart knowledge and gain professionally	Seek contextualized knowledge	Cogenerate knowledge

* Definitions (quoted and paraphrased from Guba and Lincoln (1989: 83,84): **Ontology** deals with issues of existence. A key question is: What is the nature of reality? A *realist* ontology asserts that there exists a single reality that is independent of any observer's interest in it, and which operates according to immutable natural laws, many of which take cause-effect form. A *relativist* ontology asserts that there are multiple, socially constructed realities that are ungoverned by any natural laws, causal or otherwise. **Epistemology** deals with the origin, nature, and limits of human knowledge. A key question is: How can we be sure that we know what we know? A *dualist-objectivist* epistemology asserts that it is possible for an observer to exteriorize the phenomenon under study, remaining detached in the process, and excluding any value considerations during the study process. A *monistic-subjectivist* epistemology asserts that an enquirer and inquired-into are interlocked in such a way that the study findings are the literal creation of the inquiry process. **Methodology** deals with rules and systems for conducting inquiry. A key question is: How do we go about discovering knowledge? An *interventionist* methodology strips context of its contaminating influences so that the inquiry can converge on truth. A *hermeneutic* methodology involves a continuing dialectic of iteration, analysis, critique, reiteration, reanalysis, etc., so that reality becomes the joint construction of the parties participating in the inquiry.

The Fourth Characteristic of Outreach

Outreach for the direct benefit of audiences external to the university

Knowledge is generated, transmitted, applied, and/or preserved for the direct benefit of people—individuals, groups, organizations, and society. One of the fundamental aspects of outreach is that those who benefit are external (and not internal) to the university.

Example benefits associated with outreach activities and processes include:

1. Solving or ameliorating problems
2. Developing goals, procedures, and policies
3. Improving individual and collective efficiency or effectiveness
4. Enhancing individual and collective quality-of-life

The Fifth Characteristic of Outreach

Outreach that coincides with university and unit missions

Generating, transmitting, applying, and/or preserving knowledge for external audiences is necessary, but not sufficient, for an activity to be classified as outreach. To be classified as outreach, the effort must mesh with university and unit missions. Those missions which, by definition, interlock must clearly articulate a set of values fundamental to the knowledge-based questions of: Knowledge for what? Knowledge for whom? Knowledge how? Answers to these questions may then be used to determine appropriate outreach strategies (Checkoway, 1990). Among the important questions for which strategies need to be put in place include:

Who should perform outreach?

How should outreach be evaluated?

This aspect of outreach means that the university-level mission must address the outreach function specifically. It also means that unit-level missions must link with the university's mission. In saying this, the Committee recognizes that university and unit missions evolve and change over time.

Chapter 12

UNIVERSITY ORGANIZATIONAL CULTURES: IMPLICATIONS FOR UNIVERSITY OUTREACH¹⁹

The committee was charged with recommending strategic directions for outreach—not for universities in general, but for university outreach at Michigan State. Consequently, the committee concluded that to be able to successfully achieve its mandate, it must be able to understand our large and complex institution from the perspective of outreach.

It was obvious to the committee that different people at MSU are likely to have different opinions about an issue or situation facing MSU, such as the function of intercollegiate athletics. The personal experience of committee members strongly suggested that this principle might also apply to university outreach. Consequently, committee members reasoned that multiple ways of thinking about outreach might exist at Michigan State. If true, each way (or pattern) of thinking would be different from the next in terms of how people respectively define, value, and participate in outreach. Differences would also likely exist in types of outreach clientele; how, why, and when outreach efforts are conducted; how and when outreach is evaluated; and when an event, activity, program is defined as "good," "successful," or "effective" outreach.

Committee members began talking about MSU in terms of a "multiple culture" outreach environment. In other words, the committee saw Michigan State not as a cultural monolith, but as a place characterized by multiple cultures that co-exist within a single, large-scale environment.

For help in shaping its thinking, the committee turned to the organizational culture literature especially the literature on academic culture (e.g., Birnbaum, 1991; Berquist, 1992). The work of MSU professor Anne Austin was particularly useful. Professor Austin defines culture as:

...the collective, mutually shaping pattern of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups. Culture becomes the interpretive framework for understanding and appreciating events and actions (Austin 1990: 61).

Austin argues that academic culture affects the thinking and actions of faculty in such areas as their interaction with students, the conceptualization and organization of their work, and the nature, scope, and level of their participation in institutional decision making.

Professor Austin discusses four cultures of the academy:

1. *The Culture of the Academic Profession*

Core values of the academic profession include the primacy of pursuing, discovering, producing, and disseminating knowledge and understanding; seeking autonomy and academic freedom; upholding the commitment to intellectual honesty and fairness; interacting collegially; and serving society with knowledge and understanding.

¹⁹ Chapter written by Frank A. Fear

2. *The Culture of the Disciplines*

The disciplines are the primary units of membership and identification within the academic profession. The disciplines are value-laden in that they influence faculty beliefs and behaviors.

3. *The Culture of the Academy as an Organization*

Commitment to the values of intellectual development and collegiality with autonomy are central to the culture of the academy.

4. *The Cultures of Institutional Types*

The unique culture of each college and university is created by the interactions of key cultural elements. For example, institutional mission influences the faculty recruitment process, the socialization of new faculty, and faculty performance standards.

Outreach Cultures at Michigan State University

After much discussion, the committee identified and described eight cultures relative to outreach at MSU:

- The outreach culture of individuals (as individual belief systems)
- The outreach culture of the disciplines
- The outreach culture of problem-focused, multidisciplinary units
- The outreach culture of the professions
- The outreach culture of knowledge extension units
- The outreach culture of service units
- The outreach culture of the major administrative units
- The outreach culture of top-level university administration

Outreach as an individual belief system

Despite our attempt to organize the university into "cultural oases," we do not suggest that each type of culture only includes like-minded persons, all of whom hold the same values and who operate according to the same behavioral norms. It is important to emphasize that each faculty and staff member is unique. In fact, individually held conceptions and/or behaviors relative to outreach may or may not mesh well with the prevailing outreach culture(s) in the faculty or staff member's unit(s) of affiliation. The ability to create and sustain a unit-level outreach mission is likely to be related to the extent to which unit members share similar outreach sentiments and engage in similar outreach behaviors. Otherwise, culture "clashes" are likely to occur, and competing outreach "sub-cultures" may emerge.

Outreach Cultures at the Unit Level

There are at least five different types of units at Michigan State that are relevant for understanding MSU as a multicultural environment with respect to university outreach: the disciplinary unit, the problem-focused multidisciplinary unit, the professional unit, the knowledge extension unit, and the service unit. Some of the major differences between and among the units are summarized in Table 7.

Table 7. Five unit-level outreach cultures. (Table designed to be read down and across.)

UNIT-LEVEL CULTURE					
Variable	Disciplinary	Problem-focused Multi-disciplinary	Professional	Knowledge Extension	Service
Major research types	Basic Applied (including multi-disciplinary work)	Basic Applied Action	Basic Basic-Obj. Evaluation Action	Applied Evaluation Action	Applied Evaluation
Major knowledge functions	Generation Preservation	Transmission Application	Generation Transmission Application	Transmission Application Preservation	Transmission Application Preservation
Typical organizational settings	Department	Institute/Center	School	Campus-field office links; some staff with 100% outreach appointments	Most staff with 100% outreach appointments
Dominant outreach culture	Discover knowledge	Responsive to societal needs and problems	Practitioner and client-focused	Proactive—"share knowledge"	Customer-focused

The outreach culture of the disciplines

As one of the most potent organizing mechanisms in a university setting, the disciplines are frequently viewed as the "basic building blocks" associated with the knowledge generation and preservation functions. Typically organized in departments (e.g., Department of History), basic research is highly prized in disciplinary units. Basic and applied multidisciplinary work is also undertaken frequently. In these cases, disciplinarians from multiple disciplines gather to define and research a problem—each bringing with them the concepts, perspectives, and approaches of their respective "home" discipline.

Outreach in disciplinary departments is likely to be structured by existing knowledge systems and the quest to discover knowledge—sometimes for its own sake, and not necessarily for its immediate application to societal problems.

The outreach culture of problem-focused, multidisciplinary units

In addition to disciplinary units, universities include units that are concerned fundamentally with societal problems and far less with issues confronting a specific discipline. These are problem-focused, multidisciplinary units. Although sometimes organized in departments, these units are

just as likely to exist in the form of institutes and centers (e.g., Institute of Environmental Toxicology). However organized, the titles of these units almost always make explicit reference to the societal issue(s) or problem area(s) that are the focus of attention (e.g., School of Labor and Industrial Relations).

Faculty and staff who affiliate with problem-focused, multidisciplinary units are frequently drawn from a variety of disciplines, and some may consider themselves to be pandisciplinary in temperament, philosophy, and practice. Groups of faculty may also work in multi- and interdisciplinary teams on "real world" problems. Applied and action research are just as likely to appear on the research agenda as is basic research. The knowledge transmission and application functions may be given emphasis.

In problem-focused, multidisciplinary units, the utility function of knowledge is paramount. Consequently, outreach programs are likely to be responsive to real world issues and problems.

The outreach culture of the professions

Universities serve as the education and training ground for many professions (e.g., nursing). Clearly defined curricula and socialization processes are the hallmark of university programs in the professions. Faculty in these units are likely to engage in basic, basic-objective, evaluation, and action research. In most instances, university programs are accredited by national professional organizations, and graduates either must be certified or licensed in order to exercise their practice. Each profession also has at least one client group—persons who receive the benefits of their professional expertise. Knowledge generation, transmission, and application functions are important.

In professional units, outreach is linked to the knowledge needs of practitioners and their clients.

The outreach culture in knowledge extension units

The fourth type of outreach culture occurs in units where outreach is a primary (perhaps exclusive) function. These units are likely to have "field offices" that are networked with faculty on the main campus. Examples of this type of outreach unit are MSU Extension and the Community and Economic Development Program of Urban Affairs Programs.

Staff members include faculty members with outreach appointments and/or outreach practitioners with 100 percent outreach appointments. They pride themselves in being "close to the people," and spend a considerable amount of time interacting with clients—trying to understand their needs, circumstances, and problems. Applied, evaluation, and action research are likely to be the modal research types in these units, and application is usually seen as the most important knowledge function. For faculty and staff in these units, outreach is not just an activity, it is likely to be considered their profession.

Because outreach is the primary (perhaps exclusive) function, a proactive outreach culture—one that encourages faculty and staff to "share their knowledge" with those outside the university—is likely to dominate.

The outreach culture in service units

Many university units provide valuable services to external audiences. The Service-Learning Center, for example, operates as a "brokerage house" to create relationships between students who seek outreach experiences (e.g., internships as part of degree requirements) and agencies that need their services (e.g., as volunteer workers).

University Outreach at Michigan State University

Service units are typically part of larger, nonacademic administrative units (e.g., MSU Libraries). Many of the personnel are staff members, and relatively few carry out resident instruction and research activities. Consequently, most do not hold faculty rank. These personnel frequently create and sustain linkages with faculty members in one or more units across campus. These linkages are vital, because they represent an important avenue for the knowledge resources that are made available to external audiences. Applied (e.g., needs assessments) and evaluation (e.g., service quality) research are likely to dominate. Some, perhaps most, of this research will be conducted by persons external to the unit. The transmission, application, and preservation functions are most valued.

Where service is the major function of a unit, a customer-focused outreach culture is probably in evidence.

Outreach Cultures above the Unit Level

There are at least two, important cultures above the unit level at MSU: the major administrative unit (e.g., college) and the central administration.

The outreach culture of major administrative units

At Michigan State University, units are organized in MAUs (major administrative units). Each MAU—a college, for example—includes a collection of substantively related units, typically in the form of departments, institutes and/or centers, as is the case in MSU's College of Engineering.

With respect to outreach, however, MAUs are likely to vary considerably with respect to outreach pattern. Some MAUs—typically those associated with the professions—may exhibit outreach cultures that are similar or nearly similar in pattern. But many colleges are likely to display a variety of outreach patterns. It is not unusual for a single MAU to include two, three, or perhaps all of the outreach cultures that we have discussed. Take, for instance, the College of Social Science. This is a college with multiple outreach cultures: disciplinary (e.g., Department of Psychology); problem-oriented, multidisciplinary (e.g., Institute for Public Policy and Social Research); and professional (e.g., School of Social Work).

The outreach culture of top-level administration

Much emphasis is placed in the literature on the critical nature of the leadership exercised by top-level university administration (e.g., Keller, 1983). This level includes the offices of president, provost, and vice presidents. These administrators "set the tone" for the institution. The university's mission and reward system will be administered (if not created) under their leadership, and major financial allocations will be made. Each of these actions and activities is grounded in values, choices, and preferred outcomes.

Consensus may exist among top-level administrators regarding the definition of outreach, its absolute value/priority, and its relative value/priority vis-à-vis other university functions. Or different administrators may hold different values, beliefs, and attitudes about the outreach function. A strategic outreach plan will be designed and implemented more easily when there is general consensus among these major office holders regarding major outreach issues and how those issues may be best approached.

Part Seven: A Value Base for University Outreach

INTRODUCTION²⁰

The central challenge facing American universities today is how to reconnect their mission with the knowledge needs of society. Over the past decade, there has been a rising tide of public criticism that universities have increasingly become mandarin institutions, caught up in the ritual of scholarship that is too often disconnected from the needs of society, while allowing the undergraduate curriculum and outreach to become increasingly devalued. We need strong leadership in reconnecting universities with the society that created and sustains them. If we succeed, we will help usher in a new era in American higher education; one in which universities are once again seen as full partners in addressing the advanced knowledge needs of society. However, if we fail, society will fill the void by creating new institutions that support the needs of the knowledge age. The stakes are high, and there is no time to lose.

—James C. Votruba (1992:79)

1973. . .1993: Twenty Years Later and the Same Opportunity for Leadership

In 1973, MSU President Clifton Wharton assembled a group of faculty and administrators to advise his office on how Michigan State might more effectively become a university for the "lifelong" learner. Learning throughout the lifespan was an emerging concept two decades ago, and many universities reconceptualized their mission and reorganized their structures to enable them to engage the lifelong learner in ways that they had not done before. Michigan State was in the vanguard of that movement.

Today, universities are being asked—in unprecedented ways—to make their knowledge resources more available and accessible to society. Lifelong learning (labeled *instructional outreach* earlier in this report) is still very important. For example, one could persuasively argue that continuing professional education (one dimension of instructional outreach) is even more important in the 1990s than it was in the 1970s because the knowledge base for professionals is changing so

²⁰ Introduction written by Frank A. Fear

rapidly. In addition to the many challenges associated with instructional outreach, universities are being asked to partner and collaborate with public, private, and nonprofit organizations for the purpose of generating, transmitting, applying, and preserving knowledge. This is what the committee labeled *problem-focused* outreach in Chapter 10.

So, it is easy to pose and answer the all-important questions: Why outreach? Why outreach now? And it is hard to picture the 21st century university—how it will work, what it will look like, and how it will function—without outreach. That is not to say that outreach will be the organizing theme or that it will be the most important thing done by the 21st university. But it does suggest that outreach will become an increasingly important part of the university of the future.

Twenty years after the publication of the Wharton report, Michigan State again has an opportunity to be a leader nationally. This time the issues are more complex, and the challenges are more difficult. Whether Michigan State will be at the forefront of this effort is up to our faculty, staff, and administration. As authors of this report, the committee's goal is to make it easier to seize this opportunity. Indeed, many MSU faculty, staff, and students are engaged in cutting-edge outreach work. That makes the committee's task less formidable.

With this as background, attention now turns to offering a set of principles that the committee, as a group, believes should guide the future of university outreach at Michigan State. These principles will be presented in Chapter 13, and will form the basis for the recommendations presented in our report to the Provost's Office.

Chapter 13

GUIDING PRINCIPLES FOR UNIVERSITY OUTREACH AT MICHIGAN STATE UNIVERSITY²¹

Universities are in the knowledge business. They generate, transmit, apply, and preserve knowledge. When they do these things for the direct benefit of extended audiences, they engage in outreach. As a public, land-grant institution, Michigan State University has a special responsibility to reach out to the communities of the state, the nation, and the world. Our goal should be to create a model university which is engaged in cutting-edge scholarship in service to society.

—Provost's Committee on University Outreach
Michigan State University

The First Guiding Principle: *Service to Society* (Reemphasizing the irrevocable feature of Michigan State University's institutional mandate)

Michigan State University's academic mission statement makes it clear that ours is an institution dedicated to serving society. The preamble to the bylaws of the MSU Board of Trustees includes the following words:

[Michigan State University]...will be ever responsive to the increasing needs of a dynamic and complex society.... [by diffusing]...through all available media the knowledge and information that will contribute to the well-being and development of the people of our state, our nation, and our world.

These words frame our institutional distinctiveness as a land-grant university, and also make MSU unique among Michigan institutions of higher education. Despite this distinctiveness and uniqueness, the committee believes that our institution is not completely at ease with this basic feature of its mission.

The committee concurs with the comments expressed by Vice Provost Votruba in Chapter 4 of this report. Some on our campus seem to believe that programs and activities associated with the "land-grant side" of the university (as some would define it) impede our quest to become a world-class university. More than once during our deliberations, committee members heard the question posed this way: Should MSU emphasize its status as an AAU (American Association of Universities) institution or its status as a NASULGC (National Association of State Universities and Land-grant Colleges) institution? One campus visitor, an author of national repute, noted that he hears this question posed more at Michigan State than at any other AAU/land-grant institution.²²

²¹ Chapter written by Frank A. Fear with some text prepared by committee member Charles Thompson.

²² Comment made to committee members by Dr. Ernest Lynton.

This committee believes that the question, as posed, offers a false choice and represents a false dichotomy. First, it is not possible to reject our institutional charter and mandate. It is certainly possible to "revitalize" the land-grant mission (Enarson, 1989), but to revitalize does not mean to reject or to minimize in importance AAU principles. Second, "land-grant" means more than extending knowledge to those who seek it. It includes the vital activity of generating knowledge on problems that are important in peoples' lives. For too long, and for too many, "land-grant" at Michigan State has meant the Cooperative Extension Service (now MSU Extension). Land-grant certainly includes MSU-E, but it is more than that...much, much more.

It is important, then, to view AAU/land-grant as mutually reinforcing options rather than as mutually exclusive alternatives. No other university in Michigan holds membership in AAU and, at the same time, was chartered as a land-grant institution. Fewer than 20 institutions nationwide carry this distinction.

The committee also believes that outreach should be a highly valued and prestigious university function for pragmatic and scholarly reasons. MSU cannot prosper financially or reputationally if citizens and their representatives feel that the university is not actively engaged in seeking to improve society's health and well-being. For scholarly reasons, outreach greatly enriches the teaching and research work done in disciplinary, applied, and professional fields. Indeed, MSU's special standing as a research-intensive university in the land-grant tradition means that it offers abundant opportunities for engaging in cutting-edge outreach. As the committee proposed earlier, cutting-edge outreach is the special responsibility of a university as compared to the outreach work of four-year and community colleges.

The committee's first guiding principle is perhaps the ultimate issue facing Michigan State University in the 21st century:

In its philosophy, programs, funding decisions, and reward systems, Michigan State University should demonstrate that it is committed to becoming a world-class institution, one that is dedicated to generating, transmitting, applying, and preserving knowledge in ways that serve society.

The Second Guiding Principle: *Rooting Outreach in Scholarship*

University outreach has as its distinguishing characteristic the combination of a scholarly basis and the university's effort to extend itself to meet audiences' knowledge needs. In seeking to serve these audiences, outreach sometimes involves transmitting and/or applying existing knowledge. In other cases, outreach involves generating new knowledge. Frequently, but not always, this new knowledge is created in partnership with those who need it. Even when outreach is restricted to solving problems with existing knowledge, it often inspires new research, thereby enriching and guiding the scholarly work of the university.

Consequently, outreach exerts a continuous shaping influence on the character, orientation, and the activities of a university and its faculty, staff, and students. Policy analysis, program development and evaluation, off-campus courses, workshops associated with continuing profes-

sional education, technical assistance, nonformal educational experiences (e.g., exhibits), and conferences are examples of outreach.

If a university is in the "knowledge business," as the committee firmly believes, then the knowledge business is all about scholarship. Over the years, scholarship has become narrowly defined on American campuses. Recently, an expanded notion of scholarship has been championed, one that better fits the functions that faculty members perform and that universities must undertake.

In a very basic sense, scholarship is the fuel of the academy; it is what makes the academy the academy. However, over the years, outreach has been frequently viewed as nonscholarly activity. Indeed, some outreach has not been rooted in scholarship. One of the major differences between "good" and "bad" outreach, in the committee's estimation, is that good outreach is rooted in scholarship. It is also issues-based scholarship, i.e., it focuses on issues of importance to people as people define them.

The committee believes that the historic association of outreach with service is one of the reasons why outreach work has been generally devalued in the academy. Service as an individual citizen, service to the university, and service to the profession are important contributions made by faculty, staff, and students. None, however, is outreach. The key distinction between outreach and service is the scholarly basis of outreach—its connection to one or more of the four knowledge functions.

Although in previous chapters the committee has devoted attention to the issue of what is outreach, another important issue pertains to who does (and should do) outreach. It is the committee's opinion that outreach work emanates from all parts of the university. Faculty members frequently include outreach as part of their scholarly programs. Some of this work involves the extension of disciplinary or professional knowledge. Other work requires the integration of knowledge from multiple disciplines and professions. Students are involved in outreach when they participate in such experiences as internships and practica. During these efforts, they apply knowledge learned in the formal classroom and, at the same time, learn valuable lessons about the application of knowledge in real world settings. And staff from many units around the university make available their expertise to those outside the university. This work is important because many Michigan State staff are "scholar-practitioners," i.e., persons who have gained valuable experience in conjunction with their position-related responsibilities.

These observations can be summarized in the second guiding principle of this report:

Outreach should be viewed as a fundamental part of Michigan State's academic mission. Its chief characteristic involves scholarship that is applied as the university extends itself to serve the knowledge needs of various audiences. It is distinct from service in that service does not require the scholarship that must accompany outreach. Because scholarship permeates a university, outreach should not be reserved only for the faculty. Students and staff should participate (and very frequently are involved) in outreach.

The Third Guiding Principle: *Nurturing the Art and Science of Outreach Scholarship*

The committee has made a case for viewing outreach as scholarship. But there is another very important dimension to outreach as scholarship that must be addressed in this report: the scholarship of outreach. The scholarship of outreach refers to the array of issues associated with the art and science of engaging in outreach. These include, but are certainly not limited to, the following 10 issues:

- ▶ Determining when it may be appropriate for faculty, staff, and students to decline involvement in an outreach endeavor
- ▶ Deciding which problem or problems should be the focus of attention in an outreach endeavor
- ▶ Identifying which outreach process(es) and/or activity(ies) to use, given the circumstances
- ▶ Discovering which strategies are related to successful outcomes in different situations
- ▶ Being better able to predict the potential functional and dysfunctional consequences of an outreach intervention before the fact
- ▶ Learning how to avoid having clients become dependent on your scholarship
- ▶ Learning how to disengage successfully from an outreach endeavor so that disengagement will not negatively affect the capacity of off-campus audiences to maintain and sustain outreach gains
- ▶ Being better able to predict the amount of time it will take to successfully undertake an outreach endeavor
- ▶ Understanding the ethics of outreach
- ▶ Learning how to effectively collaborate with off-campus audiences through listening, not creating false expectations, playing appropriate roles in a team setting, and delivering work on schedule and as promised

One of the important messages that the committee wishes to convey in this regard is that outreach represents an area of academic inquiry in its own right. Outreach success is not predicated on "simply doing it." Indeed, "simply doing it" can lead to potential disastrous consequences for the university and those outside the university who experience (and live with) the results.

Most faculty, staff, and students have been neither educated nor trained in many of the complex, knotty dilemmas that are frequently confronted in outreach. For many, learning comes in the form of doing, and major lessons are often learned by making mistakes. There is much to be said for experiential learning. Yet, this approach—alone—has a limited, additive effect. In other words, one hopes the person involved learns from experience, and also conveys that learning to others (e.g., students). But we need to find ways to quicken the "learning curve" for those who participate in outreach. One way is to view outreach scholarship as legitimate academic work, and

then draw upon the results of that scholarship in outreach education and training. Put more simply, there is an art and science to outreach that must be nurtured and promoted.

The scholarship of outreach offers three opportunities for Michigan State University. First, many issues associated with outreach scholarship cut across disciplinary and professional lines. This means that scholars from various fields can learn from one another. The teacher educator, for example, will likely have much in common with the health professional when each talks about their experiences associated with establishing collaborative relationships with community leaders and community-level practitioners.

Second, studying outreach has the potential of enhancing the sophistication of outreach work because it makes possible the systematic attempt to integrate learning with practice. All things being equal, this means that MSU might be able to do better outreach because it is learning from its outreach experiences (i.e., MSU becomes a learning organization; see Senge 1990). Finally, because outreach scholarship often involves cutting-edge work, it offers exciting study venues for faculty, staff, and students. The resulting scholarly products and outputs can thereby enhance the scholarly reputation of our University and the scholars involved.

The Vice Provost for University Outreach (representing the Provost's Office), deans, chairs, and directors must work together to promote and nurture outreach scholarship. For example, the VPUO can make funds available for outreach scholarship (e.g., travel to conferences). Deans and chairs can help by supporting outreach scholarship as work "that counts" during the faculty performance review process.

The third guiding principle is:

Outreach scholarship addresses the array of issues associated with the art and science of engaging in outreach. Many of these are thorny and complex in nature, including selecting outreach problems, disengaging from outreach projects, sustaining outreach efforts following MSU disengagement, and participating ethically in outreach. Outreach scholarship represents an exciting opportunity for Michigan State because it has cross-disciplinary relevance, the results can be used for outreach education and training, and this cutting-edge scholarship advances the reputation of the institution and those involved. A collective, coordinated effort involving the Vice Provost for University Outreach, deans, chairs, and unit directors is required to promote and nurture outreach scholarship at MSU.

The Fourth Guiding Principle:
Planning across the Breadth of the Academic Mission—
The cross-cutting nature of outreach
contributes to the goal of multidimensional excellence

Effective organizations, be they businesses or universities, have at their core a set of beliefs and values to which their members are committed and around which all their principal activities are organized. Low performance often can be traced to a withering of those beliefs or of the member's commitment to them. A first step in addressing a concern about enhanced effectiveness at MSU is to focus on how the University can

better perform its mission of teaching, research, and service. In the past, the three-fold mission implied that each activity was conceptually distinct, and was conducted largely separately. That separation often permitted the dedicated pursuit of excellence in each area. Today, however, there is reason to believe that faculty members' commitment to, and even understanding of, each of the three parts of the mission is not as clear or as strong as it must be if MSU is to remain effective and vital.

—MSU Professor K.M. Moore (1991:3)

The committee believes that Michigan State University, as a world-class institution, should seek excellence in all of its mission-related obligations. One of those obligations is outreach; outreach is one means by which our University serves society.

Vice Provost Votruba described the quest for excellence in mission-related obligations as multidimensional excellence (Chapter 4). Multidimensional excellence does not mean that every faculty member should be expected to be multidimensionally excellent. It does mean that, at the institutional, college, and unit levels, Michigan State should seek excellence in the multiple dimensions that frame its mission. It also means that Michigan State must dedicate itself to excellence across the knowledge spectrum—from generating knowledge to preserving it.

However, the committee believes that certain planning approaches undermine the quest for multidimensional excellence. No university, college, or unit can afford to "pit" undergraduate teaching excellence against research excellence, or research excellence against outreach excellence, for example. This is destructive, not constructive, planning because a "win" in one area, coupled with a "loss" in another area, means that we have decided against multidimensional excellence.

But how can multidimensional excellence be achieved in a very stressful budgetary environment? No institution or unit can afford to be "all things to all people." Strategic choices have to be made so that MSU can "deliver." The issue of what it means "to deliver" is so important that the committee sought to explore its dimensions during the on-campus interviews. The committee asked different respondents what it means for faculty "to deliver" and for MSU "to deliver."

A concern was expressed by many faculty that one outcome of our committee deliberations might mean that, in the future, faculty members would be expected to do more outreach during a time when they were already feeling under-funded and overworked (the proverbial "doing more with less"). If that were to occur, committee members were told, then it would mean some faculty would do less teaching and/or less research. Many campus administrators, too, informed the committee that the cost of doing more outreach would mean doing less teaching and/or research in their departments, schools, or colleges.

This feedback reminds the committee of a three-part pie with the three parts being teaching, research, and outreach. If an attempt is made to increase one slice of the pie (say, the teaching slice), that means there must be a corresponding reduction in at least one other slice of the pie (the outreach slice, for example). This is an example of zero-sum thinking. But is zero-sum thinking applicable in our case? We think not. In Chapter 10, the committee presented the idea that outreach is a cross-cutting enterprise, i.e., outreach activities involve teaching, research, and service. A zero-sum conception does not apply because there is no slice of the pie with an "outreach" label; outreach cuts across the pie.

In light of this discussion, the fourth guiding principle pertains to a way of achieving multiple, but seemingly incompatible, goals: integrating outreach into the University's academic mission, seeking multidimensional excellence at a time of increasing fiscal constraints, and avoiding zero-sum thinking and planning:

University Outreach at Michigan State University

The cross-cutting nature of outreach represents an optimal solution when academic units at Michigan State plan for multidimensional excellence. Because outreach involves teaching, research, and service, outreach can be viewed as a "value added" activity in that it contributes to the teaching, research, and service agenda rather than becoming a separate agenda.

**The Fifth Guiding Principle:
*Central Guidance with Unit Responsibility—
Planning outreach at Michigan State University***

In reviewing the current thinking of Michigan State's peer institutions (reported earlier in this report), it is clear that many of the institutions have a well-developed sense of what they want to accomplish, why they want to accomplish it, and how they want to accomplish it. Some institutions have even identified important societal problems and needs and then declared those areas as priorities for their outreach programs.

Michigan State is no different from its peers in many respects. But MSU is significantly different from some of them in two important ways. First, our institution has a longstanding tradition of expecting strong leadership at the unit level and, second, faculty are generally given a considerable amount of flexibility in organizing their programs of study.

Without question, college and unit missions must coincide with the values and goals articulated in a university's mission. Yet, there is always a considerable amount of latitude in how lower-level units in an organization interpret and eventually apply institutional-level values and goals in their plans and programs. This is especially the case in a collegially oriented institution, such as a university, as compared to a more bureaucratized setting of a large corporation (Birnbaum 1991). In addition, the committee concluded that MSU is an institution with a variety of different outreach cultures. The cultures differ in terms of a variety of basic issues associated with outreach. In this environment, central-level planning is even more problematic.

Consequently, the committee strongly believes that outreach cannot be planned and implemented exclusively at the central level at our University. Certainly central administration can, and must, play many important roles. It can nurture, stimulate, facilitate, and reward outreach excellence throughout the University. But, at the same time, important planning efforts must take place at the college and unit level—with special emphasis at the unit level. At Michigan State, a relatively decentralized institution, it is ill-advised to talk about excellence at the institutional level when the work of the university takes place at the unit level—in the work done by faculty, students, and staff. This means that the desire to be multidimensionally excellent is both a unit-level topic and a unit-level responsibility.

These observations lead to the fifth guiding principle of this report:

Based on an assessment of external needs and opportunities, internal strengths, and other factors commonly associated with strategic planning, it is a college and unit responsibility to plan and program for multidimensionally excellence in accordance with MSU's academic mission. Outreach must be included in these plans. The central administration's

role is to nurture, stimulate, and facilitate college and unit planning processes and programs.

The Sixth Guiding Principle:
***Rewarding Performance—Reforming the faculty
 reward system to accommodate outreach as scholarship***

In many parts of the university, outreach is under-valued, under-funded, and under-rewarded. Outreach is not generally seen as a high priority activity in the eyes of some administrators or faculty despite the fact that it is emphasized by many university officials and honored rhetorically.

The true status of outreach within the academy is expressed unequivocally through the faculty reward system. It is here that the divergence between scholarship and outreach often comes into play. Junior faculty, in particular, expressed concern during the committee interview process about engaging in outreach because "it won't count for much" at merit increase, reappointment, and tenure/promotion times. The committee also spent a considerable amount of time discussing a comment made to us by a senior-level administrator to the effect that outreach should be undertaken after a faculty member has established their scholarly credentials (i.e., only after a faculty member has been promoted to associate professor with tenure).

The committee fully expected to find the faculty reward system topic among the priority discussion items for on-campus audiences. But, we did not expect it to be a recurring theme during our discussions with off-campus stakeholders, particularly since we did not bring this topic to the table. We engaged the off-campus interviewees in a general discussion of outreach issues that were important to them. Yet, regardless of interview site, the same message was communicated to us: Don't expect significant progress in advancing university outreach until and unless the faculty reward system is reformed.

It is the committee's belief that it is time—the topic has been discussed for years—to reform the faculty reward system so that what we reward coincides with what we expect faculty members to do (Boyer 1990; Lynton 1992). And what we expect faculty members to do should be consistent with what we expect the institution to accomplish. Put more simply, everything must link to the academic mission statement.

In proposing this, the committee also believes that mechanisms must be established to evaluate outreach in terms of its scholarship. The goal should not be to encourage faculty to "do more outreach." The goals should be to encourage "good" outreach (i.e., outreach rooted in scholarship), to stimulate cutting-edge outreach (i.e., outreach that advances the frontier of knowledge), and to nurture and promote outreach scholarship (described in guiding principle #3).

Therefore, the sixth guiding principle is:

No program to enhance the standing of university outreach at Michigan State should be undertaken without including, at its core, faculty reward system reform. This does not mean that faculty should be given "credit" for doing outreach (when they might not have received credit before). It means that outreach productivity should be evaluated in terms of the highest standards of scholarship.

**The Seventh Guiding Principle:
Transforming Michigan State University
as the "Connected" University of the 21st Century**

In Chapter 3, former Provost Scott describes the three-century metamorphosis of the university in America: from *university* to *multiversity* to, finally, *transversity*. The university, Scott writes, is distinguished by its uniformity of purpose and structure, whereas the multiversity is at least partly characterized by its multiple structures. The transversity, on the other hand, is best understood in terms of its *connections*, rather than by its structures.

The committee concurs with Scott's perspective. We believe that the university of the future will be redesigned to emphasize connections—new and more vibrant connections across campus, and between campus and off-campus audiences and constituents (Fear 1992). Morgan (1986) views these connections in organizations in ways similar to that which enables the human brain to function at an optimal level.

Thinking of the university in this way is not dissimilar from the way that other institutions are learning to operate. At the local level, for example, public, private, and nonprofit partnerships are being created to advance community development. Connections among multiple partners in industry are enabling firms to become globally competitive. Industry also understands that competitiveness requires better connections between and among the units in a firm (e.g., connections between the engineering and marketing divisions). And professionals in many fields are redefining their work in terms of connections. Educators, for instance, understand that problems associated with the schools are embedded in the problems being experienced in families and in communities.

In thinking about MSU in terms of multiple connections, the committee does not seek to diminish the importance of the disciplines. Quite the contrary, our University is enriched by strong disciplines. But, at the same time, it is the committee's belief that we must stimulate cross-disciplinary connections, as well as promote connections with partners and collaborators outside the academy. For example, solving the complex set of problems associated with youth-at-risk in this country will require the expertise and cooperation of psychologists, economists, criminal justice professionals, health professionals, education specialists, family specialists, and sociologists, to name only a few. Some of these actors will be affiliated with universities, and many more will be practitioners who are on the "firing line."

In the *connected university* (as the committee refers to it), many functions and activities are redefined, modified, and reconceptualized. In essence, the connected university "reaches in" (the INTERNAL coupling mechanism that links faculty, staff, and students, and different campus units with each other) as a means to more effectively "reach out" (the EXTERNAL coupling mechanism) to those who seek knowledge resources.

The university's internal coupling mechanism encourages all members of the academy—not just faculty—to participate in outreach. For example, students—both undergraduate and graduate—represent knowledge resources for outreach. Student participation may occur through such venues as internships, volunteer efforts, practica, field study courses, and applied research projects.

