Engaged Research

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Engaged Research and Creative Activities

• Reflects the core values and mission of the institution
• Flows from a definition of engagement that stresses mutual input and benefit
• Anchored in the 4 cornerstones of knowledge: generation, application, dissemination, and preservation
• Focuses on community defined issues and produces evidence-based outcomes
• Guided by theories or conceptual models of change
• Builds self sufficiency in community partners
• Creates products appropriate for assessing faculty performance
The Engaged University: MSU

Outreach is a form of scholarship that cuts across teaching, research, and service.

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

Provost’s Committee on University Outreach, 1993

*University Outreach at Michigan State University: Extending Knowledge to Serve Society*
The Engaged University: Wisconsin

• Outreach scholarship is conducted in all areas of the university’s mission: teaching, research, and service. It involves the creation, integration, transfer and application of knowledge for the direct benefit of external audiences.

• Outreach scholarship is regarded to be of high quality when there is evidence that it has resulted in significant outcomes.

• (Commitment to the Wisconsin Idea: University of Wisconsin Madison Council on Outreach)
The Engaged University: Ohio State

• “Outreach and engagement: It represents that aspect of teaching that enables learning beyond the campus walls, that aspect of research that makes what we discover useful beyond the academic community, that aspect of service that directly benefits the public.” (Impact Ohio, Bobby Moser, 2002).

• “What is outreach and engagement? It is that process by which we bring the university’s intellectual capital to bear on societal needs... The ‘engagement’ in outreach and engagement represents our renewed commitment to sharing and reciprocity with our community partners. An institution engaged with its community—however that community is defined—works to define its problems jointly, sets common goals and agendas, develops measures of success together, and pools or leverages some combination of university, public, and private resources. (Connections, Bobby Moser)
Committee on Institutional Cooperation (Big Ten + Two), Committee on Engagement

- Engagement is the partnership of university knowledge and resources with public and private sectors to
  - enrich scholarship and creative activities,
  - enhance curriculum, teaching, and learning;
  - prepare educated, engaged citizens;
  - strengthen democratic values and civic responsibility,
  - address critical societal issues, and
  - contribute to the public good.

» Oct. 2004
Carnegie Classification: Engagement

Community Engagement describes the collaboration between higher education institutions and their larger communities (local, regional, state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Community Engagement may be directed to achievement of one or more of the following:

- Enhanced teaching and learning of relevant curriculum
- Expanded research and scholarship
- Preparation of engaged citizens
- Response to societal issues
- Contributions to the public good
- Strengthened civic responsibility
A Conceptual Framework for Engaged Research and Scholarly Work

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

- Applied research
- Community based (participatory) research
- Contractual research
- Demonstration projects
- Exhibitions/performances
- Needs assessments/evaluation
- Knowledge transfer and research
- Technical assistance
- Publications/presentations
Early Head Start Evaluations
MSU researchers teamed up with the Jackson Community Action Agency to evaluate the impact of Early Head Start in Jackson, Lenawee, and Hillsdale counties. One of 17 chosen to participate in a national research consortium, the partnership has played a major role over the past ten years, including longitudinal follow-ups at TPK and at Grade 5. Separate funding for Fathers Study. Independent evaluations of Early Head Start programs are being conducted in Greenville (EightCAP, Inc.), in Clare County, and all of Michigan’s Tribal Head Start programs.

Campus partners: Nursing; Psychology; Family and Child Ecology; Food Science and Human Nutrition; CARRS, UO&E
Community partners: Jackson Community Action Agency; EightCAP, Inc., Greenville; Clare County Early Head Start, Tribal Head Starts, Bay Mills Community College
Funding: Administration for Children, Youth, and Families; National Institute for Child Health and Human Development, Ford Foundation
Location: Jackson, Lenawee, and Hillsdale counties; Greenville; Clare County, 14 Counties in Tribal Head Start network
How does MSU work with schools?

### Evaluation
This comprehensive evaluation of 21st Century Community Learning Centers (after-school programs) is evaluating effectiveness of the program, developing white papers on key after-school issues, and designing a state-of-the-art data collection system. UO&E provides technical assistance regarding storage and retrieval of the project’s large database.

### Campus partners:
- Education; Park, Recreation, and Tourism Resources; Family and Child Ecology; UO&E

### Community partners:
- Michigan Department of Education; 21st Century Community Learning Centers in 134 schools and community-based organizations

### Funding:
Michigan Department of Education

### Location:
Michigan statewide

### Schools:
Elementary, middle, and high schools
Learning to Give
Learning to Give is a K-12 curriculum that enhances students’ understanding of and commitment to philanthropy, political participation, and volunteering. MSU faculty advise the project leaders on structure and dissemination strategies; they evaluate the program’s curriculum development process and impact on student knowledge, attitudes, and behavior related to citizenship and a civil society. The project recently completed the 10th year evaluation and the program is being disseminated nationally.

Campus partners: Education; Institute for Public Policy and Social Research; UO&E

Community partners: Council of Michigan Foundations

Funding: Council of Michigan Foundations; Kellogg Foundation; Lilly Endowment; C. S. Mott Foundation (nine-year contract to MSU for ongoing evaluation, now in beginning stages of a national roll-out)

Location: Michigan statewide

Schools: Elementary, middle, and high schools
Off to a Great Start

MSU Families and Communities Together (FACT) Coalition is funding two efforts to assist Michigan’s Great Start initiative. An easy-to-use booklet is being produced to give families tools they can use to promote early literacy. A second effort is to assist the state in training licensed child care providers in effective ways to meet the 30 minutes a day requirement for emerging literacy activities with children.

Campus partners: College of Education, Family & Child Ecology, Michigan Agricultural Experiment Station; MSU Extension; WKAR Television; UO&E

Community partners: Michigan Family Independence Agency

Funding: MSU FACT Coalition, W.K.Kellogg Foundation

Location: Michigan statewide

Schools: Preschool: Distributed to 19,000 licensed child care providers in Michigan.
## Spectrum of Outcomes

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

**LEVEL**
- Initial: Long-term results are the initial outcomes.
- Intermediate: Intermediate outcomes are the results that occur sometime between the initial and long-term outcomes.
- Long-term: Long-term outcomes are the ultimate goals of the system.
The Relationship between Outcomes and Impact

**Program Activities**

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

**Intermediate Outcomes**
- Young person uses non-violent conflict resolution strategies when confronted with conflict.
- These are the beliefs, understandings, and skills that are needed to enact the practice.

**Long-Term Outcomes**
- Young person seeks to resolve conflict non-violently.
- Search Institute 40 Developmental Assets. Young person learns non-violent conflict resolution techniques and strategies.
- These are the practices or behavior that help partners realize the building blocks.
- These statuses and conditions are the building blocks that partners need to achieve the desired impact. (What evidence would suggest we’ve identified appropriate building blocks?)

**Impact**
- Youth who are mentally, emotionally, physically, and socially healthy.
- The ultimate status or condition that we are seeking with our partner.
Successful Campus-Community Partnerships

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

- Bargerstock: MSU
- Beere: Northern Kentucky University
- 1:45 -2:45 pm.
Contact Information

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