

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:

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- ▶ 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.

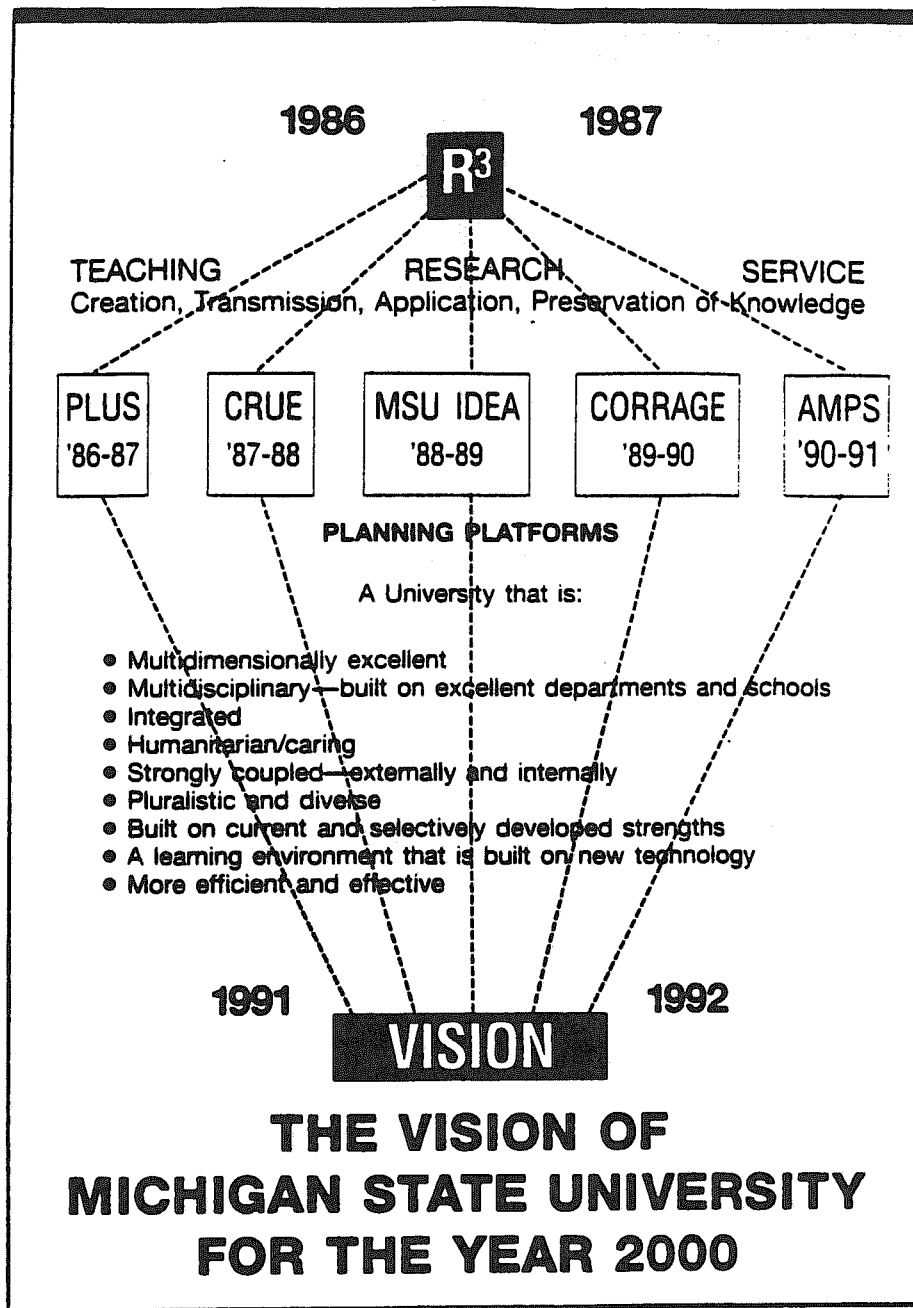
This approach is a major part of a new university model for outreach, a model that has taken shape and form at Michigan State over the last decade through a variety of linked initiatives. The overall goal is to strengthen the outreach by making it a more central and integrated dimension of the institution's 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 | (MSU) is committed to...conveying know- ledge to its students and to the public.... 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. | 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...." 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. | | ...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. ...the mandated insti- tutional commitment to outreach distin- guished MSU from other public research institutions in Michigan. | 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). The U will continue to support outreach programs that advance diversity within the community (IDEA II, 35). | (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 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.) MCES should become even more central to MSU's missions of generating, applying, and disseminating knowledge. (2.a.2.) | 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 Lifetime Education. (2.) |
| Definitions | ...the land-grant commitment now encompasses fields such as health, human relations, business, communication, education, and government, and extends to urban and international settings. | Public service may include identification of issues, analysis of problems, and valida- tion of ideas, as well as communication of knowledge and demonstration of applications of knowledge to improve educational and service delivery processes and to solve problems. | | 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. 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). | | | |

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|-----------------|--|--|--|---|--|
| <p>Students</p> | <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> | |
|-----------------|--|--|--|---|--|

| SUBJ. AREAS | UNIV. MISSION | ACAD. PROG. | CRUE REPORT | CORRAGE REPORT | MSU IDEA I&II | MCES STUDY |
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| 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. | ...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. | 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) 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.) | | 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. | The council supports strengthening interactions 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. The Office of the VPRGS & Vice Provost for U Outreach and communication should strengthen ties with industry and encourage collaboration in research between the U & industry, as well as between the U & state government...(5) | 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.) | The Office of the Provost through the Vice Provost for U Outreach will continue to support and expand economic outreach efforts for minorities and women throughout the state...(IDEA II, 35.B.) 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.) | That the Asst Provost for LLE facilitate MCES both to needed University experts and to institutions and networks outside state not normally part of MCES multiplier groups. (2.a.4.) The CED should be a key coordinating point for LLE regional activities impacting the county. (4.c.4.) |

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| <p>Research-Teaching-Outreach</p> | <p>At MSU, instruction, research, and public service are integrated to make the institution an innovative, responsive public resource.</p> | <p>The complex relationships among kinds of activity—research, teaching, and public service—are rich and lead to unpredictable benefits. (On quality) A reciprocity among instruction, research, and public service activities that enriches all students' education, both directly and indirectly. ...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. ...high-quality research benefits teaching at all levels and is essential for outreach activities of equal quality. Each college should be regularly evaluated and regarded for its initiatives in organizing & developing outreach programs and building support among clientele groups. (8.) The quality of outreach efforts at the state, national, 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 enlightenment and economic opportunity for all people. (IDEA II) In keep the U's commitment to outreach, the Office of the Provost will encourage and support multidisciplinary 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>Resources</p> | <p>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> | <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> | <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.) 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> | | |

* 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.