The external coupling mechanism often results in mutual learning experiences for faculty, staff, and students (on campus), as well as for those external to the university. In addition, decisions about what and how outreach will be conducted, and by whom, will emerge from a collaborative

relationship between and among outreach partners. The external (to the university) partners will want those from the university to listen to them, and to establish partnerships on co-equal terms, not just on our terms.

The connected university is not just a place that seeks connections among people and units. It is also important to connect the knowledge functions—where multiple knowledge functions are sought in the same effort or project. For example, cutting-edge scholarship in some fields currently involves integrating knowledge generation with knowledge application (see Lerner 1991). Still another connection involves merging expert knowledge systems (from within the academy) with indigenous knowledge (from outside the academy) to better understand phenomena. Cogenerated knowledge then comes affirmed as an acceptable and valuable knowledge generation alternative.

Others share the vision of the 21st century university as a connected (internally and externally) institution. James Duderstadt, president of the University of Michigan, refers to it as the "collaboratory":

Suppose we were to create within the University a "laboratory" or "new" university that would serve as a prototype or test bed for possible features of a 21st century university....We would see this as a highly interdisciplinary unit with programs organized around such overarching themes as global change, social infrastructures, and economic transformation. It would span undergraduate, graduate, professional, and continuing education, bringing together students, faculty, and alumni to pool knowledge, work in teams, and address real problems. It would be a crucible for evolving new disciplines through interdisciplinary collaboration. Its programs would promote the transfer of knowledge to society through collaboration, internships, and exchanges of students, faculty, staff, and professionals.

The "New U" would also be a place to develop new structural models for the university, to experiment with lifelong education, new concepts of service, faculty tenure, leadership development, and community building (Duderstadt 1992: 7).

"Connected" universities will also need to connect with each other, as well as with other knowledge providers (e.g., community colleges) so that each can make its unique and special contribution in a partnership arrangement. One of the major challenges, in an era of scarce resources, will involve the ability of universities to collaborate, not compete, with each other in their outreach efforts. For example, our off-campus interviewees made it clear that they are not well served when institutions of higher learning compete for off-campus credit hours.

This discussion leads to the seventh, and final, guiding principle:

To be a leading university of the 21st century, Michigan State must become a "connected university." This means finding new and vibrant ways to connect knowledge resources across the campus. It also means establishing collaborative relationships with off-campus partners, and collaborating with other institutions of higher education in making available knowledge resources to those who can benefit from it.

Summary

In summary, the guiding principles associated with this report are:

1. ***"Service to Society": Reemphasizing the irrevocable feature of Michigan State University's institutional mandate***
In its philosophy, programs, funding decisions, and reward systems, Michigan State University should demonstrate that it is committed to becoming a world-class institution, one that is dedicated to generating, transmitting, applying, and preserving knowledge in ways that serve society.
2. ***Rooting Outreach in Scholarship***
Outreach should be viewed as a fundamental part of Michigan State's academic mission. Its chief characteristic involves scholarship that is applied as the university extends itself to serve the knowledge needs of various audiences. It is distinct from service in that service does not require the scholarship that must accompany outreach. Because scholarship permeates a university, outreach should not be reserved only for the faculty. Students and staff should participate (and very frequently are involved) in outreach.
3. ***Nurturing the Art and Science of Outreach Scholarship***
Outreach scholarship addresses the array of issues associated with the art and science of engaging in outreach. Many of these are thorny and complex in nature, including the topics of selecting outreach problems, disengaging from outreach projects, sustaining outreach efforts following MSU disengagement, and participating ethically in outreach. Outreach scholarship represents an exciting opportunity for Michigan State because it has cross-disciplinary relevance, the results can be used for outreach education and training, and this cutting-edge scholarship advances the reputation of the institution and those involved. A collective, coordinated effort involving the Vice Provost for University Outreach, deans, chairs, and unit directors is required to promote and nurture outreach scholarship at MSU.
4. ***Planning across the Breadth of the Academic Mission: The cross-cutting nature of outreach contributes to the goal of multidimensional excellence***
The cross-cutting nature of outreach represents an optimal solution when academic units at Michigan State plan for multidimensional excellence. Because outreach involves teaching, research, and service, outreach can be viewed as a "value added" activity in that it contributes to the teaching, research, and service agenda rather than becoming a separate agenda.
5. ***Centralized Guidance with Unit Responsibility: A strategy for outreach planning at Michigan State University***
Based on an assessment of external needs and opportunities, internal strengths, and other factors commonly associated with strategic planning, it is a college and unit responsibility to plan and program for multidimensionally excellence in accordance with MSU's academic mission. Outreach must be included in these plans. The central administration's role is to nurture, facilitate, and evaluate college and unit planning processes and programs.

6. *Rewarding Performance: Reforming the faculty reward system to accommodate outreach as scholarship*

No program to enhance the standing of university outreach at Michigan State should be undertaken without including, at its core, faculty reward system reform. This does not mean that faculty should be given "credit" for doing outreach (when they might not have received credit before). It means that outreach productivity should be evaluated in terms of the highest standards of scholarship.

7. *Transforming Michigan State University as the "Connected" University of the 21st Century*

To be a leading university of the 21st century, Michigan State must become a "connected university." This means finding new and vibrant ways to connect knowledge resources across the campus. It also means establishing collaborative relationships with off-campus partners, and collaborating with other institutions of higher education in making available knowledge resources to those who can benefit from it.

Part Eight: **Report Summary, Conclusions, and Recommendations**

INTRODUCTION²³

College faculty members face clear choices about how to respond to ... calls for greater accountability. We can dismiss the calls, hoping that they will disappear. We can comply minimally....Or we can take the lead....

The first option...will not work the way that we might hope. The likely result will be increased clamor and, ultimately, as has happened in the elementary-secondary sector, intervention by well-intentioned public officials and policy makers. By choosing not to respond, we allow noneducators to set the terms of the debate....Faculty members would be better off engaging the...questions directly.

—Schilling and Schilling (1993: A40)

...the muckrakers of academe have attacked our universities bitterly, irresponsibly, and effectively....They have slighted our successes, magnified our faults, denigrated our commitment, and ignored our sacrifices....Angry and pained, shocked at the welcome these attacks earned from the public...we in the universities have cried foul, seeking solace in the belief that we have been misunderstood and misrepresented....When attacked, we have responded weakly, mostly by whining. We have offered few good answers, but lots of good excuses. We have denounced the intellect and integrity of our critics, but we have evaded the substance of their criticism. And, we have continued to need more and more money.

—University of Florida president, John Lombardi (1993)

The Context

In the life of any organization, there are always times when fundamental questions of organizational focus and direction are raised and answered. Based on the responses to these questions, almost all organizations will, from time to time, make major changes in how they conduct business, and proceed to bring about the changes in planful, deliberate ways.

²³ Introduction written by Frank A. Fear

We live in a time when fundamental questions are being raised about virtually every organization—from government, to corporations, to education. Some writers have called for organizations to be "reinvented" (e.g., Osborne and Gaebler 1992). Others have argued that organizations need to become "learning systems" if they are to survive and thrive (Senge 1990).

Sometimes organizations do not see the need to make necessary change, fail to move quickly enough, or resist change even when their stakeholders call for change. In these circumstances, stakeholders often take matters into their own hands. And, when this happens, organizations can find change imposed externally, meaning that those inside the organization lose the ability to lead and direct change.

The committee believes that postsecondary education, especially public higher education, has entered an era of significant change. If we move appropriately and deliberately, the change process can be led by the academy. At issue is not whether major change will occur. At issue is when it will occur, and who will lead the change.

The committee hopes that the higher education community will engage proactively in an exciting change process. Certainly, university outreach is not the only variable in the change equation, but it is an important variable. The committee also believes that Michigan State University has already demonstrated leadership in university outreach nationally, and that it can continue to do so.

About the Recommendations

The recommendations presented in our report are grounded in the belief that Michigan State University has a unique and special responsibility, as a public and land-grant institution, to the communities of this state, the nation, the world, and to the community of scholars. MSU, as a campus community of scholars is—above all else—dedicated to generating, transmitting, applying, and preserving knowledge. Outreach, as one of the many forms of scholarship which takes place on our campus, focuses on extending knowledge to audiences in ways that are consistent with university and unit missions.

The activities and programs undertaken under the rubric of outreach at MSU are conducted using a variety of approaches and processes. This variety represents the richness and diversity of scholarship that exists on our campus. In practice, this richness and diversity supports three mission-related themes. First, it represents one way that MSU fulfills the service responsibilities associated with its mission. Second, because outreach involves instruction and research, it provides a vehicle for the university to undertake these important obligations. And third, because outreach represents tangible evidence of the covenant between this institution and the people, it is important in its own right.

The recommendations are also grounded in the recognition that institutions of higher education must engage in the constant process of organizational renewal. All healthy and productive institutions are so engaged. Given the forward-looking agenda at MSU associated with R-cubed, and the efforts associated with the post-R-cubed environment in which the university now operates, MSU is well positioned MSU to be a national leader in public higher education. Outreach represents an important and vital part of MSU's agenda as a national leader.

The recommendations also represent strategic directions for our institution. They are conceptually grounded, based on guiding principles, and informed by input received by the committee from MSU colleagues, off-campus stakeholders, and the experiences of peer institutions. The recommendations are designed to be relevant (i.e., appropriate to the MSU context), timely, and feasible. When taken collectively, these strategic directions represent a portrait of what we believe MSU should (and must) be—an institution dedicated to making knowledge available to those who may benefit by its application.

Presentation of the Report; Summary, Conclusions, and Recommendations

Immediately following the submission of the committee report to the Office of the Provost, committee chairperson Frank Fear began reorganizing and re-presenting the material for the purpose of facilitating understanding of the report and beginning the implementation process. Three products emerged from this effort, and each is presented here.

In Chapter 14, key points from the report are presented in the form of report highlights. Then, in the following two chapters, attention turns to specific components of the report. Committee conclusions are listed and presented in outline form in Chapter 15. The same presentation format is used in Chapter 16, and the content focus is the committee recommendations.

Chapter 14

REPORT HIGHLIGHTS²⁴

Prologue

As is the case with any institutional effort of this type, an important question is: For whom is this report written? The question has special significance in this case because many groups, both inside and outside the university, have a stake in MSU outreach. The committee makes a special effort, however, to direct its comments to the academy—in particular, to Michigan State University faculty, staff, and students.

Consistent with this focus, the report emphasizes three fundamental messages:

1. Faculty, staff, and students across the university are engaged in a significant amount of important outreach, although they may not always call their activities "outreach."
2. Outreach, when viewed as a scholarly activity, represents an exciting and attractive opportunity for faculty.
3. Despite recent and significant progress associated with integrating outreach at the college and unit levels, much work remains to be done. This work cannot be done by administrators alone. Its accomplishment will depend upon broad-based leadership, especially from faculty at the unit level as they seek excellence in teaching, research, and service.

In addition to addressing outreach at a particular moment in the history of Michigan State University, it is important to stress that this report is not a call to do more with less. Nor is it a call to do more outreach at the expense of the other central functions of the university. Instead, the committee offers a way of thinking about outreach that is based in the faculty's commitment to the pursuit and communication of knowledge, which construes outreach as a mode of scholarship that can enrich and sustain the intellectual vitality of units throughout the campus, and which supports integration of the multiple dimensions of a scholar's life.

A New Model for Outreach at Michigan State University

Although a vibrant program of outreach is an MSU tradition, the term "outreach" is actually a recent addition to MSU's vocabulary. It was chosen in 1990 as an encompassing way for MSU

²⁴ This chapter is a summary of the final report submitted by the committee to the Office of the Provost. This summary version was prepared by Frank A. Fear.

to describe how it extends its knowledge resources to society. Other terms, such as "lifelong education" and "extension," identify components of outreach at Michigan State.

This approach is a major part of a new university model for outreach that has taken shape and form at MSU over the last decade through a variety of linked initiatives. The Provost's Committee for University Outreach is one of these initiatives. The overall goal is to strengthen outreach by making it a more central and integrated dimension of the institution's overall mission.

For this to happen, an intellectual foundation for outreach—captured in a way of thinking about outreach and emphasizing its relevance for the university—must be created. That foundation must serve as the base for advancing recommendations for strengthening outreach at Michigan State.

A New Way of Thinking about Outreach at Michigan State University

Outreach as a Form of Scholarship

We believe that the essence of scholarship is the thoughtful creation, interpretation, communication, or use of knowledge that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as "scholarship" is that it is deeply informed by accumulating knowledge in some field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism.

In our thinking, outreach has the same potential for scholarship as the other major academic functions of the university. This requires the need for a way of thinking about outreach that positions it at the heart of what the university is and does. At Michigan State, the creative reconsideration of scholarship will require vigorous debate. That debate will include discussions about many issues, including how to evaluate the scholarly quality of outreach work, and how to separate outreach as scholarship from outreach that involves delivering knowledge in routine and repetitive ways.

Outreach as Scholarship for the Direct Benefit of External Audiences

Outreach takes place when scholarship is exercised for the direct benefit of external audiences. It takes a variety of forms and is undertaken using a variety of approaches. At MSU, outreach sometimes takes the form of applied research and technical assistance to help clients, individually or collectively to better understand the nature of a problem they confront. It may involve demonstration projects that introduce clients to new techniques and practices. Frequently, it extends the campus instructional capacity through credit and noncredit courses to meet the needs of adult students. Or it may provide policy analysis to help shape and inform the public process. In much of the outreach it undertakes, MSU collaborates with end-users and other parties in a dynamic process of knowledge discovery and application. By participating in outreach, MSU faculty, staff, and students not only extend knowledge to those who might benefit from it, they often learn and grow professionally and personally from these experiences.

Outreach as a Means for the University to "Reach Out" to Society

The university extends itself ("reaches out") through outreach to external audiences in one or more of these dimensions: distance, time, clientele, format, and approach. It extends itself in distance when it makes its knowledge resources accessible to those who do not live nearby; in time and place when knowledge resources are made available at convenient times and locations; and in format and approach when knowledge is made available in ways that are appropriate for those who seek it.

Outreach as a Cross-Cutting Function (*cutting across teaching, research, and service*)

In the tripartite division of teaching, research, and service, outreach has been traditionally identified with "service." We suggest that outreach is better conceived as a cross-cutting function. In this way of thinking about outreach, there are forms of outreach teaching, research, and service, just as there are forms of non-outreach teaching, research, and service. Off-campus credit coursework is an example of outreach teaching. On-campus coursework offered for undergraduate students on Mondays–Fridays from 8 a.m.–5 p.m. represents non-outreach teaching.

Collaborative, problem-solving research with external clientele is an example of outreach research, in contrast to disciplinary research, which is often non-outreach research. And medical and therapeutic services provided through a clinical service plan offers an example of outreach service. Service on university committees represents non-outreach service. Obviously, some activities span categories and there are certainly linkages between non-outreach and outreach work. Both types of linkages—between non-outreach and outreach activities, and between and among teaching, research, and service activities—are often required as Michigan State undertakes its activities.

Outreach and service

Serving on a government commission, for example, is outreach service because the activity calls on the scholar's expertise and the subject-matter pertains to the programs and mission of the university unit(s) in which the scholar is appointed. On the other hand, a chemist who serves on the fundraising committee of a local nonprofit organization—a role that is apart from the scholarly expertise and programs of the chemist's university unit—is engaging in non-outreach service.

Outreach and consulting

Faculty and staff members routinely make knowledge available to the public, private, and nonprofit sectors in the form of consulting. This work is sometimes, but not always, undertaken on a fee-for-service basis. Outreach consulting takes place in conjunction with a unit's programs and in ways that advance a unit's mission. Consequently, it is our view that there is consulting-as-outreach and consulting-not-as-outreach. Whether a client pays a fee does not determine whether a consulting activity is outreach.

Outreach as a Major Feature of University and Unit Missions

As a land-grant university, Michigan State University has an historically recognized, as well as legislatively mandated, responsibility to extend its knowledge resources to the people of the state and the nation. Tradition, pragmatism, and university policy have made the reach of this responsibility global. MSU's outreach responsibilities and capacities are unique in the state. Accordingly, outreach should be considered a major function of the university, not a minor or ancillary function to be honored in rhetoric but minimized in practice.

And, as a form of scholarship and a major function of the university, outreach should be integral to the intellectual life of the entire university, not isolated and marginalized in special units. At different levels and in ways appropriate to their discipline or profession, all academic units at Michigan State—though not necessarily each faculty member—should engage in outreach.

A New Definition of Outreach for Michigan State University

The essence of our thinking about outreach is contained in the following definition:

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.

The Relevance of Outreach for Michigan State University

Outreach Brings Vitality to Non-outreach Research and Teaching

Outreach affords faculty, staff, and students windows on current reality, and the perspectives gained through these windows inform a scholar's understanding of the contemporary meaning, value, and use of their disciplinary or professional knowledge. Outreach also raises fascinating and important questions. As a result, on-campus research and teaching become more vital, more alive, and the intellectual life of the whole university is more stimulating.

Outreach Enhances Institutional Identity

As both a land-grant and a research university, Michigan State has long represented a distinctive combination of teaching, research, and public service. Our definition of outreach changes the way these functions have traditionally been conceptualized and labeled. But in so doing, it highlights rather than diminishes the uniqueness of the university's identity among the state universities of Michigan. Even when outreach is restricted to solving problems with existing knowledge, it often inspires new research, thereby enriching and guiding the scholarly work of the university. Thus, outreach can exert a continuous shaping influence on the character, the orientation, and the activities of a university and its faculty, staff, and students.

Outreach Enhances Political and Financial Viability

This identity, with the concomitant recognition of the university as a source of usable knowledge across many domains—social, scientific, technical, economic, educational, humanistic, medical, urban, and agricultural—has strong appeal for public, private, profit and nonprofit institutions, state and local governments, and individual citizens. Outreach also helps create an explicit link between the university and the larger society on which it depends for legitimacy and support.

Outreach Is Interdependent with Other Academic Functions

A robust program of basic research (i.e., non-outreach research) is crucial, not merely to the reputation of the university, but to its very ability to contribute to society. Without the new and

renewed knowledge generated by basic research, other forms of scholarship lose their base, their freshness, and their intellectual energy.

Yet, basic research and other scholarship without obvious, direct application to current societal problems also profit from and even depend upon the public and political support that high-quality outreach engenders for the university. The contributions the university makes to society through outreach are far more easily communicated to, and recognized by, the public and legislators, the governor, and other public representatives than are the subtler and more indirect contributions of basic research. Failure to grasp the dependence of basic research on outreach jeopardizes basic research. Such a failure is just as damaging to the cause of scholarship at MSU as is the failure to recognize the reciprocal dependence of outreach on basic research.

Outreach Helps Balance the Academic Functions

Even within our integrated way of thinking about outreach, including the recognition that outreach and non-outreach activities overlap, influence, and contribute to each other, the challenge of balancing these various activities remains. Maintaining balance involves the thoughtful management of real and enduring tensions.

To take advantage of MSU's natural diversification, everyone in the university—the board of trustees and administration, as well as the faculty, staff, and students—must honor the full range of functions, supporting the different mixes of functions appropriate for different units at different points in time.

Because the several functions of the university are mutually dependent in the ways suggested above, they form a system. To sustain the whole system as an institution with a land-grant mission, it is essential to maintain a working balance among the functions. Paradoxically, if any function were to become dominant at the expense of the others then, in the long term, that function's very success might spell its own demise. Just as we must begin to think more in whole-system terms if humankind is to develop appropriately, we must also think more in whole-system terms for the university to excel.

Outreach Contributes to the Institutional Capacity to Adapt

The university is increasingly called upon to generate and provide knowledge about a widening array of social, cultural, economic, environmental, and technical challenges. A university in which outreach is integral to all units is in a far better position to respond to emerging problems and issues than one in which outreach is isolated in certain areas or units. Internal diversification enhances the institution's capacity to adapt to changing needs and circumstances.

Outreach Broadens Access to the University

From the time of its founding in 1855, Michigan State University has provided access to post-secondary education for a much broader array of students than were served by traditional institutions of higher education. The university should continue to do so, but developments both within MSU and in the larger society suggest that the university's definition of "access" should itself be broadened.

Since MSU's founding, a dozen regional universities and many more community colleges have been launched and have matured into institutions serving every corner of the state. Together, they

provide ready access to virtually anyone who wishes to pursue postsecondary education. Meanwhile, MSU has become a research university of national and international reputation.

At the same time, society has entered what many describe as a "knowledge age" with an emphasis on learning across the lifespan. Continuous learning is needed today by nearly everyone to maintain and improve one's standing in the job market, to exercise citizenship, to enhance the whole individual, to improve the business climate, and to fulfill a variety of other important sociocultural functions.

Given this dramatically transformed configuration of capacities across the state and within the university, and the advent of the knowledge age, MSU can and should provide access to knowledge through a wide array of outreach activities. MSU's approach to providing access to its knowledge resources must be responsive to societal needs with the overriding goal of maximizing the social and economic return on the state's public investment.

Strategies for Strengthening Outreach at Michigan State University

To assure that outreach is a major, well-rewarded, and well-supported function at Michigan State University, we offer recommendations in the following categories:

- ▶ Adopt the new conception and definition of outreach
- ▶ Create a measurement and evaluation system to track, assess, and adjust the amount of outreach
- ▶ Involve multiple parties in a dynamic process of outreach planning, but place primary responsibility at the unit level
- ▶ Reward units and faculty appropriately for engaging in outreach
- ▶ Stimulate, support, and recognize outreach at all levels of the university
- ▶ Enhance access to the university's knowledge resources
- ▶ Strengthen outreach through universitywide leadership.

List of Recommendations

Twenty specific recommendations are advanced across these seven categories for the purpose of declaring outreach as a major, well-rewarded, and well-supported function at Michigan State University:

Institutionalize the new way of thinking about outreach

RECOMMENDATION 1: Michigan State University should formally adopt the conception and definition of outreach articulated in this report.

Calibrate the amount of outreach that is taking place

RECOMMENDATION 2: Michigan State University should establish a system for measuring, monitoring, and evaluating outreach. This system should have sufficient standardization to permit aggregation at the unit, college, and university levels, and also offer sufficient flexibility to accommodate important differences across disciplines, professions, and units.

Set the outreach agenda using an integrated, decentralized approach

RECOMMENDATION 3: Outreach planning at Michigan State University should involve multiple parties in an open, continuous, and interactive dialogue. This planning process should be undertaken with the understanding that primary responsibility for outreach resides at the unit level.

Reward units for engaging appropriately in outreach

RECOMMENDATION 4: Efforts should be undertaken at Michigan State University to reward outreach consistently and appropriately at the college and unit levels.

Reward faculty for participating in outreach

RECOMMENDATION 5: Each academic unit at Michigan State University should create explicit, written guidelines regarding the criteria to be used in making faculty merit salary increase and tenure and promotion decisions. These guidelines should include a clear indication that outreach is valued in the decision-making process.

Create new, innovative, and exciting outreach programs

RECOMMENDATION 6: Creative programs to stimulate outreach should be developed at Michigan State University.

Stimulate outreach teaching

RECOMMENDATION 7: Unit and faculty participation in instructional outreach should be stimulated and rewarded at Michigan State University.

Stimulate student involvement in outreach

RECOMMENDATION 8: Involving students—undergraduates, graduates, and graduate-professionals—in outreach should be a distinguishing feature of the Michigan State University educational experience.

Stimulate outreach research

RECOMMENDATION 9: As a land-grant, research-intensive institution, Michigan State University is uniquely qualified to be a world-class institution in the area of outreach research. This should be valued by the university as high priority work.

Provide adequate resources for outreach

RECOMMENDATION 10: Responsible, innovative, and sustainable strategies should be established with the goal of providing adequate resources for outreach at Michigan State University.

Eliminate barriers to outreach

RECOMMENDATION 11: Michigan State University should work aggressively to develop systems, structures, and policies that encourage outreach.

University Outreach at Michigan State University

Promote outreach through executive-level declarations and actions

RECOMMENDATION 12: The Offices of the President and Provost should assume leadership for declaring the importance and value of outreach at Michigan State University.

Recognize outreach through university awards

RECOMMENDATION 13: Outreach should be appropriately recognized in the awards system at Michigan State University.

Recognize outreach through the academic governance system

RECOMMENDATION 14: Outreach at Michigan State University should be adequately recognized in the academic governance system.

Showcase outreach strategically

RECOMMENDATION 15: Exemplary outreach at Michigan State University should be strategically showcased on and off campus.

Facilitate access to knowledge through advanced technology

RECOMMENDATION 16: Investment in, and optimal use of, advanced technology in outreach should be a continuing priority for Michigan State University.

Enhance user-friendliness for external constituencies

RECOMMENDATION 17: Michigan State University should enhance the awareness of external constituents regarding its outreach activities, and then help them gain efficient access to these offerings.

Join with other institutions in learner-focused outreach

RECOMMENDATION 18: Michigan State University should join others in forming a confederation of organizations with learner-focused outreach as its goal.

Strengthen the Office of the Vice Provost for University Outreach

RECOMMENDATION 19: The Office of the Vice Provost for University Outreach should provide universitywide leadership, coordination, and support for the institution's outreach mission, as well as spearhead the implementation of recommendations presented in this report. But, as stated earlier, Michigan State University should continue to lodge primary leadership for outreach in the academic units.

Expect leadership for outreach from all parts of the university

RECOMMENDATION 20: Leadership, in the form of commitment, capacity, and vision, must emanate from across Michigan State University—from the faculty, students, and staff, to the board of trustees. This leadership, when exercised, will create an institutional environment that consistently demonstrates to all that outreach is a fundamental feature of the university's mission.

Recommendation Highlights

Among the most notable of the 20 recommendations are:

Calibrate and evaluate outreach

Recommendation 2: Michigan State University should establish a system for measuring, monitoring, and evaluating outreach. This system should have sufficient standardization to permit aggregation at the unit, college, and university levels, and also offer sufficient flexibility to accommodate important differences across disciplines, professions, and units.

If outreach is to serve as one of the primary indices of the university's productivity, then the quality and acceptance of the means by which it is measured and evaluated must be comparable to those of other commonly used productivity indices. Currently, there is no clear, accepted system for measuring outreach at MSU. With agreement upon the nature of outreach (as offered by the committee in this report), it should be no more difficult to measure and evaluate than on-campus teaching and basic research.

As data about outreach teaching, research, or service are aggregated at the unit, college, and university levels, considerable information about the content and nature of the activity is inevitably lost. For example, one student's participation in a 10-person seminar and another's participation in a 300-person lecture course may both produce three student credit hours. Or two research projects may produce the same number of publications in refereed journals, but the publications for one may offer a breakthrough in its field while those for the second may make only the most modest of contributions.

Even when we either already have or manage to create new metrics for outreach, the same problem of information loss through aggregation will inevitably pertain to outreach teaching and research at MSU, although the problem will be no worse for outreach than for non-outreach activity. The university should seek ways of preserving more information about the substance and nature of outreach across levels of aggregation. Otherwise it will be difficult to communicate the value of our outreach activity to the public, their representatives in government, and other outreach constituencies.

Set the outreach agenda using an integrated, decentralized approach

Recommendation 3: Outreach planning at Michigan State University should involve multiple parties in an open, continuous, and interactive dialogue. This planning process should be undertaken with the understanding that primary responsibility for outreach resides at the unit level.

An integrated, decentralized approach to priority setting allows each unit considerable flexibility to set an agenda that will enable its faculty to make the maximum contribution. Each academic unit should deliberately choose a mix of activities that enables all of its members to contribute the maximum to the total scholarly productivity of the unit, and outreach as conceptualized here provides units with a broadened array of ways to demonstrate productivity.

Outreach activities should focus at the intersection of faculty expertise and interests, on the one hand, and high priority societal needs for knowledge, on the other. A close match between faculty expertise and the substantive foci of outreach activity is essential to ensure a robust level of authentically knowledge-based outreach, as well as to integrate outreach into the intellectual fabric

of the university. Therefore, the problems, needs, and opportunities to be addressed through outreach should be chosen at levels close to the individual faculty member—the level of the department or multidisciplinary center and institute.

The mix of activities pursued by a unit will depend upon such factors as the nature of the discipline, field, or profession to which it relates, the levels of seniority and range of talents represented in its faculty, and the demands and opportunities for non-outreach activity (e.g., for on-campus instruction and externally funded basic research), as well as the demands and opportunities for outreach activity.

To ensure that outreach activities focus on important societal needs, however, all units will want to design thoughtful ways of identifying and setting priorities among problems, frequently through the direct participation of advisory groups representing key external constituencies as well as formal needs assessments. Ideally, the construction of needs and the setting of priorities are derived from discussion between faculty and external constituencies. University administrators can and should help units manage these expectations not only by providing assistance in designing unit- and college-level needs assessment and priority-setting systems, but also by conducting broad-gauged, statewide needs assessments and using the results to establish universitywide thematic priorities.

This decentralized approach to planning recognizes and accommodates a fundamental tension associated with all aspects of academic planning: the need to balance the activities of the University as an institution as it responds to external pressures to fulfill its mission and to remain financially and politically viable with the activities of the University as a community of scholars as faculty members pursue their work, individually and in groups.

In taking this approach to planning outreach, units will be required to pose and answer a number of important questions. Five of these questions are raised here.

1. *How much outreach should be conducted and with respect to what subjects?*

Decisions about how much outreach and in what subjects should be made at levels close to the individual faculty and staff member—in many cases, the level of the department or school, interacting with topically focused multidisciplinary centers when appropriate. The overall balance between outreach and non-outreach activities should emerge from a process of explicit or tacit bargaining and planning and several levels: between central administrators and deans, between deans and unit administrators, and among unit administrators, faculty members, and external constituencies.

To the extent that the central administration and deans find ways to make outreach intrinsically appealing (by linking it to authentic faculty interests), easy (by offering effective forms of facilitation and support), and well-rewarded (through incentive and recognition programs), the potential conflict between the interests of the faculty and the interests of the institution (as interpreted by administrators) can be minimized. In addition, the focus and amount of outreach activity can be continuously revised through discussion, debate, and bargaining among groups both within and outside the University. Such an explicit, public process is the only one consistent with academic norms of open dialogue.

2. *Where should outreach take place?*

As a state, tax-assisted institution, Michigan State University has a special obligation to reach out to the citizens of Michigan. But the university should also continue to pursue national and international outreach activities vigorously. There are several compelling

reasons for the university to reach out beyond the state to national and international settings. First, involvement in national and international outreach enables our faculty to gain first-hand acquaintance with problems and developments at those levels, and this experience can be incorporated into non-outreach teaching. Second, outreach in national and international settings contributes in many and fundamental ways to the economic, social, and cultural development of Michigan.

Third, many national and international outreach activities are supported through grants and contracts from corporations, foundations, the federal government, non-governmental organizations, and national governments around the world. Such external support enables the people of Michigan to reap benefits without having to assume complete financial responsibility. And, fourth, national and international outreach has important and far reaching significance for Michigan State University. Such outreach was a fundamental feature of former President John A. Hannah's vision and efforts to transform MSU from college to university status. And, over the years, our institution has crafted an enviable record in outreach teaching, research, and service in national and international settings.

For all these reasons, national and international outreach should figure prominently in unit-level planning discussions. This work has value in its own right for mission-related and scholarly reasons, and because of its synergistic quality also contributes in significant ways to other outreach and non-outreach activities.

3. *Who should have access to knowledge resources?*

Commitment to outreach rests on promoting connections between MSU and its external constituents ranging from a few miles off-campus in Lansing, to the Upper Peninsula of Michigan, to locations across the nation and throughout the world. Access makes it possible for groups outside of MSU to communicate with us in order to identify needs, to share information, technology, and knowledge, and to avail themselves of our knowledge generation, transmission, application, and preservation activities. Addressing issues of access allows Michigan State University to be an inclusionary, rather than an exclusionary, institution.

Access is a multidimensional concept, and decisions about access (to whom, how, when, etc.) are often difficult to make. A number of factors need to be taken into consideration as faculty, staff, students, and administrators make unit-level access decisions. Among the factors that need to be considered include: unit factors (e.g., areas of faculty strength); types of outreach undertaken (e.g., instructional outreach), types of access (e.g., longer-term problem solving outreach), cases where particular knowledge resources are available only from MSU and are not available through other knowledge providers cases where MSU offers unique academic strength or a special approach, and the need to collaborate with other knowledge providers to meet constituents' knowledge needs.

As access plans and decisions are being made, Michigan State must keep in mind the importance of ensuring access to traditionally underserved people, groups, and institutions. This way of thinking about access integrates two important aspirations—the University's internal commitment to diversity with its concomitant desire to serve the knowledge needs of a diverse constituency through its external activities.

4. *How should outreach success be calibrated?*

Units at Michigan State University should clearly identify the major dimensions of successful outreach and then adopt those dimensions when designing and evaluating

outreach efforts. The rooting of outreach in scholarship is a necessary, but not sufficient, characteristic of successful outreach. Other yardsticks might include: meeting the needs expressed by external audiences; satisfying standards of scholarship as expressed by professional peers; producing tangible products and/or processes; yielding positive, measurable outcomes; and bringing about few, if any, negative consequences for clientele.

It is improbable that a single metric can be established that meets the diverse circumstances of our complex campus. Indeed, it may well be that no single formula for successful outreach should be established at Michigan State. Consequently, the Office of the Vice Provost for University Outreach should work with colleges and units to define outreach success in ways that are appropriate to various disciplines, professions, and fields. These standards can then be adopted and applied for planning, evaluating, and rewarding outreach. Units will then be held accountable for conducting work that is commensurate with the selected standards.

5. *What role should be played by external constituents?*

Michigan State University units should develop and use processes for involving external constituencies in identifying outreach issues, problems, and opportunities that pertain to unit mission. Perhaps the ideal process is a collaborative one that involves the faculty and staff in direct discussions with external constituencies in order to define and address problems or issues. These direct discussions can be facilitated by the creation of unit- and college-level advisory or "visiting" committees where unit clients have an opportunity to advise faculty and staff on outreach directions and focus.

Reward units for engaging appropriately in outreach

Recommendation 4: Efforts should be undertaken at Michigan State University to reward outreach consistently and appropriately at the college and unit levels.

Units at Michigan State University should consistently demonstrate that outreach is valued and rewarded. For example, the university could support multi-year, competitive proposals from colleges to support unit efforts to redistribute total faculty effort in accordance with unit goals and an expanded notion of scholarship. These proposals should be reviewed for effectiveness after a period of time (e.g., in three years). Or a college could ask units via the University's annual planning process to propose new outreach initiatives. If, for example, a dean selected a proposal from a department or school that had previously not devoted such effort to this kind of activity, that dean might then lower the target for that unit's academic credit hour (ACH) production. In this scenario, the college's commitment to on-campus instruction would not necessarily have to be sacrificed and might be made up by other units.

Incentives could be offered by colleges to units that seek to engage in significant, innovative outreach. After a period of time (e.g., two years), this assignment could be reviewed to assure quality, allow other departments/schools to avail themselves of this opportunity, and enable the original department to complete its outreach initiative, devote less effort to it, or devote more attention to another priority activity (outreach or non-outreach).

And it is important to point out that support for outreach can come in forms other than monetary rewards. One form of support may be helping faculty learn how to conduct successful outreach. Mentors are one source of knowledge. Other learning opportunities are to be found in seminars, workshops, and sabbatical opportunities for professional development. For example, a unit in

cooperation with a college might encourage interested faculty members to spend their sabbatical leaves at one or more other campuses (including off-campus sites) studying, observing, and perhaps participating in university outreach. Upon their return to MSU, these faculty members would be expected to apply in their home units what they had learned on their sabbatical leaves.

Reward faculty for participating in outreach

Recommendation 5: Each academic unit at Michigan State University should create explicit, written guidelines regarding the criteria to be used in making faculty merit salary increase and tenure & promotion decisions. These guidelines should include a clear indication that outreach is valued in the decision-making process.

Valuing and rewarding faculty participation represent the centerpiece for advancing university outreach at Michigan State. We would not argue that all MSU faculty members should be expected to engage in outreach or that all faculty members should be expected to engage in outreach at all times throughout their careers for there are uneven opportunities across time and across the campus for faculty to participate in outreach. But, we do affirm that all academic units should be expected to engage in outreach.

