

Engaged Scholarship and Higher Education: Broader Impacts through Community Engagement

Hiram E. Fitzgerald, Ph.D.

Associate Provost for University Outreach and Engagement
University Distinguished Professor, Department of Psychology

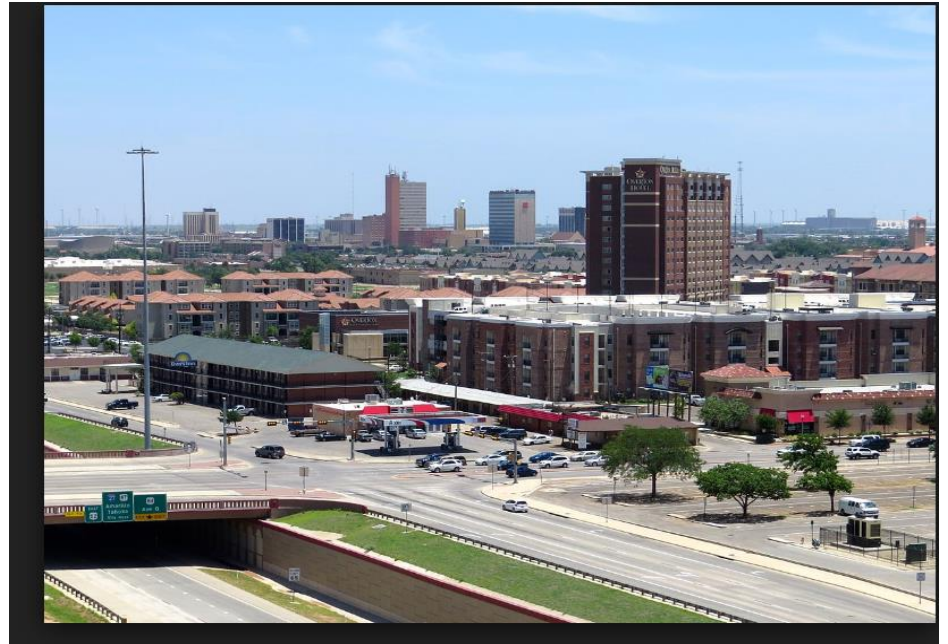
fitzger9@msu.edu

Texas Tech University

March 27 2018

Dr.
Lawrence
Schovanec

17th President of Texas Tech University



“We will support a culture that **engages the university** beyond the borders of the campus, promoting partnerships that catalyze **discovery, innovation, and economic development**, while concurrently improving the quality of life and individual well being.”

President’s Letter: Texas Tech University: A foundation for the next century: A pathway to 2025/Strategic Plan. p. 3

“MAKING POSSIBILITIES A REALITY”



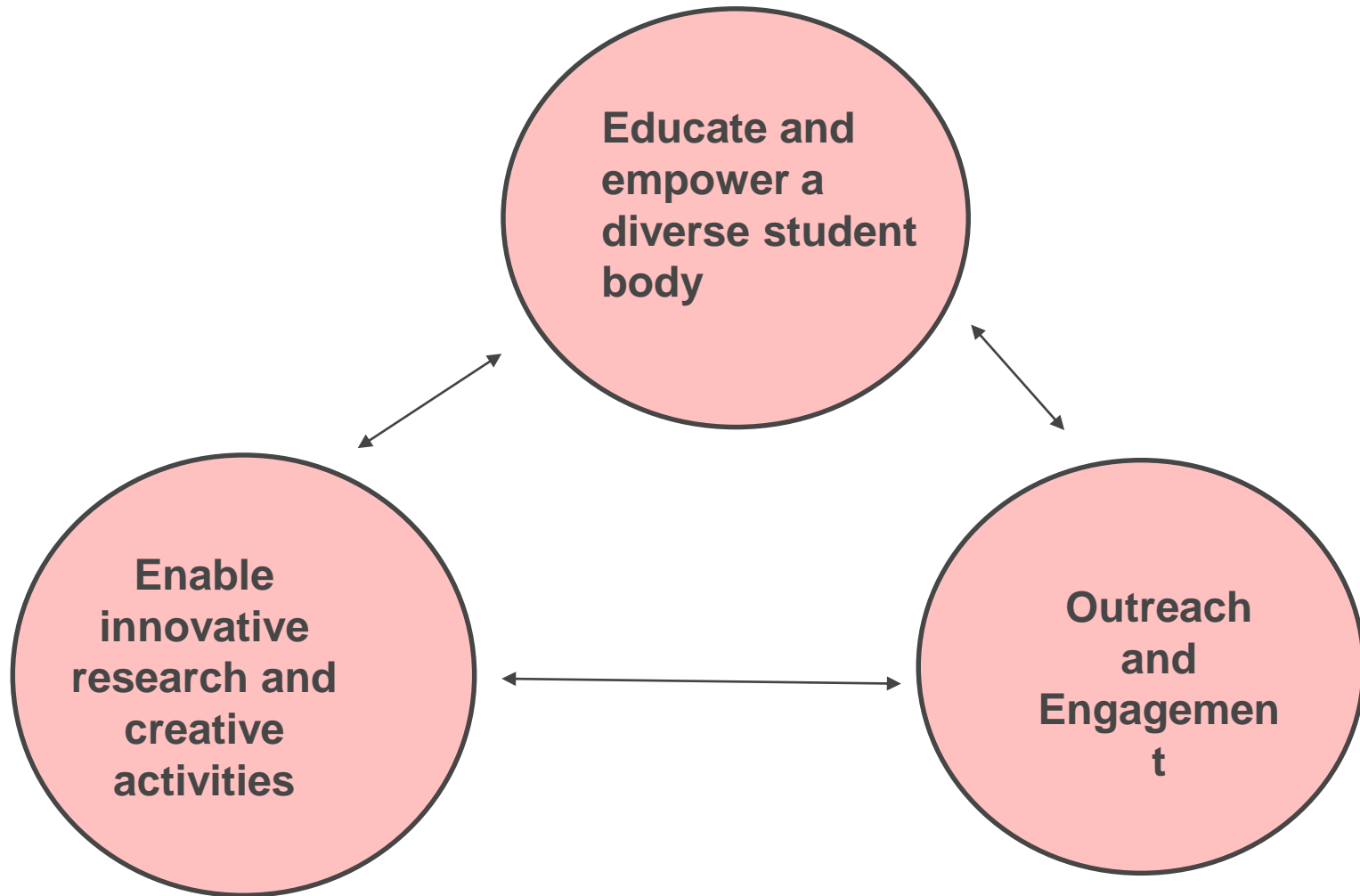
Michael Galyean



“Maturing the rapidly evolving graduate education, research, and creative activities of the institution combined with **a new outreach and engaged scholarship initiative, will be hallmarks of the next decade.**”

Provost's Comments: Texas Tech University: A foundation for the next century: A pathway to 2025/Strategic Plan. p. 4

TTU: STRATEGIC PRIORITIES



Ready? Outreach Or Engagement Quiz



- On the next three slides, we'll present a description of a project for you to read.
- Decide whether the project is an example of outreach or engagement.
- When it's time, vote by raising your hand.

