MICHIGAN STATE UNIVERSITY | University Outreach and Engagement

Professional Development for Graduate Students in Engaged Scholarship

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service learning
public understanding
community engagement
civic engagement
international engagement
community partnerships
public humanities
participatory research
needs assessments
community workshops
capacity building
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Broader Impacts

Linked Concepts

- ***Broader Impacts, NSF:*** **"**The potential to benefit society and contribute to the achievement of specific, desired societal outcomes . "
- ***Broader Impacts, University of Oklahoma:*** "A process with stakeholders/people to achieve a societal benefit in a finite amount of time that is measured. This can be with/through research, teaching, public service, service, outreach, and many other areas. This is a two-way or multiple benefit in which faculty also benefit."
- ***Engaged Scholarship, Michigan State University: "****A* scholarly endeavor that cuts across research [and creative activities], teaching, 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."

Outreach refers to

- Academic work done **for** the public.
- Applied knowledge.
- Unidirectional flow of knowledge (e.g., from the university to the public).
- Distinction between knowledge producers & knowledge consumers (e.g., universities produce knowledge & public consumes it).
- Primacy of academic knowledge.
- University as center of public problem solving.
- Knowledge generation and dissemination through community involvement (adapted from Saltmarsh & Hartley, 2011, pg. 22).

Engagement refers to

- Academic work done **with** the public.
- Inclusive, collaborative, problem-orientated.
- Multi-directional flow of knowledge.
- Co-creation of knowledge (e.g., both universities and communities together create solutions).
- Shared authority for knowledge creation (e.g., both universities and communities have relevant knowledge).
- University as part of an ecosystem of knowledge production addressing public problem solving.
- Community change that results from the co-creation of knowledge (adapted from Saltmarsh & Hartley, 2011, pg. 22).

Continuum of Community Engaged Knowledge Making

Continuum of scholarship with traditional approaches to research, teaching, and service on one end....and highly collaborate, co-creative approaches on the other end...and a range of gradations along the continuum where scholarship may be located (Ellison & Eatman, 2008, pg. 5-6)

Traditional Scholarship | **Outreach Scholarship** | **Engaged Scholarship**

Continuum connotes different **degrees of collaboration**, **decision-making authority**, **reciprocity**, and **mutual benefit**.

Common Types of Community Engaged Scholarship Reported by Faculty

(Doberneck, Glass, & Schweitzer, 2010) Updated and Revised, August 2015

Community Engaged Scholarship Conducted in Response to Communities or in the Context of Community Partnerships

Community Engaged Research and Creative Activities	Community Engaged Teaching and Learning	Community Engaged Service and Practice	Community Engaged Commercialized Activities
Engaged research and creative activities are associated with the discovery of new knowledge, the development of new insights, and the creation of new artistic or literary performances and expressions in collaboration with community partners.	*Engaged teaching is organized around sharing knowledge with various audiences through either formal or informal arrangements. Types of engaged teaching vary by relationship among the teacher, the learner, and the learning context. Engaged teaching may be for credit or not-for-credit, guided by a teacher or self-directed*	*Engaged service is associated with the use of university expertise to address specific issues (ad hoc or long-term) identified by individuals, organizations, or communities. This type of engagement is not primarily driven by a research question, though a research question may be of secondary interest in the activity.*	*Commercialized activities are associated with a variety of projects in which university-generated knowledge is translated into practical or commercial applications for the benefit of individuals, organizations, or communities*
Community Engaged Research • Community-based, participatory research • Applied research • Contractual research (funded by government, non-governmental organizations, or businesses) • Demonstration projects • Needs and assets assessments • Program evaluations **Community Engaged Creative Activity** • Collaboratively created, produced, or performed o Film o Theater o Music o Performance o Sculpture o Writing o Spoken words o Multi-media o Exhibitions	**Formal (For-Credit)** • Service-learning • Community engaged research as part of university classes • Study abroad programs with community engagement components • Online and off-campus education **Non-formal (Not-for-Credit)** • Pre-college programs for youth in K-12 • Occupational short course, certificate, and licensure programs • Conferences, seminars, not-for-credit classes, and workshops • Educational enrichment programs for the public and alumni **Informal (Not-for-Credit)** • Media interviews or "translational" writing for general public audiences • Materials to enhance public understanding • Self-directed, managed learning environments, such as museums, libraries, gardens	• Technical assistance • Consulting • Policy analysis • Expert testimony • Legal advice • Clinical practice • Diagnostic services • Human and animal patient care • Advisory boards and other disciplinary related service to community organizations	• Copyrights • Patents • Licenses for commercial use • Innovation and entrepreneurship activities • University-managed or supported business ventures, such as business parks or incubators • New business ventures and start-ups • Inventions • Social entrepreneurship

