

# Creating Systems to Support Outreach Scholarship

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**Preconference Workshop**  
Outreach Scholarship Conference  
Pennsylvania State University  
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# Workshop

- What does an engaged institution look like?
  - Systems
  - Alignment
  - Toward a conceptual model/framework
- What has moved us along—case examples
- What will move your institutions along
- Resources

## An Engaged Institution

- is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information and expertise for mutual benefit.

» *Stepping Forward As Stewards of Place*, AASCU, 2002

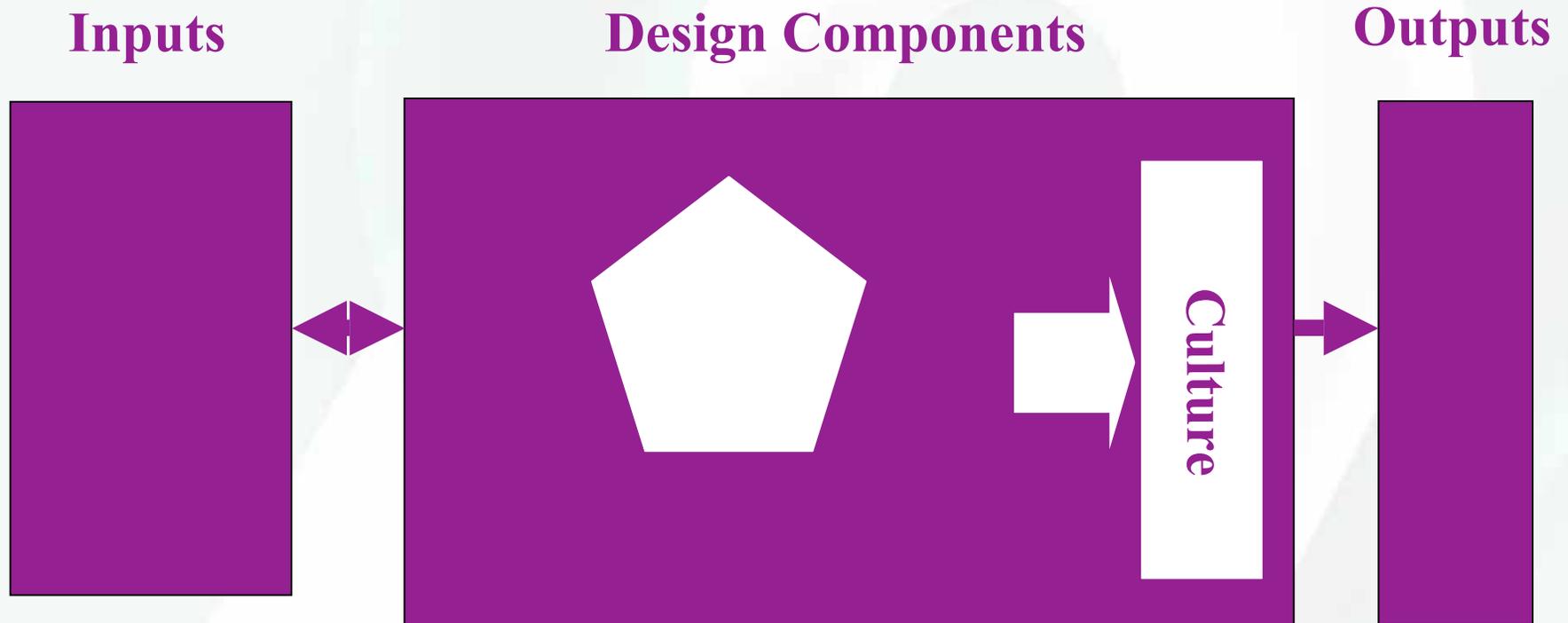
# Properties of Systems

- “A regularly interacting or interdependent group of elements forming a unified whole working toward achievement of a goal.”
- Input, transformations, outputs
- Boundaries
- Feedback
- Multifinality and equifinality
- Alignment

# Diagnosing Organizational Systems

- **The key to effective diagnosis is...**
  - Know what to look for at each organizational level
  - Recognize how the levels affect each other

# Organization-Level Diagnostic Model



Cummings & Worley, 8e, 2005  
Thomson/South-Western

# Organization Design Components

- **Strategy**
  - The way an organization uses its resources (human, economic, or technical) to gain and sustain a competitive advantage
- **Structure**
  - How attention and resources are focused on task accomplishment
- **Technology**
  - The way an organization converts inputs into products and services

# Organization Design Components

- **Human resource systems**
  - The mechanisms for selecting, developing, appraising, and rewarding organization members
- **Measurement systems**
  - Methods of gathering, assessing, and disseminating information on the activities of groups and individuals in organizations

# Organization Design Components

- **Organization culture**
  - The basic assumptions, values, and norms shared by organization members
  - Represents both an “outcome” of organization design and a “foundation” or “constraint” to change

# Alignment

- Diagnosis involves understanding each of the parts in the model and then assessing how the elements of the strategic orientation align with each other and with the inputs.
- Organization effectiveness is likely to be high when there is good alignment.