Outreach or Engagement?



Marketing Great Lakes Whitefish

- Help fishing businesses along MI coastlines to establish stringent guidelines for the industry to assure high quality product and a speedy trip from lakes to market.

Partners

- MI Sea Grant, NOAA (funder), MSU Product Center, tribal and fishing industry leaders, local chefs, restaurants, Northern MI University's culinary arts program

Outreach or Engagement?



Hurley's Partners in Heart

- Local pastors approach medical school to collaborate in a healthy heart initiative.
- Health professionals and MSU College of Human Medicine students train church members to screen for high blood pressure with the goal of reaching those with high blood pressure gain information about cardiovascular risks and, if necessary, to seek treatment.

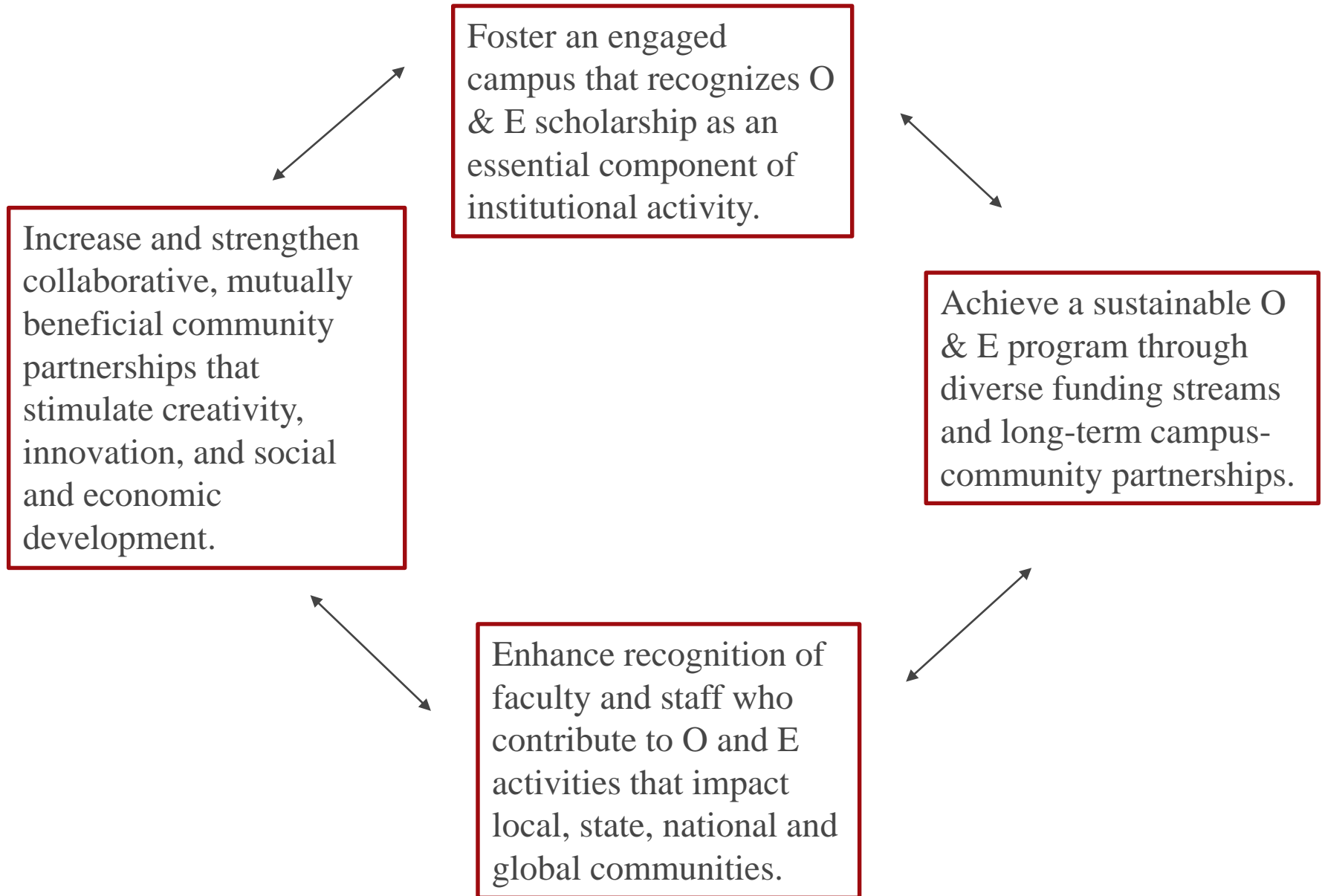
Outreach or Engagement?



WRA 417 Multimedia Writing (with the Cherokee nation)

- Three year service-learning partnership couples MSU undergraduates and graduates with members of the Cherokee nation to develop website's audio, video, interactive technologies to document various era's of Cherokee history.