Need

"What is needed are specific opportunities or '**critical experiences**' in masters and doctoral programs for graduate student to develop the **knowledge, skills, and orientations** most relevant to their future **engaged work**."

--O'Meara, 2011, p. 186

Graduate Certification in Community Engagement

Developing the skills and competencies needed for exemplary university-community engagement

HOME ABOUT REQUIREMENTS APPLICATION CONTACT

- Designed to increase knowledge and strengthen skills for **scholarly**, **respectful**, and **systemic** approaches to community engagement.
- Open to **masters and Ph.D. students**, who wish to become engaged **scholars** and engaged **practitioners.**
- Non-credit **professional development** program sponsored by The Graduate School and University Outreach and Engagement.
- Results in a **transcriptable credential.**

From http://gradcert.outreach.msu.edu/

History of the Program

History

- Established in 2009
- Joint offering by The Graduate School and University Outreach and Engagement

Eligibility

- All Masters and Ph.D. students at the university
- Practitioner and Higher Education career tracks
- **Enrollment to date: 190 learners**

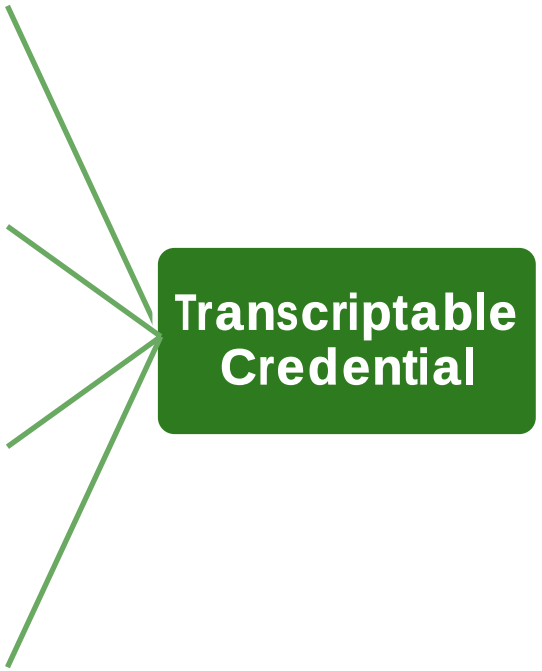
Logistics

- No application or program fees. No tuition credits
- http://gradcert.outreach.msu.edu/

Competency Based Curriculum

Achieved through:

- Core Competency Seminars or Approved Alternatives.
- Mentored Community Engagement Experience (60+ hours).
- Written Portfolio and Presentation.



Non-Credit Professional Development

Curriculum Framework

- Modification and expansion of faculty core engagement competencies for graduate and professional students
- 8 dimensions and 20 core engagement competencies