Units must arrive at reasonable and acceptable solutions for managing the necessary tension between organizational responsibilities and the interests of individual faculty and staff. An extremely important outgrowth of these unit-level discussions will be the creation of guidelines regarding the role and value of outreach in the faculty evaluation and review process.

These unit-level policies, important for all faculty, are especially pertinent when applied to junior faculty. All too frequently, outreach is categorically rejected as not legitimate for supporting tenure decisions for junior faculty. We reject this position. Rather, we believe that the outreach activities of non-tenured faculty must be judged in terms of their excellence and their contributions to establishing the non-tenured faculty member as a respected scholar and recognized expert in his/her field, and to predicting the future success of the person as a scholar and expert.

Units granting tenure need to consider outreach activities just as they would on-campus teaching and research when evaluating potential for tenure. The category to which an activity belongs is far less important than the function it serves in establishing a scholarly foundation and predicting future success. Furthermore, just as teaching and research activities vary in their ability to build the foundation for a distinguished career as a scholar and to predict future success, some outreach activities may be better than others during the non-tenured stage of a person's career.

Non-tenured faculty should be given clear and consistent advice throughout their probationary period in order to strike the best individual balance among activities to meet their unit's criteria. And, criteria should be established that address excellence in outreach activities, and these should be followed during the tenure and promotion decisions. One way of accomplishing this goal would be to ask faculty to describe the three or four "best case" examples of outreach—cases that provide clear evidence of excellence (depending, of course, on that unit's definition of outreach excellence). This approach might be more valuable than asking faculty to enumerate all of their outreach activities.

Stimulate outreach as a cross-cutting function

Recommendation 7: Unit and faculty participation in instructional outreach should be stimulated and rewarded at Michigan State University.

In partnership with other organizations and institutions, Michigan State must continue to provide leadership for meeting the informational and instructional needs of a socially and culturally diverse public. One way this can be accomplished is through the provision of high-quality credit and non-credit courses, programs, projects, and training for both traditional and non-traditional learners. In today's and tomorrow's world, this will require making available MSU's knowledge in a variety of locations using innovative methods, curricula, schedules, and technology.

The instructional capacity of the university involves a variety of formats, including credit (e.g., degree and non-degree programs) and non-credit activities (e.g., workshops, seminars and conferences). Instructional programming is no longer limited to the university campus. The populations included in our student body, and the geographical locations for learning, are diverse across sites.

As instructional programming is modified to include additional changes in student body (e.g., nontraditional students), mode of learning (e.g., use of technology) and location (e.g., diverse learning locations), the structures, systems, and policies that support and guide instruction at Michigan State must be constantly reassessed. This is particularly important in the case of non-traditional learning audiences.

The vision described here might include inter-institutional collaboration to encourage the offering of joint degrees across institutions. This approach would make it possible to address the learning needs of unserved and underserved audiences. And Michigan State might expand its instructional programs to include more evening courses and programs. This will make the university more accessible to persons who reside in the Lansing vicinity and cannot attend class during traditional daytime hours. Expanding instructional programs in this way offers more extensive use of MSU facilities, more parking options for students, and allows students the option of maintaining full-time employment during the day while making more rapid progress toward degree completion.

Special efforts must be made to recognize and reward the efforts of units to expand instructional offerings. For example, a sliding scale of tuition reimbursement to units might be calibrated according to a unit's history in instructional outreach (significant return for a "first time" unit), a unit's attempt to meet the needs of distant learners through the use of technology (significant return for a unit that uses technology to offer courses in the Upper Peninsula), and a unit's overall level of instructional outreach activity (significant return for a unit that offers degree programs).

Recommendation 8: Involving students—undergraduate, graduate, and graduate-professional—in outreach should be a distinguishing feature of the Michigan State University educational experience.

Incorporating outreach experiences in students' educational lives is an excellent way of declaring what is special, if not unique, about an education at Michigan State University. Combining the traditions of both a research university with those of a land-grant institution, an MSU education would emphasize for students the vital importance of using and applying scholarly knowledge for the betterment of individuals, groups, organizations, and communities.

For example, a Service-Learning Fellows Program could be implemented. Currently, the Service-Learning Center is administered by the Vice President for Student Affairs and Services. Service-learning provides students with civic and course-related learning opportunities through experiential education (e.g., internships). However, students—especially undergraduate students—have not been traditionally viewed as knowledge resources to be drawn upon for university outreach. The Service-Learning Fellows Program would be one mechanism for further connecting the teaching and outreach functions of the university. In this program, faculty would be provided release time and operating funds to design and implement innovative outreach learning opportunities for students—undergraduate, graduate, and graduate-professional.

Michigan State University Extension could analyze its programming efforts with the goal of identifying roles that can be appropriately played by undergraduate, graduate, and graduate-professional students. An especially exciting opportunity would be to offer summer positions and internships to students in their home Michigan counties in conjunction with, or as a supplement to, their course work.

The work-study program offers an excellent, low-cost opportunity to involve students, especially undergraduate students, in outreach efforts. In many places around campus, work-study students are involved in clerical activities. Students learn important workplace skills through this employment. However, involving work-study students in outreach efforts holds great promise for enhancing students' course-related learning through field-based experience.

International students could be involved more extensively in outreach at MSU. Through the decades, many international students have earned Michigan State degrees. Some of these students have benefitted from exposure to MSU's outreach efforts. But many international students take courses on campus, complete their research requirements, and return to their home countries without ever participating in (or even knowing about) our university's outreach activities and programs. Important benefits are to be gained from having international students participate in outreach—benefits for the students, for faculty and staff, and for our outreach constituents. In addition, international students represent a large, generally untapped resource for outreach. Involving international students in outreach is a major opportunity for MSU; for example, International Studies and Programs has had numerous, positive experiences resulting from international student involvement in outreach teaching, research, and service projects and programs.

Recommendation 9: As a land-grant, research-intensive institution, Michigan State University is uniquely qualified to be a world-class institution in the area of outreach research. This should be valued by the university as high priority work.

Any land-grant, research-intensive institution faces two challenges. First, it should be client-sensitive in that it seeks to meet constituent needs. Second, it should be knowledge-sensitive in that the knowledge functions are propelled by scholarly interests. Linking these two orientations is not only a challenge but a major opportunity for institutions such as Michigan State. Models are very much needed that illustrate how MSU faculty, staff, students and units have successfully engaged in the "balancing act" of being client-sensitive and, at the same time, conducting cutting-edge scholarship.

Some of the options that might achieve this balance include establishing an All-University Research-Outreach Grant program. The Vice President for Research and Graduate Studies coordinates the All-University Research Initiation Grant program, and the Vice Provost for University Outreach coordinates the All-University Outreach Grant program. A portion of the

funds from each program could be combined to create an All-University Research-Outreach Grant program. This type of program should significantly strengthen outreach research at MSU.

In addition, a MSU Extension Fellows program might be created. In this program, faculty would be invited to focus their scholarship on priority issues that can be addressed through outreach teaching, research, and service activities. This program could be used to accomplish a number of goals. For junior faculty, it would offer an opportunity to begin the process of integrating outreach into a broader portfolio of scholarship. The program also could offer professional development opportunities for more senior faculty—those who have had little prior outreach experience, and those who have had prior experience but want to move their research and/or teaching programs in new directions.

Fellows might also be involved in universitywide outreach agendas. For example, the University has initiated a statewide issues identification process under the leadership of MSU Extension (MSU-E). Outreach Faculty Fellows affiliated with this effort would work closely with regional and county-level MSU-E staff, Michigan citizens, and others (e.g., agency personnel) to determine how their scholarship might be best utilized (e.g., collaborative research with external audiences), and to identify how their scholarship can be best delivered to user audiences (e.g., through research reports for lay consumption, in-service training sessions for MSU-E field staff and/or agency personnel).

An Outreach Scholarship Program could be initiated. The scholarship of outreach refers to the array of issues associated with the art and science of engaging in outreach. This scholarship addresses such issues as determining which outreach strategies are related to successful outcomes in different situations; learning how to disengage from outreach without affecting the capacity of off-campus audiences to maintain and sustain outreach gains; and effectively predicting the amount of time it will take to undertake outreach successfully. Many faculty, staff, and students have been neither educated nor trained in the complex issues that are frequently confronted in outreach. For many, learning comes by obtaining experience.

A useful strategy for Michigan State is to view the subject of outreach as a legitimate area of scholarly inquiry and then to draw upon the results of this scholarship for education and training purposes. Through the Outreach Scholarship Program, research on outreach would be undertaken and the results of that work would be disseminated on campus and to the broader community of scholars.

Faculty, students, and staff participating in this program would be expected to publish their scholarship in appropriate outlets and to present their work at professional meetings and conferences.

The university could also work with state government to create a statewide Outreach Excellence Fund, a program designed to stimulate the application of knowledge on Michigan problems by bringing to bear the knowledge resources of faculty, staff, and students from public universities across the state.

Provide adequate resources for outreach

Recommendation 10: Responsible, innovative, and sustainable strategies should be established with the goal of providing adequate resources for outreach at Michigan State University.

Although the university is operating in a highly constrained fiscal environment, the committee believes that outreach is so deeply bound with MSU's overall mission that it must be supported along with MSU's other mission-related areas of concern. To the extent that MSU seeks balance and dynamism across its mission-related spheres, which we believe is fundamental to the long-term health of the institution, care must be given to ensure the vitality of all major outreach and non-outreach work. It is in this regard that the cross-cutting characteristic of outreach is especially prominent. The zero-sum arguments that typically accompany funding discussions are far less pertinent when outreach is factored into the budget equation. That is because outreach does not exist without connections to the University's fundamental knowledge enterprises—teaching, research, and service.

A stable, long-term revenue flow must be established for outreach. The committee feels strongly that this revenue flow should consist partly of new revenues raised outside the University, and partly of regular university funds. Non-outreach teaching is supported partly through tuition income and partly through general fund allocations, and non-outreach research is supported partly through grants and contracts, and partly through general fund and other university allocations. As a vital part of the university's mission, outreach needs a similarly balanced funding stream.

To achieve this stable and balanced funding base will require financial expertise beyond that possessed by this committee. Therefore, we recommend that an administrative task force be established. The proposed task force should include representatives from the Office of the Assistant Vice President for Finance, Office of Planning and Budgets; Office of the Vice President for Research and Graduate Studies; the Office of the Vice President for Governmental Affairs; the Office of the Vice President for Development; the Office of the Provost; and the Council of Deans.

This task force should focus attention on such questions as: How should the university's policies and procedures be revised to facilitate the intra-university and intra-unit reallocations that must be made to implement the plans that result from the university and unit-level planning processes discussed in this report? How can the university best encourage, stimulate, and reward scholarly entrepreneurship, including mission-related grant and contract activity, in outreach? What are appropriate and reasonable criteria to establish so that MSU works as a collaborator with, and not as a competitor to, the private sector? What are appropriate and reasonable criteria to guide the setting of fees so that outreach costs do not become an unfair burden to those who can least afford to pay? And how can the university insure that the process of generating new resources and redirecting existing resources will be accomplished without adding significantly to the university's administrative infrastructure?

Enhance user-friendliness for external constituencies

Recommendation 17: Michigan State University should enhance the awareness of external constituents regarding its outreach activities, and then help them gain efficient access to these offerings.

Users and potential users of Michigan State's knowledge resources, like customers everywhere, expect to be able to identify, access, and use these resources with considerable ease and efficiency. It is the committee's belief that the university needs to become more user-friendly in the ways that it extends itself to external audiences. Although there are many efforts underway in individual units to make potential clients more welcome, these efforts are scattered and are

often not well enough known either within or outside the university to guide effectively most of those seeking to avail themselves of MSU offerings.

The university should explore the following areas as possible ways of building a more welcoming atmosphere for off-campus users. This building process should develop in two directions. First, the university needs to be more effective in helping people find the person or unit that can most appropriately address their knowledge needs and/or learning concerns. Second, the university needs to be more effective in acquainting the public with those outreach activities it is especially interested in, and then provide the appropriate conditions (e.g., time, cost) for them to access outreach products and services.

Specifically MSU should: (1) be easy to contact; (2) make known its array of outreach resources and, at the same time, help constituents connect more efficiently with the right knowledge source; (3) communicate the ways in which outreach resources are made available; (4) take full advantage of its field infrastructure; and (5) be easy and pleasant to visit.

Join with other institutions in learner-focused outreach

Recommendation 18: Michigan State University should join others in forming a confederation of organizations with learner-focused outreach as its goal.

By almost any measure, MSU has an impressive capacity to deliver knowledge through outreach. In the past, this extensive infrastructure has been viewed primarily as a link between campus and field, and as a means to facilitate two-way communication for the efficient extension of knowledge from campus to learners located off-campus. This function is still very important and uniquely positions MSU among knowledge resources in our state.

But another increasingly important function for Michigan State is to assist learners in identifying and securing knowledge resources whether or not those resources exist on our campus. By addressing this issue, MSU will increasingly become an institution that recognizes the strengths and knowledge resources associated with partner institutions. Such a perspective is crucial because MSU faculty, staff, and students are not the only sources of knowledge about the needs and problems facing the constituencies it serves or is MSU the only provider of knowledge for these constituencies.

Connections with other knowledge-based institutions, groups, and persons (e.g., universities, community colleges, corporations, and consultants) can result in creating timely and exciting university-industry, university-agency, and university-university partnerships, as well as referrals from MSU faculty and staff to professionals in other organizations and institutions.

These partnerships and referrals make sense at Michigan State for mission-related as well as for practical reasons. It is a way for MSU to balance its commitment to access within the limitations imposed by the realities of its own finite resources.

When Michigan State operates in this collaborative way, it takes a learner-focused approach to outreach. A learner-focused approach stresses the preeminence of learners' knowledge needs. It means that, in striving to meet learner needs, the university seeks to create strategic alliances with faculty, staff, and students across MSU and, externally, with other partners. To accomplish this goal, MSU campus-based and field-based personnel should view themselves as participants in a confederation of knowledge workers that includes, but also extends beyond the confines of, our

university. Their role is not to compete with other knowledge providers, but to collaborate and make more complete the learning opportunities available for people, groups, organizations, and communities. This approach can stimulate co-planning among knowledge providers, facilitate learner access to these opportunities, and most importantly encourage the delivery of learning opportunities that are most appropriate for learners.

Expect leadership for outreach from all parts of the university

Recommendation 20: Leadership, in the form of commitment, capacity, and vision, must emanate from across Michigan State University—from the faculty, students, and staff, to the board of trustees. This leadership, when exercised, will create an institutional environment that consistently demonstrates to all that outreach is a fundamental feature of the university's mission.

Leadership from the Office of the Vice Provost for University Outreach is necessary but not sufficient for advancing the outreach mission at Michigan State University. Leadership must also be exercised by the faculty and staff, the deans, the provost, the president, and the board of trustees.

For example, at the unit level, faculty members must blend individual interests, aspirations, and strengths to create communities of scholars. Each unit must advance a scholarly agenda that is designed to fulfill the obligations associated with unit and university missions. And, chairpersons and directors must be able and willing to guide this process—ever mindful that MSU's mission includes multiple responsibilities. The notion that outreach is a cross-cutting enterprise, rather than a separate and competing activity, should make it easier to accomplish this goal. This planning process must include the voices of unit constituencies. If properly designed and undertaken, this input will enrich and enliven the scholarly debate—not overwhelm or control it.

The provost, as the university's chief academic officer, is in a position to monitor and adjust the overall academic direction of the university. Leadership with respect to outreach comes in various forms: making key personnel appointment decisions, allocating budget resources, evaluating unit performance, and reviewing faculty promotion and tenure recommendations. And the university president, as chief executive officer of the university, plays a distinct and unique role. As chief spokesperson for Michigan State, the president can articulate a vision for the institution that emphasizes the importance of outreach.

The recognition that comes from presidential affirmation cannot be underestimated. In saying this, though, it is imperative that rhetoric be consistently translated into practice. This connection process begins when a president understands outreach, listens to the issues and concerns expressed by faculty, staff, students, administrators, and the university's external constituents, and then promotes actions regarding outreach that are in the best interests of institutional growth and development. Together, the provost and president can affirm and reinforce the centrality of outreach at Michigan State in what they say and do about outreach. This institutional-level leadership is vital and necessary.

The board of trustees, as the policy-making body of the university, has ultimate responsibility for ensuring that Michigan State achieves mission-related excellence. This requires an informed understanding of Michigan State's role as a land-grant, research-intensive university, including the unique contributions to be made by MSU through its outreach activities. It also requires dedicated,

and often bold, leadership to ensure that MSU is consistently strong and vibrant in areas that are central to its institutional charter.

Finally, those in the public policy arena—including the governor, state legislators, and Michigan's congressional delegation—must be kept informed about the public benefits of outreach and the need to support it. The citizens of Michigan are already making a significant investment in Michigan State University. But there is a return on that investment in all the major functions undertaken by the university, including outreach. As the knowledge needs of our citizens and institutions continue to grow and expand, the value of outreach is sure to increase. Michigan State is the state land-grant university and, as such, must be viewed by those in the public policy arena as Michigan's flagship institution with respect to university outreach.

Chapter 15

REPORT CONCLUSIONS²⁵

Prologue

1. Faculty, staff, and students across the University are engaged in a significant amount of important outreach, although they may not always call their activities "outreach."
2. Outreach, when viewed as a scholarly activity, represents an exciting and attractive opportunity for faculty.
3. Despite recent and significant progress associated with integrating outreach at the college and unit levels, much work remains to be done. This work cannot be done by administrators alone. Its accomplishment will depend upon broad-based leadership, especially from faculty at the unit level as they seek excellence in teaching, research, and service.
4. In addition to addressing outreach at a particular moment in the history of Michigan State University, it is important to stress that this report is not a call to do more with less. Nor is it a call to do more outreach at the expense of the other central functions of the university. Instead, the committee offers a way of thinking about outreach which is based in the faculty's commitment to the pursuit and communication of knowledge, which construes outreach as a mode of scholarship that can enrich and sustain the intellectual vitality of units throughout the campus, and which supports integration of the multiple dimensions of a scholar's life.

A New Model for Outreach at Michigan State University

1. This study is part of a new university model for outreach that has taken shape and form at MSU over the last decade through a variety of linked initiatives. The overall goal is to strengthen outreach by making it a more central and integrated dimension of the institution's overall mission.
2. For this report to advance the new model, an intellectual foundation for outreach—captured in a way of thinking about outreach and emphasizing its relevance for the university—must be created. Then, that foundation must serve as the base for advancing recommendations for strengthening outreach at Michigan State.

²⁵ This material is drawn from the final report submitted by the committee to the Office of the Provost. The list of conclusions was organized by Frank A. Fear.

A New Way of Thinking about Outreach at Michigan State University

Outreach as a form of scholarship

1. We believe that the essence of scholarship is the thoughtful creation, interpretation, communication, or use of knowledge that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as "scholarship" is that it is deeply informed by accumulating knowledge in some field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism.
2. In our thinking, outreach has the same potential for scholarship as the other major academic functions of the university. This requires the need for a way of thinking about outreach that positions it at the heart of what the university is and does.
3. At Michigan State, the creative reconsideration of scholarship will require vigorous debate. That debate will include discussions about many issues, including how to evaluate the scholarly quality of outreach work, and how to separate outreach as scholarship vis-a-vis outreach that involves delivering knowledge in routine and repetitive ways.

Outreach as scholarship for the direct benefit of external audiences

1. Outreach takes place when scholarship is exercised for the direct benefit of external audiences. It takes a variety of forms and is undertaken using a variety of approaches. At MSU, outreach sometimes takes the form of applied research and technical assistance to help clients, individually or collectively, to better understand the nature of a problem they confront. It may involve demonstration projects that introduce clients to new techniques and practices. Frequently, it extends the campus instructional capacity through credit and non-credit courses to meet the needs of adult students. Or it may provide policy analysis to help shape and inform the public process.
2. In much of the outreach it undertakes, MSU collaborates with end-users and other parties in a dynamic process of knowledge discovery and application.
3. By participating in outreach, MSU faculty, staff, and students not only extend knowledge to those who might benefit from it, they often learn and grow professionally and personally from these experiences.

Outreach as a means for the university to "reach out" to society

1. The university extends itself (reaches out) through outreach to external audiences in one or more of these dimensions: distance, time, clientele, format, and approach. It extends itself—
 - a. In distance when it makes its knowledge resources accessible to those who do not live nearby.
 - b. In time and place when knowledge resources are made available at convenient times and locations.

- c. In format and approach when knowledge is made available in ways that are appropriate for those who seek it.

Outreach as a cross-cutting function (cutting across teaching, research, and service)

1. In the tripartite division of teaching, research, and service, outreach has been traditionally identified with "service." We suggest that outreach is better conceived as a cross-cutting function. In this way of thinking about outreach, there are forms of outreach teaching, research, and service, just as there are forms of non-outreach teaching, research, and service.
 - a. Off-campus credit coursework is an example of outreach teaching. On-campus coursework offered for undergraduate students Mondays–Fridays from 8 a.m.–5 p.m. represents non-outreach teaching.
 - b. Collaborative, problem-solving research with external clientele is an example of outreach research, in contrast to disciplinary research, which is often non-outreach research.
 - c. Medical and therapeutic services provided through a clinical service plan offers an example of outreach service. Service on university committees represents non-outreach service. Serving on a government commission, for example, is outreach service because the activity calls on the scholar's expertise and the subject-matter pertains to the programs and mission of the university unit(s) in which the scholar is appointed. On the other hand, a chemist serving on the fundraising committee of a local nonprofit organization—a role that is apart from the scholarly expertise and programs of the chemist's university unit—is engaging in non-outreach service.
2. Obviously, some activities span categories and there are certainly linkages between non-outreach and outreach work. Both types of linkages—between non-outreach and outreach activities, and between and among teaching, research, and service activities—are often required as Michigan State undertakes its activities.
3. Faculty and staff members routinely make knowledge available to the public, private, and nonprofit sectors in the form of consulting. This work is sometimes, but not always, undertaken on a fee-for-service basis. Outreach consulting takes place in conjunction with a unit's programs and in ways that advance a unit's mission. Consequently, it is our view that there is consulting-as-outreach and consulting-not-as-outreach. Whether a client pays a fee does not determine whether a consulting activity is outreach.

Outreach as a major feature of university and unit missions

1. As a land-grant university, Michigan State University has an historically recognized, as well as legislatively mandated, responsibility to extend its knowledge resources to the people of the state and the nation.
2. Tradition, pragmatism, and university policy have made the reach of this responsibility global. MSU's outreach responsibilities and capacities are unique in the state.
3. Accordingly, outreach should be considered a major function of the university, not a minor or ancillary function to be honored in rhetoric but minimized in practice.

4. As a form of scholarship and a major function of the university, outreach should be integral to the intellectual life of the entire university, not isolated and marginalized in special units.
5. At different levels and in ways appropriate to their discipline or profession, all academic units at Michigan State—though not necessarily every individual faculty member—should engage in outreach.

A New Definition of Outreach for 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.

The Relevance of Outreach for Michigan State University

Outreach brings vitality to non-outreach research and teaching

1. Outreach affords faculty, staff, and students windows on current reality, and the perspectives gained through these windows inform a scholar's understanding of the contemporary meaning, value, and use of their disciplinary or professional knowledge.
2. Outreach also raises fascinating and important questions. As a result, on-campus research and teaching become more vital, more alive, and the intellectual life of the whole university is more stimulating.

Outreach enhances institutional identity

1. As both a land-grant and a research university, Michigan State has long represented a distinctive combination of teaching, research, and public service.
2. Our definition of outreach changes the way these functions have traditionally been conceptualized and labeled. But in so doing, it highlights rather than diminishes the uniqueness of the university's identity among the state universities of Michigan.
3. Even when outreach is restricted to solving problems with existing knowledge, it often inspires new research, thereby enriching and guiding the scholarly work of the university. Thus, outreach can exert a continuous shaping influence on the character, the orientation, and the activities of a university and its faculty, staff, and students.

Outreach enhances political and financial viability

1. This identity, with the concomitant recognition of the university as a source of usable knowledge across many domains—social, scientific, technical, economic, educational, humanistic, medical, urban, and agricultural—has strong appeal for public, private, profit and nonprofit institutions, state and local governments, and individual citizens.

2. Outreach also helps create an explicit link between the university and the larger society on which it depends for legitimacy and support.

Outreach is interdependent with other academic functions

1. A robust program of basic research (i.e., non-outreach research) is crucial, not merely to the reputation of the university, but to its very ability to contribute to society. Without the new and renewed knowledge generated by basic research, other forms of scholarship lose their base, their freshness, and their intellectual energy.
2. Yet, basic research and other scholarship without obvious, direct application to current societal problems also profit from and even depend upon the public and political support that high-quality outreach engenders for the university.
3. The contributions that the university makes to society through outreach are far more easily communicated to, and recognized by, the public and legislators, the governor, and other public representatives than are the subtler and more indirect contributions of basic research.
4. Failure to grasp the dependence of basic research on outreach jeopardizes basic research. Such a failure is just as damaging to the cause of scholarship at MSU as is the failure to recognize the reciprocal dependence of outreach on basic research.

Outreach helps balance the academic functions

1. Even within our integrated way of thinking about outreach, including the recognition that outreach and non-outreach activities overlap, influence, and contribute to each other, the challenge of balancing these various activities remains. Maintaining balance involves the thoughtful management of real and enduring tensions.
2. To take advantage of MSU's natural diversification, everyone in the university—the board of trustees and administration, as well as the faculty, staff, and students—must honor the full range of functions, supporting the different mixes of functions appropriate for different units at different points in time.
3. Because the several functions of the university are mutually dependent in the ways suggested above, they form a system. To sustain the whole system as an institution with a land-grant mission, it is essential to maintain a working balance among the functions.
4. Paradoxically, if any function were to become dominant at the expense of the others then, in the long term, that function's very success might spell its own demise. Just as we must begin to think much more in whole-system terms if humankind is to develop appropriately, we must also think much more in whole-system terms for the university to excel.

Outreach contributes to the institutional capacity to adapt

1. The university is increasingly called upon to generate and provide knowledge about a widening array of social, cultural, economic, environmental, and technical challenges.
2. When outreach is integral to all units, a university is in a far better position to respond to emerging problems and issues than if outreach is isolated in certain units. Internal diversification enhances the institution's capacity to adapt to changing needs and circumstances.

Outreach broadens access to the university

1. From the time of its founding in 1855, Michigan State University has provided access to postsecondary education for a much broader array of students than were served by traditional institutions of higher education.
2. But developments both within MSU and in the larger society suggest that the university's definition of "access" should itself be broadened.
 - a. Since MSU's founding, a dozen regional universities and many more community colleges have been launched and have matured into institutions serving every corner of the state. Together, they provide ready access to virtually anyone who wishes to pursue postsecondary education.
 - b. Meanwhile, MSU has become a research university of national and international reputation.
 - c. At the same time, society has entered what many describe as a "knowledge age" with an emphasis on learning across the lifespan. Continuous learning is needed today by nearly everyone to maintain and improve one's standing in the job market, to exercise citizenship, to enhance the whole individual, to improve the business climate, and to fulfill a variety of other important sociocultural functions.
3. Given this dramatically transformed configuration of capacities across the state and within the university, and the advent of the knowledge age, MSU can and should provide access to knowledge through a wide array of outreach activities. MSU's approach to providing access to its knowledge resources must be responsive to societal needs with the overriding goal of maximizing the social and economic return on the state's public investment.

**Strategies for Strengthening Outreach
at Michigan State University**

To assure that outreach is a major, well-rewarded, and well-supported function at Michigan State University, we offer recommendations in the following categories:

- ▶ Adopt the new conception and definition of outreach
- ▶ Create a measurement and evaluation system to track, assess, and adjust the amount of outreach
- ▶ Involve multiple parties in a dynamic process of outreach planning, but place primary responsibility at the unit level
- ▶ Reward units and faculty appropriately for engaging in outreach
- ▶ Stimulate, support, and recognize outreach at all levels of the university
- ▶ Enhance access to the university's knowledge resources

- Strengthen outreach through universitywide leadership

Institutionalize the new way of thinking about outreach

Recommendation 1: Michigan State University should formally adopt the conception and definition of outreach articulated in this report.

- a. Despite the fact that outreach has been an important feature of Michigan State's history, a lack of clarity about outreach persists to this day.

Calibrate the amount of outreach that is taking place

Recommendation 2: Michigan State University should establish a system for measuring, monitoring, and evaluating outreach. This system should have sufficient standardization to permit aggregation at the unit, college, and university levels, and also offer sufficient flexibility to accommodate important differences across disciplines, professions, and units.

- a. If outreach is to serve as one of the primary indices of the university's productivity, then the quality and acceptance of the means by which it is measured and evaluated must be comparable to those of other commonly used productivity indices.
- b. Currently, there is no clear, accepted system for measuring outreach.
- c. With agreement upon the nature of outreach (as offered by the committee in this report), it should be no more difficult to measure and evaluate than on-campus teaching and basic research.

Set the outreach agenda using an integrated, decentralized approach

Recommendation 3: Outreach planning at Michigan State University should involve multiple parties in an open, continuous, and interactive dialogue. This planning process should be undertaken with the understanding that primary responsibility for outreach resides at the unit level.

- a. An integrated, decentralized approach to priority setting allows each unit considerable flexibility to set an agenda that will enable its faculty to make the maximum contribution.
- b. A close match between faculty expertise and the substantive foci of outreach activity is essential to ensure a robust level of authentically knowledge-based outreach, as well as to integrate outreach into the intellectual fabric of the university.
- c. A decentralized approach to planning recognizes and accommodates a fundamental tension associated with all aspects of academic planning: the need to balance the activities of the university as an institution, as it responds to external pressures to fulfill its mission and to remain financially and politically viable, with the activities of the university as a community of scholars—as faculty members pursue their work, individually and in groups.
- d. We believe that this tension can be adequately managed if outreach activities grow out of, or at least closely match, faculty and staff interests and expertise.

- e. In taking this approach to planning outreach, units will be required to pose and answer a number of important questions. Five of these questions are raised here.

How much outreach should be conducted and with respect to what subjects?

- (1) The Vice Provost for University Outreach and the individual deans do and must have at their disposal ways of influencing unit decisions. During the annual planning and budgeting process, for example, the central administration now employs a combination of pressures and incentives to assure necessary levels of academic credit hour (ACH) production. Their capacity to do so is essential if the university is to contend effectively with financial and political realities.
- (2) The question is, how strong should the central administration's influence be? On the one hand, most faculty and staff will instinctively seek to minimize central power and to preserve maximum discretion to pursue their own intellectual interests and preferences. They tend to identify the pursuit of their intellectual interests as the central function of the university. On the other hand, external pressures and demands are generally more salient at higher levels of the administrative hierarchy, and administrators tend to believe that they need stronger instruments of influence to respond to these pressures and keep the institution viable. Obviously, both sets of interests are legitimate. The issue, then, is one of appropriate balance.
- (3) To the extent that the central administration and deans find ways to make outreach intrinsically appealing (by linking it to authentic faculty interests), easy (by offering effective forms of facilitation and support), and well-rewarded (through incentive and recognition programs), the potential conflict between the interests of the faculty and the interests of the institution (as interpreted by administrators) can be minimized.

Where should outreach take place?

- (1) As a state, tax-assisted institution, Michigan State University has a special obligation to reach out to the citizens of Michigan. There are several compelling reasons for the university to reach out beyond the state to national and international settings:
 - (a) Involvement in national and international outreach enables our faculty to gain first-hand acquaintance with problems and developments at those levels, and this experience can be incorporated into non-outreach teaching. National and international outreach can also be instrumental for conducting world-class non-outreach research. Both problems and advances in knowledge are increasingly internationalized because we live in a global community.
 - (b) Outreach in national and international settings contributes in many and fundamental ways to the economic, social, and cultural development of Michigan. MSU students and Michigan citizens need to be educated not only as citizens of Michigan, but also as citizens of the nation and the world. In addition, the economic competitiveness of our state is increasingly related to the ability to position Michigan's services and products in a global marketplace.
 - (c) Many national and international outreach activities are supported through grants and contracts from corporations, foundations, the federal government, non-governmental organizations, and national governments around the world. Such external support enables the people of Michigan to reap benefits without having to assume complete financial responsibility.

- (d) National and international outreach has important and far reaching significance for Michigan State University. Such outreach was a fundamental feature of former-President John A. Hannah's vision and efforts to transform MSU from college to university status. Thus, outreach to constituents outside of Michigan has become a vital part of the MSU tradition. Over the years, our institution has crafted an enviable record in outreach teaching, research, and service in national and international settings.

This record includes, but is certainly not limited to, overseas credit instruction (outreach teaching), research designed to directly benefit the health and well-being of people (outreach research), and efforts to establish or revitalize institutions around the world (outreach service). Many of the efforts undertaken by MSU in the spheres of business and industrial development, technology transfer, policy development, program evaluation, and community development in the United States and around the world either are outreach or draw upon outreach.

- (2) This work has value in its own right for mission-related and scholarly reasons, and because of its synergistic quality also contributes in significant ways to other outreach and non-outreach activities.

Who should have access to knowledge resources?

- (1) Commitment to outreach rests on promoting connections between MSU and its external constituents ranging from a few miles off-campus in Lansing, to the Upper Peninsula of Michigan, to locations across the nation and throughout the world.
- (2) Access makes it possible for groups outside of MSU to communicate with us in order to identify needs, to share information, technology, and knowledge, and to avail themselves of our knowledge generation, transmission, application, and preservation activities.
- (3) Access is a multidimensional concept, and decisions about access (to whom, how, when, etc.) are often difficult to make.
- (4) A number of factors need to be taken into consideration as faculty, staff, students, and administrators make unit-level access decisions. Among the factors that need to be considered are:
 - (a) **Unit factors:** mission; faculty, staff, and student strengths; available fiscal capabilities; the sense of the different time-scales associated with outreach efforts (i.e., how much time and effort will be required); and how long outreach efforts will be maintained with university personnel and associated funding resources.
 - (b) **Types of outreach:** course and program offerings especially for advanced degree work and continuing professional education, i.e., instructional outreach (also known as lifelong education); and knowledge that can be applied for problem-solving purposes, i.e., problem-focused outreach.
 - (c) **Types of access:** open access—access to all persons and groups, irrespective of who they are or whom they represent; targeted access—access offered to specific persons and/or groups; and intensive access—efforts that require labor- and/or capital-intensive response.

- (d) Cases where particular knowledge resources are available only from MSU and are not available through other knowledge providers (e.g., regional universities).
 - (e) Cases where MSU offers unique academic strength or a special approach.
 - (f) The goal of collaborating, rather than competing, with other knowledge providers to meet constituents' knowledge needs.
- (2) As access and decisions are being made, Michigan State must keep in mind the importance of ensuring access to traditionally underserved people, groups, and institutions. This way of thinking about access integrates two important aspirations—the university's internal commitment to diversity with its concomitant desire to serve the knowledge needs of a diverse constituency through its external activities. This internal-external commitment (and connection) reflects the spirit of, and the expectations associated with, the MSU IDEA—Institutional Diversity: Excellence in Action.

How should outreach success be calibrated?

- (1) The rooting of outreach in scholarship is a necessary, but not sufficient, characteristic of successful outreach. Other yardsticks might include—
- (a) Meeting the needs expressed by external audiences
 - (b) Satisfying standards of scholarship as expressed by professional peers
 - (c) Producing tangible products and/or processes
 - (d) Yielding positive, measurable outcomes
 - (e) Bringing about few, if any, negative consequences for clientele
- (2) It is improbable that a single metric can be established that meets the diverse circumstances of our complex campus.

What role should be played by external constituents?

- (1) Although it is important to engage external constituencies in the identification of problems and issues for outreach, the university and its faculty and staff have a right and a responsibility to play the role of critics, as well as servants, of the surrounding society. Thus, issues defined at faculty and staff initiative should receive at least equal weight with those defined by external constituencies.
- (2) Perhaps the ideal process is a collaborative one that involves the faculty and staff in direct discussions with external constituencies in order to define and address problems or issues. These direct discussions can be facilitated by the creation of unit- and college-level advisory or "visiting" committees where unit clients have an opportunity to advise faculty and staff on outreach directions and focus.