TTU STRATEGIC PRIORITY 3: GOALS (PAGE 12)



Foundations Seminar Overview Part 1

- **Community-Engaged Scholarship Movement**
 - Outreach, Engagement, Service
 - Outreach to Engagement Continuum
- **Evolving Institutional Definitions and Characteristics**
- **Key CES Concepts**
 - Foundational Scholarship
 - Community
 - Knowledge Traditions and Ways of Knowing
- **Types of Community-Engaged Scholarship**
 - Community-Engaged Research and Creative Activities
 - Community-Engaged Teaching and Learning
 - Community-Engaged Service and Practice
 - Community-Engaged Commercialized Activities

Outreach refers to

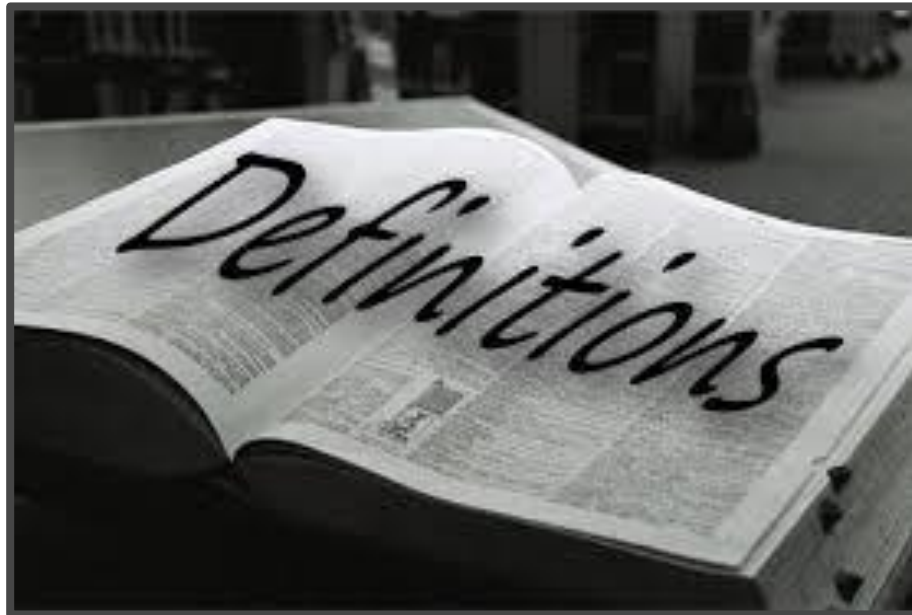
- Academic work done **for** the public.
- Applying existing knowledge.
- Unidirectional flow of knowledge (e.g., from the university to the public).
- Distinction between knowledge producers & knowledge consumers (e.g., universities produce knowledge & public consumes it).
- Primacy of academic knowledge.
- University as center of public problem solving.
(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)

COMMUNITY ENGAGED SCHOLARSHIP

EVOLVING DEFINITIONS



Re-defining Faculty Work

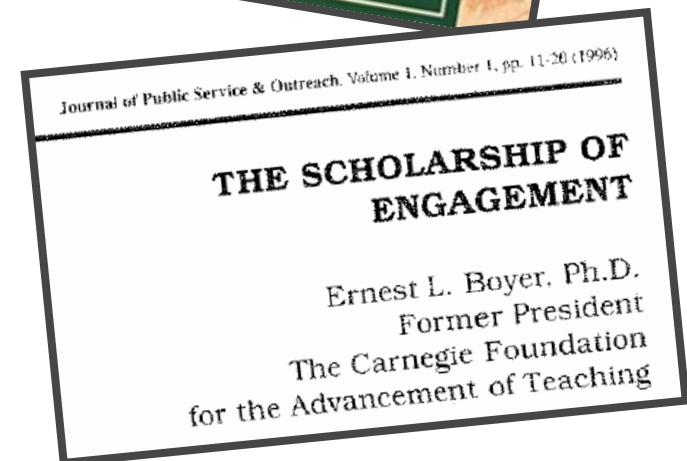
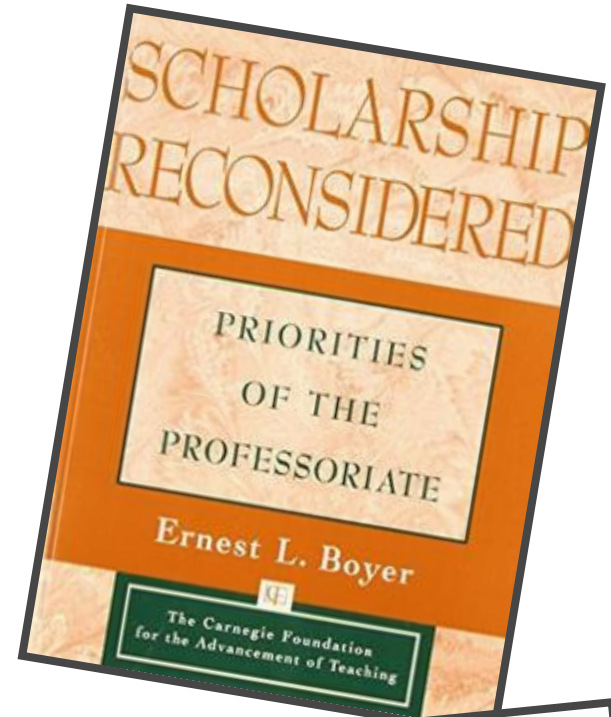
Beginning of the Movement

Boyer challenged higher education to extend “scholarship” beyond its discovery mission to include teaching and application (1990).

- Scholarship of discovery
- Scholarship of teaching
- Scholarship of application
- Scholarship of integration

In 1996, he called on higher education to embrace the “scholarship of engagement” to deal with critical societal issues.