Components

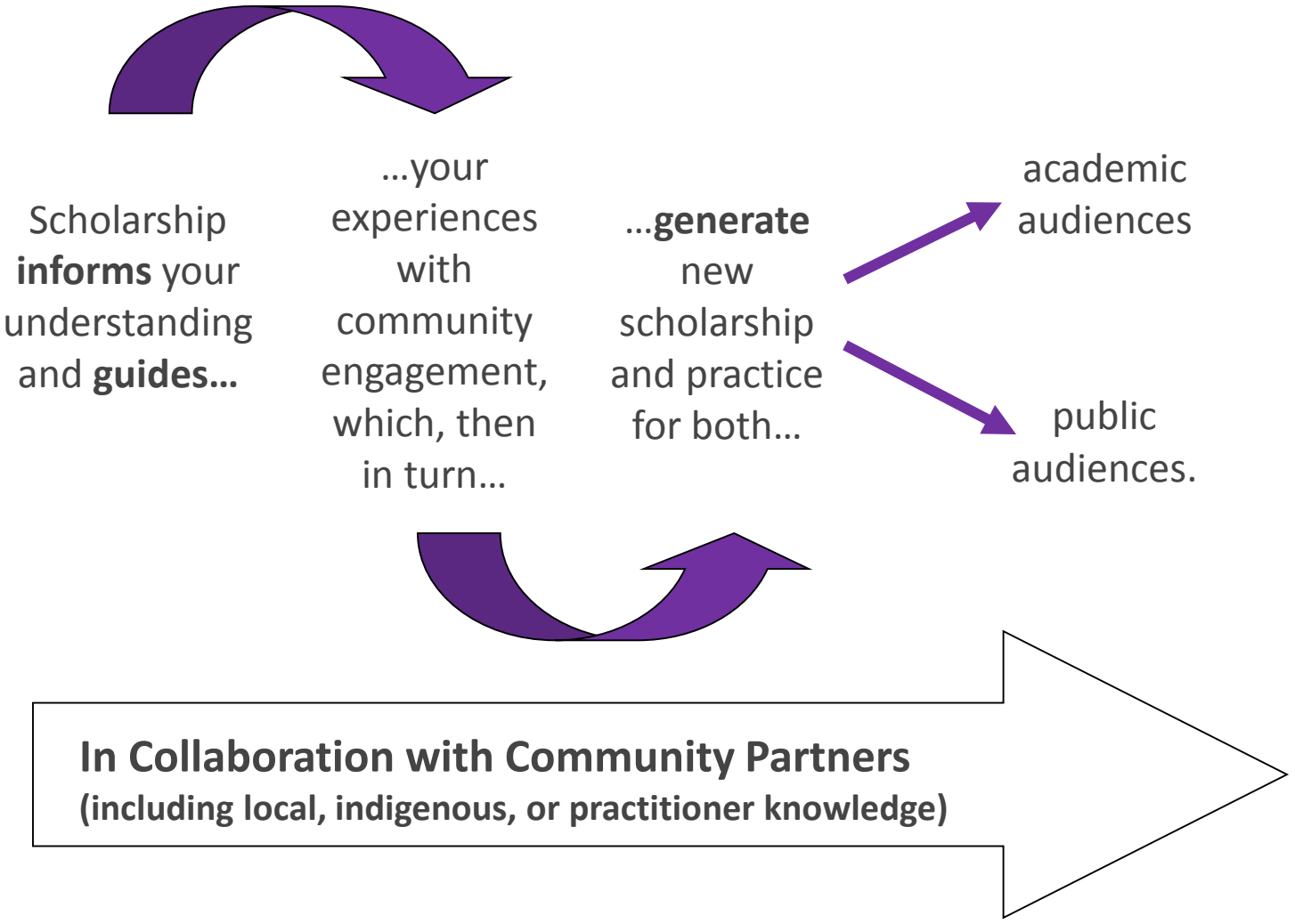
Seminars/Workshops

- Mentored Community Engagement Experience
- Written Portfolio and Presentation

Program Features

- Flexibility: can be completed in 1 year, usually 2-3 years
- Results in transcriptable credential

Community Engaged Scholarship



MSU's Curricular Framework

1. Foundations and Variations.
2. Community Partnerships.
3. Critical Reflection.
4. Community Engaged Scholarship and Practice.
5. Approaches and Perspectives.
6. Evaluation and Assessment.
7. Communication and Scholarly Skills.
8. Successful Community Engagement Careers.