# Key Alignment Questions

- Do the systems/design components fit with the inputs?
- Are the systems/design components internally consistent? Do they fit and mutually support each other?

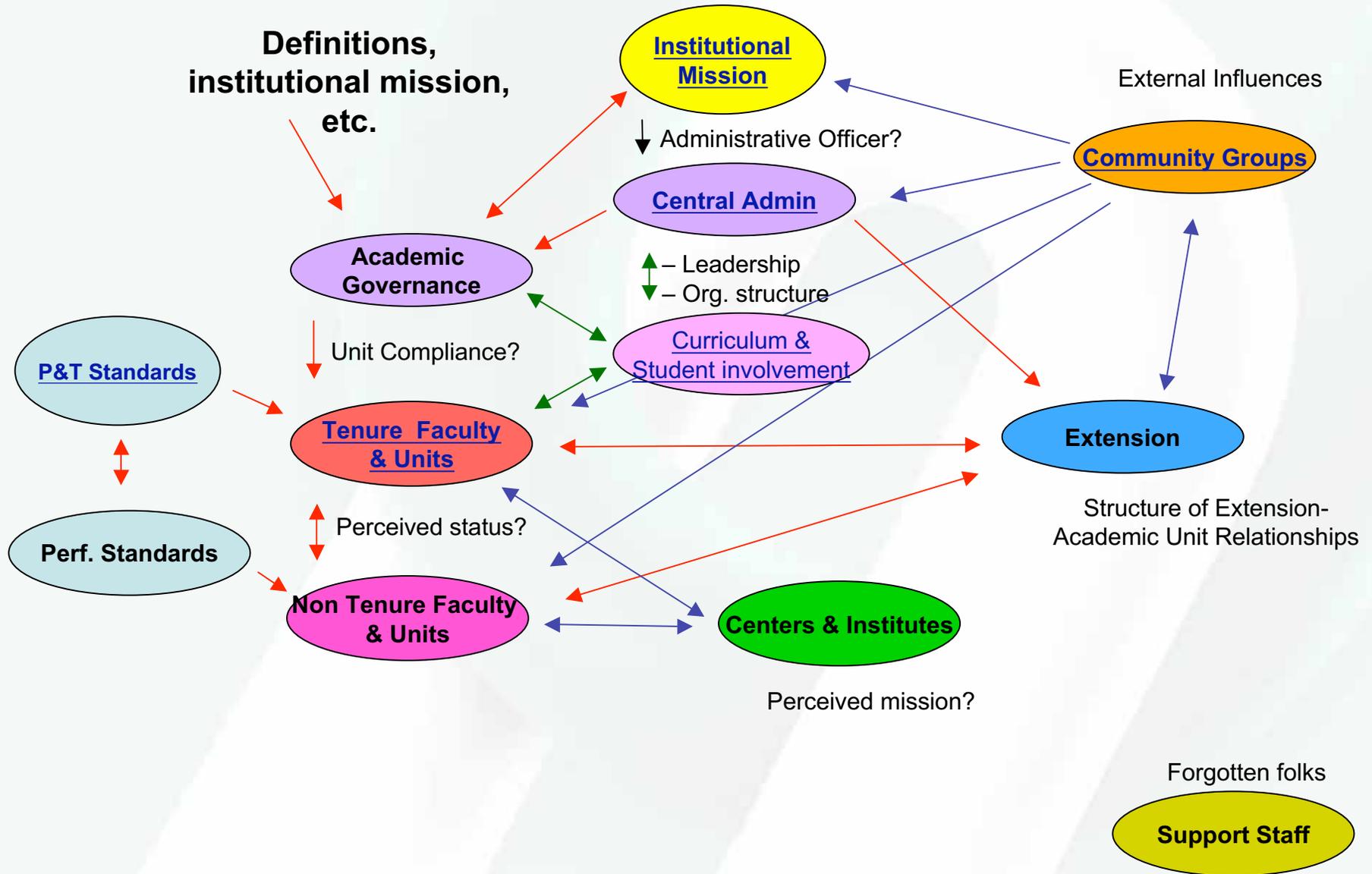
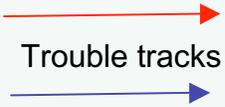
# Creating Systems to Support Outreach Scholarship...