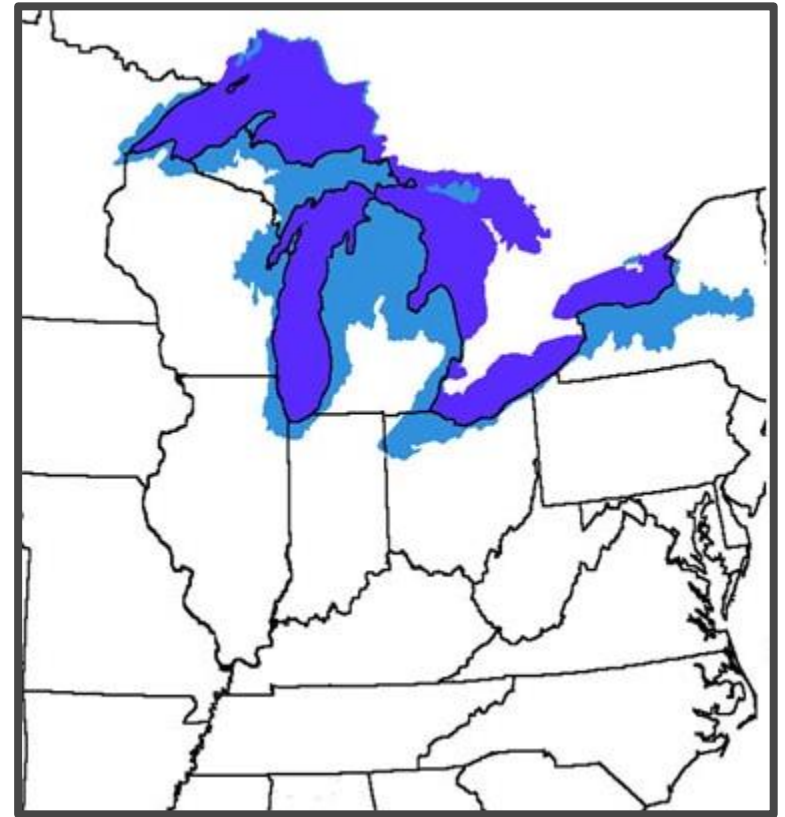
- Scholarship of engagement



What Do We Mean By Community?

Geographic

- Shared physical space such as a neighborhood or region



More Definitions of Community

Identity

shared race, gender, or other characteristics

Affiliation or interest

shared a common set of values or concerns

Circumstances

shared a common experience such as surviving a natural disaster or managing a particular disease

Profession or practice

shared specific knowledge to occupation, skill, or trade

Faith

shared belief system, customs, and religious or spiritual practice

Family/Kin

shared relationships through family and/or marriage

(Based on Fraser, 2005; Gilchrist, 2009; Ife, 1995; Marsh, 1996, Mattessich & Monsey, 1997; Wenger, Pea, & Brown, 1990)

Community Engagement Scholarship is...

Scholarship-focused

Goal oriented toward change

Community-based

Systems oriented

Mutually beneficial

Capacity-building

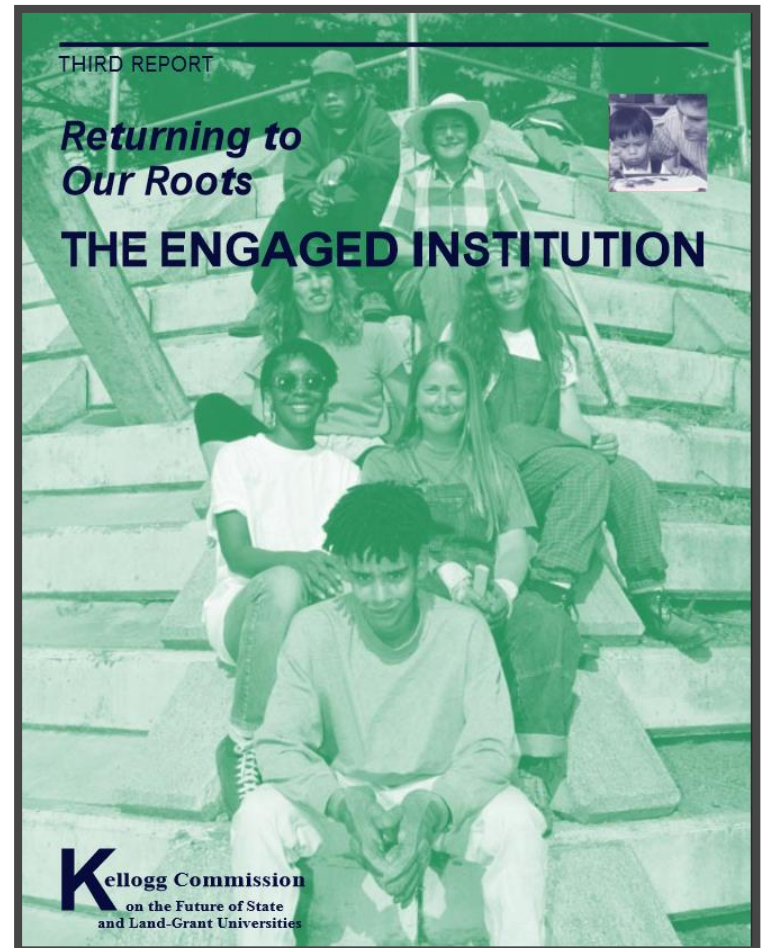
Sustainable

As a public good

Kellogg Commission on Engagement (1999)

Seven Guiding Characteristics

1. Responsiveness
2. Respect for partners
3. Academic neutrality
4. Accessibility
5. Integration
6. Coordination
7. Resource partnerships



Four Distinguishing Characteristics of Engagement

It is **scholarly**. A scholarship-based model of engagement embraces both *the act of engaging* (bringing universities and communities together) and *the product of engagement* (the spread of scholarship focused, evidence-based practices in communities).

It **cuts across the missions** of teaching, research (**knowledge of discovery and knowledge of application**), and service, rather than being a separate activity, engaged scholarship is a particular approach to campus-community collaboration.

It is **reciprocal and mutually beneficial**; university and community partners engage in mutual planning, implementation, and assessment of programs and activities.

It embraces the processes and values of a **civil democracy**.

Defining Engagement: Big Ten Academic Alliance

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; 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.

Big Ten Academic
Alliance

Indiana University
Michigan State University
Ohio State University
Pennsylvania State
University
Purdue University
Rutgers University
University of Illinois
University of Iowa
University of Maryland
University of Michigan
University of Minnesota
University of Nebraska
University of Northwestern
University of Wisconsin

Fitzgerald, H. E., Smith, P., Book, P., Rodin, K. (2005). *Engaged Scholarship: A Resource Guide*. Report submitted to the Committee on Institutional Cooperation. Available at: http://www.cic.net/docs/default-source/technology/engaged_scholarship.pdf?sfvrsn=2.

Fitzgerald, H. E., Bruns, K., Sonka, S. T., Furco, A., & Swanson, L. (2012). The centrality of engagement in higher education. *Journal of Higher Education Outreach and Engagement*, 16,7-27.

Carnegie Foundation (2006)

“(T)he term “community engagement” was defined broadly as “the collaboration between institutions of higher education 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” (Driscoll, 2008).

Key concepts

- Collaboration
- Mutually Beneficial
- Partnerships
- Reciprocity



What Is Foundational Scholarship?

Foundational Scholarship is the body of knowledge that informs and guides your engaged work.