Foundations and Variations

1. **History of the Community Engagement Movement.**
   - Definitions.
   - Service, outreach, and engagement.
   - Multiple sources of knowledge.
   - Importance of foundational scholarship.

2. **Variations on Community Engaged Scholarship and Practice**
   - Types of scholarly activities
   - Degrees of collaboration.
   - Academic and public products.

Community Partnerships

3. **Initiating Partnerships.**
   - Assessing readiness.
   - Partnership structure, diagrams.
   - Building trust and rapport.
   - Coming to agreement.

4. **Sustaining Partnerships.**
   - Clear expectations and roles.
   - Communication, follow-through.
   - Capacity building and leadership.

5. **Techniques for Community Collaboration.**
   - Expand your toolbox of collaborative listening, brainstorming, prioritizing, and decision-making techniques.
   - Ethics of participation.

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Critical Reflection

6. **Working With Diverse Communities.**
   - Your own micro/macro cultures.
   - Power, privilege, race, class, gender.
   - Low and high context cultures.
   - Cultural humility and reflexive practice.

7. **Critical Reflection and Critical Thinking.**
   - Critique of own identity and positionality.
   - Critique of ideas, frameworks, theories in practice.

8. **Ethics and Community Engaged Scholarship.**
   - Anticipate and pro-actively manage potential ethical issues.
   - Familiarity with professional codes of conduct and ethics, including IRB requirements

Community Engaged Scholarship and Practice

For all three,

- paradigms, approaches, methods, and examples.
- different degrees of engagement at different stages.
- community partners and students (as appropriate) as co-educators, co-learners, co-generators of knowledge.

9. **Community Engaged Research and Creative Activities.**
   - Research.
   - Creative activities.

10. **Community Engaged Teaching and Learning.**
    - Formal.
    - Informal.
    - Non-formal settings.

11. **Community Engaged Service and Practice.**

Approaches and Perspectives

12. **Asset based Community Engagement.**
    - Use a strengths approach to frame community work.
    - Identify and mobilize community assets.

13. **Capacity Building for Sustained Change.**
    - Levels, types of capacity.
    - Reciprocity in capacity building.

14. **Systems Approaches to Community Change.**
    - Economic, social, behavioral, political, and environmental contributors to community issues.
    - Boundaries, perspectives, and relationships—nested systems.
    - Situation recognition of simple, complicated, complex

Evaluation and Assessment

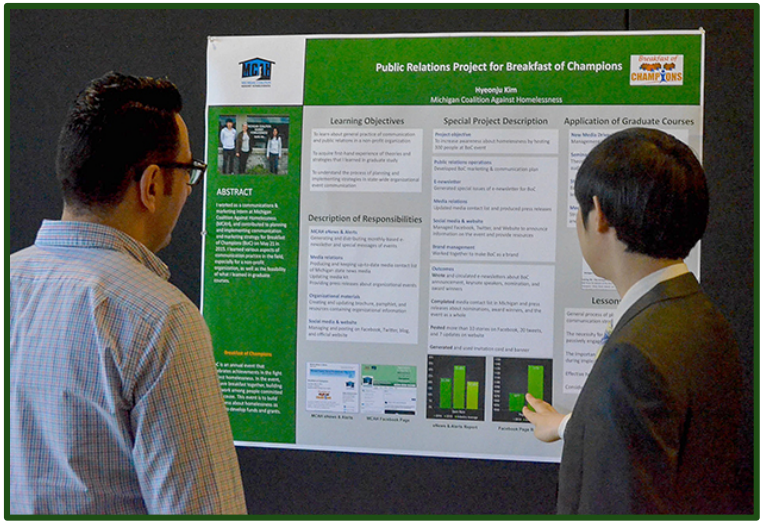
15. **Evaluating Community Engaged Partnerships.**
    - Basic vocabulary for evaluation.
    - Process and outcome goals for partnerships.
    - Evaluation plans.
    - Ethics and evaluation.