- What are the focal issues/systems to consider?
- What are the transactions that need to occur within an institution to link systems to support outreach scholarship?
  - Significant facilitators
  - Challenges
- What are critical points of alignment?
  - What may be essential but insufficient?
- Developmental stages?

# Toward a Conceptual Framework

- Structural model
- Function model

# Scholarship of Engagement



# What Has Moved Us Along

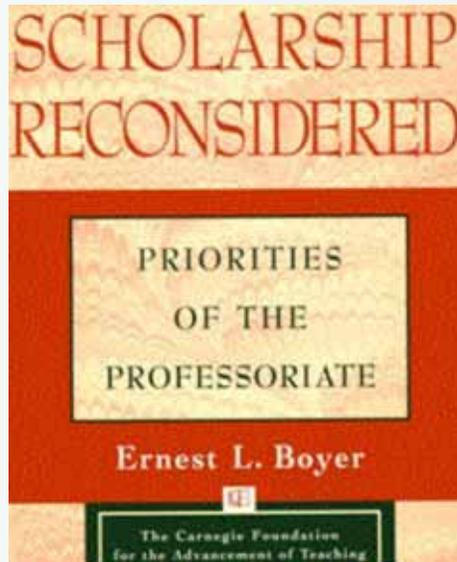
- Kent State University
- Michigan State University
- University of Georgia
- The Pennsylvania State University ????

# **Kent State University**



**Gauging Institutional Readiness  
for the Scholarship of Engagement**

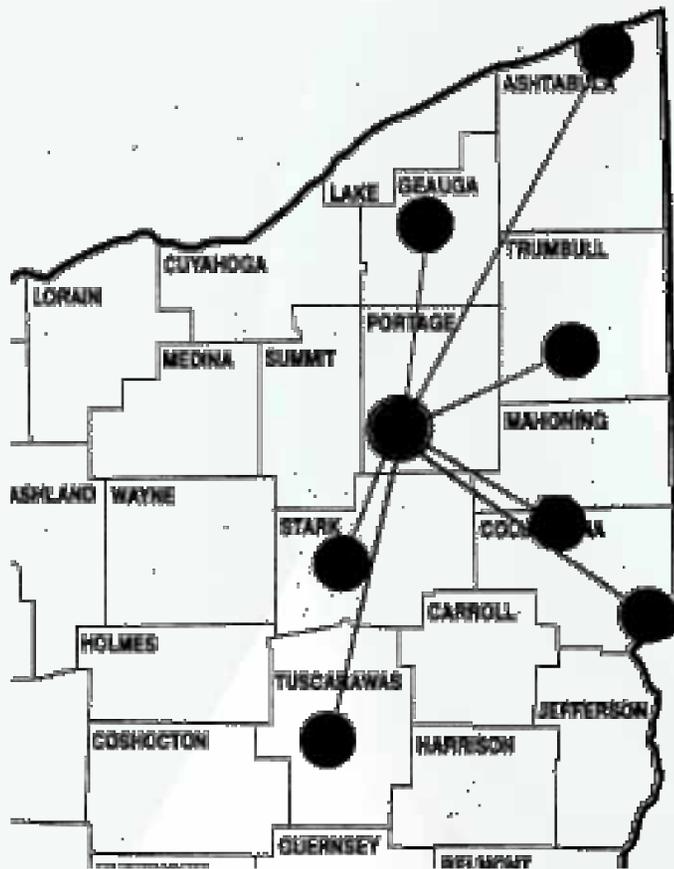
# Background on Kent State



- Traditional model of faculty work expanded in the 1990s
- Promotion and tenure guidelines revised in line with *Scholarship Reconsidered*

**Procedures and Policies Governing Review of Faculty:  
Promotion, Tenure, Reappointment, and Non-Reappointment**

**Academic Year 2004-2005**



- Growing sense of role as a regional university

Building on Knowledge,  
Investing in People:

Higher Education  
and the Future  
of Ohio's Economy

Governor's Commission on  
Higher Education  
&  
the Economy

- Importance of statewide initiatives related to this scholarship

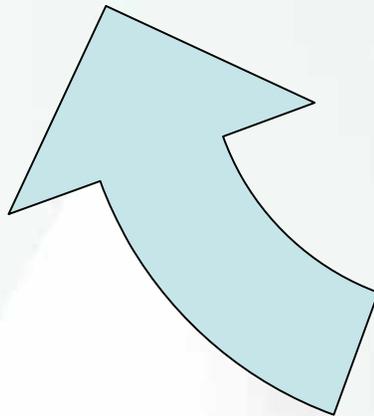
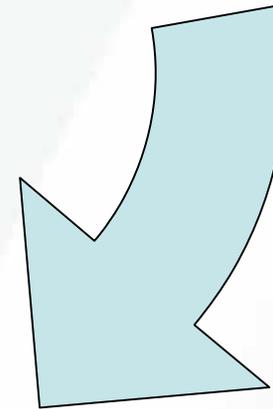
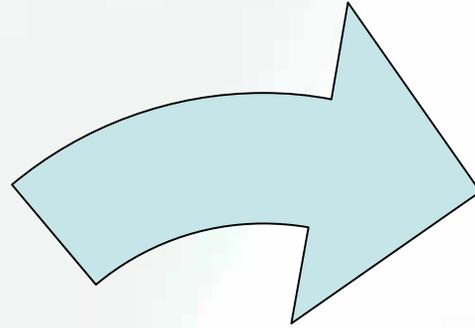
- Reverberating questions of how this scholarship can be defined, encouraged, and supported



**Institutional  
Commitment**

**Institutional  
Systems**

**Institutional  
Leadership**



# Institutional Systems



- Broad view of scholarship embedded in documents, policies, and practices
- Opportunities for collaboration and partnerships
- Established programs for faculty development
- Established institutional research division
- Systems for evaluation and assessment



# Institutional Commitments



- Mission that includes engagement
- Establishment of an Office of Regional Development, headed by a new Vice President
- Strategic plan that identifies engagement as a priority for planning
- Expectation of unit-based goals aligned with the strategic plan

# Institutional Leadership



- President
- New Vice President for Regional Development
- Provost's Office

- Faculty Senate
- Faculty Professional Development Center
- Research, Planning, and Institutional Effectiveness
- Academic Quality Improvement Project



# Moving Forward

- Promoting discussion about scholarship of engagement
- Engaging faculty leaders in exploring and suggesting possibilities for the university
- Embedding this work in implementation of new strategic plan



# Challenges Ahead



- “Growing pains”
- Sustaining enthusiasm
- Finding new sources of support
- Maintaining scholarly quality