1. Scholarship about the **issue being addressed**
2. Scholarship from your **discipline** or **field**
3. Scholarship of **Engagement**
4. Scholarship of **Teaching and Learning** (called SoTL)
5. Scholarship related to the **population** affected by the issue
6. Scholarship related to the **paradigm, method, or approach**
7. Scholarship related to the **collaboration or engagement process** used
8. Scholarship related to **reflection, evaluation, assessment**, or lessons learned
9. Or any combination

What Do We Mean By Knowledge?

Local Indigenous Knowledge

Indigenous Knowledge is similar to local knowledge, because it is based on practices specific to a place society. However, unlike local knowledge, indigenous knowledge is the result of sustained interaction between indigenous peoples and their environment, passed down over generations. It has significant historical, cultural, and social dimensions (Argawal, 1995).

Indigenous knowledge

- represents a holistic, inclusive way of knowing
- embodied in indigenous and Native cultures
- distinct and separate from dominant cultures

Tacit and Tacit Knowledge

Tacit Knowledge: mental models about how the world works. Know-how, experience, incidental learning, apprenticeship, stories, “knowing-in-action.” (Nonaka & Takeuchi, 1995; Schön, 1995).

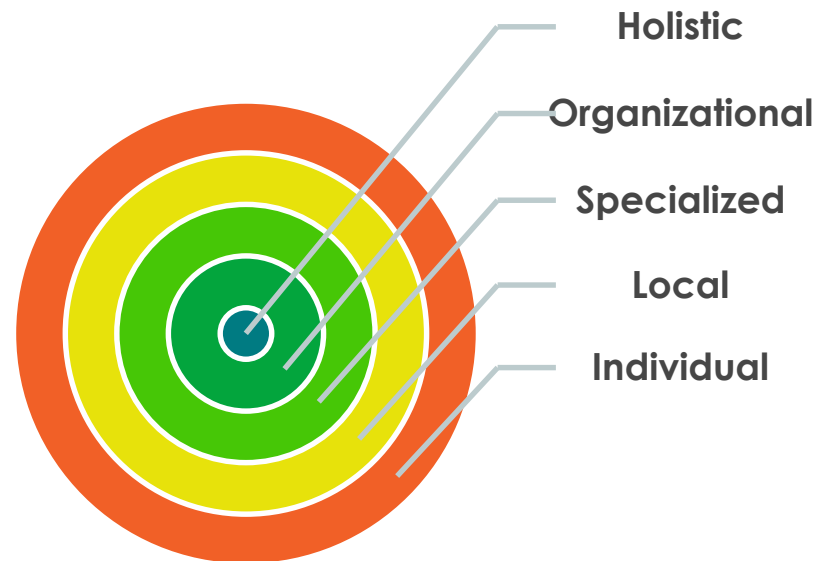
Explicit Knowledge: can be transmitted in formal, systematic language. Definitions, equations, published theories, textbooks, etc.

Engaged scholars value, surface, and incorporate the tacit knowledge of community members and practitioners into their community engaged work.

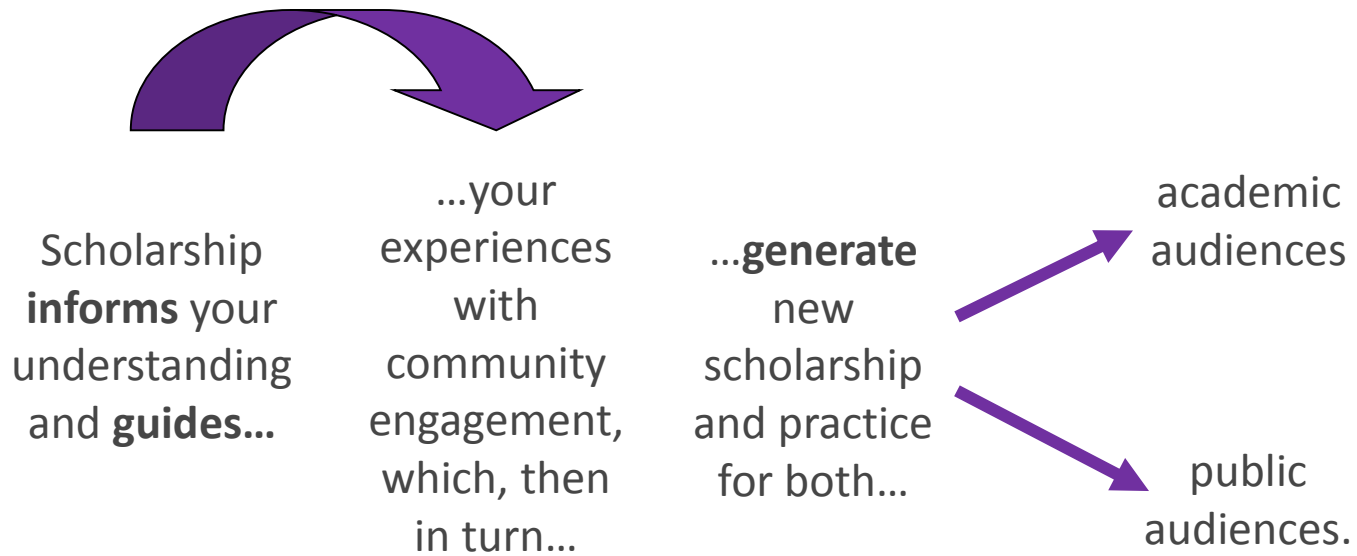
Knowledge Cultures as Nested Systems

Each set of “decision-makers has their own goals, accepts certain types of evidence (and discounts other types), and its own language. In other words, we find we are dealing with different knowledge cultures, each with its own interests” (Brown & Lambert, 2013, pg. 40-41)

- Key individuals
- Affected communities
- Specialist advisers
- Influential organizations
- Holistic thinkers



“Engaged” Incorporates Community Knowledge



In Collaboration with Community Partners
(including local, indigenous, or practitioner knowledge)

Closing Thought:

Communities as Reservoirs of Knowledge

“...*a priori* existence of knowledge in non-academic groups and communities. However, these alternative forms of knowledge have been so long suppressed and marginalized that they may be difficult to bring to the surface.”

“University researchers have methods for and experience elucidating such hidden knowledge. Rather than extracting that knowledge as ‘data,’ universities can help communities to recognize, own and mobilize their own untapped knowledge reserves as a means of catalyzing social change from within communities” (Gaventa & Bivens, 2014, pg. 73).