Reward units for engaging appropriately in outreach

Recommendation 4: Efforts should be undertaken at Michigan State University to reward outreach consistently and appropriately at the college and unit levels.

Reward faculty for participating in outreach

Recommendation 5: Each academic unit at Michigan State University should create explicit, written guidelines regarding the criteria to be used in making faculty merit salary increase and tenure and promotion decisions. These guidelines should include a clear indication that outreach is valued in the decision-making process.

- a. External incentives to participate in outreach activities include the emerging policies of national funding agencies, such as those of the National Science Foundation, which encourage knowledge application and promote research-outreach connections.
- b. But other factors must be taken into consideration when analyzing the issue of faculty participation in outreach. One of the most notable factors is the way that outreach work is perceived by Michigan State faculty. Some colleagues question the value of outreach and consider it to have limited scholarly value. For others, participating in outreach may be "hazardous to one's professional health" in terms of merit increases and promotion and tenure decisions. And some feel that outreach involvements may hurt their professional mobility.
- c. In many ways, valuing and rewarding faculty participation represent the centerpiece for advancing university outreach at MSU.
- d. We would not argue that all Michigan State faculty members should be expected to engage in outreach or that all faculty members should be expected to engage in outreach at all times throughout their careers, for there are uneven opportunities across time and across the campus for faculty to participate in outreach. But, we do affirm that all units should be expected to engage in outreach.
- e. Unit-level policies, important for all faculty, are especially pertinent when applied to junior faculty. All too frequently, outreach is categorically rejected as not legitimate for supporting tenure decisions for junior faculty. We reject this position. Rather, we believe that the outreach activities of non-tenured faculty must be judged in terms of their excellence and their contributions to establishing the non-tenured faculty member as a respected scholar and recognized expert in his/her field, and to predicting the future success of the person as a scholar and expert.
- f. Units granting tenure need to consider outreach activities just as they would on-campus teaching and research when evaluating potential for tenure. The category to which an activity belongs is far less important than the function it serves in establishing a scholarly foundation and predicting future success.
- g. Furthermore, just as teaching and research activities vary in their ability to build the foundation for a distinguished career as a scholar and to predict future success, some outreach activities may be better than others during the non-tenured stage of a person's career.

Create new, innovative, and exciting outreach programs

Recommendation 6: Creative programs to stimulate outreach should be developed at Michigan State University.

- a. The availability of funded programs is an important means to sustain the outreach work being done by those who have been historically involved in outreach. It is also a means

to entice the participation of those who have been historically less involved or uninvolved in outreach.

Stimulate outreach teaching

Recommendation 7: Unit and faculty participation in instructional outreach should be stimulated and rewarded at Michigan State University.

- a. In partnership with other organizations and institutions, Michigan State must continue to provide leadership for meeting the informational and instructional needs of a socially and culturally diverse public.
- b. In today's and tomorrow's world, this will require making available MSU's knowledge in a variety of locations using innovative methods, curricula, schedules, and technology.
- c. The instructional capacity of the university involves a variety of formats, including credit (e.g., degree and nondegree programs) and noncredit activities (e.g., seminars, workshops, and conferences). Instructional programming is no longer limited to the university campus. The populations included in our student body, and the geographical locations for learning, are diverse across sites.

Stimulate student involvement in outreach

Recommendation 8: Involving students—undergraduate, graduate, and graduate-professional—in outreach should be a distinguishing feature of the Michigan State University educational experience.

- a. Incorporating outreach experiences in students' educational lives is an excellent way of declaring what is special, if not unique, about an education at Michigan State. Combining the traditions of a research university with those of a land-grant institution, an MSU education can emphasize for students the vital importance of using and applying scholarly knowledge for the betterment of individuals, groups, organizations, and communities.

Stimulate outreach research

Recommendation 9: As a land-grant, research-intensive institution, Michigan State University is uniquely qualified to be a world-class institution in the area of outreach research. This should be valued by the university as high priority work.

- a. Any land-grant, research-intensive institution faces two challenges. First, it should be client-sensitive in that it seeks to meet constituent needs. Second, it should be knowledge-sensitive in that the knowledge functions are propelled by scholarly interests. Linking these two orientations is not only a challenge but a major opportunity for institutions such as Michigan State.
- b. Models are very much needed that illustrate how MSU faculty, staff, students and units have successfully engaged in the "balancing act" of being client-sensitive and, at the same time, conducting cutting-edge scholarship.

Provide adequate resources for outreach

Recommendation 10: Responsible, innovative, and sustainable strategies should be established with the goal of providing adequate resources for outreach at Michigan State University.

- a. Although the university is operating in a highly constrained fiscal environment, the committee believes that outreach is so deeply bound with MSU's overall mission that it must be supported along with MSU's other mission-related areas of concern.
- b. To the extent that MSU seeks balance and dynamism across its mission-related spheres, which we believe is fundamental to the long-term health of the institution, care must be given to ensure the vitality of all major outreach and non-outreach work.
- c. It is in this regard that the cross-cutting characteristic of outreach is especially prominent. The zero-sum arguments that typically accompany funding discussions are far less pertinent when outreach is factored into the budget equation. That is because outreach does not exist without connections to the university's fundamental knowledge enterprises—teaching, research, and service.
- d. To achieve a stable and balanced funding base for outreach will require financial expertise beyond that possessed by this committee.

Eliminate barriers to outreach in university systems, structures, and policies

Recommendation 11: Michigan State University should work aggressively to develop systems, structures, and policies that encourage outreach.

- a. In our discussions with faculty and staff, we learned about impediments to outreach in Michigan State's systems, structures, and policies. The committee also found evidence of university-level policies that discourage outreach.

Promote outreach through executive-level declarations and actions

Recommendation 12: The offices of the president and provost should assume leadership for declaring the importance and value of outreach at Michigan State University.

- a. Our institutional leaders can affirm and reinforce the centrality of outreach at Michigan State in what they say and do about outreach. This institutional-level leadership is vital and necessary.

Recognize outreach through university awards

Recommendation 13: Outreach should be appropriately recognized in the awards system at Michigan State University.

- a. Awards represent a public and valued means by which to honor scholarly excellence.
- b. If outreach is viewed and valued as scholarship, then excellence in outreach should be recognized on a regular basis through our university award system.

- c. Awards that do not consider outreach excellence as a requisite for honoring faculty for general scholarly excellence impede progress toward the committee's integrative goal.
- d. At the same time, the creation of separate awards for outreach scholarship should be avoided except in those cases where integrative excellence is being honored. Service-learning awards for faculty, staff, and students, for example, affirm outreach connections with teaching and service.

Recognize outreach through the academic governance system

Recommendation 14: Outreach at Michigan State University should be appropriately recognized in the academic governance system.

- a. An important strategy for strengthening outreach at MSU is to ensure that outreach-related issues, concerns, and needs are given adequate attention in Michigan State's academic governance system.
- b. This is a delicate matter, however, given the cross-cutting feature of outreach. The goal is to enhance the institution's outreach capacity, but not in a way that positions outreach against other university functions.

Showcase outreach strategically

Recommendation 15: Exemplary outreach at Michigan State University should be strategically showcased on and off campus.

- a. In showcasing outreach, the institution benefits as more and more people learn about what Michigan State is doing to extend itself to meet constituent knowledge needs. Participating MSU faculty, staff, and students also benefit from the public recognition that ensues when those on and off campus learn about how knowledge is being generated, transmitted, applied, and preserved for the benefit of external audiences.
- b. Just as important, celebrating and publicizing outreach fulfills an important educative function. Important stories can be told about the outreach work being undertaken at Michigan State. Certainly these include descriptions of what is being done, but also involve equally important stories about how it is being undertaken, with what benefits to whom, and how dilemmas and problems are being addressed (e.g., sustaining outreach efforts over time).
- c. We fully recognize that MSU outreach is currently being publicized in a variety of ways and to a variety of audiences. Yet, we also believe that the showcasing function can be performed more systematically and comprehensively.

Facilitate access to knowledge through advanced technology

Recommendation 16: Investment in, and optimal use of, advanced technology in outreach should be a continuing priority for Michigan State University.

- a. To extend itself effectively to those who seek access to its knowledge resources, Michigan State must work aggressively to overcome the distance that separates learners and campus. Technology can be used to bridge that distance.
- b. Indeed, facilitating access to its knowledge resources by external audiences rests on the strategic use by MSU of its advanced technology.
- c. It is impossible to discuss outreach without considering the advanced technology function.
- d. It is important that Michigan State have an advanced technology agenda, and that it be a high priority for the university. We believe that technology, especially electronic technology and the combination of computer and telecommunications technology, provides the foundation for the 21st century information infrastructure. The computerization, miniaturization, and telecommunication of information through knowledge management has caused a significant increase in the amount of information available.
- e. The goal of such management is to make information and knowledge readily accessible to external consumers.

Enhance user-friendliness for external constituencies

Recommendation 17: Michigan State University should enhance the awareness of external constituents regarding its outreach activities, and then help them gain efficient access to these offerings.

- a. Users and potential users of Michigan State's knowledge resources, like customers everywhere, expect to be able to identify, access, and use these resources with considerable ease and efficiency.
- b. It is the committee's belief that the university needs to become more user-friendly in the ways that it extends itself to external audiences.
- c. Although there are many efforts underway in individual units to make potential clients more welcome, these efforts are scattered and are often not well enough known either within or outside the university to guide effectively most of those seeking to avail themselves of MSU offerings.

Join with other institutions in learner-focused outreach

Recommendation 18: Michigan State University should join others in forming a confederation of organizations with learner-focused outreach as its goal.

- a. By almost any measure, MSU has an impressive capacity to deliver knowledge through outreach.
- b. In the past, this extensive infrastructure has been viewed primarily as a link between campus and field, and as a means to facilitate two-way communication for the efficient extension of knowledge from campus to learners located off-campus.
- c. This function is still very important and uniquely positions MSU among knowledge resources in our state.

- d. But another increasingly important function for Michigan State is to assist learners in identifying and securing knowledge resources whether or not those resources exist on our campus.
- e. In doing so, MSU will increasingly become an institution that recognizes the strengths and knowledge resources associated with partner institutions.
- f. Such a perspective is crucial because MSU faculty, staff, and students are not the only sources of knowledge about the needs and problems facing the constituencies it serves or is MSU the only provider of knowledge for these constituencies.
- g. Indeed, MSU could not possibly meet all of the knowledge needs of its constituents even if it devoted all of its institutional resources to outreach. Consequently, connections with other knowledge-based institutions, groups, and persons (e.g., universities, community colleges, corporations, and consultants) can result in creating timely and exciting university-industry, university-agency, and university-university partnerships, as well as referrals from MSU faculty and staff to professionals in other organizations and institutions.
- h. These partnerships and referrals make sense at Michigan State for mission-related as well as for practical reasons. It is a way for MSU to balance its commitment to access within the limitations imposed by the realities of its own finite resources.
- i. When Michigan State operates in this collaborative way, it takes a learner-focused approach to outreach. A learner-focused approach stresses the preeminence of learners' knowledge needs. It means that, in striving to meet learner needs, the university seeks to create strategic alliances with faculty, staff, and students across MSU and, externally, with other partners.

Strengthen the Office of the Vice Provost for University Outreach

Recommendation 19: The Office of the Vice Provost for University Outreach should provide universitywide leadership, coordination, and support for the institution's outreach mission, as well as spearhead the implementation of recommendations presented in this report. But, as stated earlier, Michigan State University should continue to lodge primary leadership for outreach in the academic units.

- a. The Office of the Vice Provost for University Outreach was established in 1990 as a means to integrate outreach at the college and unit levels more fully.
- b. While the major programmatic responsibility for outreach activities resides in the academic units, the Vice Provost is charged with overseeing all aspects of MSU's outreach efforts with the goal of ensuring that these efforts are internally coordinated, externally linked, responsive to important social needs, and consistent with the university's mission, strength, and priorities.
- c. To carry out these responsibilities, the Office of the Vice Provost for University Outreach is strongly linked to the other functions and offices associated with the Office of the Provost, as well as to the Office of the Vice President for Research and Graduate Studies.

- d. Additional responsibilities include engaging in outreach strategic planning; establishing and maintaining an array of external linkages with government agencies, higher education institutions, professional associations, and private and nonprofit sector organizations; building collaborative relationships, networks, and structures with these partners; recommending policies, systems, and structures that enhance university outreach at MSU especially in relationship to enhancing access to the university's knowledge resources; nurturing and promoting interdisciplinary and interprofessional strategies for addressing current and emerging societal issues; working with deans, unit administrators, faculty, and staff, and students to support outreach planning and programming at the unit level; and conducting ongoing evaluation of the university's outreach programs.
- e. In this new structure, the Office is responsible for encouraging a more integrative and interactive outreach program across the campus.
- f. We support the approach of integrating outreach into academic programs throughout the university. The move to decentralize outreach, although not without its challenges, enhances this integration process. Because the decentralization process has been unevenly adopted across the university, one of the foremost roles of the Vice Provost's office is to nurture and stimulate outreach programs and support services where they are most needed.
- g. We believe that if university outreach is to become more fully integrated into MSU's mission, it cannot be "owned" by the Office of the Vice Provost for University Outreach. Because of the recent efforts to downsize the internal structure of the Office, including the elimination of administrative positions, resources that otherwise would be devoted to structure are now available to support outreach programming throughout the university.

Expect leadership for outreach from all parts of the university

Recommendation 20: Leadership, in the form of commitment, capacity, and vision, must emanate from across Michigan State University—from the faculty, students, and staff, to the board of trustees. This leadership, when exercised, will create an institutional environment that consistently demonstrates to all that outreach is a fundamental feature of the university's mission.

- a. Leadership from the Office of the Vice Provost for University Outreach is necessary but not sufficient for advancing the outreach mission at Michigan State University.
- b. Leadership must also be exercised by the faculty and staff, the deans, the provost, the president, and the board of trustees.
 - (1) At the unit level, faculty members must blend individual interests, aspirations, and strengths to create communities of scholars. Each unit must advance a scholarly agenda that is designed to fulfill the obligations associated with unit and university missions.
 - (2) Chairpersons and directors must be able and willing to guide this process—ever mindful that MSU's mission includes multiple responsibilities. The notion that outreach is a cross-cutting enterprise, rather than a separate and competing activity, should make it easier to accomplish this goal. And, this planning process must include the voices of unit constituencies. If properly designed and undertaken, this input will enrich and enliven the scholarly debate—not overwhelm or control it.

- (3) Deans, who oversee the work of multiple units, are responsible for stimulating, recognizing, and rewarding units' mission-related work. Deans have the tools at their disposal to steer outreach in new and exciting directions. These tools include appointing chairpersons and directors who believe in the importance of outreach, ensuring that outreach-supportive faculty evaluation criteria are established and consistently applied in each unit for which they have responsibility, and rewarding units and faculty for outreach excellence.
 - (4) The provost, as the university's chief academic officer, is in a position to monitor and adjust the overall academic direction of the university. Leadership with respect to outreach comes in various forms: making key personnel appointment decisions, allocating budget resources, evaluating unit performance, and reviewing faculty promotion and tenure recommendations. It is in this regard that the concept of balance, discussed earlier in this report, is critical. A balanced approach to scholarship—one that sanctions the array of scholarship that is required at Michigan State University—is of utmost importance. These efforts can and should be done in collaboration with the faculty, chairpersons/directors, and deans, as well as in conjunction with all other vice presidents.
 - (5) The university president, as chief executive officer of the university, plays a distinct and unique role. As chief spokesperson for Michigan State, the president can articulate a vision for the institution that emphasizes the importance of outreach. The recognition that comes from presidential affirmation cannot be underestimated. In saying this, though, it is imperative that rhetoric be consistently translated into practice. This connection process begins when a president understands outreach, listens to the issues and concerns expressed by faculty, staff, students, administrators, and the university's external constituents, and then promotes actions regarding outreach that are in the best interests of institutional growth and development.
 - (6) The board of trustees, as the policy making body of the university, has ultimate responsibility for ensuring that Michigan State achieves mission-related excellence. This requires an informed understanding of Michigan State's role as a land-grant, research-intensive university, including the unique contributions to be made by MSU through its outreach activities. It also requires dedicated, and often bold, leadership to ensure that MSU is consistently strong and vibrant in areas that are central to its institutional charter.
- c. Finally, those in the public policy arena—including the governor, state legislators, and Michigan's congressional delegation—must be kept informed about the public benefits of outreach and the need to support it.
 - d. The citizens of Michigan are already making a significant investment in Michigan State University. But there is a return on that investment in all the major functions undertaken by the university, including outreach. As the knowledge needs of our citizens and institutions continue to grow and expand, the value of outreach is sure to increase.

Postscript: The 21st Century University and Outreach

1. Large, public universities, such as Michigan State University, have historically responded to the knowledge needs of diverse audiences. These audiences include undergraduate and graduate students, and many groups and organizations that seek access to the university's knowledge resources, including professionals working in all fields of endeavor encompassed by the university.
2. The need to respond to multiple audiences creates pressures at all levels of the university: at the central level, the college level, the unit level, and the faculty/staff level.
3. But no institution can afford to be "all things to all people," and every institution must answer fundamental questions: Why was this organization established? What is its mission? What are its priorities?
4. The pressures besetting the modern university, although different in type, are no more severe than the challenges facing all contemporary institutions—public, private, and nonprofit. Virtually all institutions are making hard choices.
5. These choices—the new realities of the late 20th century—are propelling institutions to reinvent, refocus, and reform how they operate in turbulent, unpredictable environments.
6. Universities cannot escape these pressures. Indeed, as knowledge enterprises, they should be shining examples of how institutional transformation can be effected.
7. Without question, postsecondary education (especially public higher education) has entered an era of significant change. The change process can be led by the Academy if it moves appropriately and deliberately. At issue is not whether change will occur, only when it will occur and who will lead it.
8. Sometimes organizations do not see the need to make necessary change, fail to move quickly enough, or resist change even when others call for it. When such failure or resistance happens, those inside the organization often lose the ability to lead and direct change.
9. At Michigan State University, the institutional change process must be fundamentally tied to our institution's status as a public, land-grant institution. This standing, expressed in our institutional mandate and mission, underscores the university's covenant with the people of Michigan, the nation, and the world. In addition, MSU shares a bond with all other institutions of higher education: it is a community of scholars where scholarship is exercised in the form of knowledge generation, transmission, application, and preservation.
10. Certainly, university outreach is not the only variable in the change equation, but it is an important one. Outreach is one of several major functions that takes place at Michigan State, but it has special relevance because of our institution's mission-related obligations.
11. Although the challenges are many, the future holds great promise for Michigan State University. This promise can be realized only if MSU confronts and masters challenges. It will be lost if the university avoids making difficult choices or waits for others to lead. Otherwise, excellence will be an impossible dream rather than an achievable reality.

12. Today, in unprecedented ways, our university is being asked to make its knowledge resources available and accessible to society.
13. The all-important question is: Will Michigan State be at the forefront of the movement of universities into the 21st century? We believe that the answer is yes.

Chapter 16

REPORT RECOMMENDATIONS²⁶

A New Way of Thinking about Outreach at Michigan State University

Outreach as a major feature of university and unit missions

1. As a form of scholarship and a major function of the university, outreach should be integral to the intellectual life of the entire university, not isolated and marginalized in special units.
2. At different levels and in ways appropriate to their discipline or profession, all academic units at Michigan State—though not necessarily every individual faculty member—should engage in outreach.

The Relevance of Outreach at Michigan State University

Outreach helps balance the academic functions

1. To take advantage of MSU's natural diversification, everyone in the university—the board of trustees and administration, as well as the faculty, staff, and students—must honor the full range of functions, supporting the different mixes of functions appropriate for different units at different points in time.

Outreach broadens access to the university

1. Given this dramatically transformed configuration of capacities across the state and within the university, and the advent of the knowledge age, MSU can and should provide access to knowledge through a wide array of outreach activities. MSU's approach to providing access to its knowledge resources must be responsive to societal needs with the overriding goal of maximizing the social and economic return on the state's public investment.

²⁶ Material presented in this chapter was included in the final report submitted by the committee to the Office of the Provost. The recommendations in this chapter were organized by Frank A. Fear.

Strategies for Strengthening Outreach at Michigan State University

To assure that outreach is a major, well-rewarded, and well-supported function at Michigan State University, we offer recommendations in the following categories:

- ▶ Adopt the new conception and definition of outreach
- ▶ Create a measurement and evaluation system to track, assess, and adjust the amount of outreach
- ▶ Involve multiple parties in a dynamic process of outreach planning, but place primary responsibility at the unit level
- ▶ Reward units and faculty appropriately for engaging in outreach
- ▶ Stimulate, support, and recognize outreach at all levels of the university
- ▶ Enhance access to the university's knowledge resources
- ▶ Strengthen outreach through universitywide leadership.

Institutionalize the new way of thinking about outreach

Recommendation 1: Michigan State University should formally adopt the conception and definition of outreach articulated in this report.

- a. The conception of outreach outlined here should become an essential feature of Michigan State's mission statement and other documents used to describe the university.
- b. It should also be adopted for measuring individual and unit outreach activity levels. This would lead, for example, to revisions in both the Professional Accomplishments form that is annually completed by faculty, and in the unit-level Academic Program Planning and Review (APP&R) process.
- c. In addition, the conception of outreach should become the common reference point for relevant university forms, including those associated with promotion and tenure reviews for faculty.
- d. Finally, the concepts and perspectives included in this report should be drawn upon by key administrative and academic officers, including the board of trustees, the President, the Provost, and the Vice Provost for University Outreach, when they are making public presentations and writing about outreach.

Calibrate the amount of outreach that is taking place

Recommendation 2: Michigan State University should establish a system for measuring, monitoring, and evaluating outreach. This system should have sufficient standardization to permit aggregation at the unit, college,

and university levels, and also offer sufficient flexibility to accommodate important differences across disciplines, professions, and units.

- a. With agreement upon the nature of outreach (as offered by the committee in this report), it should be no more difficult to measure and evaluate than on-campus teaching and basic research.
 - (1) In teaching, ACHs are readily aggregated at the unit, college, and university levels, and they apply equally well to formal instruction that we would classify as outreach (off-campus) and to non-outreach (on-campus) instruction. Student evaluations of instruction are accepted as one criterion of quality. We see no reason to insist upon better information about the quality of outreach teaching than we are prepared to accept for similar on-campus activity. Thus, our definition of outreach demands no new measures or developments in the area of credit instruction.

We do not, however, have good measures for other types of outreach teaching, including: noncredit workshops, conferences, seminars, or training events; lectures, addresses, or talks; consultation and technical assistance; and radio or television appearances as an expert. As to evaluation of such nonformal outreach teaching, surveys of client satisfaction—the rough equivalent of student evaluations of teaching—may be possible in many though not all cases. Some have suggested that genuine evaluation of this type of teaching would have to involve some assessment of its impact. If so, this higher standard should be applied equally to on-campus and outreach teaching.

- (2) In the area of research, the picture is also mixed. Examples of outreach research include policy studies or data analyses commissioned by federal, state, or local agencies; action research projects carried out in collaboration with outreach clientele; public opinion surveys conducted for the media or for such clients as labor unions; exploratory (often collaboratory) research with and/or for a corporation; safety or health-oriented tests of products or packaging; and clinical trials of drugs or other experimental medical products or methods. The traditional indices of research productivity include the amount of external funding generated, the number of grants from prestigious agencies (such as the National Science Foundation or the National Institutes of Health), the number and nature of research publications, and patents and copyrights.

Outreach research brings in external funding. It also generates publications, which are published in peer-refereed journals. Nor is it uncommon for outreach research to produce valuable intellectual property protected by patents or copyrights. While these types of output are not difficult to quantify, they are harder to evaluate. That is, many of these outputs do not have a recognized value for faculty in a unit or in a scholarly community. A unit's faculty may simply have no way of "calibrating" their judgment of such activities, or they may routinely accord them negligible value. Here, some combination of client satisfaction surveys and evidence concerning the impact or utility of the work may be helpful.

- (3) We assign several types of activity to the outreach teaching category that others might have chosen to assign to the category of outreach service (for example, consultation and technical assistance, which we think of as teaching because they involve direct interpersonal communication or transmission of knowledge, albeit in a use-oriented

context). For this reason, the outreach service category applies to a relatively small number of activities across the university. These include, but are certainly not limited to, clinical service or the provision of medical or psychological services by physicians, nurses, and therapists; and recitals, exhibitions, and other modes for conveying faculty expertise to the public.

- b. As data about teaching, research, or service are aggregated at the unit, college, and university levels, considerable information about the content and nature of the activity is inevitably lost. For example, one student's participation in a 10-person seminar and another's participation in a 300-person lecture course may both produce three student credit hours. Or two research projects may produce the same number of publications in refereed journals, but the publications for one may offer a breakthrough in its field while those for the second may make only the most modest of contributions. Even when we either already have or manage to create new metrics for outreach, the same problem of information loss through aggregation will inevitably pertain to outreach teaching and research at MSU, although the problem will be no worse for outreach than for non-outreach activity.
- c. The university should seek ways of preserving more information about the substance and nature of outreach across levels of aggregation. Otherwise it will be difficult to communicate the value of our outreach activity to the public, their representatives in government, and other outreach constituencies.

Set the outreach agenda using an integrated, decentralized approach

Recommendation 3: Outreach planning at Michigan State University should involve multiple parties in an open, continuous, and interactive dialogue. This planning process should be undertaken with the understanding that primary responsibility for outreach resides at the unit level.

- a. Outreach activities should focus at the intersection of faculty expertise and interests, on the one hand, and high priority societal needs for knowledge, on the other.
- b. The problems, needs, and opportunities to be addressed through outreach should be chosen at levels close to the individual faculty member—the level of the department or multidisciplinary center and institute. The mix of activities pursued by a unit will depend upon such factors as the nature of the discipline, field, or profession to which it relates, the levels of seniority and range of talents represented in its faculty, and the demands and opportunities for non-outreach activity (e.g., for on-campus instruction and externally funded basic research), as well as the demands and opportunities for outreach activity.
- c. To ensure that outreach activities focus on important societal needs, however, all units will want to design thoughtful ways of identifying and setting priorities among problems, frequently through the direct participation of advisory groups representing key external constituencies along with formal needs assessments. Ideally, the construction of needs and the setting of priorities are derived from discussion between faculty and external constituencies.
- d. University administrators can and should help units manage these expectations not only by providing assistance in designing unit- and college-level needs assessment and priority-

setting systems, but also by conducting broad-gauged, statewide needs assessments and using the results to establish universitywide thematic priorities.

- e. In taking this approach to planning outreach, units will be required to pose and answer a number of important questions. Five of these questions are raised here.

How much outreach should be conducted and with respect to what subjects?

- (1) Decisions about how much outreach and in what subjects should be made at levels close to the individual faculty and staff member—in many cases, the level of the department or school, interacting with topically focused multidisciplinary centers when appropriate.
- (2) The overall balance between outreach and non-outreach activities should emerge from a process of explicit or tacit bargaining and planning at several levels: between central administrators and deans, between deans and department chairs/directors, and among chairs/directors, faculty members, and external constituencies.
- (3) The focus and amount of outreach activity can be continuously revised through discussion, debate, and bargaining both within and outside the University. Such an explicit, public process is the only one consistent with academic norms of open dialogue.

Where should outreach take place?

- (1) As a state, tax-assisted institution, Michigan State University has a special obligation to reach out to the citizens of Michigan. But the university should also continue to pursue national and international outreach activities vigorously.
- (2) National and international outreach should figure prominently in unit-level planning discussions. This work has value in its own right for mission-related and scholarly reasons, and because of its synergistic quality also contributes in significant ways to other outreach and non-outreach activities.

Who should have access to knowledge resources?

- (1) Michigan State University should be an inclusionary, rather than an exclusionary, institution.
- (2) As access plans and decisions are being made, Michigan State must keep in mind the importance of ensuring access to traditionally underserved people, groups, and institutions. This way of thinking about access integrates two important aspirations—the university's internal commitment to diversity with its concomitant desire to serve the knowledge needs of a diverse constituency through its external activities. This internal-external commitment (and connection) reflects the spirit of, and the expectations associated with, the MSU IDEA—Institutional Diversity: Excellence in Action.

How should outreach success be calibrated?

- (1) Units at Michigan State University should clearly identify the major dimensions of successful outreach and then adopt those dimensions when designing and evaluating outreach efforts. Encouraging successful outreach at MSU is, we believe, an important goal.

- (2) It is improbable that a single metric can be established that meets the diverse circumstances of our complex campus. Indeed, it may well be that no single formula for successful outreach should be established at Michigan State. Consequently, the Office of the Vice Provost for University Outreach should work with colleges and units to define outreach success in ways that are appropriate to various disciplines, professions, and fields. These standards can then be adopted and applied for planning, evaluating, and rewarding outreach. Units will then be held accountable for conducting work that is commensurate with the selected standards.

What role should be played by external constituents?

- (1) Michigan State University units should develop and use processes for involving external constituencies in identifying outreach issues, problems, and opportunities that pertain to unit mission. These unit-level outreach planning processes should be integrated into the normal APP&R processes.
- (2) Both university and unit level processes should take special care to listen to the voices of those who are currently underserved for reasons of racial, ethnic or cultural difference, poverty, powerlessness, geographical remoteness, or handicapping condition.
- (3) Although it is important to engage external constituencies in the identification of problems and issues for outreach, the university and its faculty and staff have a right and a responsibility to play the role of critics, as well as servants, of the surrounding society. Thus, issues defined at faculty and staff initiative should receive at least equal weight with those defined by external constituencies.

Reward units for engaging appropriately in outreach

Recommendation 4: Efforts should be undertaken at Michigan State University to reward outreach consistently and appropriately at the college and unit levels.

Units at Michigan State University should consistently demonstrate that outreach is valued and rewarded. Below are examples of ways to accomplish this goal:

- a. The university could support multi-year, competitive proposals from colleges to support unit efforts to redistribute total faculty effort in accordance with unit goals and an expanded notion of scholarship. These proposals should be reviewed for effectiveness after a period of time (e.g., in three years).
- b. A college could ask units via the APP&R process to propose new outreach initiatives. If, for example, a dean selected a proposal from a department or school that had previously not devoted such effort to this kind of activity, that dean might then lower the target for that unit's academic credit hour (ACH) production. In this scenario, the college's commitment to on-campus instruction would not necessarily have to be sacrificed and might be made up by other units.
- c. If faculty members want to mount a new outreach program, they might obtain the additional time needed by arranging with their chairs/directors to offer less on-campus instruction.
- d. Incentives could be offered by colleges to units that seek to engage in significant, innovative outreach. After a period of time (e.g., two years), this assignment could be reviewed

to assure quality, allow other departments/schools to avail themselves of this opportunity, and enable the original department to complete its outreach initiative, devote less effort to it, or devote more attention to another priority activity (outreach or non-outreach).

- e. Support for outreach can come in forms other than monetary rewards. One form of support may be helping faculty learn how to conduct successful outreach. Mentors are one source of knowledge. Other learning opportunities are to be found in seminars, workshops, and sabbatical opportunities for professional development. For example, a unit in cooperation with a college might encourage interested faculty members to spend their sabbatical leaves at one or more other campuses (including off-campus sites) studying, observing, and perhaps participating in university outreach. Upon their return to MSU, these faculty members would be expected to apply in their home units what they had learned on their sabbatical leaves.

Reward faculty for participating in outreach

Recommendation 5: Each academic unit at Michigan State University should create explicit, written guidelines regarding the criteria to be used in making faculty merit salary increase and tenure & promotion decisions. These guidelines should include a clear indication that outreach is valued in the decision-making process.

- a. We would not argue that all Michigan State faculty members should be expected to engage in outreach or that all faculty members should be expected to engage in outreach at all times throughout their careers for there are uneven opportunities across time and across the campus for faculty to participate in outreach. But, we do affirm that all units should be expected to engage in outreach.
- b. Units must arrive at reasonable and acceptable solutions for managing the necessary tension between organizational responsibilities and the interests of individual faculty and staff. An extremely important outgrowth of these unit-level discussions will be the creation of guidelines regarding the role and value of outreach in the faculty evaluation and review process.
- c. Non-tenured faculty should be given clear and consistent advice throughout their probationary period in order to strike the best individual balance among activities to meet their unit's criteria. And, criteria should be established that address excellence in outreach activities, and these should be followed during the tenure and promotion decisions. One way of accomplishing this goal would be to ask faculty to describe the three or four "best case" examples of outreach—cases that provide clear evidence of excellence (depending, of course, on that unit's definition of outreach excellence). This approach might be more valuable than asking faculty to enumerate all of their outreach activities.

Create new, innovative, and exciting outreach programs

Recommendation 6: Creative programs to stimulate outreach should be developed at Michigan State University.

- a. ***An All-University Research-Outreach Grant program***
The Vice President for Research and Graduate Studies coordinates the All-University Research Initiation Grant program, and the Vice Provost for University Outreach

coordinates the All-University Outreach Grant program. A portion of the funds from each program could be combined to create an All-University Research-Outreach Grant program. This type of program should significantly strengthen outreach research at MSU.

b. *A Service-Learning Fellows program*

The Service-Learning Center is administered by the Vice President for Student Affairs and Services. Service-learning provides students with civic and course-related learning opportunities through experiential education (e.g., internships). However, students—especially undergraduate students—have not been traditionally viewed as knowledge resources to be drawn upon for university outreach. The Service-Learning Fellows program would be one mechanism for further connecting the teaching and outreach functions of the university. In this program, faculty would be provided release time and operating funds to design and implement innovative outreach learning opportunities for students—undergraduate, graduate, and graduate-professional.

c. *A Michigan State University Outreach Faculty Fellows program*

In the MSU Outreach Faculty Fellows program, faculty would be invited to focus their scholarship on priority issues that can be addressed through outreach teaching, research, and service activities. This program could be used to accomplish a number of goals. For junior faculty, it would offer an opportunity to begin the process of integrating outreach into a broader portfolio of scholarship. The program also could offer professional development opportunities for more senior faculty—those who have had little prior outreach experience, and those who have had prior experience but want to move their research and/or teaching programs in new directions. Fellows might also be involved in university-wide outreach agendas.

For example, the university has initiated a statewide issues identification process under the leadership of MSU Extension (MSU-E). Outreach Faculty Fellows affiliated with this effort would work closely with regional and county-level MSU-E staff, Michigan citizens, and others (e.g., agency personnel) to determine how their scholarship might be best utilized (e.g., collaborative research with external audiences), and to identify how their scholarship can be best delivered to user audiences (e.g., through research reports for lay consumption, in-service training sessions for MSU-E field staff and/or agency personnel).

d. *An Outreach Scholarship program*

The scholarship of outreach refers to the array of issues associated with the art and science of engaging in outreach. This scholarship addresses such issues as determining which outreach strategies are related to successful outcomes in different situations; learning how to disengage from outreach without affecting the capacity of off-campus audiences to maintain and sustain outreach gains; and effectively predicting the amount of time it will take to undertake outreach successfully. Many faculty, staff, and students have been neither educated nor trained in the complex issues that are frequently confronted in outreach. For many, learning comes by obtaining experience.

A useful strategy for Michigan State is to view the subject of outreach as a legitimate area of scholarly inquiry and then to draw upon the results of this scholarship for education and training purposes. Through the Outreach Scholarship program, research on outreach would be undertaken and the results of that work would be disseminated on campus and to the broader community of scholars. Faculty, students, and staff participating in this program would be expected to publish their scholarship in appropriate outlets and to present their work at professional meetings and conferences.

Stimulate outreach teaching

Recommendation 7: Unit and faculty participation in instructional outreach should be stimulated and rewarded at Michigan State University.

- a. In partnership with other organizations and institutions, Michigan State must continue to provide leadership for meeting the informational and instructional needs of a socially and culturally diverse public. One way this can be accomplished is through the provision of high-quality credit and non-credit courses, programs, projects, and training for both traditional and nontraditional learners.
- b. In today's and tomorrow's world, this will require making available MSU's knowledge in a variety of locations using innovative methods, curricula, schedules, and technology.