**MICHIGAN STATE**  

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**U N I V E R S I T Y**

**Office of the Assistant Provost  
for University Outreach & Engagement**



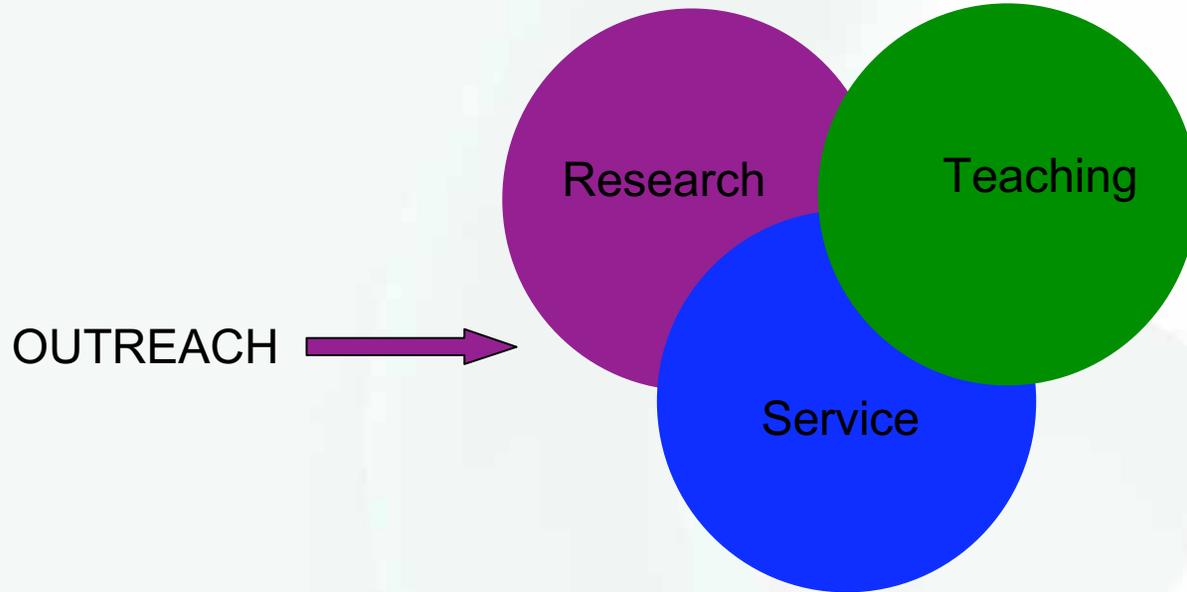
*Enhancing Knowledge to Serve Society*

# Definition of Engagement

Engagement is the partnership of university knowledge and resources with those of the public and private sectors

- to enrich scholarship and creative activities,
- to enhance curriculum, teaching & learning,
- to prepare educated, engaged citizens,
- to strengthen democratic values and civic responsibility,
- to address critical societal issues,
- and to contribute to the public good.

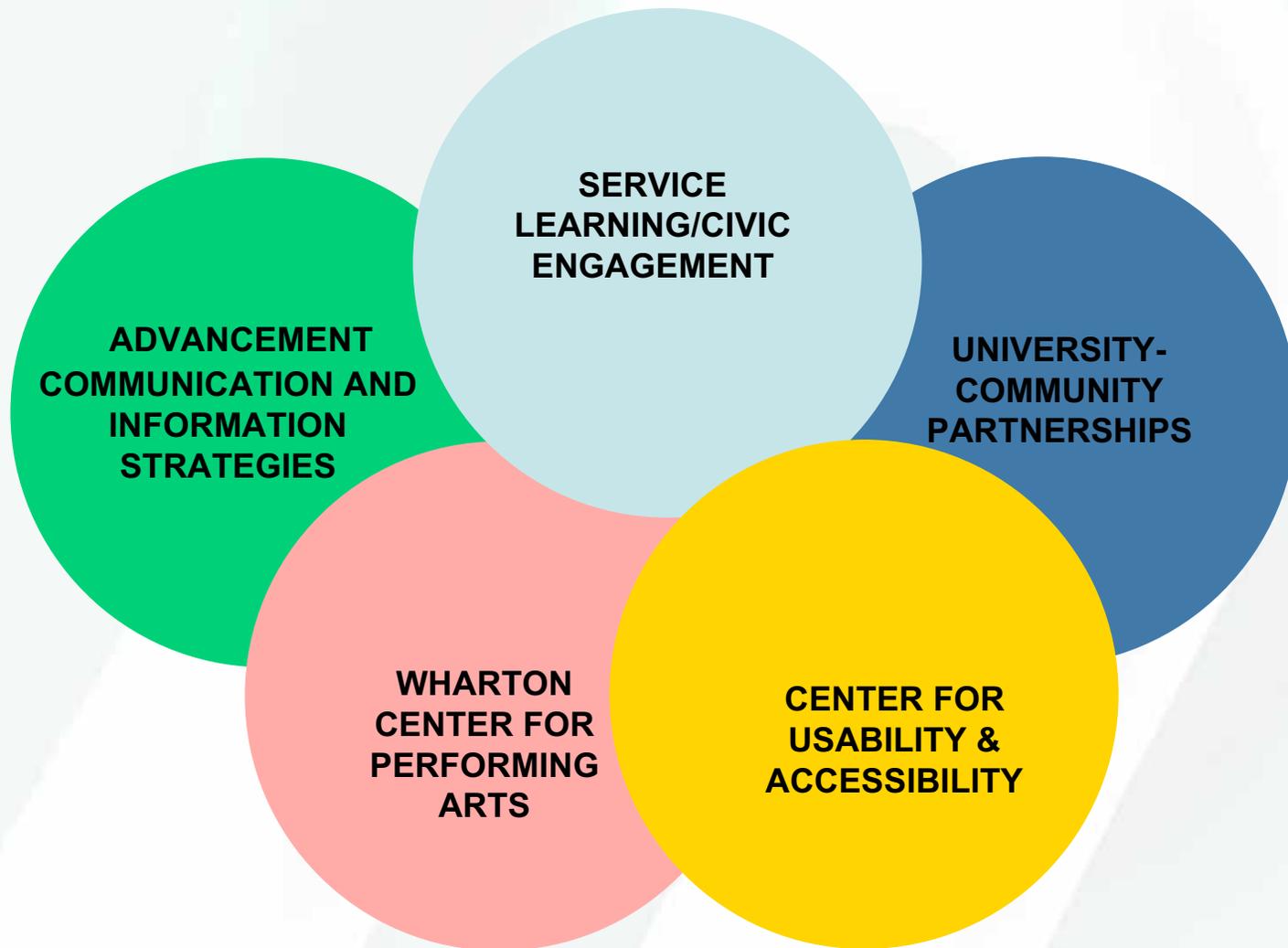
*– Adapted from the CIC Committee on Engagement*