Comparing Community Engaged Scholarship Frameworks

	Expert-Centered	Democratic-Centered
Community Relationships	Partnerships and mutuality	Reciprocity
	Deficit-based understanding of community	Asset-based understanding of community
	Academic work done <i>for</i> the public	Academic work done <i>with</i> the public
Knowledge Production/Research	Applied	Inclusive, collaborative, problem-oriented
	Unidirectional flow of knowledge	Multidirectional flow of knowledge
	Positivist/scientific/technocratic	Relational, localized, contextual
Epistemology	Distinction between knowledge producers and knowledge consumers	Co-creation of knowledge
	Primacy of academic knowledge	Shared authority for knowledge creation
	University as center of public problem solving	University as a part of an ecosystem of knowledge production addressing public problem solving
Political Dimension	Apolitical engagement	Facilitating an inclusive, collaborative, and deliberative democracy

- **CES RESEARCH AND CREATIVE ACTIVITIES**

Community-Engaged Research

Definition

“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” (Doberneck, Glass, Schweitzer, 2010).

Engaged Research and Creative Activity Scholarly Approaches

Use-inspired basic research

Community-based research

Community-based participatory research

Applied research

Contractual research (funded by government, non-governmental organizations,
or businesses)

Demonstration projects

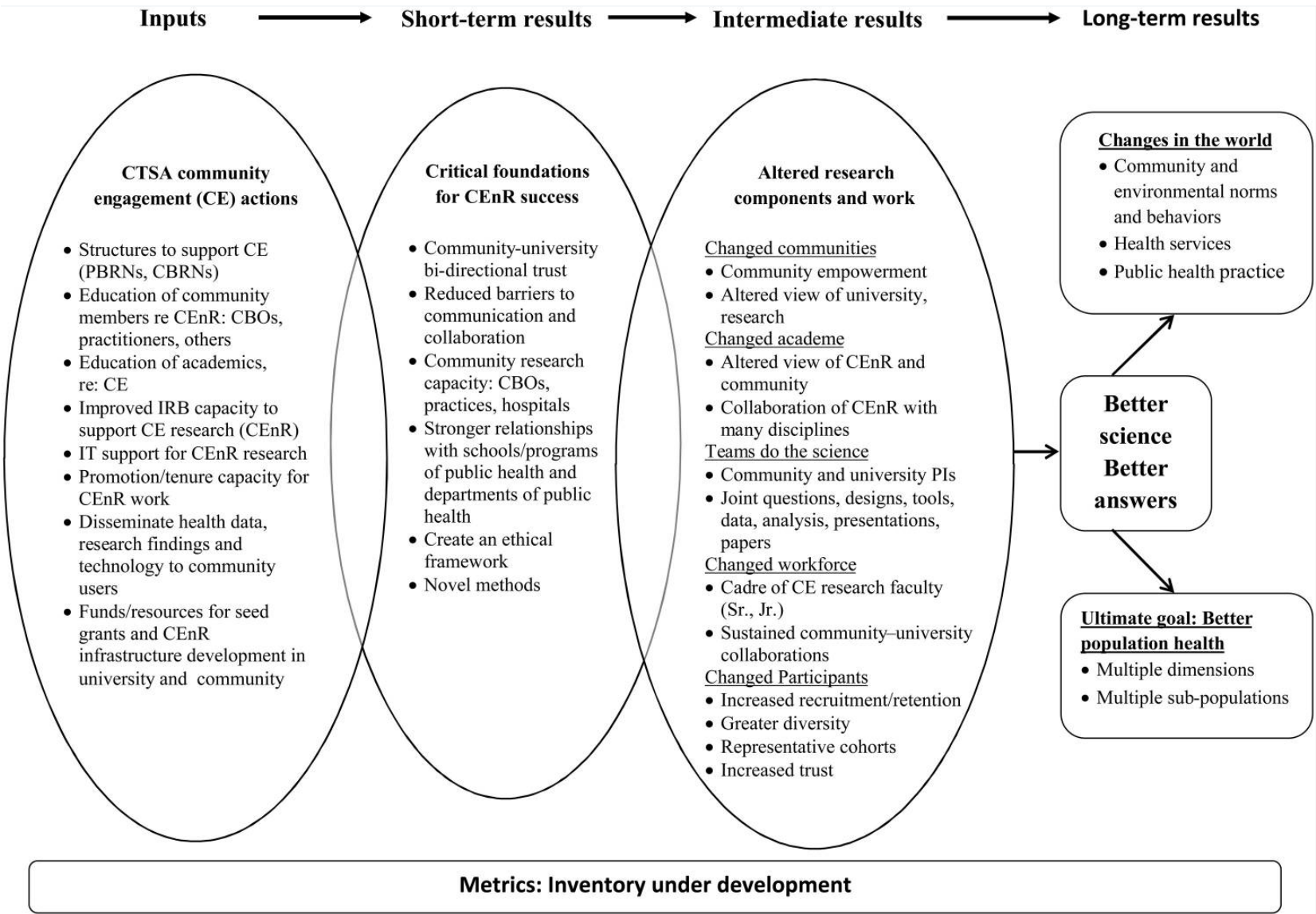
Needs and assets assessments

Program evaluations

Translation of scholarship through presentations, publications, and web sites

Exhibitions, performances, and other creative activities

Logic Model for Community-Engaged Translational Research



Source: Eder et al., 2013

NSF Broader Impacts and Community Engagement Scholarship

Benefits to society

- Co-creation of knowledge
- Sustainable transfer of knowledge
- Generates true empowerment approaches to community development
- Creates mutually beneficial outcomes
- Creates public support for solution-focused partnerships
- Creates public support for PreK/12 educational improvements
- Potentially involves (impacts) whole community (diffusion)
- Creates transdisciplinary partnerships
- Creates startup companies, product improvements, innovation, and workforce development programs
- Enhances quality of research and evaluation
 - Implementation and fidelity
 - Reliability and validity
 - Diffusion and dissemination

CES TEACHING AND LEARNING

Community-Engaged Teaching and Learning

Definition

Engaged teaching (and learning) is organized around sharing (existing) knowledge with various audiences through either formal or informal arrangements.

Types of engaged teaching (and learning) 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 (Doberneck, Glass, & Schweitzer, 2010).