These goals can be accomplished through such means as:

- c. A mechanism could be established whereby elected faculty within the governance system are charged with addressing issues and problems associated with instructional outreach, as well as with assuring and maintaining appropriate institutional focus on instructional outreach.
- d. University systems and policies pertaining to nontraditional students should be constantly reviewed and assessed relative to such issues as student rights and privileges, enrollment processes, degree requirements (e.g., residency), and fee structures.
- e. Interinstitutional collaboration should be expanded to encourage the offering of joint degrees across institutions. This approach would make it possible to address the learning needs of unserved and underserved audiences.
- f. Michigan State should consider expanding its instructional programs to include more evening courses and programs. This will make the university more accessible to persons who reside in the Lansing vicinity and cannot attend class during traditional daytime hours. Expanding instructional programs in this way offers more extensive use of MSU facilities, more parking options for students, and allows students the option of maintaining full-time employment during the day while making more rapid progress toward degree completion. To provide incentives to faculty to teach evening courses, we might consider options such as returning (as discretionary income) a portion of the tuition revenue earned by such classes to the offering department or school.
- g. To facilitate ease of access to degree programs, MSU could establish a "Weekend College." This program would be the university's "window" to those persons who prefer to complete degree programs on an accelerated basis during Friday evenings and Saturdays. Weekend College programs could be funded through the partial tuition reimbursement strategy suggested above.
- h. Special efforts must be made to recognize and reward the efforts of units to expand instructional offerings. For example, a sliding scale of tuition reimbursement to units might be calibrated according to a unit's history in instructional outreach (significant return for a "first time" unit), a unit's attempt to meet the needs of distant learners through the use of technology (significant return for a unit that uses technology to offer courses in the Upper Peninsula), and a unit's overall level of instructional outreach activity (significant return for a unit that offers degree programs).

- i. Issues of access must be addressed for continuing education activities. Access is now open to those who can afford it, which does not assure access for those who may most need it.
- j. To enhance efficient and effective noncredit programming, infrastructure needs should be identified that are required to support the decentralized non-credit process and maintain program activity. This is not to suggest a return to MSU's centralized mode, but to support unit activity that may on occasion exceed unit capacity.

Stimulate student involvement in outreach

Recommendation 8: Involving students—undergraduate, graduate, and graduate-professional—in outreach should be a distinguishing feature of the Michigan State University educational experience.

- a. The Service-Learning Fellows program (described earlier) could be implemented.
- b. Outreach offers an excellent vehicle for organizing undergraduate "capstone" experiences. The undergraduate capstone experience was recommended by the Council on the Review of Undergraduate Education (CRUE).
- c. Course offerings could be analyzed at the unit level with the goal of including outreach experiences for students. The Office of the Provost, working in conjunction with the Vice President for Finance and Operations and Treasurer, could establish a fiscally responsible and feasible method for returning to units a portion of the tuition dollars paid by students who participate in outreach. These revenues might then be drawn upon by units to involve students in outreach, as well as to defray the expenses incurred through faculty and staff involvement.
- d. Michigan State University Extension could analyze its programming efforts with the goal of identifying roles that can be appropriately played by undergraduate, graduate, and graduate-professional students. An especially exciting opportunity would be to offer summer positions and internships to students in their home Michigan counties in conjunction with, or as a supplement to, their course work.
- e. The work-study program offers an excellent, low-cost opportunity to involve students, especially undergraduate students, in outreach efforts. In many places around campus, work-study students are involved in clerical activities. Students learn important workplace skills through this employment. However, involving work-study students in outreach efforts holds great promise for enhancing students' course-related learning through field-based experience.
- f. Through the decades, many international students have earned Michigan State degrees. Some of these students have benefited from exposure to MSU's outreach efforts. But many international students take courses on campus, complete their research requirements, and return to their home countries without ever participating in (or even knowing about) our university's outreach activities and programs. Important benefits are to be gained from having international students participate in outreach—benefits for the students, for faculty and staff, and for our outreach constituents.

In addition, international students represent a large, generally untapped resource for outreach. Involving international students in outreach is a major opportunity for MSU; for example, International Studies and Programs has had numerous, positive experiences resulting from international student involvement in outreach teaching, research, and service projects and programs.

- g. We believe that graduate training should include experience in one or more dimensions of outreach—outreach teaching, outreach research, and outreach service. Toward this end, MSU should create a new category of graduate assistantship—the "OA"—the outreach assistantship. These would be young scholars who would assist faculty and staff in outreach teaching, research, and service efforts. One of the most fruitful ways to create the next generation of outreach-sensitive scholars is to provide today's graduate students with professionally stimulating, productive, and personally meaningful outreach opportunities.

Stimulate outreach research

Recommendation 9: As a land-grant, research-intensive institution, Michigan State University is uniquely qualified to be a world-class institution in the area of outreach research. This should be valued by the university as high priority work.

- a. Any land-grant, research-intensive institution faces two challenges. First, it should be client-sensitive in that it seeks to meet constituent needs. Second, it should be knowledge-sensitive in that the knowledge functions are propelled by scholarly interests. Linking these two orientations is not only a challenge but a major opportunity for institutions such as Michigan State.
- b. Models are very much needed that illustrate how MSU faculty, staff, students and units have successfully engaged in the "balancing act" of being client-sensitive and, at the same time, conducting cutting-edge scholarship.

Some of the options that might achieve this balance include:

- c. Establish an All-University Research-Outreach Grant program (discussed earlier).
- d. Establish a program to generate knowledge where gaps exist in the knowledge base on subjects identified as high priority through the university's statewide issues-identification process.
- e. Work with state government to create a statewide Outreach Excellence Fund, a program designed to stimulate the application of knowledge on Michigan problems by bringing to bear the knowledge resources of faculty, staff, and students from colleges and universities across the state.
- f. Give special funding preference to multi- and interdisciplinary projects when the same outreach research priorities have been identified by several units.
- g. Provide funding to communicate the findings of non-outreach research to targeted, applied audiences through such knowledge transmission products as bulletins, manuals, on-line alternatives, and videos.

- h. Encourage institutes, centers, and programs to focus a percentage of their efforts on outreach research.
- i. Create a council of institutes and centers for the purpose of stimulating discussion about, and work in, innovative outreach research.
- j. Highlight exemplary outreach research through a quarterly newsletter and videos jointly produced by the Vice Provost for University Outreach and the Vice President for Research and Graduate Studies.

Provide adequate resources for outreach

Recommendation 10: Responsible, innovative, and sustainable strategies should be established with the goal of providing adequate resources for outreach at Michigan State University.

- a. A stable, long-term revenue flow must be established for outreach.
- b. The committee feels strongly that this revenue flow should consist partly of new revenues raised outside the university, and partly of regular university funds. Non-outreach teaching is supported partly through tuition income and partly through general fund allocations, and non-outreach research is supported partly through grants and contracts, and partly through general fund and other university allocations. As a vital part of the university's mission, outreach needs a similarly balanced funding stream.
- c. We recommend that an administrative task force be established. The proposed task force should include representatives from the Office of Planning and Budgets, the Office of the Vice President for Research and Graduate Studies, the Office of the Vice President for Governmental Affairs, the Office of the Vice President for Development, the Office of the Provost, and the Deans' Council. We suggest that the following questions guide, but not limit, the task force's focus:
 - (1) How should the university's policies and procedures be revised to facilitate the intra-university and intra-unit reallocations that must be made to implement the plans that result from the university and unit-level planning processes discussed in this report?
 - (2) How can the university best encourage, stimulate, and reward scholarly entrepreneurship, including mission-related grant and contract activity, in outreach?
 - (3) Should those participating in noncredit work sponsored by the university contribute to the support of the university's instructional technology resources as students taking for-credit courses do through paying the infrastructure/technology support fee?
 - (4) What are appropriate and reasonable criteria to establish so that MSU works as a collaborator with, and not as a competitor to, the private sector?
 - (5) What are appropriate and reasonable criteria to guide the setting of fees so that outreach costs do not become an unfair burden to those who can least afford to pay?
 - (6) Should the university establish a continuing stream of funding to support the initiation of new outreach programs and services? If so, should this funding stream be created

in a manner similar to the way that funding for new research initiatives is made available by allocating to the Vice President for Research and Graduate Studies both an annual contribution from the MSU Foundation and a subvention from the general fund that grows as the university's indirect cost-sharing revenue increases?

- (7) How can the university most effectively pursue line-item state funding and foundation/corporate funding to support priority and innovative outreach work?
- (8) How can the university insure that the process of generating new resources and redirecting existing resources will be accomplished without adding significantly to the university's administrative infrastructure?

Eliminate barriers to outreach in university systems, structures, and policies

Recommendation 11: Michigan State University should work aggressively to develop systems, structures, and policies that encourage outreach.

- a. Perhaps the first order of business is to study the impacts of decentralizing outreach. While the committee believes the movement to decentralize outreach promotes the goal of integration, some adjustments in the currently available infrastructure may be needed to better accommodate a decentralized system.
- b. The committee recommends that the assistant/associate deans for university Outreach/Lifelong Education, in cooperation with the staff in MSU's field offices, prepare a priority list of university policies and procedures that serve to impede outreach. The Vice Provost for University Outreach should then work with other university offices to remove each barrier. Examples of work that could be undertaken in this regard are:
 - (1) Work with the Vice President for University Development to identify foundations and corporations that are specifically interested in university outreach, and then make available these potential funding opportunities to MSU faculty and staff.
 - (2) Work with the Vice President for University Relations to create a section in the *MSU News Bulletin* on outreach funding opportunities—similar to the research funding opportunities provided by the Office of the Vice President for Research and Graduate Studies and currently reported in that periodical.
 - (3) Identify providers that offer cost-effective, high quality conference services, and make the names of these providers available to faculty and staff. Revise the list based on faculty/staff evaluation of services provided.
 - (4) Collaborate with the Office of the Provost and the Vice President for Research and Graduate Studies to create standards for undergraduate and graduate-level certificate programs so that faculty can design, market, and implement high quality, high demand certificate programs for practitioners.
 - (5) Work with the Office of the Provost and the Vice President for Finance and Operations and Treasurer to create a financially responsible strategy for eliminating the fee gap between part-time and full-time degree-seeking students.

Promote outreach through executive-level declarations and actions

Recommendation 12: The Offices of the President and Provost should assume leadership for declaring the importance and value of outreach at Michigan State University.

- a. Routinely include outreach in the messages that are communicated about Michigan State University. This includes referencing the outreach function as part of MSU's mission in faculty position postings, and including outreach as a topic in new faculty orientation programs.
- b. Adopt the Council on the Review of Research and Graduate Education (CORRAGE) recommendation #6 that calls for adjustment in "The Recommendation for Reappointment, Promotion or Tenure Action" form so that outreach becomes a more legitimate and valued activity.
- c. Adjust the boundaries of scholarship used to select persons for distinguished faculty honors (e.g., Hannah Chairs) so that, in the future, some of those appointed will have distinguished records in outreach.
- d. Establish a lectureship and award program to honor distinguished outreach teaching, research, and service work. This award can be bestowed annually on a national figure (selected by a panel of MSU faculty and staff) who has a distinguished record in outreach. The award to, and the lecture by, this distinguished scholar can be accompanied by papers and presentations made by MSU's scholars in the area in which the honoree has distinguished her/himself.
- e. Declare, as part of the institutional agenda, the goal of national leadership in outreach. Universities are expected to excel at innovative scholarship. When this principle is applied to outreach, it means that universities should strive to expand the knowledge frontiers associated with generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences.

Recognize outreach through university awards

Recommendation 13: Outreach should be appropriately recognized in the awards system at Michigan State University.

- a. Awards that do not consider outreach excellence as a requisite for honoring faculty for general scholarly excellence impede progress toward the integrative goal the committee seeks.
- b. At the same time, the creation of separate awards for outreach scholarship should be avoided except in those cases where integrative excellence is being honored.

Recognize outreach through the academic governance system

Recommendation 14: Outreach at Michigan State University should be appropriately recognized in the academic governance system.

The Vice Provost for University Outreach, working with key academic and administrative leaders, must work strategically and on multiple levels to—

- a. Encourage faculty with outreach interests to seek election to the Faculty Council.
- b. Encourage students with outreach interests to seek election to Student Council and to the Council of Graduate Students.
- c. Encourage adequate representation of persons with outreach interests on important Academic Council standing committees, including the University Committees on Academic Environment, Academic Governance, Academic Policy, Curriculum, Faculty Affairs, Faculty Tenure, and the Graduate Council.
- d. Create an Advisory Consultative Committee for Outreach—a committee advising the Vice Provost for University Outreach and responsible for monitoring outreach issues on a universitywide basis.

Showcase outreach strategically

Recommendation 15: Exemplary outreach at Michigan State University should be strategically showcased on and off campus.

- a. Outreach work must be celebrated and publicized.
- b. Elements in a plan to showcase outreach might include:
 - (1) Publish and broadly distribute an annual report on MSU outreach to university administrators, the board of trustees, key external constituencies, and the faculty.
 - (2) Sponsor an on-campus outreach seminar series for faculty and students.
 - (3) Promote the nationally acclaimed noncredit learning experiences conducted by the MSU Alumni Association.
 - (4) Hold open houses at MSU's field offices to show MSU's numerous contributions to the people of Michigan.
 - (5) Conduct outreach briefings for state and federal officials, and for corporate and private foundation officials.
 - (6) Promote MSU outreach nationally through the mass media (e.g., Cable News Network) to widely publicize the university's outreach record and reputation.
- c. We recommend the creation and implementation of a strategic plan designed to showcase Michigan State outreach programs.

Facilitate access to knowledge through advanced technology

Recommendation 16: Investment in, and optimal use of, advanced technology in outreach should be a continuing priority for Michigan State University.

- a. Information and knowledge should be readily accessible to external consumers.
- b. To accomplish this goal, it is important that MSU have the capacity to use contemporary instructional technologies.
- c. For this to happen, significant emphasis must be placed on purchasing these technologies and training and encouraging faculty, staff, and students to use them in their outreach work.
- d. Appropriate application and use of this infrastructure, on a sustaining basis, requires strategic and proactive plans and actions.

Those plans and actions might include these elements:

- e. MSU should expand its technological capability with a coordinated plan to build systems that serve various audiences. Capacity is required to meet a variety of needs: instructional needs associated with national and international teleconferencing (including degree programs), the needs of Michigan citizens to have access to MSU's degree programs (including the advising function), the need for data management and transfer systems to support knowledge generation, and the need for systems to encourage community-university collaboration that are designed to address societal needs.
- f. All instruction undertaken at Michigan State should be considered fundamental to our institution's mission. Units should not have to absorb increased costs for using technology to conduct off-campus credit or noncredit instruction. MSU must be committed to undertaking programs that promote learning across the lifespan. Both credit and noncredit offerings are an important part of this learning agenda and must be treated accordingly.
- g. To optimize the use of scarce resources, MSU's technology capacity should be developed in collaboration with partners, namely, other educational, public, and corporate systems. In addition, local site development and technology capacity across Michigan should mesh with local needs and be developed in partnership with local decision makers and users.
- h. As the technological capacity is built, a coordinated plan should be implemented to develop the human interface with technology. This involves developmental activities for campus and community-based faculty, students, and our partners in outreach instruction and problem-focused projects.
- i. Faculty should be rewarded for the appropriate and creative use of innovative technologies. These rewards might include special recognition through merit salary increases. Rewarding faculty for innovative use of technology for scholarly purposes could go a long way toward encouraging the adoption and ongoing use of advanced technology for outreach.

Enhance user-friendliness for external constituencies

Recommendation 17: Michigan State University should enhance the awareness of external constituents regarding its outreach activities, and then help them gain efficient access to these offerings.

- a. The university should explore ways of building a more welcoming atmosphere for off-campus users. This building process should develop in two directions.

- (1) First, the university needs to be more effective in helping people find the person or unit that can most appropriately address their knowledge needs and/or learning concerns.
- (2) Second, the university needs to be more effective in acquainting the public with those outreach activities it is especially interested in, and then provide the appropriate conditions (e.g., time, cost) for them to access outreach products and services.

Specifically:

- b. MSU should be easy to contact.

Because of its size, MSU can be an overwhelming place—especially for a person who is trying to access the institution for the first time. One way of facilitating access would be to create toll-free telephone access through an 800-number. In this way, individuals would have an efficient way to describe their needs or interests. These inquiries could then be accurately routed to the appropriate unit or person.

In addition, it is important to expand awareness of the MSU Office of Adult Services, which regularly assists learners who are interested in continuing their education at MSU.

- c. MSU should make known its array of outreach resources and, at the same time, help constituents connect more efficiently with the right knowledge source.

In order to make outreach activities and programs better known to constituents, units might publish directories and brochures describing available knowledge resources and then update this information regularly. These directories could be made available in multiple formats—hard copy, disk, and on-line. A universitywide outreach resource directory, combining those of individual units, could be cross-indexed by, say, *problem area* (e.g., small business development, addictive drug use) to help users quickly locate the appropriate MSU resource.

- d. MSU should communicate the ways in which outreach resources are made available.

In order to help potential participants understand what they can expect from MSU outreach projects, units should develop guidelines covering the conditions under which they engage in outreach. These guidelines could cover such issues as how a unit chooses the outreach activities in which it engages, the length of time that unit personnel typically are willing to commit to an outreach project, the role of undergraduate and graduate students in outreach, the fees that it charges for various outreach products and services, and the expectations that it has for university and external participants when an outreach effort is being designed and then undertaken.

- e. MSU should take full advantage of its field infrastructure.

Michigan State is fortunate to have an extensive field infrastructure for outreach, and constituents often initiate their contact with the university through it. The more knowledgeable field staff are about MSU's programs, the more helpful they can be when they receive constituent inquiries. In many cases, field staff are familiar with the knowledge resources available in some departments, centers, and institutes, but not with others. To make this infrastructure more helpful to external constituents, special efforts

should be taken to familiarize field-based staff with the full range of the university's knowledge resources. At the same time, East Lansing-based faculty and staff should become more familiar with MSU's field infrastructure. Initiatives, such as the "Meet Michigan" program, are helpful in this regard.

- f. MSU and its field offices should be easy and pleasant to visit.

The university should work to make our campus and field offices as easy and as pleasant to visit as possible. We should work to insure that convenient parking, handicapper access, easy-to-understand signage and directions, reasonably priced programs, and courteous and friendly staff are available to external audiences seeking to use the university's outreach resources.

Join with other institutions in learner-focused outreach

Recommendation 18: Michigan State University should join others in forming a confederation of organizations with learner-focused outreach as its goal.

- a. MSU campus-based and field-based personnel should view themselves as participants in a confederation of knowledge workers that includes, but also extends beyond the confines of, our university. Their role is not to compete with other knowledge providers, but to collaborate and make more complete the learning opportunities available for people, groups, organizations, and communities. This approach can stimulate co-planning among knowledge providers, facilitate learner access to these opportunities, and most importantly encourage the delivery of learning opportunities that are most appropriate for learners.

Strengthen the Office of the Vice Provost for University Outreach

Recommendation 19: The Office of the Vice Provost for University Outreach should provide universitywide leadership, coordination, and support for the institution's outreach mission, as well as spearhead the implementation of recommendations presented in this report. But, as stated earlier, Michigan State University should continue to lodge primary leadership for outreach in the academic units.

- a. ***Expand the advisory structure.***
The Provost's Committee on University Outreach is an *ad hoc* group. Every university assembles such groups from time-to-time to advise the administration on relevant and appropriate policies. Currently, the Vice Provost's office is advised by a Deans' Advisory Committee. We recommend expanding the Office's advisory structure to include campus faculty and staff, students, administrators, field-based faculty and staff, and external constituents of MSU's outreach programs.
- b. ***Undertake outreach functions without adding permanent administrative positions.***
Many persons, inside and outside academe, believe that higher education suffers from "administrative bloat." Yet, programmatic effectiveness is diminished if outreach is not planned, coordinated, and evaluated. To carry out these functions without adding to administration, the committee recommends that the Vice Provost continue using a system of release-time administrative appointments for faculty and staff members. This approach will introduce a rotating set of persons to outreach administration and, at the same time,

not burden the Office with recurring administration commitments for specific personnel and positions.

c. *Strengthen outreach linkages with Michigan's colleges and universities.*

In an era of public resource constraints, it is absolutely essential that Michigan's colleges and universities work together to meet the educational and knowledge needs of the citizenry. Redundancy in programming and competition between institutions must be directly addressed, reduced and, preferably, eliminated. Because the state of Michigan does not have a statewide governing board (or boards) for higher education, the state's colleges and universities use other means to share information, coordinate, and collaborate. Michigan State University has always been a prominent actor in these efforts, especially in the area of lifelong and continuing education.

In light of MSU's standing as the state land-grant university, the Office of the Vice Provost for University Outreach must play a proactive role in working with other higher education institutions in Michigan. This leadership role will include the need to strengthen existing alliances and may also require establishing new structures. The goal of this work is straightforward: to enable the knowledge resources of Michigan's colleges and universities to flow to the people of Michigan efficiently and effectively.

d. *Strengthen outreach linkages with universities in the United States and throughout the world.*

Michigan State's standing extends beyond the boundaries of our state. Our institution has an enviable reputation nationally and around the world. For decades, Michigan State has sought to be, and has been viewed as, a leader among institutions of higher education on matters pertaining to university outreach. Without question, MSU is an institution with national and international interests and obligations.

Consequently, this report should be broadly distributed nationally and internationally. Peer reaction to the report is not only valuable, it is vital. In addition, the Office of the Vice Provost for University Outreach, in collaboration with other offices across the university, should assist other higher educational institutions in their quest to improve the outreach function. This activity is in line with the university's longstanding role of institutional partner and global citizen. And, as always, MSU will learn important lessons as it shares its experiences with other institutions.

Expect leadership for outreach from all parts of the university

Recommendation 20:

Leadership, in the form of commitment, capacity, and vision, must emanate from across Michigan State University—from the faculty, students, and staff, to the board of trustees. This leadership, when exercised, will create an institutional environment that consistently demonstrates to all that outreach is a fundamental feature of the university's mission.

Part Nine: **Implementation Implications**

Obviously "reports don't make policy." So an important question is: How can the report recommendations be put into action at Michigan State University? Of course, this is a presumptuous question. It takes as a given that higher-level administrators affirm the recommendations, and see value in implementing some or all of them. Only the record will tell whether implementation will occur at Michigan State. But it is possible at least to recommend implementation strategies.

In Chapter 17, committee members Kenneth Corey and Frank Fear propose a way of thinking about the implementation process. This chapter was written about six months before the report was published, and the ideas contained therein helped the committee reach closure on its work. In Chapter 18, committee members Frank Fear and Charles Thompson articulate an implementation strategy for MSU and for other universities seeking to revitalize outreach. Chapter 18 was written immediately after work on the report was completed.

Chapter 17 **THOUGHTS ABOUT IMPLEMENTING THE COMMITTEE RECOMMENDATIONS²⁷**

Philosophic Directions for Future Outreach at MSU

Profound, strategic, and sustained change is required to fully integrate outreach into the research and teaching functions of Michigan State University. At least two ingredients are essential if this change is to be successfully achieved: (1) the university must be philosophically provocative and develop a complementary policy framework for outreach, and (2) the university must implement this philosophy and policy simply and practically.

Philosophically, the top leadership of the university, in full partnership with faculty and staff, must build on the long, innovative tradition of MSU by taking a clear and bold stance—to integrate outreach into the mission of the university. With such a goal, it will no longer be normative to practice and sanction unidimensional and relatively unconnected behavior among MSU units,

²⁷ Prepared by committee members Kenneth Corey and Frank Fear

faculty, and staff. Many more of the university's activities will be linked and connected. Along this line, institutional—as well as unit—rewards and incentives must be organized so that, whenever appropriate, research guides outreach, and teaching is connected to outreach needs and requirements. At the policy level, this issue must be taken up by the MSU central administration and board of trustees; at the operating level, it must be addressed by faculty, departments, colleges, and the governance system.

If MSU can effectively align this new integrative approach—align outreach policies and programs from central administration to colleges to departments to faculty and staff, and back up again—over time such synergies will create the fully connected university of the 21st century. We believe that this type of approach represents MSU's special niche in U.S. higher education.

Outreach as a Connected Enterprise vs. Outreach as an Alternative Choice

The will and the necessary targeted resources must permeate every level of the university in order to achieve the intended *connections* approach (i.e., research and teaching and outreach) versus the traditional approach that stresses *alternative* choices (i.e., research or teaching or outreach). It is clear that MSU's research and land-grant mission suggests that knowledge generation should inform and stimulate outreach activities as well as instructional activities.

Indeed, it is not a matter of simply "doing more outreach," and the goal should not be conceived as part of a zero-sum game. For example, some faculty might reply, "We are doing so much teaching and research now, unless we are relieved of some of our current duties, we are not able to get engaged in outreach." Or they may feel that there is an implied de-valuing of research and teaching in favor of outreach. But consider the example of the professor who uses outreach activities to teach students. Such a learning-outreach approach, of course, draws on knowledge that has been generated, transmitted, and preserved, often in the literature by others, and applied by students, under faculty supervision in external settings and with external audience needs being addressed.

Consequently, the university's principal objective should be to foster outreach that is truly integrative with research and instruction. Under this strategy, research informs instruction and outreach; in turn, outreach can enhance and be an integral part of research and teaching. When viewed in this way, outreach involves the connections to the learning and knowledge needs of external audiences. Such activities also should produce scholarly products, both about the substance of the outreach work, as well as about the effectiveness of, and the lessons associated with, outreach work.

Because this is a new way of thinking for some, internal "start-up" pilot funding from within the University, i.e., from the office of the Vice Provost for University Outreach, is needed to stimulate pilot and demonstration efforts. Special attention should be given to activities that follow from MSU-based research and knowledge generation, and relate to MSU teaching and knowledge dissemination. Such internal stimulation can ultimately lead to larger, more strategic, more connected, and longer-lasting outreach efforts that are funded from extramural sources. The notion of pilot and demonstration efforts is also relevant because outreach is often quite complex and requires tailoring, negotiation, maturation, and refinement to meet the needs of external audiences.

We also need to take advantage of currently available tools and tactics for making it possible to better integrate outreach into the mission of the university. For example, the original purpose of work-study student funding was to devote the effort of work-study students to community service. Yet many work-study students are used as clerical staff. If some of these resources could be re-assigned in concert with faculty outreach-teaching and service-learning projects, then greater program integration will have been realized.

Encouraging the Development of an Outreach Ethos

Once a college, university department/school, institute, center, or nonacademic unit has been able to demonstrate the connectivity and the integration of research, instruction, and outreach, then an MSU-relevant and explicit outreach ethos will have been created. With such evolution and institutionalization of outreach at the unit level, the full integration of outreach with a unit's research and teaching missions can be perfected and further developed over the long term.

In promoting the establishment of this type of ethos—with its attendant norms, sanctions, and reward system—we do not mean to suggest that every MSU faculty and staff member must assume an outreach responsibility. Rather, it is recommended that outreach be accepted as a unit-level responsibility. Outreach, when viewed in this way, is conceptualized as a shared responsibility among the university's units, such as academic units, the MSU Libraries, and the MSU Alumni Association.

The Critical Role of the Unit Administrator

The unit administrator is responsible for nurturing the development of the outreach ethos described here. To accomplish this goal, the unit administrator must make mission-relevant, strategic choices—choices associated with appropriately marshaling and allocating resources for the expressed purpose of achieving unit goals. In this process, unit administrators must understand the nature, scope, and variety of external demands on the unit, have a keen sense of the unit's strengths and weakness, and appreciate the interests, skills, and career stage of each faculty and staff member.

For example, outreach provides an opportunity for faculty and staff, who may have not been centerstage in teaching or research, to make significant contributions to a unit's agenda. Outreach, in this instance, becomes an opportunity for a unit administrator to deploy human resources to meet unit objectives. Consider the case of a faculty member who is not a cutting-edge scholar, but who is exceptionally good at synthesizing existing knowledge and making it available for consumption by learners who are external to MSU. In a unidimensional view of scholarship (i.e., affirmation of knowledge generation only), this faculty member may not always be viewed as an important member of the academy. But, when viewed from the perspective of a unit being able to achieve its mission-related obligations, this faculty member becomes a valuable and valued colleague.

The same can be said of a faculty member who, perhaps at an earlier point, was a cutting-edge scholar, but now seeks to pursue other interests. One of those interests might be off-campus teaching. The ability to deploy the resources of this senior colleague in an off-campus degree

program represents a win-win-win situation: a win for the unit in that additional resources are available for its off-campus program, a win for the off-campus learners because they are able to take advantage of the capabilities of a senior scholar, and a win for the faculty member who is engaged in a personally rewarding activity.

Making Mission-Related Decisions across the Functions

Two of the more provocative questions raised during the committee's deliberations were: What does it mean for MSU "to deliver" in relationship to its outreach obligations? What is MSU's capacity to deliver in outreach?

Depending on the individual circumstances in each MSU college, tactics can be employed to create capacity to permit faculty and staff time to be assigned to research-outreach activities and teaching-outreach activities. In order to support faculty and departments to do outreach by means of reallocating effort from the on-campus instructional program, policy changes and mandates at the highest levels of the university will be required. Such reallocation should be incorporated into the routine planning process that occurs annually between each college and the Provost.

Furthermore, innovative tracking and accounting mechanisms are required that will enable various restructuring of effort across the mission—mechanisms that currently are not readily available within the university. For example, under present joint reporting arrangements, bilateral linkages between colleges may be less relevant than in an environment where it will be expected to integrate outreach into the mission of the university. If one college could be credited for its ongoing support of formerly relevant bilateral links while new linkages are developed, and if responsive accounting methods for this can be perfected, then financial and effort tradeoffs should be possible wherein reciprocal needs between MSU colleges are recognized. Such calibrations can yield greater integration of outreach with research and instruction, and attain a more dynamic and equitable division of labor across MSU colleges.

There also needs to be greater flexibility with respect to resource management and liquidity of funds for outreach and other key MSU functions. The Office of the Provost must encourage experiments to address this need. For example, how can we safeguard the revenue-generating capacity of MSU if a college teaches 1,000 fewer undergraduates in order to engage faculty in outreach work? Perhaps the approach is for a dean to work with the faculty and chairs, and also with the Provost's Office, to renegotiate how the human resources in that college can be best deployed, given its "pressure points," i.e., the demands made by different stakeholders on our knowledge resources. There must be methods for insuring no loss of revenue for the university as we address the needed shifting of resources among the major functions of the university.

Integrating Outreach into the Mission Is Only One Step: Measuring and Rewarding Outreach Excellence Represent Other Critical Steps

With outreach increasingly integrated into MSU's research and instructional mission and programs, we are better prepared to seek and measure outreach excellence. To the extent that we now assess quality and performance in research and instruction, we can extend and routinize these

evaluations more effectively by insuring that outreach is integrated into the core scholarly functions of the institution. In addition to peer, disciplinary, and internally driven assessment, outreach-connected research and outreach-connected instruction evaluations will have to incorporate internally driven benchmarks and client satisfaction into newly integrative performance evaluations. This expanded definition of quality cannot rely principally on academic peer comparisons. Rather, integrative scholarly performance evaluation must be more multifaceted and accountable to more diverse audiences. Faculty, staff, administrators, and external clients are challenged to devise and perfect sensitive measures of quality for the new, integrated form of outreach-research and outreach-teaching scholarship being recommended here.

Measurement of outreach performance will enable rewards and incentives to be provided to stimulate even more effective, valued, and integrated scholarship at Michigan State University. The matching of faculty preferences with unit priorities and within the planning and budgeting context are some of the needed initial connections. Consequently, it will be the responsibility of each unit to demonstrate that they are adequately rewarding faculty and staff for their outreach involvements. Most importantly, each unit must operationalize what it means to conduct "exemplary" outreach, and then adjust its reward systems accordingly so that truly outstanding outreach is rewarded through merit pay increases and other means.

Outreach as a Mechanism for Helping to Achieve Diversity and Pluralism Goals

The integrative scholarship recommended here is congruent with MSU's policies for strategically connecting outreach scholarship with diversity and pluralism goals (see Section 35 of the *MSU IDEA II* report). Examples of these connections include the annual "State of Black Michigan" report and Michigan's distressed communities and community economic development projects (both undertaken in Urban Affairs Programs), the outreach agenda associated with the Julian Samora Research Institute, and the David Walker Research Institute on the black male.

Chapter 18

REPORT INTERPRETATION WITH IMPLEMENTATION STRATEGIES²⁸

Throughout their history, American universities have received significant levels of public support because they were viewed as essential components in the development of our nation. Not only have universities provided the vehicle for nearly universal access to postsecondary education, but they have also helped commercialize agriculture, fuel industrial expansion, enhance national defense, and utilize science and technology to advance nearly every aspect of our lives. When our nation has faced major challenges, American universities have generally been partners in addressing them through the extension and application of their knowledge resources.

Today our nation is challenged as never before. We struggle with the advent of a global economy in which all economic sectors must be prepared to compete. We are experiencing the growth of an economic underclass characterized by high unemployment and crime. We confront a crisis among our youth who struggle with substance abuse, teen pregnancy, academic failure, crime and delinquency, and the search for meaning in their lives. Environmental challenges threaten our capacity to pass on to future generations enough fresh air to breathe, clean water to drink, and safe food to eat. We live with a health care system that is increasingly unaffordable and inaccessible for large segments of our population. As a nation, we are undergoing a fundamental cultural transformation as thousands of new immigrants bring a new diversity and pluralism to our communities and forever change the nature of our civic life. Finally, we live in an age in which lifelong learning has become not simply a source of enrichment, but a virtual lifeline for nearly every member of our society.

If these are challenges for our nation, they are challenges for our universities as well. They require us to think anew about the organization of knowledge, the meaning of access, the nature of scholarship, and the limits as well as the potentials of universities as vehicles for social change. Our current national focus on university reform is long overdue but, with few exceptions, it is being framed too narrowly, often not reaching beyond what is admittedly an urgent need to renew our commitment to undergraduate education.

There is another university mission dimension that also requires thoughtful and expeditious attention if universities hope to maintain their public trust and support. Various called outreach, public service, extension, lifelong education, extended education, continuing education, and a host of other names, it involves the complex and formidable process of extending and applying knowledge in order to help address the broad range of pressing challenges confronting our nation and its citizens.

University outreach takes a variety of forms. It may involve applied research and technical assistance to help clients, individually or collectively, to better understand the nature of a problem they confront. It includes demonstration projects that introduce clients to new techniques and practices.

²⁸ Prepared by committee members Frank Fear and Charles Thompson.

Frequently, it involves the extension of the campus instructional capacity through credit and noncredit courses to meet the needs of adult students. It may also involve policy analysis designed to help shape and inform the public policy process.

Despite its importance, outreach is the least understood and most ambiguous dimension of the university's mission. It is also frequently positioned at the academic margin rather than in the mainstream. The risks associated with this marginality are no longer acceptable at a time when universities are being asked to assume greater responsibility for making knowledge resources available and accessible to a variety of external audiences.

We propose a new way of thinking about outreach, and suggest a set of strategic initiatives for those universities intent on making outreach a vital and energetic component of their overall academic mission. Our thinking in both respects is drawn from a collaborative effort of a group of colleagues who, over a period of two years, wrestled with the place of outreach in the overall mission of a research-intensive, land-grant university as members of the Provost's Committee on University Outreach at Michigan State University. The purpose here is to share the key dimensions of the committee's thinking.

The essence of the committee's thinking about outreach is contained in the following definition:

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

This conception of outreach is different from most in three important ways.

First, it connects outreach with scholarship. What makes an activity scholarly? Some contend that it involves developing or creating new knowledge or, at the very least, synthesizing knowledge in a new way. From this perspective scholarship is generally synonymous with research. Others offer that reflective practice distinguishes scholarship from non-scholarly, repetitive activities.

At the literal level, scholarship is what scholars do: they teach, do research, and serve their universities, disciplines, fields, or professions, as well as the surrounding society. Yet, all of us have observed teaching that is not always scholarly, have read research that appears too mechanical to be called scholarship, and have experienced service that has more to do with other attributes than with any scholarly gifts.