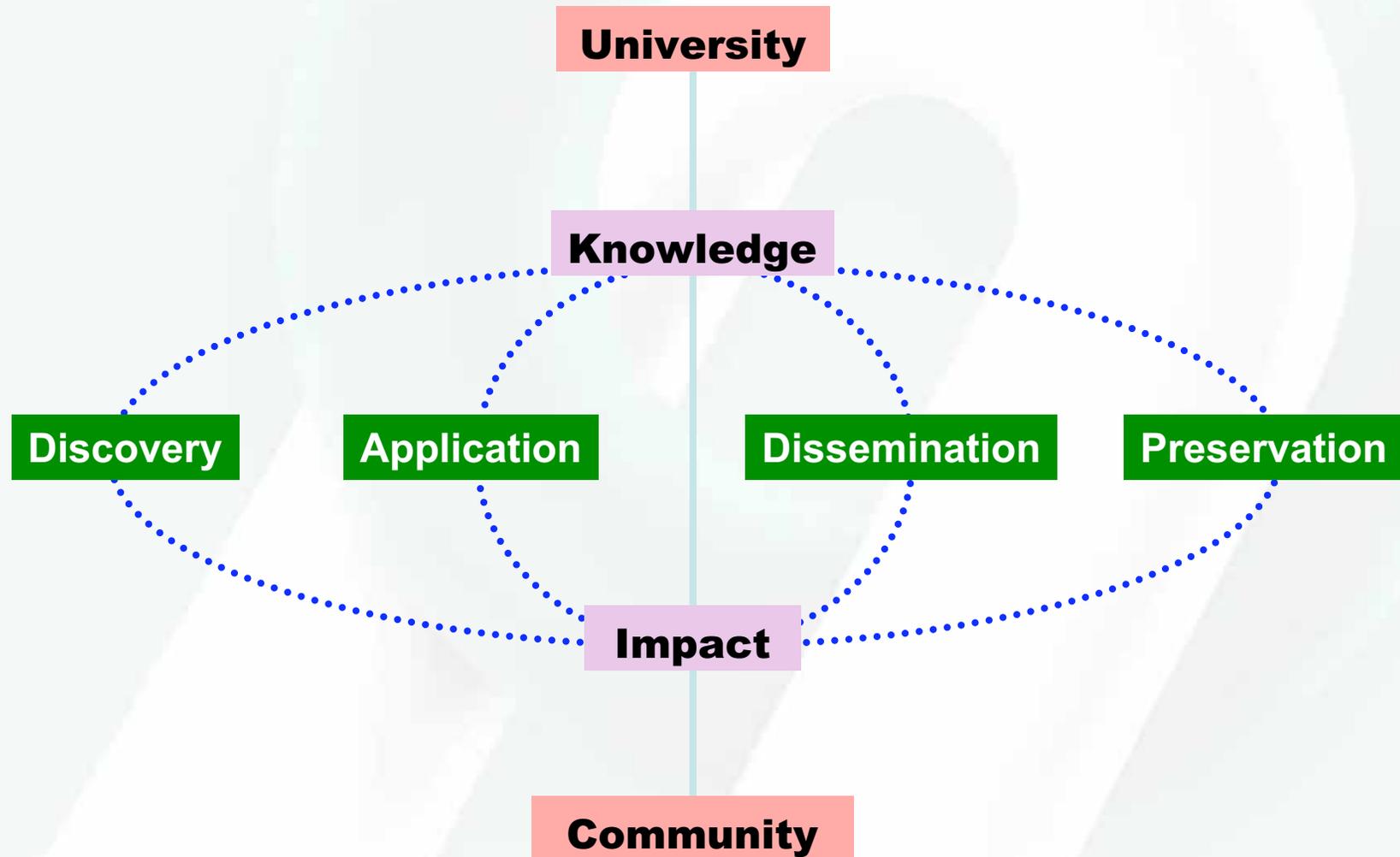
“ ... a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.”

*Provost's Committee on University Outreach, 1993*

# Divisions of University Outreach & Engagement



# Outreach & Engagement Scholarship Model





# Educated Person

## Campus Focus

The AAU land-grant university has a special role to engage its students/faculty, instructional and research resources to ...