16. **Quality, Excellence, and Rigor in Peer Review of Community Engaged Scholarship.**
    - Multiple standards of quality, excellence, and rigor.
    - Providing critical, constructive feedback.
    - Importance of community partner feedback.

Communications and Scholarly Skills

17. **Communicating with Public Audiences.**
    - Policy makers, general public, and practitioners need different information.
    - Translating and disseminating findings effectively.
    - Communication plans.

18. **Communicating with Academic Audiences.**
    - Sources of funding, incl. grant-writing.
    - Academic conferences for dissemination.
    - Journals for peer reviewed publishing.



Successful Community Engagement Careers

19. Documenting Engagement Accomplishments.

- Importance of both narrative and evidence.
- Required elements of an engagement portfolio.
  - Robust partnership description.
  - Critical reflection.
  - Scholarship.
  - Community partner voice.
- Effective written and spoken communication of your work.
- Presentation of yourself as an engaged scholar or practitioner.

20. Community Engagement over the Career Span.

- Different stages through time.
- Opportunities for growth and development.
- Awards and recognitions.
- Engagement job search strategies.

Mentored Community Engagement Experience (MCCE)

Purpose

- Put key engagement concepts and skills into practice.
- Focus on communication, collaboration, and partnering skills.
- Reflect on your community collaboration with mentor throughout your experience.
- Receive critical, constructive feedback from your community partner.

About the MCCE

Logistics

- Approved in advance by program coordinator.
- Meets definition of community engaged scholarship (esp. scholarly dimensions).
- Be collaborative undertaken with community partner(s) and a faculty mentor.
- Involve significant, direct interaction between student and community partner.
- Include reflection on communication, collaboration, and partnering skills with a faculty mentor or member of UOE faculty and staff.
- Include critical feedback from community partner about your collaboration.
- 60 hours, at the minimum.

More About the MCCE

Flexibility

For a majority of students, this experience is associated with their graduate degree program and may be:

- a practicum.
- internships.
- thesis experience.
- dissertation research.
- graduate assistantship.
- teaching responsibilities.
- work experience.

The mentored community engagement experience does **not** have to be a new or additional community-based project unless you would like it to be.

Demographic Snapshot

Per year, 40-50 students enroll

- 79% female
- 1/3 students of color
- 20% international students
- 41% <2 years professional experience
- Half moderately experienced working in communities
- Half MA, Half Ph.D.
- College:
  - 33% social science
  - 17% education
  - 10% ag and natural resources
  - 10% arts and letters
  - Business, law, veterinary medicine, nursing, communication arts

Written Portfolio and Presentation

Purpose Overall

- Reflect on and write about community engaged scholarship and practice.
- Document your community engaged scholarship, methodically, including processes, outcomes, and evidence related to your collaboration with community partners.
- Solicit critical feedback from community partners and a faculty mentor on their perspectives about your engagement experience.
- Gather new and supporting materials to present for peer review.
- Generate new insights through reflective writing.
- Practice talking about your community engaged scholarship or practice.

About the Written Portfolio

Purpose

- Demonstrate your mastery of core engagement competencies.
- Document your mentored community engagement experience.
- Include your community partners' and faculty mentor's perspective on your collaboration experience and skills.
- Support your reflections with additional materials and evidence.
- Focus on breadth and comprehensiveness.

Documentation: Portfolios

Portfolio Assessment

- Written portfolio due 1 week in advance of presentation
- Read by all members of advisory team
- Two assigned as lead reviewers, matched with student's type of community engaged scholarship
- Assessment and scores discussed at meeting after presentation

Final Recommendations

- No Pass
- Pass
- Revise and Resubmit
  - Revisions must be specified

Demographic Snapshot

- **Career Goals**
  - 12% tenure track
  - 14% higher ed administration
  - 5% non-academic researcher
  - 7% community practitioner
  - 10% government
  - 33% combination of above
- **Engaged Scholarship Focus**
  - 33% Research
  - 2% Creative activity
  - 19% Teaching/learning
  - 29% Service/practice
  - 2% Commercialized activity
  - 17% Not sure

Yoga Studio director talks with a member about need for public relations and advertising materials.