In the committee's view, the essence of scholarship is the thoughtful creation, interpretation, communication, or application of knowledge that is based in the ideas and methods of recognized disciplines and professions. What qualifies an activity as "scholarship" is that it be deeply informed by an appropriate knowledge base, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. We believe that outreach is a scholarly activity; it both draws on knowledge developed through other forms of scholarship and contributes to the knowledge base. As such, it has the same potential for scholarship as the other major academic functions of a university.

Second, the new conception positions outreach as cross-cutting the university mission of teaching, research, and service rather than standing alone as a separate and conceptually distinct form of activity. From this perspective, there are forms of outreach teaching, outreach research, and

outreach service. Offering credit coursework in off-campus venues is an example of outreach teaching, and working collaboratively with a community health center to conduct research designed to increase the impact of health education programs is an example of outreach research. Outreach service calls on the scholar's expertise and occurs when the subject matter being extended pertains to the programs and mission of the university unit(s) in which the scholar is appointed. For example, a professor of urban planning serving on a city housing commission engages in outreach service. However, many worthwhile forms of service to society are not outreach. This is the case when a chemist serves on the fundraising committee of a local nonprofit organization—a role that is apart from the chemist's scholarly expertise and the programs of the chemistry department.

The forms of outreach may be connected in practice. For example, a humanities professor offering an off-campus course in death and dying (outreach teaching) may require students to do volunteer work in local hospices (outreach service) as a course requirement. And there are certainly linkages between outreach and non-outreach work. This occurs, for example, when a renowned scholar of international trade is interviewed by the national media about the implications of various trade agreements for the U.S. economy (outreach service).

By linking the forms of outreach scholarship and by connecting outreach and non-outreach efforts, universities can increase the synergy and power of their interventions, and scholars may also bring greater coherence to their professional lives. Indeed, many universities and scholars organize and carry out their programs in exactly this way—sometimes without recognizing it, and at other times without receiving recognition from peers, administrators, legislators, and the public for integrating scholarship across domains.

Third, the committee asserts that outreach covers the full spectrum of knowledge functions, including knowledge generation, transmission, application, and preservation. Universities are knowledge enterprises, and teaching, research, and service are simply different expressions of the scholar's central concern: knowledge. Outreach is frequently viewed as involving only knowledge transmission and application activities. But the scope of outreach is inclusive not restrictive. Sometimes outreach involves generating knowledge as occurs when applied research is conducted to help a client better understand a problem. It may also involve transmitting knowledge through credit and noncredit continuing education. Knowledge application occurs routinely when university personnel engage in technical assistance, and knowledge preservation frequently takes place when electronically accessible data bases are created for use by external clients.

Many scholars undertake their work in ways that connect the knowledge functions. For example, a dynamic process of knowledge generation and application occurs when scholars collaborate with end-users in what some call a research-outreach synthesis and others label action research or applied developmental science. And, through outreach, university personnel not only extend knowledge to those who might benefit from it, they often learn and grow professionally and personally from these experiences.

For universities intent on making outreach a vital and energetic part of the academic mission, we propose a set of strategic initiatives:

1. *Engage faculty, staff, and students in an open discussion of the nature of outreach and its place in the overall mission of the campus.*

Based on the Michigan State experience, we recommend establishing an all-university committee of respected faculty members and administrators to discuss how this new model may be refined

and then adopted on your campus. Request that the committee issue a report of its deliberations. Then, disseminate the report broadly and encourage a vibrant, campuswide discussion of the recommendations.

2. ***Declare that outreach is the responsibility of every academic unit although not every faculty member. Accordingly, establish a unit-level planning and accountability process that is designed to achieve excellence across the full breadth of the mission, including outreach.***

In creating unit plans, special attention must be given to answering these questions: What is the appropriate amount of outreach work? Who should have access to the unit's knowledge resources? What should be the appropriate balance among state-level, national, and international outreach? How should outreach success be calibrated?

Unit outreach activities should focus at the intersection of faculty expertise and interests, on the one hand, and high priority societal needs for knowledge, on the other. Involvement of external constituencies in the planning process can inform faculty about important societal needs and stimulate a dynamic interchange that can lead to exciting, relevant, timely, and informed outreach programs.

We believe that this unit-level outreach planning and accountability process should emerge from a process of explicit or tacit bargaining at several levels: between central administrators and deans, between deans and unit administrators, and among unit administrators, faculty members, and external constituencies. Answers to important planning questions can be continuously revised through discussion, debate, and bargaining among these groups. This explicit, public process is consistent with the norms of open dialogue.

3. ***Reward faculty and units appropriately for engaging in outreach.***

Because faculty participation is the key to advancing the university's outreach mission, every academic unit should create guidelines for promotion, tenure, and merit salary increments that explicitly address how outreach will be factored into the decision-making process. These guidelines must include a clear indication that outreach is valued, and special emphasis must be given to how these guidelines apply to the case of junior faculty.

In addition, college-level administrators should advance a set of strategies that makes it possible to offer unit-level incentives and rewards for outreach. These college-level initiatives, such as providing resources for expanding a unit's outreach teaching program, should link with university-level efforts to stimulate outreach in such areas as outreach teaching, outreach research, and involving students in outreach.

We believe that university outreach will be advanced to the extent that deans and the central administration find ways to make outreach intrinsically appealing by linking it to authentic faculty interests, easy by offering effective forms of facilitation and support, and well-rewarded by providing genuine recognition and incentives to faculty and units.

4. *Create professional development opportunities in outreach.*

Relatively few professional development opportunities exist for outreach. Outreach learning opportunities should be available to undergraduate students, graduate students, junior faculty, and senior faculty. Work-study opportunities represent a relevant, low-cost mechanism for involving undergraduates in outreach. Outreach assistantships can be created for graduate students so that they have the same opportunity for learning and mentoring as has been traditionally available to teaching and research assistants. Senior faculty and unit administrators can assist junior faculty in incorporating appropriate amounts of outreach work in their scholarly portfolios. And, outreach study sabbaticals can help senior faculty learn about exciting outreach efforts that are being undertaken at other institutions—work that they may wish to adapt and adopt at their home institutions. All of these professional development options demonstrate that outreach is an important part of a scholarly life. This is a very different message from what is typically communicated on most campuses.

5. *Advance the pedagogy of outreach.*

Far too often in universities we assume that, if we expose people to knowledge, then they will act on it. This assumption is naive. Universities need to deepen their understanding of the forces that influence people to act on what they learn. How can we design outreach programs to maximize their impact?

Although a considerable amount of attention has been given to pedagogy in traditional instructional settings, outreach pedagogy is generally in a primitive state of development. Many faculty, staff, and students have been neither educated nor trained in the complex issues that are associated with outreach.

We need to view the pedagogy of outreach as a legitimate area of scholarly inquiry, and then to draw upon the results of this scholarship to help inform outreach programming on our campuses. The lessons learned can also be published and presented at professional meetings and conferences.

6. *Charge a campus-wide committee with responsibility for recommending ways to create a stable, long-term revenue flow for outreach.*

If outreach is to be a valued part of the academic mission, it should be funded in a manner similar to other important components of the mission. This involves a combination of base budget allocations supplemented by funding through grants and contracts.

This committee should be established after it is clear what new programs and activities are needed to stimulate and reward outreach at the faculty and unit levels. In addition to determining the costs of these new initiatives and recommending how outreach may be funded adequately over the long term, the committee should also address other issues, such as: How can the institution encourage, stimulate, and reward outreach entrepreneurship? How can the university and its faculty, staff, and students engage in outreach without competing with the private sector? And, what criteria should be advanced so that fees charged for outreach do not become an unfair burden to those who can least afford to pay?

7. *Expect cross-campus leadership for outreach.*

If the outreach mission is to be woven into the fabric of the university at the college and departmental levels, it requires leaders, most notably presidents, provosts, deans, and unit administrators, who share three attributes: commitment in that they view outreach as a fundamental part of the academic mission; capacity to lead the faculty in an enriching, outcomes-oriented discussion regarding how scholarly talents may be best configured to address the outreach dimension of the university mission; and vision by being proactive, seeking opportunities, and positioning the university and its units for the future.

Capacity to provide outreach leadership should be an important criteria for hiring and evaluating university administrators. And, leadership development programs may be needed to help administrators develop appropriate skills to advance the outreach mission.

If universities broaden and refocus the way that outreach is viewed and valued, then important changes will follow in university policy and practice. All institutions in the late 20th century are making choices, many of them new and difficult choices, as they reinvent, refocus, and reform how they operate in turbulent, unpredictable environments. Universities cannot escape these pressures. Indeed, as knowledge enterprises, universities should be shining examples of how institutional transformation can be effected.

Without question, postsecondary education has entered an era of significant change. The change process can be led by the academy if it moves appropriately and deliberately. At issue is not whether change will occur, only when it will occur and who will lead it. Certainly, university outreach is not the only variable in the change equation, but it is an important one. Today, in unprecedented ways, universities are being asked to make their knowledge resources available to society. The all-important question is: Will universities reconceptualize and reconfigure outreach so that they can be more responsive to the society that nurtures and sustains them? It is our hope that the ideas shared here will prove useful to those who seek answers to this question.

Part Ten: Postscript

The Provost's Committee on University Outreach represents an important effort in the history of Michigan State University. In this final chapter, committee chairperson Frank Fear reflects on the experience from personal and institutional perspectives.

Chapter 19 A RETROSPECTIVE ON THE COMMITTEE EXPERIENCE²⁹

Within hours of completing the final draft of our committee's report, *University Outreach at Michigan State University: Extending Knowledge to Serve Society*, I reached for the next book in my seemingly endless stack of readings. That next book was also a report, *Campus Life: In Search for Community*, published in 1990 by the Carnegie Foundation for the Advancement of Teaching. Unsuspectingly, I was about to read words that would have a special meaning given the effort just completed:

A ringing call for the renewal of community in higher education may, at first, seem quixotic. Not only has cultural coherence faded, but the very notion of commonalities seems strikingly inapplicable to the vigorous diversity of contemporary life. Within the academy itself, the fragmentation of knowledge, narrow departmentalism, and an intense vocationalism are...strong characteristics of the collegiate...experience (p. 63).

Had I read these words several years earlier, perhaps I might have declined the invitation to chair the Provost's Committee. These words would have reinforced my belief that committee work of this sort can quickly become a painful experience.

But it was not the words quoted above that caught my particular attention that day. It was the passage that immediately followed:

Still, we believe [that]...by bringing together the separate parts...[we] can create something greater than the sum, and offer the prospect that the channels of our common life will be renewed and deepened.

It did not matter that the Foundation was addressing the undergraduate collegiate experience. The words applied equally well to our committee.

²⁹ Reprinted from: Frank A. Fear, "A Community of Scholars Creates a New Way of Thinking about Outreach, and Positions Michigan State in a National Leadership Role," *CONNECTIONS* (Fall/Winter 1993: 2-3).

As I reflected on what I had just read, it seemed ironic that a task the committee had left to the end of its deliberations was, in effect, the force that helped forge our community. That last task: *define scholarship*. Although we felt—almost from the beginning of our discussions—that scholarship was central to our conception of outreach, we had not defined it. As we neared the end of our time together, we felt that it was important to be clear about this all-important concept. We quickly reviewed a number of literature sources, but could not find a definition that communicated about scholarship powerfully and coherently. So we created our own definition:

We believe that the essence of scholarship is the thoughtful creation, interpretation, communication, or use of knowledge that is based in the ideas of the disciplines, professions, and interdisciplinary fields. What qualifies an activity as "scholarship" is that it be deeply informed by accumulating knowledge in some field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism.

In a very real way, this definition also describes the nearly two-year effort undertaken by the Provost's Committee for University Outreach. Twenty faculty members, representing nearly every corner of the university, came together for the purpose of preparing an institutional report. Scholarship was virtually the only characteristic that we shared. We certainly didn't share a professional interest in outreach; some of us were heavily involved and invested in outreach, but others wondered aloud why they had been selected to serve on an outreach study of this sort. But we connected as scholars, used that connection to create and sustain community, and produced a cutting-edge report as a result.

And the words of the Carnegie report quoted earlier apply amazingly well to our experience: the separate parts create something greater than the sum. It had to be a collective effort because no subset of us could have produced this work. Each member contributed uniquely and importantly. Not one committee member would have or even could have defined outreach at the outset in the way that it is expressed in the final report.

To get from where we started to where we ended, committee members did what good scholars always do: we brought our perspectives, remained open to new information, and engaged in vigorous debate. In so doing, we created a new way of thinking about outreach—a way of thinking that carries with it a corresponding set of new institutional policies and practices.

What is the essence of this new way of thinking? For one thing, it positions outreach at the center of what a university is and does. It is a way of thinking that, to quote the report, "construes outreach as a mode of scholarship that can enrich and sustain the intellectual vitality of units throughout the campus, and supports the integration of the multiple dimensions of a scholar's life."

It is a way of thinking that conceives outreach as scholarship that cuts across the teaching, research, and service functions of the university. This is an integrative perspective that serves as a powerful counterpoint to the zero-sum arguments of "doing more of this means doing less of that." We advance a new nomenclature—outreach teaching, outreach research, and outreach service—to suggest that there are various outreach forms of scholarship. Given this conception, it is not surprising that we strongly oppose the view that outreach and service are coterminous.

We propose that outreach must be conceived as part of the academic mission of our university. It is better conceived this way, we believe, than as a program or activity that is conducted by

certain units and not others, and by certain people and not by others. In this vein, lifelong education and extension are outreach components.

And, while we do not propose that every faculty member must participate in outreach at all times during their MSU career, we do argue that every academic unit has responsibility for outreach. We further propose that primary responsibility for planning outreach should be lodged as closely as possible to the unit level. Along this line, we challenge our colleagues to form communities of scholars at the unit level to determine how they can best satisfy their corporate responsibilities—as employees of Michigan State University—and fulfill their unit's mission-related obligations.

Adopting our way of thinking will require a transformation of Michigan State University. To effect this transformation, we offer 20 recommendations organized in seven categories. To be realized, some recommendations will require more action at higher and at central levels; other recommendations will involve more action at the unit level. To be sure, coordinated leadership across the institution will be necessary if the vision we describe is to become reality.

Without question, it will take fortitude for outreach to be recognized, stimulated, and rewarded in the ways that we describe. Because of this, it is possible to classify our report as radical in concept and vision. But, in another way, we offer a traditional perspective—one that links naturally with our land-grant heritage. We are, after all, an institution that has a covenant with society, an institution whose very existence depends on whether society believes it is worth supporting.

Some suggest that higher education is at a crossroads. For these analysts, at issue is either self-reform or external reform. Perhaps this issue, and the corresponding challenge, is best expressed in the closing section of our report:

This change process can be led by the Academy if it moves appropriately and deliberately. At issue is not whether change will occur, only when it will occur and who will lead it. Sometimes organizations do not see the need to make necessary change, fail to move quickly enough, or resist change even when others call for it....The all-important question is: Will Michigan State be at the forefront?

If history gives us any insight into the future, I believe the odds are in Michigan State's favor.

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³⁰ These citations were collected by Ms. Sonia Patra-Zuna, graduate assistant in the MSU Department of Communications, working under the guidance of James Dearing, committee member.

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Appendix A**MSU Faculty and Staff Interviewees³¹**

William Abbett
Dean, Human Medicine

Nicholas Altiero
Associate Dean, Engineering

Donald Anderson
Chairperson, Chemical Engineering

Howard Anderson
Assistant Dean, Graduate School

Alvin Arens
Professor, Accounting

Gale Arent
Director, MSU-Southwest

Carole Armstrong
Librarian IV, Libraries

Marilyn Aronoff
Assistant Professor, Sociology

Gerald Babcock
Chairperson, Chemistry

Faye Backie
Librarian III, Libraries

Susan Bandes
Director, Kresge Art Museum

Henrietta Barnes
Chairperson, Teacher Education

Mary Bellows
Extension Home Economist, Wexford Co

Jon Bartholic
Director, Institute for Water Research

Martin Benjamin
Professor, Philosophy

Margaret Bethel
Regional Director, MSU-West Central

Roger Betz
District Extension Agent, Extension
Agriculture Agents

Theodore Bickart
Dean, Engineering

Amy Blair
Librarian II, Libraries

Gerie Bledsoe
Director, Outreach Program Development

Kathleen Bond
Dean, Nursing

James Bonnen
Professor, Agricultural Economics

Ralph Bonner
Director/Senior Advisor, Affirmative
Action Compliance

³¹ Position titles in effect at the time of the interviews

- | | |
|--|--|
| Douglas Brahee
Director, MSU-Upper Peninsula | John Eadie
Dean, Arts and Letters |
| Scott Breckner
Director, Breslin Center | Carl Eicher
Professor, Agricultural Economics |
| Howard Brody
Professor, Family Practice | Maxine Ferris
Professor, Agriculture and Extension Education |
| Larissa Brown
Assistant Professor, History | Jannette Fiore
Librarian III, Libraries |
| Norris Bryson
Specialist, Education | Michele Fluck
University Distinguished Professor,
Microbiology & Public Health |
| David Campbell
Professor, Geography | James Forger
Director, Music |
| Gerald Crawley
Chairperson, Physics and Astronomy | Thomas Getz
Director, Executive Development
Programs |
| Craig Criddle
Assistant Professor, Civil & Environmental
Engineering | Barbara Given
Professor, Nursing |
| Kathryn Cummings
Extension Home Economist, Shiawassee
County | Lori Goetsch
Librarian III, Libraries |
| Marylee Davis
Associate Vice President, University
Relations | Lynn Gould
Director, Cooperative Extension Service,
Clare County |
| Gustaaf DeZoeten
Chairperson, Botany and Plant Pathology | Robert Griffore
Chairperson, Family and Child Ecology |
| Nikolay Dimitrov
Professor, Medicine | David Guikema
Director, Cooperative Extension Service,
Ionia County |
| Tracy Ann Dobsen
Assistant Dean, International Studies | William Haines
Director, Food Industry Institute |
| Sandra Draheim
Extension Home Economist, Kent County | Margaret Hale-Smith
Assistant Director, MSU-Southwest |
| Thomas Dudek
District Extension Agent, Ottawa County | William Harrison
Director, Cooperative Extension Service,
Kent County |
| James Dunlap
Public Safety Inspector | |

- Jon Harrison
Librarian II, Libraries
- Vincent Hegarty
Chairperson, Food Science and Human Nutrition
- Steven Heidemann
Professor, Physiology
- Frederick Honhart
Director, University Archives and Historical Collections
- Frank Hoppensteadt
Dean, Natural Science
- Paul Hunt
Vice Provost, Computing and Technology
- Larry Johnson
Extension 4-H Youth Agent, Allegan County
- Joanne Keith
Professor, Family and Child Ecology
- Sandra Kilbourn
Specialist, Osteopathic Medicine
- Judith Lanier
Dean, Education
- Carl Lee
Librarian IV, Libraries
- Arlen Leholm
Associate Director of Extension, MSU-Extension
- Richard Lewis
Dean, Business
- Thomas Lovik
Associate Professor, Linguistics & Language
- Veronica Maher
Associate Dean, Osteopathic Medicine
- Melvin Matchett
Director, MSU-North
- Juan Marinez
Director, MSU-East Central
- Charles McKee
Director & Professor, Alumni Lifelong Education
- John Melcher
Specialist, Urban Affairs
- Richard Meyer
Vice President, University Development
- Myron Miller
Visiting Professor, International Business Centers
- Elizabeth Moore
Extension Specialist, Resource Development
- Kahtryn Moore
Chairperson, Educational Administration
- Merry Ann Morash
Director, Criminal Justice
- Rebecca Murthum
Administrative Assistant III, Natural Science
- Richard Navarro
Director, Julian Samora Research Institute
- Linda Nierman
Associate Program Director, Extension Home Economics
- Mildred Omar
Associate Professor, Nursing
- Charles Ostrom
Professor, Political Science
- Linda Patriarca
Associate Professor, Counseling Educational Psychology & Special Education

Roger Peacock
Director, Cooperative Extension Service,
Muskegon County

Patricia Peek
Associate Professor, Nursing

Howard Person
Associate Professor, Agricultural
Engineering

Percy Pierre
Vice President, Research and Graduate
Studies

Lawrence Porter
Professor, Romance & Classical
Languages

Joyce Putnam
Professor, Teacher Education

Gail Riegle
Associate Dean, Osteopathic Medicine

William Robb
Director, Cooperative Extension Service,
Allegan County

Donald Sawyer
Professor, Small Animal Clinical Sciences

Lester Schick
Extension 4-H Youth Agent, Muskegon
County

Vern Seefeldt
Director, Youth Sports Institute

Gordon Stewart
Chairperson, History

John Stille
Assistant Professor, Chemistry

Donald Straney
Chairperson, Zoology

Clarence Suelter
Professor, Biochemistry

Marie Swanson
Director, Cancer Center

Geraldine Talarczyk
Associate Dean, Nursing

Moses Turner
Vice President, Student Affairs and
Services

Judith VanWesten
Extension Home Economist, Muskegon
County

Raymond Vlasin
Professor, Resource Development

Charles Webb
Executive Director, MSU Alumni
Association

Steven Weiland
Professor, Educational Administration

Carol Weissert
Assistant Professor, Political Science

Herbert Whittier
Professor, Family Practice

Helene Williams
Librarian I, Libraries

William Wiseman
Purchasing Agent

Pui Kei Wong
Associate Dean, Natural Science

Douglas Wood
Dean, Osteopathic Medicine

Lauren Young
Associate Professor, Teacher Education

Appendix B

EXAMPLES OF OUTREACH AT MICHIGAN STATE UNIVERSITY³²

Outreach to Schools and Children, Youth, and Families

My Brother's Keeper

Geneva Smitherman, Dept. of English

My Brother's Keeper is a mentoring program designed to improve educational self-esteem of at-risk students, with emphasis on African American males. Numerous MSU undergraduates serve as volunteer mentors and role models for fifth and sixth graders from Malcolm X Academy and other Detroit elementary schools. The program attempts to intervene in the children's life experiences at an early age and impact their attitudes about college through interactions with African American role models. The Detroit children participating in the program have shown improved educational self-esteem and college awareness.

Some MSU mentors plan to become teachers and the *Brother's Keeper* experience assists in their development for the teaching profession. It also reinforces their commitment to youth and their sense of social responsibility.

Community Coalitions in Action

Joanne Keith and Norma Bobbitt, Dept. of Family and Child Ecology

The Community Coalitions in Action (CCIA) project links MSU's research and educational strengths to the concerns of Michigan's communities. In particular, the CCIA seeks to identify, document, and evaluate the wide range of collaborative efforts in the state that exist for the benefit of children, youth and families. The goal is to enhance the effectiveness of existing collaborations and assist with the formation of new linkages between agencies and institutions that serve children, youth and families.

By integrating research and outreach, CCIA provides theories and models of community collaboration specifically targeted to different community situations. CCIA is cooperating with selected communities in developing their collaborative efforts, and also provides training for teams of community leaders and older adolescents focusing on youth-at-risk concerns. CCIA involves faculty from five MSU departments, MSU 4-H Youth programs staff and extension field staff from seven Michigan counties.

³² The examples presented here were drawn from input provided to committee staff by the campus interviewees and by MSU deans. The study was conducted by staff members Laurie Wink and John Fallon, and the descriptions were edited by Ms. Wink. The purpose of the study, and the presentation here, are to highlight the diversity and richness of outreach at Michigan State. This is NOT a definitive or exhaustive list of MSU outreach programs and activities; it is presented for illustrative purposes only.

Division of Science Education

Clarence Suelter, College of Natural Science

The Division of Science Education is the College of Natural Science's primary outreach agency to K-12 teachers and students. In addition to offering outreach programs, the Division serves as a link between K-12 educators, statewide science teacher organizations and MSU faculty.

Summer courses and weekend workshops taught by College of Natural Science faculty form the core of a master's degree in biological science for secondary teachers. Degree candidates increase their knowledge and understanding of science and create laboratory and classroom learning materials as part of their thesis projects. Based on the success of the program for secondary teachers, a series of courses and workshops is being developed for elementary and middle school teachers across the state. The Division of Science Education works cooperatively with Lansing Community College on projects targeted for elementary and middle school teachers.

The division coordinates Michigan Industrial Initiatives in Science and Math Education, a program that places teachers in industrial settings during the summer, and the High School Honors Science Program, which places high caliber high school science students from around the nation in MSU laboratories. It also coordinates the Laboratory Enrichment Activities Program (LEAP), providing lab experiences to high school juniors and seniors in a four-county area, and works with Lansing area science education agencies such as Impressions Five Museum and the Capital Area Science and Math Center.

Science Theater

Graduate Student Steering Council, Dept. of Physics and Astronomy

A one-year waiting list for appearances attests to the popularity of Science Theater, an outreach program designed and operated by graduate students in physics and astronomy. The students provide hands-on, scripted science shows tailored to suit individual requests, most of which come from elementary and middle school teachers. More than 10,000 students in mid-Michigan saw Science Theater presentations in 1992. A teacher conference held last fall gave teachers an opportunity to critique the presentations and gather science demonstration ideas for their own use.

Science Theater was created to support science education and contribute to a more science literate public. In addition to weekly school appearances, the graduate students answer science related questions in a weekly newspaper column, "Ask Science Theater".

Exploring SPACES in Edison Neighborhood

Jan Barker, 4-H Youth Agent, Kalamazoo County

Exploring SPACES gives inner-city young people an opportunity to explore science, technology, reading and mathematics. The program uses interactive computer/video systems to help kids develop the problem-solving skills, self-esteem, and knowledge of new technologies that will be necessary for the work force of the future.

Exploring SPACES is conducted at two elementary schools by Kalamazoo County 4-H Youth Development Programs in collaboration with Kalamazoo Public Schools and other community organizations. It draws on expertise in the MSU State 4-H Office, the MSU Institute for Children, Youth and Families and MSU faculty members. The project is supported by a cadre of volunteers from among parents, teachers, senior citizens, high school students, Western Michigan University students, and members of local businesses and community agencies.

Last year, more than 600 youth participated in this innovative in-school, after-school and summer program in the Edison neighborhood, a community adjacent to Kalamazoo's downtown business district. Single-parent households with incomes below the poverty level make up some 60 percent of the community.

Toledo Support Teacher Program

James Gallagher and Perry Lanier, Dept. of Teacher Education

This multi-year effort draws on findings of educational research to improve teaching practices and student learning in science and mathematics. It serves as a model for school restructuring and for collaboration among school administrators, teachers' union members and university faculty.

About 40 teachers in eight departments of four junior high schools in Toledo have participated and report positive effects in their general motivation and commitment to teaching, as well as their preparation to teach science and math. The program has fostered collegial working relationships among science and math teachers in support of instructional changes, experimentation, reflection and peer interactions in and out of the classrooms.

As a result of the program, students are achieving at higher levels as measured by standardized tests, locally developed tests and reports of teachers in high schools that these junior high students enter. MSU teacher education faculty involved in this program have integrated their experiences and insights into their courses for the benefit of MSU undergraduate and graduate students.

Minorities and Females in Juvenile Justice System

Timothy Bynum, School of Criminal Justice

The Michigan Committee on Juvenile Justice requested this project to examine the extent of and possible causes for differential treatment of cases involving minority and female youth in the juvenile justice system. Through an intensive study of more than 4,000 cases in seven juvenile courts and 3,000 cases in eight police departments in Michigan, MSU researchers developed a profile of case processing in each location. In addition, interviews were conducted with court personnel, police officers and juvenile offenders.

The MSU research team presented research findings to a policy board and the two groups are working together to develop policy and program recommendations. The Michigan Committee on Juvenile Justice will draw on federal funding to develop programs aimed at lessening the impact of race and gender on juvenile justice practices.

Secondary School Forensic Science Education Program

Jay Siegel, School of Criminal Justice

Advanced high science students have an opportunity to use scientific methods, observation, logic and imagination to solve real crime problems in a forensic science course. Developed by an MSU faculty member in collaboration with a high school chemistry teacher, the 17-week course integrates principles of chemistry, physics, biology, math and criminal investigation in lecture and laboratory modules. In addition to encouraging students to integrate and apply knowledge, the course is intended to interest talented high school students in pursuing science careers.

Single Parent Family Institute

*Roy A. Hayes, Community and Economic Development Program
MSU West, Grand Rapids, Michigan*

The Single Parent Family Institute was created in 1986 to help single parents make the transition from dependency to self-sufficiency. The nonprofit Institute coordinates both public and private sector resources to prepare single parents for further education and/or employment. Services are available to those who are 18 years of age or older and have incomes at or below the poverty level. The Institute was formed through the collaboration of Trumark, Inc., a Lansing-based minority-owned corporation, and the Grand Rapids-based Community and Economic Development Program of the MSU Center for Urban Affairs.

Technical Assistance to Children's Trust Fund

Robert Caldwell, Anne Bogat, William Davidson II, Dept. of Psychology

A team of MSU faculty and graduate students is providing technical assistance to the Children's Trust Fund in areas of grant monitoring, program evaluation, and special projects aimed at child abuse prevention. This nine-year collaboration between MSU and the Children's Trust Fund has helped placed Michigan among the leading states in child abuse prevention. The collaborative program provides a community laboratory for MSU graduate and undergraduate students to learn about delivery and evaluation of child abuse prevention programs. It also enables faculty members to remain at the leading edge of theory and research in this critical societal issue.

Graduate students, under the supervision of MSU faculty, serve as grant monitors and make site visits to each of the Trust Fund's 16 direct service prevention programs throughout the state. Faculty members design and implement program evaluation research that advances knowledge about effective child abuse prevention strategies and helps the Trust Fund decide on future funding priorities.

Mentoring of Adolescent Mothers

G. Anne Bogat, William Davidson II, Robert Caldwell, Dept. of Psychology

A mentoring program for adolescent mothers attending an alternative school in Lansing, Michigan has been developed by MSU faculty and graduate students. Last year, some 50 pregnant and parenting teens ranging in age from 12 to 18 participated in the program.

During the last trimester of pregnancy, the adolescents are assigned to women in the community who have had children and who agree to serve as mentors by meeting weekly with the teens for a nine-month period. During this time, the teens also meet weekly in support groups held at the alternative school, and the mentors meet weekly in their own group. The program is intended to contribute to the well-being of adolescent mothers and to the positive parenting of their newborns. The MSU faculty and graduate students collect data at various stages before and after birth to keep track of social support, stress, self-esteem, general health, and family relationships.

Family Ties

Harry Perlstadt, Dept. of Sociology

MSU faculty are assisting Mott Children's Health Center in conducting a five-year study of teenage mothers' parenting practices and the development of their children from birth to kindergarten. About 140 teens ranging in age from 13 to 17 and family incomes at the poverty level were recruited for the study during pregnancies with their first children. They were

randomly assigned to either a treatment group in which they had weekly contact with a mentor or to a standard group in which only monthly phone contact was made. Participants were required to bring their children to Mott Children's Health Center for checkups at six and twelve months, and to answer a set of parenting surveys.

One and a half years into the program, the retention rate is high. Participating teens are learning about differences in parenting approaches and techniques. Babies with health or developmental problems are treated or referred elsewhere.

Building Strong Families

Pam Boyce, Extension Home Economics Programs

Building Strong Families is a parent education program for limited resource families. The goal is to contribute to child development by increasing the parenting knowledge and skills of adults who are caring for children up to three years of age. Building Strong Families identifies and builds on individual's parenting strengths. The program is delivered in the home by a peer instructor in four units: How Kids Develop; Helping Kids Behave; Playing to Learn; and Smart Living, which is devoted to helping adults set and reach goals.

This program is a collaborative effort involving MSU Extension, the Michigan Departments of Public Health and Social Services, the Children's Trust Fund, and United Way.

School, Community and Family Readiness Project

Marvin McKinney, Institute for Children, Youth and Families; Elaine Allensworth, Dept. of Sociology

A rural pilot program based on community collaboration to improve school readiness is underway in six targeted school districts located in three Michigan counties with high percentages of children living in poverty—Lake, Mecosta, and Osceola. These counties rank among the top four in the state for the percentage of children receiving special education services, and among the top ten for children needing nutritional support.

The project promotes optimum development of children from conception to kindergarten. This collaborative project has brought together a diverse group of partners, including MSU Extension and the Institute for Children, Youth, and Families; Ferris State University, the Big Rapids Public Schools, and the Human Service Coordinating Body. Michigan State is assisting by training a corps of community members and professionals as specialists in early childhood development. These community specialists will coordinate programs in local school districts that are designed to meet the early developmental needs of area children.

Philosophy for Children

Stephen Esquith, Dept. of Philosophy

Over the past five years, fifth grade students at an East Lansing elementary school have been encouraged to think philosophically through a 17-session enrichment activity conducted by an MSU faculty member in philosophy. The book *Harry Stottlemeier's Discovery* forms the basis of discussions in which students explore and clarify their reactions and views. Through these discussions, students learn how to draw logical inferences and learn what it means to give reasons for their feelings, reactions and convictions. They also learn how to describe human emotions, reactions to works of art and strong personal convictions.

Reading and Writing at Greenfield Village

Marilyn Wilson, Dept. of English; Michael Steinberg, Dept. of American Thought and Language

This two-week intensive program is organized as a workshop for teachers of English, social studies, and history in middle school, high school, and college. Participants explore American culture through the historical and cultural artifacts of the Henry Ford Museum and Greenfield Village and through reading American literature. Special lectures on American language, literature and culture are given by museum curators and outside consultants. The course is designed to model interdisciplinary learning through an integrated reading and writing program. As part of the course requirements, students submit a series of lesson plans for their own classrooms using museum experiences.

Red Cedar Writing Project

Sharon Thomas, The Writing Center

The Red Cedar Writing Project (RCWP) is a five-week summer institute that provides teachers at all levels (K-20) the opportunity to study current theory and research in the teaching of writing while, at the same time, writing and responding to the writing of others. RCWP was chosen as one of nine new participants of the National Writing Project, a program supported by the National Endowment for the Humanities and several private foundations. The program is based on the model of teachers teaching teachers and has reached over 820,000 educators since its founding 19 years ago.

Seventeen teachers from schools in and around Lansing, Grand Rapids, Battle Creek, and Kalamazoo participated in the 1993 summer institute, the first one held at MSU. RCWP participants shared their best teaching strategies with each other, and made plans to visit one another's classrooms and conduct monthly follow-up meetings during the coming school year. Plans have also been made for a project newsletter and a mini-conference in January. The project is co-directed by an MSU faculty member and a Lansing secondary education teacher. They select outstanding writing teachers from among the applications to participate in the project, which is expected to have a positive effect on preparing students to meet the literacy demands of the future.

Service-Learning Outreach

Adolescent Diversion Program

William S. Davidson II, Dept. of Psychology

Each year, more than 100 MSU undergraduates who enroll in a year-long credit course in the Dept. of Psychology engage in experiential education by being paired one-on-one with adolescent delinquent youth and their families. The students provide advocacy and family-based intervention on a weekly basis to adolescent offenders. The program has significant positive effects on both the adolescents and MSU undergraduates.

Under the direction of William Davidson, this program blends research, teaching, and outreach in a long-term effort that, since 1976, has involved five other MSU faculty members, more than 60 graduate students, 1,400 undergraduate students, staff of the Ingham County Probate Court, and some 1,400 adolescents from the local community. The initial phase of this program involved research by Davidson and others on effective diversion programs for juvenile offenders. In the second phase, research findings are being applied through education and outreach activities.

University Outreach at Michigan State University

Peer Mediation Program

William Donahue, Dept. of Communication

The Peer Mediation Program teaches elementary school students to resolve disputes through discussion rather than violence. It also gives MSU students an opportunity to learn dispute resolution skills and teach them to children. The program is conducted at two elementary schools in Lansing with high percentages of "at risk" students. MSU undergraduates enrolled in a communication course develop and teach after-school sessions in conflict mediation for elementary students who have been selected to serve as "conflict managers". During playground duty, MSU students observe and facilitate the conflict managers' performance in resolving disputes among their peers, who are given the choice of working with the conflict managers or with school principals.

The program has demonstrated positive effects on all children at the participating schools. Skills and strategies they learn at school are being applied in a variety of settings off the playgrounds. In addition, students trained as conflict managers develop friendships with the MSU students and often express an interest in attending college themselves.

