

Engaged Research

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University Outreach and Engagement

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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

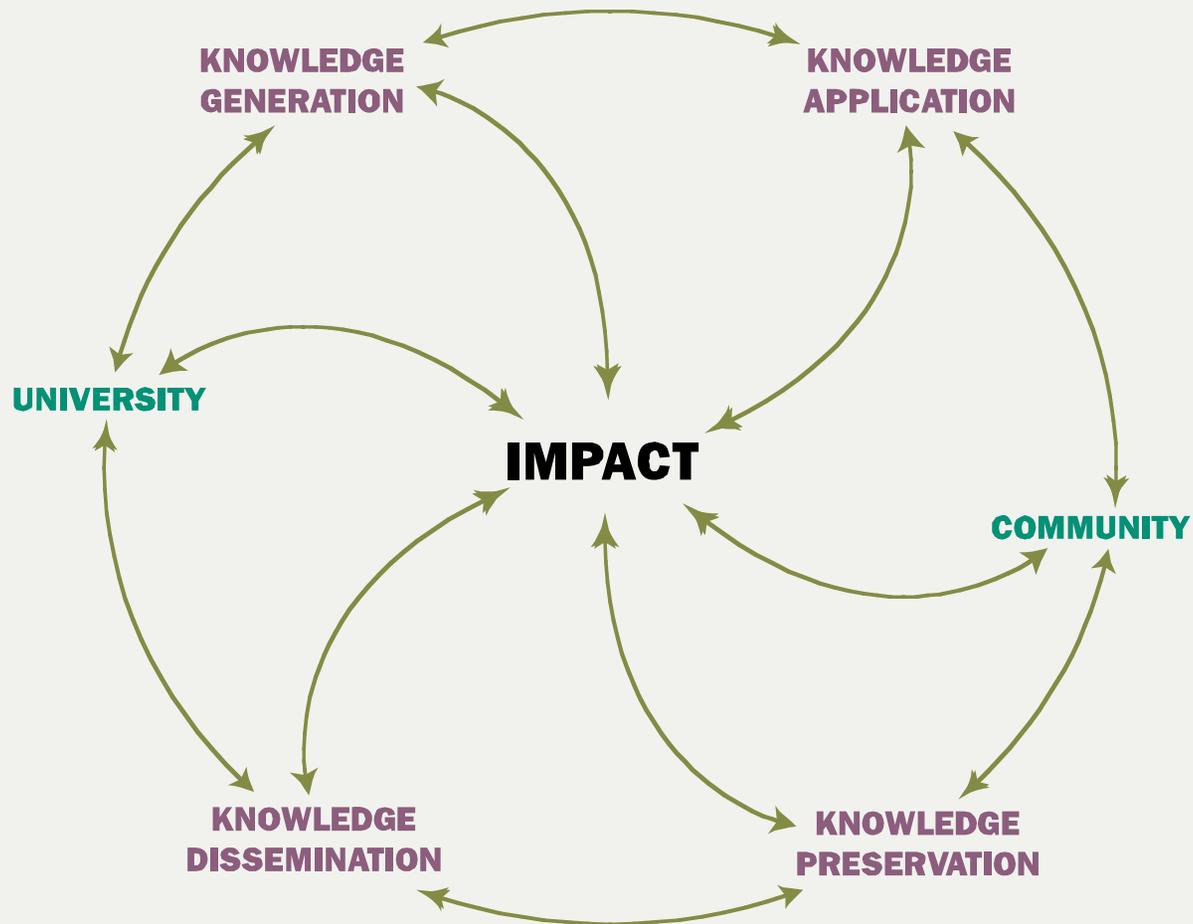


A Conceptual Framework for Engaged Research and Scholarly Work

- 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



ENGAGEMENT IS EMBEDDED IN SCHOLARSHIP

Examples of Traditional Academic Activity

Scholarly Engagement Activity

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



MSU Outreach and Engagement

Actively engaging educators to improve school performance

How does MSU work with schools?

Evaluation

Professional development for teachers/staff

Coaching for principals

Research

Literature reviews focused on best practices

Data analysis

Consultation

Service-learning

Long-term community engagement



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

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21st Century Community Learning Centers Statewide 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



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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



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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.