Member, who is a Ph.D. student, uses her qualitative interviewing skills to collect stories and video-taped testimonials to develop the needed materials. Special attention was paid to diversity issues, a point of emphasis at the studio and an area of scholarship for the student.

http://justbyoga.com/student-profiles/

Type: community engaged service
Structure: solo
Duration: short-term

Ph.D. student collaborates with a youth sports non-profit to conduct focus groups exploring why African-American girls are not participating in after school sports as much as other youth – part of grad assistantship.

Findings are shared with youth, with the sports non-profits, and with coaches across the state.

Type: community engaged research
Structure: small team, regular partner
Duration: long-term
Intensity: on-going partnership with smaller, short-term sub projects

Graduate student teaching service-learning course oversees undergraduates who are completing service projects in several large community based organizations that have multiple projects and serve multiple clients.

Graduate student negotiates projects for students, collects assignments and evaluations, and reads student reflections.

Type: community engaged teaching and learning
Structure: small team, regular partner
Duration: on-going
Intensity: high

Staff member for Michigan-wide organization supporting farmer's markets and farm market managers is asked to conduct research about training needs of farm market managers.

Staff member, who is also a Ph.D. student studying local food systems, designs a participatory research process involving market managers in early stages of the research.

Type: community engaged research
Structure: regional network
Duration: on-going
Intensity: seasonal, sometimes intense, sometimes not

Considerations in Assessment – Matching the Students' Needs

Revisions in Portfolio Requirements

- Some core competencies are more important than others
- Depth in fewer core competencies is better than breadth in more core competencies
- Learners should have choices in what they document and communicate

Written Portfolio (15 core competencies out of 20)

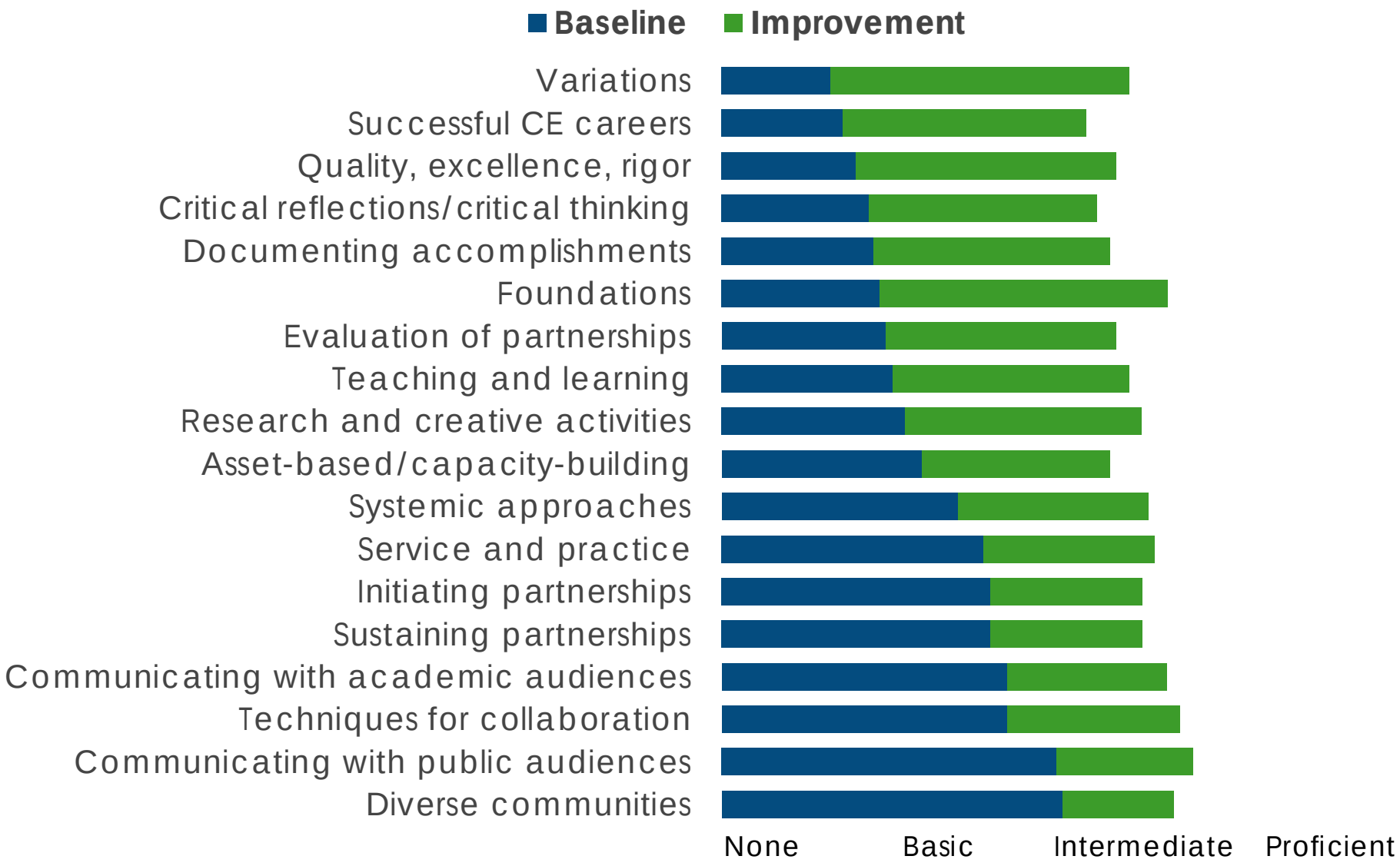
- Community engaged scholarship and practice (select one)
- Approaches and Perspectives (select one)
- Documentation & Communication core competency (#19) fulfilled by written portfolio and presentation