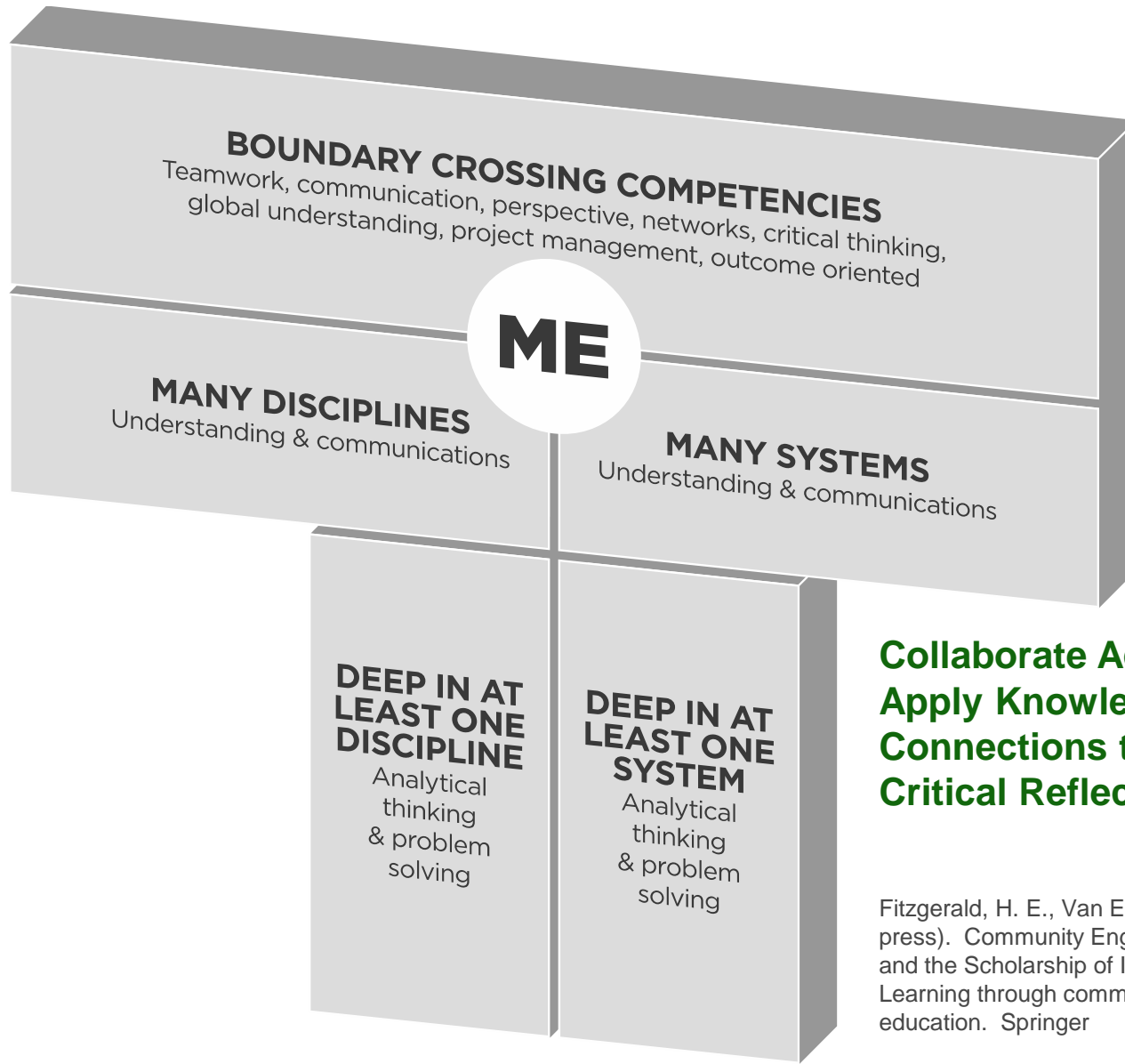
CE Teaching and Learning For Credit Examples

For-Credit

- Service-learning
- Community-engaged research as part of university classes
- Study abroad programs with community engagement components
- Online and off-campus education



Creating the T-Shaped Student for a 21st Century Workforce



Collaborate Across Disciplines
Apply Knowledge from Other Disciplines
Connections to Community Contexts
Critical Reflection

Fitzgerald, H. E., Van Egeren, L. A., Bargerstock, B. A., & Zientek, R. (in press). Community Engagement Scholarship, Research Universities, and the Scholarship of Integration. In J. Sachs & K. Clark (Eds.). Learning through community engagement: vision and practice in higher education. Springer

Students

Challenges

- Professional experience and community networks
- Stronger grasp of subject matter
- Understanding of social needs
- Civic engagement
- Personal efficacy
- Critical thinking skills

Benefits

- Managing time commitment
- New learning environment
- Expectation of professionalism
- Application of learning to real problems

Community

Challenges

- Management capacity
- Operational capacity
- Pedagogical demands

Benefits

- Improved client services
- Volunteer assistance and capacity
- Town-gown links
- Networking
- New expertise, technologies, and research
- Resources
- Agency visibility

Institution

Challenges

- Scheduling
- Resources
- Time and oversight required to maintain relationships
- Staff's ability to develop meaningful projects
- Mentoring and supervision

Benefits

- Pedagogical excellence
- Bridge building and town-gown links
- Student preparation and placement
- Living lab for research
- Scholarly publications
- Applied research support