Community Development and Environment Program

William Ewens, Dept. of Sociology; Mary Edens, Service-Learning Center

This program provides social science undergraduate and graduate students with experience in working directly with community groups in Lansing or other regions of the state. Participating students may receive academic credit as an academic internship through the College of Social Science. They are placed through the MSU Service-Learning Center in a variety of projects in one of four general categories: community service and education projects, designed to inform residents about problems or provide them with skills to address problems; research projects, such as data base searches, field studies, social surveys, and experiments; technical assistance projects, enabling community groups or agencies to identify, describe, and solve local problems; and community self-help projects, enabling local grassroots volunteer organizations to address issues they view as important.

In addition to the on-site community work, students complete academic assignments related to the community field experience under the direction of faculty members in the sociology department and the Center for Urban Affairs.

Field Experiences in Park and Recreation Resources

James Bristor, Dept. of Park & Recreation Resources

Undergraduate majors in park and recreation resources can earn credits and gain professional experience in several field related courses that match their academic goals. Through PRR 293: Professional Field Experience course, opportunities exist for students interested in commercial recreation; interpretation, planning, and design; recreation program management; natural resource administration; or therapeutic recreation. Students enrolled in this field course have worked with local parks and recreation departments, YMCAs, intermediate school districts, schools, senior citizen programs, family crisis centers, and hospitals. Another field experience is offered through PRR 215: Recreation Program Management. This course is open to park and recreation resources majors and non-majors from a broad base of academic backgrounds. Students are responsible for planning, implementing, and evaluating special events, such as a Holiday Festival for Big Brothers/Big Sisters or a Women's Weekend Get-a-Way at the Holiday Inn in East Lansing.

These field experiences help bridge classroom theory with practice and enable students to acquire professional competence, knowledge and skills.

Community Service Project

Richard Bernsten, Dept. of Agricultural Economics; Mary Edens, Service-Learning Center
In the course PAM 260: World Food, Population and Poverty, some MSU students encounter poverty for the first time—in their own community. About 30 students a year opt to complete the extra credit assignment of volunteering 15 hours of their time to assist a community agency in service to the needy. Through the MSU Service-Learning Center, the students are given volunteer assignments in Lansing area soup kitchens, Salvation Army outlets, homeless shelters, domestic violence shelters, and YMCA or YWCA programs for needy children.

These volunteer experiences highlight the similarities in the problems faced by the poor in the United States and in developing countries. Students write reports describing their service and evaluating the agencies' performance. According to the instructor, students come to realize that the homeless often are victims of circumstances beyond their control.

Family and Child Ecology Capstone Experience

Esther Fergus, Dept. of Family and Child Ecology; Mary Edens, Service-Learning Center
Undergraduate students enrolled in FCE 270: Introduction to Human Services each complete about 30 hours of volunteer work in two sites per semester. The MSU Service-Learning Center helps students secure placements at selected sites, such as Headstart, the Black Child and Family Institute, the Beekman Center, Burcham Hills Retirement Center and Cristo Rey.

The purpose of this course is to assist students in learning about methods of identifying basic human needs across the lifespan and finding resources to meet those needs. Through their field experiences, students develop a working knowledge of human service systems and organizations. They also explore personal issues related to careers in the human services arena through course readings, written assignments, and classroom discussions.

Data Collection in Developing Countries

Richard Bernsten, Dept. of Agricultural Economics

Graduate students enrolled in the internationally oriented course, AEC 868: Data Collection in Developing Countries, have gained applied research experience by conducting survey research studies for the East Lansing Environment Commission. This course integrates classroom study of survey research theory with practical field experience and, in addition, produces data that assists the city with policy and program decisions. One research study assessed community participation in the city's new curbside recycling program and identified ways to improve the program. Students designed the study in collaboration with the commission and interviewed some 240 single-family households. For another study, students interviewed 140 East Lansing residents to assess community participation in bicycling and perceived needs for improved bicycling facilities.

While the course does not replicate conditions students are likely to find in developing countries, it gives them experience in working as a research team and dealing with the major methodological issues they are likely to face in conducting surveys in developing countries.

Senior Design Studio***Warren Rauhe, Landscape Architecture***

In December 1992, Prof. Warren Rauhe and his landscape architecture students were honored with a special State of Michigan tribute from Rep. Thomas L. Hickner (D-Bay City) for their work in developing master plans and site designs for the Bay City State Park, the Downtown Bay City Riverfront, and the U.S. Environmental Protection Agency's proposed Great Lakes Research Institute. The plans were completed as part of a senior capstone course taken by some 40 MSU landscape architecture students each year. Under Rauhe's direction, each student produces designs for a community service project selected from among the numerous requests received by Rauhe each year. Community representatives make several trips to campus to talk about their projects, and provide funds for student travel, lodging, and supplies at the various sites.

This service learning experience gives students experience in working with real life planning and design projects, provides faculty members with case studies for research investigations, and delivers workable ideas to communities that could not otherwise afford to pay for professional design expertise.

**Professional Education, Adult Education, and
Specialized Training and Conferences****National Center for Community Policing*****Robert Trojanowicz and Bonnie Bucqueroux, School of Criminal Justice***

The concept of community policing emerged from research by MSU criminal justice faculty on the Flint Neighborhood Foot Patrol Program. An evaluation of the program showed that a partnership between people and their police can have a dramatic impact on the overall quality of life in a community. The National Center for Community Policing (NCCP) was established at MSU, through a grant from the Charles Stewart Mott Foundation of Flint, to disseminate information about community policing to a broad audience.

Since its inception 10 years ago, NCCP outreach efforts have reached more than 8,000 police professionals, community leaders, civic officials, public policy makers, academics, media representatives, and concerned citizens. NCCP staff provide training, technical assistance, research, evaluation, public education, and information. A community policing newsletter, *Footprints*, and 23 booklets in the "Community Policing Series" have been widely read. The director and associate director write a regular editorial column for a Detroit newspaper.

MSU became the first major university to implement community policing through the cooperative efforts of the NCCP and the campus Department of Public Safety. The Lansing Police Department also serves as an unofficial laboratory for new ideas in community policing. Last fall, the NCCP co-hosted a seminar on, "Community Policing for the 21st Century" with the FBI Behavioral Sciences Unit at the FBI Academy in Quantico, Virginia.

Forensic Pathology: The Investigation of Violent Death***Jay Siegel, School of Criminal Justice; Norman Sauer, Dept. of Anthropology***

One of the most successful criminal justice training seminars of its type in the nation, "Forensic Pathology: The Investigation of Violent Death" has been taught to more than 800 professionals over the past 14 years. Seminar participants come from all over the country and include criminal

investigators, medical examiners and coroners, prosecuting and defense attorneys, and judges. The seminar provides the most current information on patterns of injury; crime scene investigation; collection, preservation, and analysis of physical evidence; postmortem examinations and methods of human identification; and presentation of expert testimony in court. Presenters emphasize a team approach to these types of investigations, and work in teams themselves to cover the seminar material.

A unique seminar feature is the "bring your own case" session, in which participants can discuss actual case problems with the presenters, who have expertise in specialties such as forensic pathology, forensic dentistry, forensic anthropology, and legal aspects of violent death cases. The seminar is offered through the MSU School of Criminal Justice in cooperation with the Department of Pathology of Lansing's Sparrow Hospital.

Hazardous Materials Training Project

Dale Brickner and Scott Tobey, School of Labor and Industrial Relations

For the past five years, faculty from the MSU Labor Education Program (LEP) have provided hazardous materials training to assist employers in complying with new state and federal regulations designed to protect the health and safety of employees. More than 80 emergency response programs have been conducted to train firefighters to respond defensively to releases of hazardous materials. LEP has provided similar emergency response training for personnel of companies such as Ford Motor, General Motors, NutraSweet, and Kraft General Foods.

The instructional programs are tailored to the specific needs of client organizations. In developing training materials and evaluation instruments for these programs, LEP has worked cooperatively with other academic institutions in the Midwest Consortium for Hazardous Waste Worker Training. Funding has come from the National Institute of Environmental Health Sciences and the Michigan Department of Labor. LEP has also been asked to provide information about the program by fire departments in four other states and New Brunswick, Canada.

UAW/General Motors Paid Educational Leave

Labor Education Program, School of Labor and Industrial Relations

As the need for major changes in the U.S. automobile industry became clear in the 1980s, the Paid Educational Leave (PEL) program was negotiated as part of the 1984 contract between General Motors and the United Auto Workers. The program was based on the premise that people at all levels of GM need to be able to make informed decisions about the auto industry and their part in it.

Participation in the PEL program is optional for each GM plant, but participation is required of all employees at plants that opt for it. As part of the PEL program, eight MSU faculty and staff in the School of Labor and Industrial Relations conduct intensive one-week educational sessions attended by a total of some 375 UAW members and managerial staff at three GM plant locations in Michigan. The MSU team frequently presents model PEL programs in other areas of the country where participation is under consideration. Their services are contracted by the UAW/GM National Human Resources Center in Auburn Hills (MI) which coordinates the PEL program throughout the United States.

Worker Adjustments to the Global Economy (WAGE)

Dale Brickner, School of Labor and Industrial Relations; Thomas Carroll, Center for the Advanced Study of International Relations

With funding from the U.S. Agency for International Development, the three-year WAGE project is developing a curriculum to help unionized workers understand their relationship to workers in developing countries and other economic linkages in a global economy. The global industrial relations curriculum is being created under the direction of two MSU faculty members, who developed the concept through a grant from MSU's annual competitive outreach grants program. The MSU grant was used to explore the development of a six-state Midwest consortium of labor educators, outline a core curriculum, and write a proposal that won USAID funding.

WAGE represents a unique collaboration of university labor educators, international development experts and labor organization representatives. MSU graduate assistants with expertise in resource development and labor and industrial relations are involved in the project. An intended outcome of WAGE is to make working people into better informed consumers and participants in the worldwide workplace.

United Association Instructor Training Program

Labor Education Program, School of Labor and Industrial Relations

The United Association Instructor Training Program is the first joint labor-management program to provide teaching and communication skills to instructors in apprenticeship training programs nationwide. The program is jointly sponsored by the United Association of Plumbers and Pipefitters and the National Contractors Association. The Labor Education Program (LEP) of the MSU School of Labor and Industrial Relations is responsible for recruiting and preparing some 50 instructors to present the courses on teaching skills. LEP also evaluates the instructors, and certifies all classes for Continuing Education Units. The instructor training program offers an opportunity for MSU doctoral students and faculty members to broaden their teaching experiences. In addition, LEP has been assisted by faculty and administrators at six other state universities, three community colleges and an independent college.

Each year, some 1,200 apprentice instructors from 480 sites throughout the United States and Canada convene at Washtenaw Community College for a five-day training program. To become certified, the apprentice instructors attend a five-year program that provides them with 100 hours of training in teaching skills and 100 hours in teaching specific technical skills.

Project on Innovative Employment Relations Systems

Neil VanderVord, School of Labor and Industrial Relations

The Project of Innovative Employment Relations System (PIERS) assists public and private sector organizations that are interested in and/or involved in joint labor-management initiatives. PIERS responds to requests for training and technical assistance made by practitioners in the field of labor relations and human resource management. The project has developed a comprehensive range of training and technical assistance programs by drawing on faculty in the School of Labor and Industrial Relations and other MSU schools and departments. In addition to contract work with public and private organizations, PIERS conducts a series of open enrollment seminars, conferences and workshops on topics such as the changing nature of collective bargaining in the public sector and joint approaches to disability issues.

Reinventing Michigan Government

Richard Hula, Dept. of Political Science; John Beck, Labor and Industrial Relations

The conference, *Reinventing Michigan Government*, brought together policy analysts, consultants, government leaders, unions, academicians, and citizens to discuss the possibilities for change within Michigan's public sector. The one-day conference attracted more than 450 participants from state, county, and municipal governments; public schools; university administrations; public sector unions; and the media. Four topics explored in-depth were: privatization in Michigan; innovations in the public sector workplace; public-private sector collaboration in human services; and future health care strategies.

The conference was a collaborative effort among three units of MSU's College of Social Science: the School of Labor and Industrial Relations; the Program in Public Policy and Administration; and the Institute for Public Policy and Social Science Research. Follow-up conferences and forums are being planned.

Transgenic Plants and Michigan Food and Agriculture

Lawrence Busch, Dept. of Sociology

A workshop sponsored by the Michigan Agricultural Experiment Station (MAES) was organized to encourage a public dialogue among persons concerned about the impact of biotechnology on the state's food and agriculture system, at a time when Michigan has issued release permits to biotechnology companies for several genetically engineering crops. The day-long workshop brought some 60 leaders from Michigan farm organizations, consumer groups, agricultural suppliers, environmental organizations and university educators together at MSU to discuss issues associated with the use of genetically engineered—transgenic—plants in Michigan.

Participants were given background information on biotechnology and development of transgenic plants from four perspectives: industry, university, environmental, and consumer. In small group discussions, participants raised critical issues related to ethics, education, research agendas, food safety, environmental impacts, and regulatory policy. The final part of the workshop focused on synthesizing the issues and suggesting policy recommendations to address them. Recommendations have been widely distributed and used to guide MAES planning.

Ethical Decision Analysis for Municipal Clerks and Treasurers

Bruce Miller, Dept. of Philosophy

This program was developed to increase awareness of ethical issues involved in the routine professional work of municipal clerks and treasurers and to promote discussion of ethical issues in municipal government. Participants learn to identify ethical principles involved in various case studies, and some methods of decision making that can be used for these issues. Cases proceed from general *Ann Landers*-type cases to those involving ethical issues specific to municipal government. Small group discussions allow participants to observe the extent of agreement and disagreement among themselves on ethical issues. Through the program, Professor Miller hopes to move participants away from the commonly held polar positions on ethical issues: that there is a right answer to every ethical dispute vs. that any answer to an ethical issue is just as good as any other.

Leadership and Management Program in Security

Merry Morash, Director, School of Criminal Justice

Building on nearly 50 years of experience in security education, MSU's School of Criminal Justice has established the Leadership and Management Program in Security as a cooperative effort involving MSU and a number of federal agencies, industrial associations, and security executives. In addition to undergraduate and master's degree programs, security executive training seminars are offered as a continuing education program for senior managers. The executive training seminars focus on critical issues currently facing security leaders in areas of business management, human resources, finance, trade, and public policy. The Leadership and Management Program in Security takes a comprehensive approach to security education that stimulates sound business practices. The program addresses the needs of security professionals in the public and private sectors who are responsible for monitoring and regulating global competition, international trade, economic activity and national security.

Police Executive Training/Police Executive Research Forum

David Carter, School of Criminal Justice

A number of states regularly schedule "command colleges" through which they offer police executives special training on cutting-edge issues. Dr. Carter is a frequent presenter at these training sessions in Florida, Texas, Kentucky, and Ohio. The training allows him to put research findings into a policy format for use by police executives. He receives numerous inquiries from participants of the programs, or from referrals they have made, for copies of publications and research reports on topics addressed during training. As a result of the training, awareness of MSU and its School of Criminal Justice has been heightened among a wide range of police leaders.

Dr. Carter also has directed several national survey research projects for the Police Executive Research Forum (PERF), a Washington-based national professional organization of chief executives of large city, county, and state police departments. PERF is a highly respected think tank in the area of policing and frequently advises the U.S. Department of Justice, Congress, and a wide range of law enforcement organizations around the world.

Public Mental Health Provider Training

John Herrick, School of Social Work

In collaboration with the Michigan Department of Mental Health, Dr. Herrick has developed training materials and conducted training sessions for public mental health professionals at various sites in Michigan. The purpose of the training is to improve the effectiveness of these professionals by providing them with the knowledge and skills necessary to integrate culturally relevant concepts into their clinical practice. The ethnic groups focused on in the training have included African-Americans, Arab/Chaldeans, Latinos, and Native Americans.

Forensic Science Seminars for Michigan Judicial Institute

Jay Siegel, School of Criminal Justice

Professor Siegel conducts a series of seminars on forensic science and controlled substances that are designed to provide court reporters and recorders with the background they need to make accurate recordings and transcripts of court proceedings. The seminars are part of the judicial education program offered by the Michigan Judicial Institute, the training component of the Michigan Supreme Court Administrators Office.

The general forensic science programs consist of two eight-hour seminars taught to 75-100 participants each. Four four-hour seminars on controlled substances are offered throughout the state to 50 participants per seminar. Participants receive extensive glossaries and bibliographies for their future reference.

Building a Responsive County Government Team

*Lorilee Sandmann, Director; Maggie Bethel, Regional Extension Director
MSU West Central Regional Exchange, Grand Rapids*

This two-day program for newly-elected Newaygo County commissioners was designed to better acquaint them with the county government system and staff members, and orient them to their upcoming responsibilities. All county department heads and officials had an opportunity to give presentations on their operations. The program promoted open, positive communications, fostered team building and set the stage for visioning and positive communications in the future.

Personnel Management Program Service

Theodore Curry, School of Labor and Industrial Relations

Open-enrollment seminars for human resources and labor relations managers and professionals nationwide are offered by four MSU faculty in the School of Labor and Industrial Relations through the Personnel Management Program Service (PMPS). Programs range from one to five days in length and cover topics such as: negotiating the labor contract, equal employment opportunity and affirmative action, and total quality management for human resources executives. In any given year, about 2500 people attend more than 100 of these programs. Seminars are usually limited to 32 participants and feature case studies, group discussion, and problem-solving exercises. Participants receive extensive seminar materials, including results of research conducted by PMPS faculty.

Nissan Research and Development, Inc.

Theodore Curry, School of Labor and Industrial Relations

Faculty in MSU's School of Labor and Industrial Relations conduct annual training sessions in human resources management for newly hired and promoted managers and staff of Nissan Research and Development, Inc. (NRD), the U.S. based engineering and design arm of Nissan Motors. NRD has offices in Phoenix, Los Angeles, Washington DC, and Farmington Hills, Michigan, and employs both Japanese and American staff members. Training sessions foster an understanding among participants of basic societal and cultural differences between the United States and Japan. Company specific case studies and exercises are used in training materials. Emphasis is given to the application of U.S. personnel laws, policies and practices.

Alumni Lifelong Education

Charles McKee, MSU Alumni Association

Alumni Lifelong Education offers university-level noncredit education programs throughout the state, nation and the world for alumni and friends of Michigan State University. It focuses on personal growth and development through multidisciplinary educational approaches involving cultural, intellectual and social dimensions. In 1992, more than 1,800 adults registered for some 150 educational activities. The three major components of Alumni Lifelong Education are: Travel-Study Programs; Evening College on campus; and Special Programs, such as Summer Alumni University and Elderhostel. A pilot program for MSU regional alumni clubs was launched

last year. The Alumni Club Study Group promotes self-learning among a group of 15-18 club members who meet four times over a 12-week period to discuss a selected topic, using a syllabus developed by an MSU faculty member.

Many of the Alumni Lifelong Education programs involve MSU faculty as well as faculty members in other countries. Several travel-study programs have been conducted cooperatively with other Big Ten universities.

Health and Human Services

Community/University Health Partnerships

Gwen Andrew, Human Health Programs

MSU is committed to promoting change within health professions education in order to increase the number of primary care practitioners who pursue careers in community-based health care. To that end, the Community/University Health Partnerships have been initiated as a means of improving access to quality care for residents of rural Michigan. Partially funded by the W. K. Kellogg Foundation, the program is a collaborative effort of three MSU colleges, the MSU Extension Service, other outreach/support arms of the university, and partners in selected communities around the state. Community-based academic health centers are being established to provide comprehensive, primary care health services to medically underserved populations while also providing instruction to MSU medical and nursing students and opportunities for faculty to conduct community-focused primary care research.

The evolving network of community-based academic health centers will be a focal point for efforts to influence health policy by engaging policy makers from state government and key community constituencies in the governance of the network.

Just Caring: Conflicting Rights, Uncertain Responsibilities

Leonard Fleck and Andrew Hogan, Center for Ethics and Humanities in Life Sciences

The basic premise of the *Just Caring* project is that health care reform involves essentially moral and political problems—rather than economic, managerial, organizational or technological ones—that need to be addressed in a democratic manner by the general citizenry. The project begins by focusing on value conflicts in a series of clinical and policy decision scenarios. Audience members use electronic keypads to signal their agreement with various position statements offered in connection with these scenarios. Through computer technology, the responses are integrated and projected in the form of a graph onto a large screen to start a public conversation that is the essence of the project.

The project has been organized at 25 sites around Michigan through the cooperation of state and local political and health care organizations. A total of 800 individuals have participated in the initial forums. The project goal is to conduct 30 follow-up sessions over a two-year period at each of the 25 sites, and to have 30 community leaders in each location commit themselves to participating in the follow-up sessions. *Just Caring* serves as a model for social problem-solving by enabling community leaders and other responsible citizens to talk through policy-setting issues. The project dovetails with the teaching and research interests of the participating MSU faculty members. Based on his work with *Just Caring*, MSU associate professor Leonard Fleck was asked

to join the Clinton administration's effort to revamp the health care system by serving on the working group that considered "Ethical Foundations for the New Health Care System"

Cancer Center

G. Marie Swanson, Director, College of Human Medicine

The Cancer Center at Michigan State University is the only such center in the United States focusing on cancer prevention, early detection, treatment, and supportive care to rural populations. The National Cancer Institute recently awarded the MSU center a three-year planning grant because the center is viewed as a potential model for cancer prevention and control in rural areas. The cancer center has brought multifaceted educational outreach to more than 40 counties across Michigan. For example, a rural cancer prevention program focused on skin cancer and breast cancer has reached more than 3,000 people in the Thumb area of Michigan. The center's treatment consortium provides cancer care for several thousand patients in 10 communities through a network of 27 hospitals and more than 80 physicians. Outreach is carried out collaboratively by more than 25 faculty and staff from the main campus and the Cooperative Extension Service, and representatives of some 17 organizations, including the American Cancer Society and the Michigan Department of Public Health.

Through the cancer center program, university activities in research, outreach, and teaching are directly linked. Research on prevention, early detection, treatment, and supportive care is conducted directly in communities throughout the state. Research findings are immediately implemented in those communities and others. MSU faculty use the research and related outreach activities to enrich their teaching in on-campus classes.

South Washington Park Senior Health Clinic

Sharon King and Catherine Lein, College of Nursing

A Senior Health Clinic developed by MSU nursing faculty is a model for cost-effective alternative care delivery that uses early intervention to avoid health crises for low-income elderly and/or disabled persons, enabling them to live independently rather than relying on foster or nursing home care. The clinic is in the South Washington Park Apartments, a HUD unit overseen by the Lansing Housing Commission. MSU nursing graduate and undergraduate students and faculty provide health monitoring services, such as blood glucose tests and blood pressure reading, and health promotion programs, such as stress management and coping with loss. The clinic is open 16 hours a week and handles more than 100 client visits each month, at little or no cost to the clients.

In addition to providing nursing students with clinical experience, the Senior Health Clinic is part of the Geriatric Clerkship of residents from the MSU Colleges of Human Medicine and Osteopathic Medicine. MSU faculty who practice at the clinic report their experiences have enriched their teaching.

Lodge and Supported Employment and Long-Term Training

Esther Fergus, Dept. of Family and Child Ecology

MSU staff provide training and technical assistance to community-based psychosocial programs that serve people with mental illness through 21 supported employment sites in Michigan. The training and assistance helps people with disabilities to develop vocational plans, to get jobs and to maintain them. In addition, MSU staff have helped develop trainers in Michigan, Ohio and Indiana who are able to teach basic skills to people in field positions in job coaching and job

University Outreach at Michigan State University

development. More recently, training and technical assistance has been provided at sites that are developing clubhouses, which are support programs with vocational and social elements for people with mental illness.

Center for Healthy Beginnings

Mildred Omar and Rachel Schiffman, College of Nursing

Two faculty members in the MSU College of Nursing are working with staff at the Center for Healthy Beginnings in Jackson, Michigan on an evaluation project designed to uncover factors motivating pregnant women to seek prenatal care. The data will be combined with data from a similar project in Battle Creek with the ultimate goal of identifying ways to decrease infant mortality. The Center for Healthy Beginnings is a private, nonprofit center which collaborates with the Jackson County Health Department, MSU, Foote Hospital, and other community agencies to provide prenatal and postpartum care for women. This collaboration has enabled the MSU College of Nursing to provide clinical placement opportunities to both graduate and undergraduate nursing students.

Continuing Care Needs of Patients with Prostate Cancer

Barbara Given, College of Nursing; Charles Given, Family Practice-College of Human Medicine

Incidents of cancer of the prostate gland increased significantly between 1973 and 1988. Because prostate cancer occurs in older males and has a relatively long survival rate, it often creates needs for continuing care by family members. A pilot study is being conducted to identify, for the first time, the financial and social impact of prostate cancer on patients and family caregivers. Participants will take part in an initial home interview, followed by five telephone interviews at monthly intervals and a concluding focus group interview.

Three groups of patients and families are being studied: those receiving radical prostatectomy; those receiving hormonal therapy; and those receiving radiation. Researchers will compare reports from family caregivers and patients at different points in the course of the disease. Research and teaching are closely tied together in this project, and student graduate theses are expected to emerge from the work.

Caregiver Responses to Managing Elderly Patients at Home

Barbara Given, College of Nursing; Charles Given, Family Practice-College of Human Medicine

Research by MSU faculty members on family caregiving for elderly patients at home has demonstrated the heavy demands in terms of hours of care and cost. Families, particularly daughters, can be involved in family care for 20 to 30 hours a week over as many as seven years. The researchers have shared their findings with state and national legislative and policy experts in order to influence reimbursement, eligibility criteria, and types of services available to assist and support family care givers.

Some 50 community hospitals, health departments, clinics, and physician offices in the Upper and Lower Peninsulas of Michigan provided access to 2,000 patients and their family caregivers for this research. MSU medical students and graduate nursing students, as well as students in social work, psychology, family ecology and communication have gained research experience and insights into important issues of family care through the program.

Institute for the Study of Youth Sports

Vern Seefeldt, Institute for the Study of Youth Sports

The Institute for the Study of Youth Sports—the only one of its kind in the United States—conducts research on the positive and negative effects of sports competition on children and youth. Research has examined the effects of physical stress on runners, ice hockey players, wrestlers and children who were not involved in any activities. Most recent research has focused on the epidemiology of sports-related injuries in gymnastics, baseball and softball.

Research results are disseminated through educational materials written for coaches, athletes, parents and administrators, and are used in six states including Michigan. Each year, about 5000 coaches and program directors attend some 125 workshops conducted throughout Michigan by Institute faculty members. The contact with the real world of coaches and administrators through the educational outreach activities keeps Institute faculty members focused on practical problems.

Sports Skills Program

Gail Dummer, Dept. of Physical Education and Exercise Science

The Sports Skills Program offers coaching and instruction in sports skills to children and adults with disabilities who live in the greater Lansing area. Program participants meet once a week to work on improving their skills and fitness, and some prepare for competition through such organizations as Special Olympics. About 50-65 individuals participate in the program each semester.

About 80 undergraduate students each year enroll in PES 465: Physical Activity for Special Populations to gain experience as coaches for the Sports Skills Program. These students usually are majoring in physical education and exercise science, therapeutic recreation, special education, or related fields. Few programs are available in the Lansing area that provide sports and recreation services to persons with disabilities. The Sports Skills Program is offered at low cost to participants and is supported by various community funding agencies. The program's advisory committee includes community leaders with disabilities.

International Programs and Awareness Outreach

International Leadership Program

R. James Bingen and George Rowan, Dept. of Resource Development

International graduate students who attend MSU often assume top-level managerial and leadership positions in developing countries upon completion of their degrees. Yet, many of these students have not had leadership development training and experience. The International Leadership program links future leaders of the international community with leaders from Michigan business, nonprofit, state and local government organizations who serve as mentors. The international student fellows observe their American mentors in professional settings and attend a series of leadership training sessions.

Both fellows and mentors have commented about the cross-cultural understandings that have emerged as an outgrowth of the program. Several ongoing relationships have been established. One fellow and mentor are pursuing business opportunities in Nigeria, and another pairing led to an American Red Cross presence in a town in the Philippines.

International Business Centers

S. Tamer Cavusgil, Eli Broad College of Business and Graduate School of Management

The International Business Centers at MSU include two units: the Michigan International Business Development Center (MI-IBDC) and the MSU Center for International Business Education and Research (MSU-CIBER). The former unit serves as a resource to the state and region on international business development issues, and maintains close working relationships with client businesses and with other technical assistance and economic development agencies in Michigan. The latter unit is one of 16 centers of excellence in the United States created in the fall of 1990 to enhance management education and research, and to assist businesses in addressing challenges of a globally competitive marketplace.

The International Business Centers grew significantly in the 1991-92 academic year. In the nine-month period, the Centers assisted in 10 international "start-ups", the expansion of 5 firms from domestic to international markets, and increased sales of over \$1.8 million. The centers' outreach programs offer technical assistance, advice, and training to the Michigan business community at large, as well as individual counseling for small- and medium-sized businesses, to facilitate their involvement in international business. Faculty and staff have developed materials to assist businesses, such as an *import reference* packet, providing basic resources regarding importing; a *general resource directory*, assisting with international research and development; and a *finance resource* packet, on developing sources of capital. In addition, the centers designed microcomputer software called CORE (Company Readiness to Export) that has been acquired by the U.S. Department of Commerce for use as a training and counseling tool by its international trade specialists.

Internationalizing Business and Economics Program

S. Tamer Cavusgil, MSU International Business Centers; Lorilee Sandmann, MSU Outreach Program Development

The ability of higher education business faculty to address issues of the global economy often is limited by their lack of formal training in international affairs. To help colleges internationalize their curricula, the Internationalizing of Business and Economics Program was developed by a consortium of ten high education institutions in western Michigan, known as the College Consortium Assisting Business and Industry (CCABI). Some 650 faculty and administrators have participated in the program's series of sequential semi-annual workshops held over the past 2½ years. A directory has been produced listing 500 names of faculty from CCABI schools who are qualified to serve as resources to businesses in western Michigan.

The MSU Center for International Business Education and Research has provided faculty with international expertise and educational resources to the program. In addition, the MSU Partnership in International Education competitive awards program is supporting projects in faculty development or internationalizing the business curricula at some of the regional colleges and universities. MSU's Internationalizing Business and Economics Program received a 1993 Innovations in Continuing Education Award from the American College Testing Program and the National University Continuing Education Association.

Women and International Development

Rita Gallin, Director

The MSU office of Women in Development (WID) offers guidance to international project partners, both within and outside the university, for the purpose of incorporating issues of gender into development assistance work. WID identifies individual women and women's organizations

in host countries to assist in project design, implementation and evaluation. For example, MSU-WID participated in the planning team for a proposal submitted to USAID for a collaborative research support project on sustainable agriculture and natural resource management. As a result of WID input, a gender/social impact evaluator position was added to the proposal to ensure that the centrality of women to sustainable development was addressed in all project activities.

A form designed by MSU-WID must be completed for every MSU international project proposal to explain how gender issues will be incorporated into the project. The forms are reviewed by the Advisory/Consultative Committee to the Dean for International Studies and Programs before proposals are submitted to potential funders.

Linkages with Corrections Departments in Korea

Timothy Bynum, Vincent Hoffman, and Merry Morash, School of Criminal Justice

The MSU School of Criminal Justice has established formal linkages with the Department of Criminal Justice in Korea's Kyonggi University, where both the head of the department and a professor are MSU Ph.D. graduates of criminal justice. The faculty at Kyonggi University are interested in developing the fields of juvenile and adult corrections in Korea by establishing formal arrangements for future collaborative research, teaching and student exchanges with MSU. The MSU faculty members plan to integrate knowledge of crime, its causation and control in the Pacific Rim into their MSU research, outreach and teaching programs. The MSU faculty members have also made connections with faculty members in three other Korean universities to better understand their research interests. In addition, they discussed potential research initiatives with the director of the United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders, located in Tokyo.

Food Security in Africa

Michael Weber, Dept. of Agricultural Economics

With financial and programming assistance from the U.S. Agency for International Development (AID), the MSU Department of Agricultural Economics has been engaged over the past eight years in a Food Security in Africa project that applies the land-grant approach of research, service and training to problems of food security and economic development facing selected African countries. Eight tenured faculty members in agricultural economics constitute the core group responsible for conducting the project in developing countries of sub-Saharan Africa. The goal is to increase food security, defined as access for all, at all times, to a level of food sufficient for an active, healthy life. The emphasis is on analyzing food security issues; formulating policies, plans and processes to promote food security; and building capacity through on-the-job training of researchers and analysts within host countries and through graduate degree training at MSU.

The Food Security in Africa project has attracted a large number of outstanding students from the United States and host countries who have completed master's and doctoral degrees at MSU. Because the graduate training of host country nationals is relevant to conditions in their home country, they are able upon their return to make good use of the knowledge and skills they have acquired.

African Historical Sources

David Robinson, Dept. of History; Fred Bohm and Julie Loehr, MSU Press

MSU history professor David Robinson is co-editing, with colleague Jay Spaulding of Kean College in New Jersey, a series of volumes entitled, *African Historical Sources*. The MSU Press

is publishing the series authored by a wide variety of Africanist scholars, many of whom are faculty members at leading universities for African Studies located throughout the world. The project involves transcription, translation and annotation of important African historical sources, both oral and written. Some of these sources are being made available for the first time and are expected to enrich research and teaching programs of university faculty throughout North American and beyond. The completed series will total about 18 volumes. Funding for the project has been contributed by the National Endowment for the Humanities, the MSU Foundation and the MSU College of Arts and Letters.

Environmental Education Curriculum for Thailand

Chris Wheeler and James Gallagher, Dept. of Teacher Education; Maureen McDonough, Dept. of Forestry; David Campbell, Dept. of Geography

MSU faculty members are working with educators in Thailand to design and conduct a pilot project that will revise the K-12 environmental education curriculum for Thailand. Community-based case studies focused on forestry issues will be used to illustrate the interaction between people and the environment. The basic concepts for the curriculum will be based on models prepared by the MSU faculty team, and the pilot case studies will be developed by Thai educators.

Michigan International Development Outreach Network

Marilyn Aronoff, Dept. of Sociology; David Campbell, Dept. of Geography; John Metzler, African Studies Center

Faculty members from Michigan universities and community colleges who are concerned with teaching international development issues have formed the Michigan International Development Outreach Network (MIDEON) to exchange ideas and experiences, sponsor workshops and promote the idea of development education. MIDEON was developed by some of the 85 postsecondary educators who had participated in the MSU Center for Advanced Study of International Development (CASID) Summer Institute for Curriculum Development, held over the course of eight summers. CASID serves as the administrative hub of the network and facilitates access to resources available at MSU. However, MIDEON members define their own objectives and implement programs.

Membership is open to any educator in Michigan who is interested in development issues. Recently, a consortium of 20 Michigan institutional affiliates of MIDEON submitted a grant proposal to the U.S. Department of Education for funding to support MIDEON members' efforts to develop new curricula, conduct research, and participate in workshops.

Dairy Industry Restructuring in Australia

Harry Schwarzweller, Dept. of Sociology

With partial funding from the Michigan Agricultural Experiment Station, an MSU sociology professor has studied changes in agriculture at four sites within a rapidly urbanizing area of Australia. The goal of the field study is to contribute to the understanding of comparable situations in Michigan's Thumb region and the Upper Peninsula. Another purpose of the project is to build bridges between research institutions in the United States and Australia. Schwarzweller was awarded a visiting scientist fellowship to work with faculty and students at four universities and research institutions in Australia on aspects of the changing agricultural structure. He interviewed farm families, researchers and outreach specialists in the area and gave seminars to report preliminary findings of the field investigations. Some of his early findings have been distributed to audiences in Australia and Michigan through a bulletin jointly published by the MSU Agricultural

Experiment Station and the University of New England in Australia. Other reports on the research are forthcoming.

Michigan Global Awareness Consortium

David Walker, Dept. of History; John Metzler, African Studies Center

Faculty members from MSU and nine Michigan community colleges have formed the Michigan Global Awareness Consortium (MGAC) to encourage international education and awareness of global issues. MGAC sponsors an annual fall event featuring speakers and performances that focus on global issues and cultures. The program is attended by college and K-12 students and teachers as well as community members. For the fall 1992 program, *Focus on Mexico*, MSU assistant professor David Walker visited seven community colleges to present historical background useful for understanding the negotiations for the North American Free Trade Agreement. Also on the program were a Mexican dance troupe from Lansing and an anthropologist from the Universidad Autonoma de Queretaro in Mexico.