...conduct cutting edge basic and applied research

... Improve workplace practice and economic strength



... Strengthen citizen participation, civic responsibility democratic values, and diversity

... Globalize perspectives and improve outcomes for communities

## Community Focus



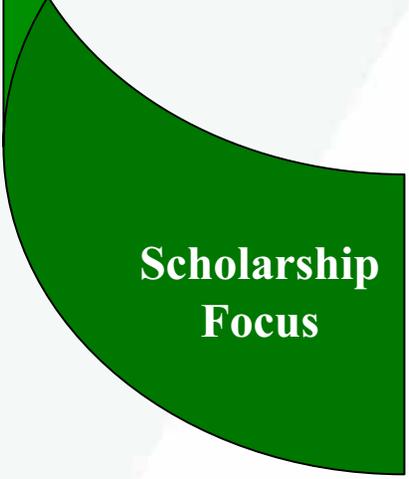
# Educated Community/World

# Supportive Services for Faculty

*Enhancing Knowledge to Serve Society*



**Engaged  
Faculty**



**Scholarship  
Focus**

## **Partners**

With faculty  
research teams

## **Consults**

Develop  
community projects

## **Trains**

Asset-based  
approaches to  
community change

## **Assists**

Building Service-  
Learning/Civic  
Engagement  
models

## **Funds**

Seed grants for  
outreach research

## **Develops**

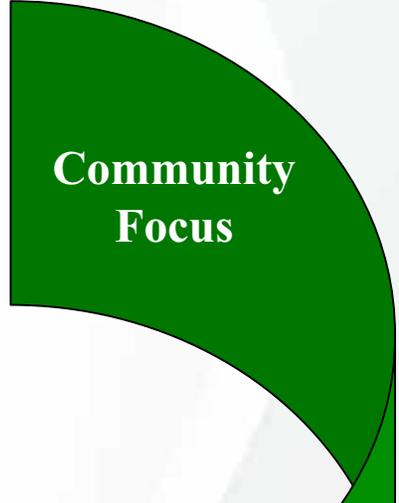
Outreach measures  
and standards of  
practice

## **Markets**

Outreach and  
engagement  
activities

## **Advocates**

– For the  
engagement  
mission  
– For cross  
institution  
benchmarks  
– For measurement  
standards



**Community  
Focus**



**Engaged  
Community**

# **University Outreach & Engagement**

## **Focal Content Areas: Seed Grant Areas**

Children, Youth & Families

Community & Family Security

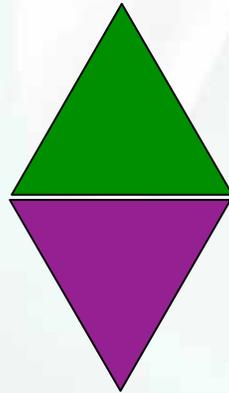
Community Vitality & Economic  
Development

Technology & Human Development

Scholarship of Engagement

# MSU Institutional Alignment

- **No formal presence in academic governance**
- **No formal presence in unit mission statements**
- **No formal acceptance of O&E as part of P&T System**



- **Part of institutional mission but often viewed as service**
- **Leadership in Office of the Provost**
- **Strong operational programs**
- **Budget support**
- **Staff support**
- **Measurement tools for P&T in System**
- **O&E standard part of new faculty and administrator orientation programs**

# UGA



- University-wide, interdisciplinary initiatives—Persistent Poverty, Latino ++/-
- Seed Grants (1<sup>st</sup> round) emphasis on scholarship +/-
- Service Learning +/-
- UGA Appointment, Promotion & Tenure Redo 0
- Outreach & Public Service/Faculty +/-

= institutional conversation/def.;  
integration/alignment  
(instruction/research)

# Your Institutions?

- Individual Institutional Diagnosis—5 minutes
- Group Discussion—Facilitator/Reporter; Recorder 10 minutes each question
  1. Do you have a definition of engaged scholarship—characteristics, process to develop it, how communicated/used?
  2. Do faculty engaged in the SOE?
  3. What systems seem to be working to support outreach scholarship...what is out of alignment...what needs to be created...what needs to be to happen to create systems?
  4. How would you characterize the “developmental” stage of your institution in creating systems to support outreach scholarship?
  5. Resources...used/developed/access