Portfolio Presentation (2 core competencies out of 20)

Common Areas for Student Improvement

- Partnership context and history
- Partnership structure
- Community partner voices in collaboration process
- Describing **key ideas in practice**—not just repeating concepts from seminars
- Scholarly citations, references

Improvement in Community Engagement Competency



Data: 2014-15 end-of-year survey. N = 32.

Perceived Program Impacts

Data: 2014-15 end-of-year survey. N = 32.

New Mindset

- *I think it made me have deeper critical reflection on processes that I'm involved in, whether it may be consumer buying or just decision makings at many different levels.*

- *I think that going through this has given me a new way to look at what I do. Not just what I do for [my] career, but what I do [for] my vocation, my avocation, my parenting…*

- *…it's…helped shape me*

New Skill Set

- *I got useful concepts, useful toolkits for what I do definitely, that it will help my career because the more of those I have the better.*

- *[I gained] a perspective of how to work with communities effectively at the grass root level. whether it is with a…with a project a development or whether it's a research or whether it's finding a creative way to connect what is happening in the classroom to realities out there in the field.*

Increased Marketability

- *[It] will make us more effective and marketable. And I'm planning, I haven't started actively job hunting yet, but…that is definitely something I will accentuate in my job applications.*

- *I can say I'm an engaged scholar in such and such, and it makes me stand out. So I think it's very helpful, I know how to use it, so it's going to help me a great deal I think. It already got me a job.*

Learning Community

- *the opportunity to get to know some more folks and really just talk about some of these things in depth…it was like the ability to go to a conference and talk about all of these things in these seminars without having…to go to a conference.*

- *And being able to communicate with engaged scholars is added benefits…*

Qualitative Program Evaluation

Best part of the program?

- “Learning scholarly approaches to community engagement.”
- “I enjoyed thinking about the different aspects of community engaged scholarship as well as the opportunity to connect with graduate students outside my program. It was exciting to learn about other great things taking place on campus and to use this certificate as an opportunity to connect my academics with my professional interests in community engagement.”
- “The wonderfully intellectual experience I had during each seminar as far as the conversation with the instructors and the students.”

Contact Information

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