As a result of the experience, Walker cultivated personal relationships with students and faculty engaged in international studies at other Michigan higher education institutions. He is an historian of Mexico and is interested in further developing the Latin American history field at MSU.

Project BRIDGES

Jack Schwille, Professor and Assistant Dean, International Studies in Education

Project BRIDGES is a program of collaborative research in education conducted by faculty members from MSU, Harvard University, Research Triangle Institute, the Institute for International Research, and Texas Southern University with colleagues from the countries of Thailand, Burundi, Sri Lanka, and Pakistan. Projects are aimed at improving basic education and topics vary by country. Studies have been conducted on school clusters, education financing, and cost effectiveness of different types of teacher education. Results of BRIDGES research have been reported at many professional meetings and in journals such as the *International Journal of Educational Research*. Six faculty members from MSU's College of Education have participated in the research and have used their work to enrich their teaching at MSU.

MSU's work in Project BRIDGES has been cited as exemplary for its careful design and cultural sensitivity, for close collaboration with researchers in host countries, and for the overall quality of work in improving basic education in those countries. The MSU collaborators received an award from the National Education Commission of Thailand for outstanding research quality.

Health Sector Information System for Indonesia's National Development Planning Board

Frank Zinn, Department of Geography

An MSU faculty member is collaborating with colleagues from the University of Michigan and from Indonesia to develop a health sector planning information system that will meet the needs of Indonesia's Bureau of Health and Nutrition. So far, a database and analytical supports have been developed, and efforts are continuing in order to fine-tune the system.

Third World Development Issues in the Classroom

Tom Carroll and Anne Cusick, Center for Advanced Study of International Development

CASID faculty and staff are working with high school and junior high school teachers in the Lansing school district to incorporate Third World development issues into the curricula. This program goes beyond the usual seminar presentation or lecture series by actually devising ways of making development issues an integral part of classroom instruction. Teachers work collaboratively with MSU faculty experts to explore what "development" means, the connections among issues of the developing world and developed world, and ways to incorporate this knowledge into the curricula. These teachers will act as "teacher ambassadors" to train other teachers at their schools. CASID program coordinators intend to expand this effort to other school districts with the support of U.S. Dept. of Education funding.

Chinese Cultural Presentations to Third Graders

Linda Johnson, Dept. of History

Three MSU faculty members visited a number of third grade classes in the Lansing schools to give presentations on aspects of Chinese culture and language. The presentations were in conjunction with an art project featuring paintings by children from the Chinese province of Sichuan. Among the MSU presenters was Dr. Linda Johnson, a specialist in Chinese history and art who is fluent in the Chinese language. She wore a Chinese costume and presented a basic language lesson to the third graders.

Diversity and Pluralism**African-Centered Education in Public Schools**

Geneva Smitherman, Dept. of English

Various MSU faculty and graduate students are offering graduate course work for Detroit public school teachers on the implementation of an African-centered education. Course work emphasizes the application of African and African American culture, history, literature, and experience to the education of Black youth. The graduate courses are part of a collaborative effort to improve education in early years so students will be better prepared for college in later years. Participating teachers and administrators have produced resource manuals, curriculum plans, and instructional units. Parents are encouraged to attend lectures to learn about their children's educational experiences. The MSU lecturers have an opportunity to test their theories and ideas with an audience of teachers and parents who are trying to implement these ideas and theories in the real world.

Diversity/Pluralism Database

Margaret LaShore, Bay County Cooperative Extension; Amy Blair, MSU Libraries

Drawing on the MSU Libraries' broad array of resources, a database is being created to provide information on Michigan demographics and diversity issues to statewide Cooperative Extension personnel and others involved in educational outreach initiatives. Although still in the formative stages, this project's goal is to eventually make the database available on Internet.

Julian Samora Research Institute

Richard Navarro, Director

The Julian Samora Research Institute is the Midwest's premier policy research and outreach center to the Hispanic community. Named in honor of a pioneer scholar in Mexican-American studies, the institute is committed to generating knowledge through research, transmitting knowledge through teaching, and applying knowledge to meet the needs of the Latino community in the Midwest. A number of research-focused community-based projects are underway in three primary program areas: family, youth, and education in neighborhood contexts; community/economic development studies; and social and economic demography. For example, an after-school program called *La Clase Magica* uses computer technology to facilitate language skills of Spanish-speaking elementary school children and their families. Two other programs use the culture and history of Latinos to encourage an interest in science and math among youth.

The Institute also hosts the administrative office of the Midwest Consortium for Latino Research, a community of scholars from nine higher education institutions engaged in collaborative and comparative research on the multitude of economic, political, educational, and social issues confronting Midwestern Latino communities. Institute director Richard Navarro is co-director with his Mexican counterpart of the Mexico-United States Consortium for Academic Cooperation, another collaborative effort among academic institutions on behalf of Mexican-origin peoples.

African-American Voice in The Academy

Darlene Clark Hine, John A. Hannah Professor of History

The Academy gives a voice to the scholarly interests and achievements of African Americans. It is written by MSU graduate students in English, history and urban affairs and provides them with opportunities to hone their analytic and writing skills, and to elaborate on their teaching and research interests. *The Academy* is published several times a year with funding from Darlene Clark Hine, Hannah Professor of History. Issues contain feature stories on noteworthy MSU students, faculty and staff members; information on courses and degree programs; reviews of books and films; and even some poetry. This one-of-a-kind publication is sent to more than 100 academics around the United States, to Lansing area residents, and to all African American students, staff and faculty at MSU.

Our Daily Work, Our Daily Lives

John Beck, School of Labor and Industrial Relations; David Labaree, Dept. of Teacher Education; Kurt Dewhurst and Yvonne Lockwood, MSU Museum

Artist Ralph Fasanella's paintings feature workers in their workplaces, homes, neighborhoods and union halls. Two years ago, Michigan's Local 951 of the United Food and Commercial Workers donated Fasanella's painting, "Don't Mourn, Organize" to the MSU Museum. This and other pieces by Fasanella were showcased at a major exhibit at the MSU Museum in June 1993, along with presentations by the artist himself. The exhibit is part of a joint cultural outreach project, "Our Daily Work, Our Daily Lives: Ralph Fasanella, Worker and Artist," conducted by MSU faculty in the Labor Education Program, Dept. of Teacher Education and the Museum. An instructional video and educational materials on Fasanella and his work is being developed for classroom teachers, with a grant from the Communication Workers of America.

West Michigan African-American Male Conference

Roy Hayes, Community Economic Development Program, Center for Urban Affairs

The West Michigan African American Male Conference, *Working Together to Make a Difference*, is held in May at Grand Rapids Community College's Applied Technology Center. Some 1,400 adults and youth participate in this annual conference, which is designed to bring African American males together with organizations, agencies, community groups, and advocates. The conference features more than 30 seminars and other presentations on family, self-awareness, education, employment, and community. Keynote speeches have been made by nationally known figures such as the Rev. Jesse Jackson, president of "Keep Hope Alive," and Paul Robeson, Jr., president of the Paul Robeson Archives.

Community and Industrial Outreach**Beaver Island Partnership**

Warren Rauhe, Landscape Architecture; Cynthia Fridgen, Resource Development

This program aims to empower the residents of Beaver Island to develop and implement a master land use and economic development action plan to guide future growth. MSU faculty in Landscape Architecture, Urban Planning, and Resource Development are providing expertise and guidance for this one-year effort. Also participating are MSU Cooperative Extension Service field staff, faculty from Jordan College Energy Institute and representatives from the Public Service Commission and the Michigan Department of Natural Resources.

The Beaver Island partnership is a prime example of how university research, teaching, and outreach resources can be integrated and brought to bear in addressing a community need. The focus of the partnership is on achieving consensus among residents about the future direction of Beaver Island and developing "doable" solutions. An energy study and other significant data gathering processes are involved. MSU students are engaged in the planning process through courses in landscape architecture and resource development that are directly linked to the program.

Comprehensive Land Use Planning in Old Mission Peninsula

Joanne Westpahl, Landscape Architecture

Through a recently completed outreach project in northern Michigan, MSU landscape architecture students gained valuable real world training and a few obtained summer employment; faculty members further developed their own expertise; and a Township gained key data for its comprehensive land use plan. The historically agricultural area known as the Old Mission Peninsula became the focal point of land use conflicts during the late 1980s in Traverse City, one of Michigan's fastest growing northern resort communities. Recognizing the pressing need to consider new ways to plan and manage growth, Peninsula Township officials obtained resident support to update its 1972 comprehensive land use plan.

In late 1989, the Peninsula Township board approved a cooperative agreement between township officials and MSU faculty and students to gather data to be used for the new comprehensive land use plan. Under the direction of MSU faculty member Joanne Westpahl and Peninsula Township planner Gordon Hayward, MSU students invested thousands of hours over a 15-month period to produce a report for the Peninsula Township board containing major resource inventories and base maps. The township is now working toward implementation of the comprehensive plan.

Adopt a Neighborhood Project

Roy A. Hayes, MSU West, Grand Rapids; William Harrison, MSU Extension, Kent Co.

The Kent County MSU Extension and the Community and Economic Development Program of the MSU Urban Affairs Programs are collaborating with the Garfield Development Corporation and local leaders to identify community and economic development issues in Kent County. A list of priority issues and projects to be addressed through this collaborative effort has been developed. Among the priority projects are the development and implementation of a business inventory and assessment survey of the local business district of the Burton Heights community.

Michigan Manure Management Demonstration Project

Ted Loudon, Dept. of Agricultural Engineering

The state's livestock producers need innovative management techniques for reducing the environmental impact of manure. To meet that need, a coordinating committee made up of a multi-agency team from Ionia County and nearly a dozen MSU faculty members is in the initial planning stages of a manure management demonstration project. Ionia County was selected as the demonstration site on the basis of a proposal for a regional composting facility that would not only accept manure from livestock producers but would also handle yard waste from cities and villages in the county. Yard waste has been banned from solid waste disposal facilities as of 1993.

The technical aspects of the composting facility and assistance to livestock producers are being carefully planned. MSU faculty members are applying their research on compost design concepts and manure management record keeping systems to the design of the project. The Ionia County planning group is working closely with leadership groups throughout the county to gain enthusiasm and support for the project.

Michigan Blueberry Disease Program

Donald Ramsdell, Botany and Plant Pathology; James Hancock, Horticulture

The combination of basic and applied research with outreach programs that extend needed information to growers has worked efficiently and effectively in controlling diseases that have previously caused major destruction to Michigan blueberry crops. One fungal disease that formerly caused crop losses of up to 25 percent a year has been virtually halted as a result of MSU studies and recommendations for effective use of fungicides. Annual losses from blueberry shoestring virus have been reduced from \$3 million a year to less than \$500,000. Recent insights into the spread of blueberry leaf mottle virus hold promise for significantly curtailing damage from this disease as well.

The MSU researchers run a virus-free clean stock program in conjunction with the Michigan Department of Agriculture and two cooperating nurseries in the South Haven area. For a small premium, blueberry growers are able to purchase healthy blueberry plants that have been tested for all known virus and virus-like diseases.

Center for Fundamental Materials Research

T. J. Pinnavaia, Director

The Center for Fundamental Materials Research has established outreach programs to make it resources available to Michigan's scientific/industrial community. Through the CFMR Academic Affiliates program, visiting scientists from Michigan industry and academic institutions from around the world come to work with MSU researchers. The CFMR also has established an

Industrial Affiliates program to facilitate technology transfer and promote interaction between CFRM faculty and their research counterparts in participating industries such as Dow, BASF, Amoco, Mobil, Rockwell, and Ford.

Some 35 top MSU scientific and engineering faculty members from five departments are engaged in interdisciplinary materials research projects through the Center for Fundamental Materials Research (CFMR). The CFMR is the only such center in Michigan, and projects are selected on the basis of their potential to enhance the economy of the state and nation. It is supported by Michigan's Research Excellence Fund and funding from the federal agencies, industrial firms and foundations. The CFMR was awarded six U.S. patents in 1991-92, with six more patents pending. Research is conducted in cooperation with companies from Michigan and other states. By participating in CFMR research, graduate students gain experience with the latest research techniques and applications, thus enhancing their career prospects.

Outreach to Small Manufacturing Firms

J. Kevin Ford and Steve Kozlowski, Dept. of Psychology

Manufacturing firms of less than 250 employees make up the largest percentage of Michigan's industrial base. These small manufacturers are facing increasing competitive demands to improve quality, reduce costs and increase response time. Yet, they often lack the expertise needed to develop detailed organizational assessments and reconfigurations. Great Lakes Industries, Inc. (GLI) of Jackson, Michigan is typical of these small manufacturing firms. Two MSU faculty collaborated with GLI managers to help them reevaluate company goals and develop a long-term business strategy with a comprehensive training program.

As a result of the project, training is an ongoing learning process that is fully integrated into the daily work life of GLI employees. The firm now has the expertise and experience needed to continue the process begun by the MSU faculty members. The project not only has had a major impact on the ongoing transformation of GLI, but also serves as a model for similar small manufacturing firms.

Transient Boaters' Needs Assessment

John Schwartz, Sea Grant Extension

For the past five years, surveys of transient boaters have been conducted in coastal communities in Michigan to determine ways of better meeting their needs for facilities and services. The surveys were designed and conducted by faculty and graduate students in the MSU Dept. of Park and Recreation Resources with assistance from district agents of Sea Grant Extension. Sea Grant agents were instrumental in gaining community cooperation for the surveys, overseeing distribution of questionnaires to transient boaters, and reporting the results to marina managers and owner/operators. Several communities have used survey results to implement new policies, services and boating facilities to serve this significant segment of Michigan's tourism industry. For example, the City of Escanaba expanded the number of slips reserved for transient boaters and improved transportation for boaters to the city's downtown area.

Michigan Sea Grant has been nationally recognized for other work with communities in training health professionals to deal with diving accidents and cold water near-drowning, assisting the charter fishing industry with professional development, and developing bottomland preserves.

Going International and Managing International Projects

Kenneth David, Dept. of Anthropology

MSU faculty and administrators are collaborating on an outreach program for small Michigan businesses which are considering international operations. The program potentially has three phases. In a one-day International Business Briefing workshop, participants focus on a self-assessment of their international business capabilities using an inventory of key questions. The second phase is the International Business Orientation involving a more extensive series of workshops on issues to be considered at various phases of going international and managing international projects. The third phase being planned is an International Business Exposure trip to Europe, during which trainers would accompany a group of business people on visits to companies, trade fairs, and meetings with cooperating faculty members at European universities.

The outreach program organizers are from MSU's International Studies Center, the International Business Development Center, the Center for Advanced Studies of International Development, and the Department of Anthropology.

Distance Learning/Information Delivery

Spartan Speakers

W. Richard Dukelow, Endocrine Research Center

The Spartan Speakers program offers MSU researchers an opportunity to share their expertise in presentations geared to junior and senior level undergraduates. Some 35 MSU faculty members and graduate students from 11 departments in biological fields have shared their expertise in more than 250 seminars given over the 12-year history of the program. A total of 38 public and private colleges and universities within Michigan have invited Spartan Speakers presentations in the form of seminars, discussions, and demonstrations to undergraduate classes and, in some cases, to the public. At Lake Superior State University, for example, Spartan Speakers regularly draw up to 200 people from the Soo area and Canada.

The schools pay a nominal fee to cover speakers' travel expenses. The faculty members donate their time to the Spartan Speakers program and find these engagements "intellectually and scientifically satisfying," in the words of one of them.

Turfgrass Information File

Pete Cockingham, MSU Libraries

An academic library outreach program that is far from traditional is the Turfgrass Information File (TGIF), an on-line computer based bibliographic database of literature on turfgrass science maintained through the Turfgrass Information Center of the MSU Libraries. More than half of its subscribers are golf course superintendents and other grounds management professionals. TGIF is sponsored by the United States Golf Association (USGA) and draws on the MSU Libraries' O.J. Noer Memorial Turfgrass Collection, the world's finest publicly accessible collection of information related to turf culture and golf course management. The O.J. Noer Foundation, named in memory of the pioneer turf agronomist, supports development and maintenance of the collection.

The database is built by indexing, abstracting, and entering into the file all current research, technical, and professional journals, monographs, conference proceedings, and newsletters related to turf. Last year, the center responded to requests from more than 40 states and eight countries.

To provide a more cost-efficient alternative, plans are being made to make the data accessible through a quarterly printed index.

Judicial Education Reference, Information and Technical Transfer Project (JERITT)

John Hudzik, School of Criminal Justice

Each year, thousands of educational programs are offered to further the professional development of judges and court-supported personnel. The JERITT Project is an information clearinghouse based at MSU that offers customized database searches and produces quarterly summaries of judicial education programs held throughout the United States. JERITT is jointly sponsored by the MSU School of Criminal Justice and the National Association of State Judicial Educators. It is one of three NASJE technical assistance projects conducted at major universities.

The JERITT Project publishes results of an annual survey of judicial educators identifying emerging issues, problems and trends for future educational programs. In addition, it regularly produces JERITT Bulletins to advise judicial educators, chief justices and state court administrators on national and regional trends in judicial education programming.

The CASID Connection

Anne Cusick, Center for the Advanced Study of International Development

The CASID Connection is an outreach newsletter published three times a year and sent to some 850 educators, students, government workers, and others in Michigan and around the country. The newsletter offers a degree of depth and breadth of knowledge in development issues to readers who are interested in these issues but do not work in the field and cannot easily obtain the information elsewhere. Each 25-page issue offers articles written by MSU faculty and staff or culled from various publications on a particular international development theme. For example, past issues have focused on migration, children of the developing world, and cultural pluralism. One indicator of the publication's popularity is the growth of the mailing list, which has forced a reduction in the number of issues from four to three a year in order to meet the costs of the expanding readership.

Culture and Agriculture Bulletin

Anne Ferguson and Laura DeLind, Dept. of Anthropology

The Culture and Agriculture Bulletin provides a forum for academics, farmers, consumer advocates, and community developers to discuss issues concerning the sociocultural, economic, and political dimensions of U.S. and international food and agriculture industry. The newsletter is sent free of charge to low resource institutions working with farmers and local food systems.

Center for Cartographic Research and Spatial Analysis

Ellen White, Dept. of Geography

The Center for Cartographic Research and Spatial Analysis provides mapping services for a broad spectrum of state agencies and organizations, as well as university departments. Almost all maps are created using the latest computer and laser printing technology. Since its origination in 1976 with the publication of *The Atlas of Michigan*, the MSU Center has developed its reputation for quality and is now among the top cartographic centers in the country. Its clients come from more than 10 campus departments, multiple state government departments and state organizations such

as the Michigan Hospital Association and the League of Women Voters. The Center contributes to the teaching of the cartography specialization in the Department of Geography by hiring undergraduate student interns and hourly workers.

Center for Remote Sensing

Jon Bartholic, Director

The Center for Remote Sensing uses information about land, water, and atmospheric resources gathered from satellite sensor systems to meet the needs of a variety of clients throughout Michigan. Center personnel work cooperatively with both public agencies and private organizations in Michigan to develop a wide range of data applications for improving resource use decisions. For example, the Geographic Information Systems (GIS) technology developed at the Center is now used in more than 100 locations throughout Michigan.

Center staff meet the special needs of each user group through a variety of noncredit educational programs, including familiarization presentations, application workshops and technical training programs. A variety of educational materials are published by the Center, including the newsletter *Spectrum*. The Center houses laboratories for digital image processing, enhancement and interpretation, a library of remote sensing publications and technical reference materials, and classroom facilities. An extensive archive of aerial photography, satellite imagery and land resources maps is also maintained by Center staff.

Michigan Meteorological Resources Program

Judy Olson, Dept. of Geography

A mix of teaching, research and outreach in the area of climatology and meteorology at MSU are coordinated under an umbrella organization called the Michigan Meteorological Resources Program (MMRP), established in 1981 through a cooperative agreement between the MSU College of Agriculture and Natural Resources and the Michigan Department of Agriculture. Under the direction of the Department of Geography, the MMRP has two microcomputer laboratories that receive National Weather Service daily observations, analyses and forecasts, in addition to hourly visible and infrared satellite images from the University of Wisconsin and information from a network of agricultural weather observation stations located in nearly every county in Michigan.

MMRP makes weather information available to farmers and others in Michigan who need it, such as those investigating traffic accident and insurance cases. Courses in climatology and meteorology are provided through faculty members in the Department of Geography, and a few are offered through the Department of Agricultural Engineering. The state climatologist is located on campus and serves as an adjunct MSU professor.

Extending Scholarly Knowledge

Forensic Consultation

Norman Sauer, Dept. of Anthropology

An expert in forensic anthropology, this faculty member is in demand as a consultant on cases involving the recovery or systematic search for human remains, the determination of manner of death, and positive identification by X-ray or other means. Since 1990, he has consulted on more than 100 cases for the Michigan State Police, several sheriff's departments, police departments,

and medical examiners. He also has handled cases for the U.S. Forest Service and the National Park Service, and testified on three homicide cases in U.S. District or Circuit Courts. Dr. Sauer has conducted training sessions on analysis and recovery of skeletal remains for such groups as the Midwest Association of Forensic Scientists and the State of Wisconsin Crime Laboratory. In addition, he has lectured on forensic anthropology at 10 Michigan higher education institutions.

Organizational Downsizing

Steve Kozlowski, Dept. of Psychology; Georgia Chao, Dept. of Management

The marriage of research and practical application is at the heart of the outreach work being done by MSU faculty members to help organizations and their people adjust to the dislocations of downsizing. They produced a report for the Army Research Institute identifying ways to reduce negative effects on and improve service delivery for some 270,000 people who will be affected by the Army's personnel reductions over a five-year period. The MSU team has begun preliminary research of a similar nature with a unit of IBM.

Michigan Organic Advancement Project

Laura DeLind, Dept. of Anthropology

Department of Anthropology specialist Laura DeLind is a board member of the Michigan Organic Advancement Project (MOGAP), an organization that promotes public awareness of low-input agriculture and local systems of food production and distribution. She writes articles for *Michigan Organic News*, a MOGAP publication, and has developed several funding proposals on behalf of the organization. In addition, she has given presentations to various groups on social dimensions for sustainable food production and strategies for community-based marketing, based on her fieldwork on Michigan agriculture and sustainable agriculture in general. Last March, she organized a session, held in conjunction with Agriculture and Natural Resources Week at MSU, that explored the integration of social and environmental dimensions of organic agriculture at the local and community levels.

Teaching Culturally Relevant Science

Joseph Spielberg, Dept. of Anthropology

For the past six years, Dr. Spielberg has made presentations to teachers across the country on strategies for teaching culturally relevant science. These workshops have been sponsored by the Society for the Advancement of Chicano and Native Americans in Science (SACNAS).

Police Management and Training

Peter Manning, Dept. of Sociology

Dr. Manning has been a resource person at seminars on resources and police technology sponsored by the Texas Law Enforcement Management Institute and organized by Sam Houston State University. The seminars are part of the accreditation and continuing education effort for Texas police officers and managers.

International Foundation for Protection Officers

Kenneth Christian, School of Criminal Justice

Dr. Christian is president of the board of the International Foundation for Protection Officers (IFPO), a nonprofit corporation formed to address the training needs of security professionals

from private and government organizations. IFPO is affiliated with universities, colleges and security professionals throughout the public and private sectors for the purposes of furthering educational and certification opportunities for protection officers.

The Foundation has developed two comprehensive educational programs—the Certified Protection Officer and the Security Supervisor programs—that are designed as self-paced home study courses. Both programs are adaptable for use in staff development processes within larger corporations or institutions. Through the IFPO training programs, some 1000 security officers and about 100 security supervisors are trained and certified annually. IFPO publishes a quarterly newsletter to keep protection professionals up-to-date on trends within the security industry, and also publishes training manuals, and information bulletins.

Clinical Social Work Services

Cyrus Stewart, School of Criminal Justice

This faculty member provides clinical social work services to a variety of clients on an individual, couple, family and group basis as a member of a local psychological consultants group. He draws on client contacts in developing clinical articles on subjects such as separation, delinquency, parent-child relationships and family management practices. Additional articles stem from Dr. Stewart's group therapy work with women who are referred by caseworkers affiliated with Juvenile Division of the Ingham County Probate Court. As a member of the Lansing Area Black Organization's Subcommittee on Gangs, he is designing a prevention and rehabilitation project focused on adolescent gangs.

Mexican American Migrant Farmworkers

Ann Millard, Dept. of Anthropology

Dr. Millard conducts research and community development projects with Mexican American migrant farmworkers in Michigan. Through the Cristo Rey Community Center in Lansing, she gives presentations and coordinates the program of Summer Visitors to Migrant Farmworker Camps.

Personnel Selection

Neal Schmitt, Dept. of Psychology

Professor Schmitt is internationally recognized for his expertise in personnel selection. Many agencies, organizations and institutions seek his expertise in dealing with selection issues. The National Association for Secondary School Principals and individual school districts have sought his help in developing a model program for selecting school administrators on the basis of job-relevant knowledge, skills and abilities, as opposed to using unstructured interviews and other informal selection methods. Dr. Schmitt and his students developed alternative exercises for school districts' use and validated a selection procedure. The Ford Motor Company asked Dr. Schmitt to examine the validity and fairness to women and minorities of a procedure involving primarily paper and pencil tests to select apprentice tradespeople and clerical personnel. The project required statistical analyses of several thousands of examinees.

Certificate of Need Determination for Michigan Hospitals

Thomas Conner, Dept. of Sociology

A law firm hired Dr. Conner to evaluate the procedure used by the Michigan Department of Public Health (MDPH) to evaluate applications from five Michigan hospitals for a certificate of need for hospital beds. He was asked to determine the adequacy of the standards in measurement and assessment used in MDPH application evaluation procedure. Dr. Conner wrote a report and testified at an administrative law hearing.

Supreme Court of the State of Michigan

Charles Ostrom, Dept. of Political Science

Dr. Ostrom has served for many years as a consultant to the Supreme Court of the State of Michigan on studies of prison population growth; he has co-authored key manuals for the Supreme Court on uniform criminal sentencing guidelines. In addition, he is a nationally recognized authority on methods of political research and their application to the study of the Presidency and U.S. national defense policy.

Children and Youth Initiative of Detroit/Wayne County

Marilyn Flynn, School of Social Work

The Children and Youth Initiative of Detroit/Wayne County brings the collective capacity of multiple health and human service agencies to bear on improving the quality of programs for at-risk children and their families. Dr. Marilyn Flynn, director of the MSU School of Social Work, helped create the initiative and serves as program consultant for planning and research. In 1990, the program engaged more than 300 agencies and organizations in Detroit and Wayne County in an extensive survey of services to at-risk children. Based on the survey research, a conference was held to develop a 10-year blueprint for change. As a result, two integrated service demonstrations have been implemented in Wayne County involving child welfare, public health, mental health, substance abuse, juvenile courts, and private agencies.

Family Strengthening Programs

Ellen Whipple, School of Social Work

Dr. Ellen Whipple, assistant professor in the MSU School of Social Work, is engaged in program development and evaluation for community-based parent education and support programs aimed at strengthening families and preventing child abuse. This program has been shown to improve communication in participating families.

Appendix C**THE OFF-CAMPUS INTERVIEWEES³³**

Laura Alley
Office Automation Specialist
Butterworth Hospital
Grand Rapids

John Austin
Flint Roundtable, BOC Group M-Code 1890
Flint

Kellie Barry-Angeli
Dir Spec Prog, Chamber of Commerce
Marquette

Robert Boldrey
Dean, Continuing Education, NCMC
Petoskey

Harry Bonner
Exec Dir, Minority Program Services
Albion

Gloria Bourdon
Genesee Intermediate School District
Flint

Sally Burden
Union Township Supervisor
Mt. Pleasant

Diane Burke
Manager, Bank One
East Lansing

Robert Chisholm
Public Service Director
Oakland Co, Pontiac

Herbert Cleaves
Intervention Specialist Organization
Flint

Jim Connors
Asst to Don Koivisto, Michigan State Senate
Lansing

Vince Cornellier
Cornellier & Cornellier Clinic
Traverse City

Robert Craig
Director, MI Dept of Agriculture
Lansing

Frank Crookes
V-P, Kellogg CC
Battle Creek

Mark Davis
Dir, General Motors
Flint

Gerald Dawkins
Director, Community Outreach
Grand Rapids CC
Grand Rapids

Ed DeJong
Owner, Tender Lawn Care
Grand Rapids

Polly Diehl
Dansville

Beth Dilley
Exec Dir, GR Public Education Fund
Grand Rapids

³³ Titles in effect at the time of the interviews

James Dover
Neighborhood organizer
Flint

James Drue
Consulting Services and Adjunct Faculty
MSU Dept of Educ Adm
Traverse City

Nancy Dudley
Lay leader, NBD Bank
Grand Rapids

Merlin Dumbrille
Public Service Announcer, WTCM Radio
Traverse City

Rhonda Edwards
Director, Media Services/Distance Learning
Northwestern Michigan College
Traverse City

Sharon Eisen
Social Work Tech Program, Mott CC
Flint

Diane Emling
Dean of Liberal Studies
Northwestern Michigan College
Traverse City

Ronald Field
Wayne County CC
Detroit

Ruth Fienup
Regl Coord, Interfaith Respite
Lansing

Lynn Folkert
Dir Secondary Educ, Lansing School Dist
Lansing

William Gonzalez
President & CEO
Butterworth Hospital
Grand Rapids

Leah Graham
Coord Language Arts, Lansing School Dist
Lansing

Robert Graham
President, North Central Michigan College
Petoskey

Andres Guerriero, Jr.
Director, Mexican-American Council
Saginaw

Patricia Hall
Dean, Occupational Studies
Lake Michigan College
Benton Harbor

Ross Hamilton
Coord, Community Services & Cont. Educ.
Southwestern Michigan College
Dowagiac

John Hanieski
President, CEO Council, Inc.
Kalamazoo

Gary Haynes
Mason

Homer Hilner
Dir, Soil Conservation Service
East Lansing

Rudolph Johnson
Coord Soc Sciences, Lansing School District
Lansing

Michelle Johnston
Director, Northern Lower MI Leadership
Teaching and Learning Consortium
Traverse City

Timothy Johnston
Head, Dept of Social Studies
GR Catholic Central HS
Grand Rapids

James Kadlec
Director, Office for Economic Expansion
Grand Valley State University
Allendale

Jack Keck
Dir, PACE Telecommunications Consortium
Indian River

- David Kirby
Director, Stryker Ctr for Mgt
Kalamazoo College
Kalamazoo
- Glenda Kraft
Exec Dir, Bay Area Community Foundation
Bay City
- Nan Kreher
Research coordinator, Medical School
Family Health Center
UP Health Education Corporation
Escanaba
- R. Galen Krupka
President, MSU Alumni
Traverse City
- Dwight Link
President, Bay De Noc CC
Escanaba
- Vivian Lott
Mason
- Nancy Madtes
Coord Fine Arts, Lansing School District
Lansing
- Michael McClelland
Dep Co Coord, Grand Traverse County
Traverse City
- Sally McClintock
Principal, Whitehills Schools
East Lansing
- Russell McReynolds
President
Battle Creek Ministerial Alliance
Battle Creek
- Charles Mickens
Department of Civil Services
Lansing
- Keith Miller
Dean, Dept of Cont Education
Montcalm CC
Stanton
- Steven Miller
Michigan DNR, Lansing
- Rachel Moreno
Genesee Intermediate School District
Flint
- Vernie Nethercut
Dir, Alpena Volunteer Center
Alpena
- Daniel Newport
President, Alpena CC
Alpena
- Carolyn Okerchiri
Dir, South Central Educ Assn
Jackson
- Judy Watson Olson
Prog Dir, W.K. Kellogg Foundation
Marquette
- Pat O'Neill
Nutritionist, Sparta Health Center
Sparta
- Herbert Parsons
Exec Dir, Chamber of Commerce
Marquette
- Till J. N. Peters
Dean, Dept. of Occupational Education
Grand Rapids CC
Grand Rapids
- Roxanna Peterson
Tri-County Office on Aging
Lansing
- Roy Peterson
President, Mott Childrens Health Center
Flint
- George Pollitt
V-P United Way of Saginaw
Saginaw
- Kirsten Potter
TV Mktg, WWMT-TV
Grand Rapids

Hubert Price
Board of Commissioners
Oakland Co, Pontiac

Michael Pridgeon
Commercial Swine Producer
Montgomery

Timothy Quinn
President, Northwestern Michigan College
Traverse City

Janet Quiring
Impression Five Science Museum
Lansing

Connie Rau
Youth Services Bureau, Flint

JoAnne Riebschleger
Project Coordinator
MSU Community/University Health
Partnerships-North Region
Roscommon

Frank Ross
Dep Dir, Wayne Co Dept of Economics
Detroit

Bill Scarbrough
Dir, MI Fish Producers' Assn
Garden

John Schwarz, MD
State Senator
State of Michigan

James Schutte
Adm Asst, Keweenaw Bay Tribal Center
Baraga

Sheron Snyder
Physics/Chemistry teacher
Mason High School
Mason

Susan Strupulis
Union City

Gary Sullenger
College Relations
Mott CC
Flint

Judith Taran
East Lansing

Susan Tippet
Teacher, Holmes Middle School
Flint

Elaine Tokarski
Troy

Carol Townsend
Executive Director
Garfield Pk Neighborhood Assn
Grand Rapids

Jill Warren
Executive Director
American Cancer Society
Flint

William Watkins
Hillsdale

Chuck Wiesen
Exec Dir, Ctr for Economic and Human
Resources Development
Alpena CC
Alpena

Appendix D**BIBLIOGRAPHY OF MATERIALS RECEIVED FROM
THE PEER INSTITUTIONS****Arizona State University**

1992-94 College of Extended Education Strategic Plan Summary

1990-91 College of Extended Education Annual Report

1990-92 College of Extended Education Strategic Plan

University of California, Berkeley

1992 Letter of June 23 from Gary W. Matkin, Associate Dean, University Extension

Colorado State University

1992 The University Strategic Plan: FYs 1992-93 through 1995-96

1992 *Season Your Opportunities*, Fall Bulletin, Division of Continuing Education

1990-91 Annual Report, Division of Continuing Education

Cornell University

1992 Extension and Outreach Programs

1987 Report of the Commission on the Future of the Cornell Coop Extension System

Indiana University

1990-92 School of Continuing Studies General Studies Degree

1990-91 School of Continuing Studies Annual Report

Iowa State University

1992 Recommendations to Restructure the ISU Extension Campus Operation

1992 Recommendations to Restructure the ISU Extension Field Operation

- 1992 Strategic Planning Progress; Annual Report 1991-92
- 1991 Strategic Planning Progress, June 1991
- 1990 The Strategic Plan for Iowa State University
- 1989 Report of the *Ad Hoc* Comm for Review of Outreach Programs at ISU

University of Maryland

- 1992 Responding to the Needs of Maryland Citizens for Off-Campus Programs
- 1991 Service Maryland in the 1990s
- 1991-92 Initiative for Maryland Agriculture and Natural Resources in the 21st Century:
An Assessment of Agriculture and Natural Resources

University of Michigan

- 1992 Letter of June 18 from Mary Ann Swain, Assoc V-P for Academic Affairs

University of Missouri-Columbia

- 1992 Background Information on University Extension
- 1991 Toward a New Era of Excellence: Update of the 5-Year Plan of the Extension
Division
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University of Nebraska-Lincoln

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- 1988 Directions for the Future: A Strategic Plan for the Inst of Ag & Nat Res

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The Pennsylvania State University

- 1992 University Council on Outreach and Academic Service
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- 1991 (Draft) Plan for the Year 2000
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- 1989 Report of the Committee on the Evaluation of Faculty Effort in Extension and Service
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- 1985 The University's Role in Continuing Education; Present and Future Directions

West Virginia University

- 1992 Memo of March 12 discussing the Project on Service and University Activities
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University of Wisconsin

- 1991 The Wisconsin Idea: Extension Programs in the UW System
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- 1988 The Statewide Plan for Extension Programs in the University of Wisconsin System