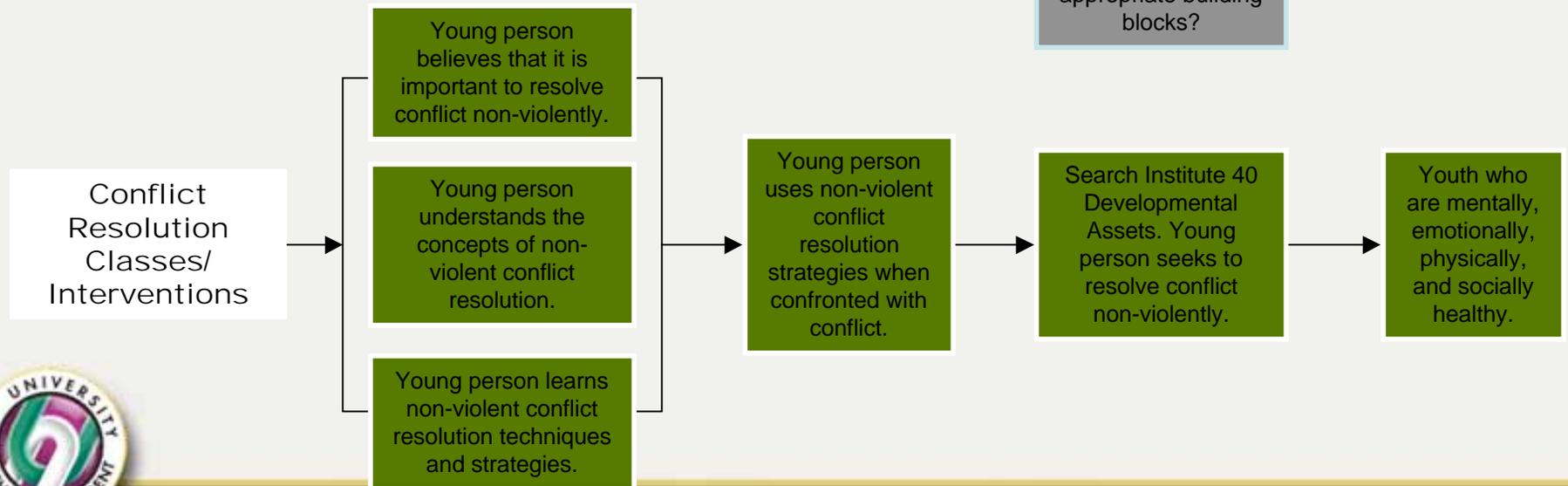
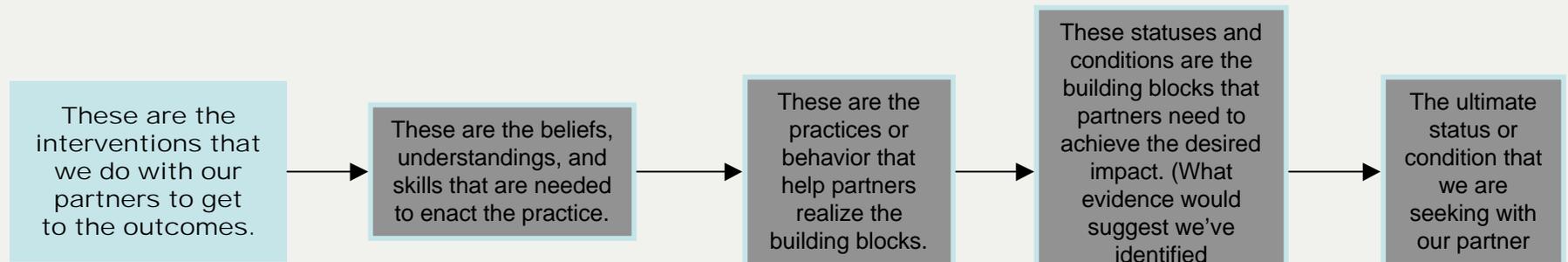


Spectrum of Outcomes

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



The Relationship between Outcomes and Impact



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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