# Resources

- *Making the Case for Professional Service, AAHE*
- *A Larger Purpose Calling the Question: Is Higher Education Ready to Commit to Community Engagement? A Wingspread Statement, 2004*
- Clearinghouse for the Scholarship of Engagement  
[www.scholarshipofengagement.org](http://www.scholarshipofengagement.org)

# Institutional Mission

<i>Level 1</i> <i>Low Relevance</i>	<i>Level 2</i> <i>Medium Relevance</i>	<i>Level 3</i> <i>High Relevance</i>	<i>Level 4</i> <i>Full Integration</i>
No mention or undefined rhetorical reference	Outreach is what we do as citizens	Outreach is an element of our academic agenda	Outreach is a central and defining characteristic

## **Barriers and constraints (from NERCHE)**

- Import of institutional history, mission, ethos, context, and resources

Adapted from: Holland, B. A. (1997), in *Michigan Journal of Community Service Learning*, 4, 30-41.

# Leadership – Central Administration

<i>Level 1</i> <i>Low Relevance</i>	<i>Level 2</i> <i>Medium Relevance</i>	<i>Level 3</i> <i>High Relevance</i>	<i>Level 4</i> <i>Full Integration</i>

Adapted from: Holland, B. A. (1997), in *Michigan Journal of Community Service Learning*, 4, 30-41.

# P&T Standards

<i>Level 1 Low Relevance</i>	<i>Level 2 Medium Relevance</i>	<i>Level 3 High Relevance</i>	<i>Level 4 Full Integration</i>
Outreach to campus committees or to discipline	Community outreach mentioned; volunteerism or consulting may be included in portfolio	Formal guidelines for defining, documenting and rewarding outreach	Community-based research and teaching are key criteria for hiring and evaluation

Adapted from: Holland, B. A. (1997), in *Michigan Journal of Community Service Learning*, 4, 30-41.

# P&T Standards: Barriers and Constraints

## (from NERCHE)

- Roles of external regulatory agencies (statewide boards, accreditation bodies, etc.)
- Cultures of disciplines & professions (autonomy, turf protection, work allocation systems)
- National and international prestige systems
- Internal reward systems
- Faculty careers and careerism (ethos of individualism, discipline-specific training, split loyalties – university, community, discipline)
- Absence of professional associations and journals for faculty committed to interprofessional collaborations; threats of marginalization and isolation
- Students' orientations and characteristics (faculty orientations and curricular innovations as influenced by what students will permit)
- Problems of bureaucratization
- Antagonistic relationships between administration and faculty groups
- Accountability systems in, and for, the universities (what expectations, criteria, and rewards for relevance and impact?)

# Central Administration

<i>Level 1 Low Relevance</i>	<i>Level 2 Medium Relevance</i>	<i>Level 3 High Relevance</i>	<i>Level 4 Full Integration</i>
None focused on outreach	Units may exist to foster volunteerism	Various separate centers and institutions are organized to provide outreach	Infrastructure exists to support widespread faculty and student participation

Adapted from: Holland, B. A. (1997), in *Michigan Journal of Community Service Learning*, 4, 30-41.

# Curriculum & Student Involvement

<i>Level 1 Low Relevance</i>	<i>Level 2 Medium Relevance</i>	<i>Level 3 High Relevance</i>	<i>Level 4 Full Integration</i>
Part of extracurricular student life activities	Organized support for volunteer activity	Opportunity for extra credit, internships, practicum experience, special events/ activities	Service learning and community based learning featured across the curriculum

Adapted from: Holland, B. A. (1997), in *Michigan Journal of Community Service Learning*, 4, 30-41.

# Tenure Faculty

<i>Level 1 Low Relevance</i>	<i>Level 2 Medium Relevance</i>	<i>Level 3 High Relevance</i>	<i>Level 4 Full Integration</i>
Outreach defined only as campus duties; committees; little interdisciplinary work	Pro bono consulting; community volunteerism acknowledged	Tenured/senior faculty pursue community-based research; some teach service-learning courses	Community research and active learning a high priority; interdisciplinary and collaborative work encouraged

Adapted from: Holland, B. A. (1997), in *Michigan Journal of Community Service Learning*, 4, 30-41.

# Community Groups

<i>Level 1 Low Relevance</i>	<i>Level 2 Medium Relevance</i>	<i>Level 3 High Relevance</i>	<i>Level 4 Full Integration</i>
Random or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnerships or part-time teaching or participation in service-learning programs	Community involved in defining, conducting, and evaluating community based research and teaching

Adapted from: Holland, B. A. (1997), in *Michigan Journal of Community Service Learning*, 4, 30-41.