Outcomes for CE TEACHING

Faculty Outcomes

- Higher satisfaction with student learning

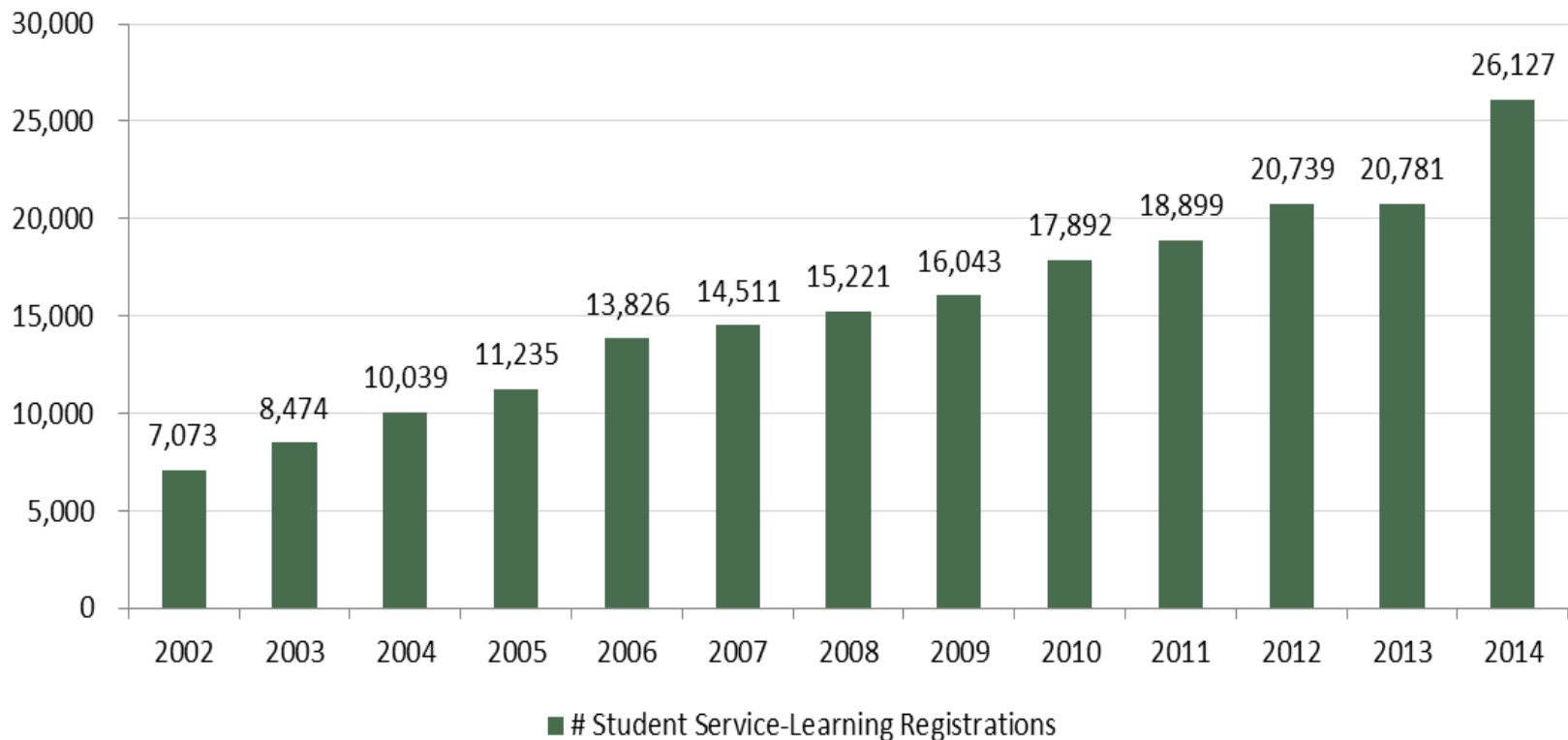
Student Outcomes

- Improved student performance
- Increase student interest in the subject
- Improved problem solving skills
- Increased civic engagement
- Increased volunteering
- Increased political participation
- Improved intergroup relations

(Bringle, 2005; Bringle & Hatcher, 1996; Eyler et al, 2001)

Growth in Service Learning/Civic Engagement through CES

**Registrations of Students Who Participated in
Community-Engaged Learning and/or
Community Service (2002-2014)**



110 SPARTAN YEARLONG SERVICE CHALLENGE

On January 20, 2014, in honor of Martin Luther King Jr. and to commemorate the anniversary years recognized by the Michigan State University's Project 60/50, the Center for Service-Learning and Civic Engagement and community partners launched *What's Your 110? A Yearlong Spartan Service Challenge*. All Spartans were encouraged to honor each anniversary year of Project 60/50 with one hour of personal service/engagement by serving 110 hours over the next year.



THE GOAL:

IF 1,000 SPARTANS MET THE CHALLENGE, THE MSU COMMUNITY WOULD SERVE AT LEAST 110,000 HOURS OVER THE YEAR

60

+

50

=

110

x

1,000

=

110,000

years ago, in 1954, a Supreme Court decision made it illegal to segregate public schools based on a person's race



years ago, in 1964, President Lyndon Johnson signed into law the Civil Rights Act, which outlawed major forms of discrimination based on race, ethnicity, gender, national origin, and religion



years of civil rights activism to be commemorated by one hour of service each

Spartans participating

hours of service/engagement



THE RESULTS:

 **141,015**
HOURS WERE SERVED



2508
SPARTANS TOOK
THE CHALLENGE



46
COMMUNITY ENGAGED
LEARNING COURSES
WERE OFFERED



141,015

service hours by Spartans

x \$22.13

hourly value for volunteer
time in the state of Michigan*

*www.independentsector.org/volunteer_time



\$3,120,661

in volunteer time contributed
to communities in Michigan
and around the world

Spartans Will. SERVE.

MICHIGAN STATE
UNIVERSITY

Center for Service-Learning
and Civic Engagement

Aligning Undergraduate Education: Tools of Engagement Online Learning Modules

- Increase student competency and understanding of outreach and engagement
- Cover the scholarly, community-based, collaborative, responsive, capacity-building aspects of outreach and engagement
- Are delivered at introductory, intermediate, and advanced levels
- Contain background information; pre-class, in-class, and post-class lesson plans; lecture notes; and background materials
- Employ multiple learning techniques

Graduate Certificate in Community Engagement: 14 Core competencies, 2 cross-cutting themes

- Foundations of community engaged scholarship
- Variations in community engaged scholarship
- Initiating community partnerships
- Navigating community partnerships
- Techniques for community engagement
- Community engaged research and creative activities
- Community engaged teaching and learning
- Capacity building for sustained change
- Systems approaches to community change
- Evaluation of engaged partnerships
- Critical reflections on identity and culture
- Communicating with public audiences
- Scholarly skills—grant-writing and peer reviewed publishing
- Strategies for successful engagement careers
- Ethics and community engaged scholarship (cross-cutting seminar theme)
- Working with diverse communities (cross-cutting seminar theme)

Diane Doberneck (2014). Assistant Director, National Center for the Study of University Engagement. Michigan State University O&E.

- **CES SERVICE AND PRACTICE**

Community-Engaged Service and Practice

Definition

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.

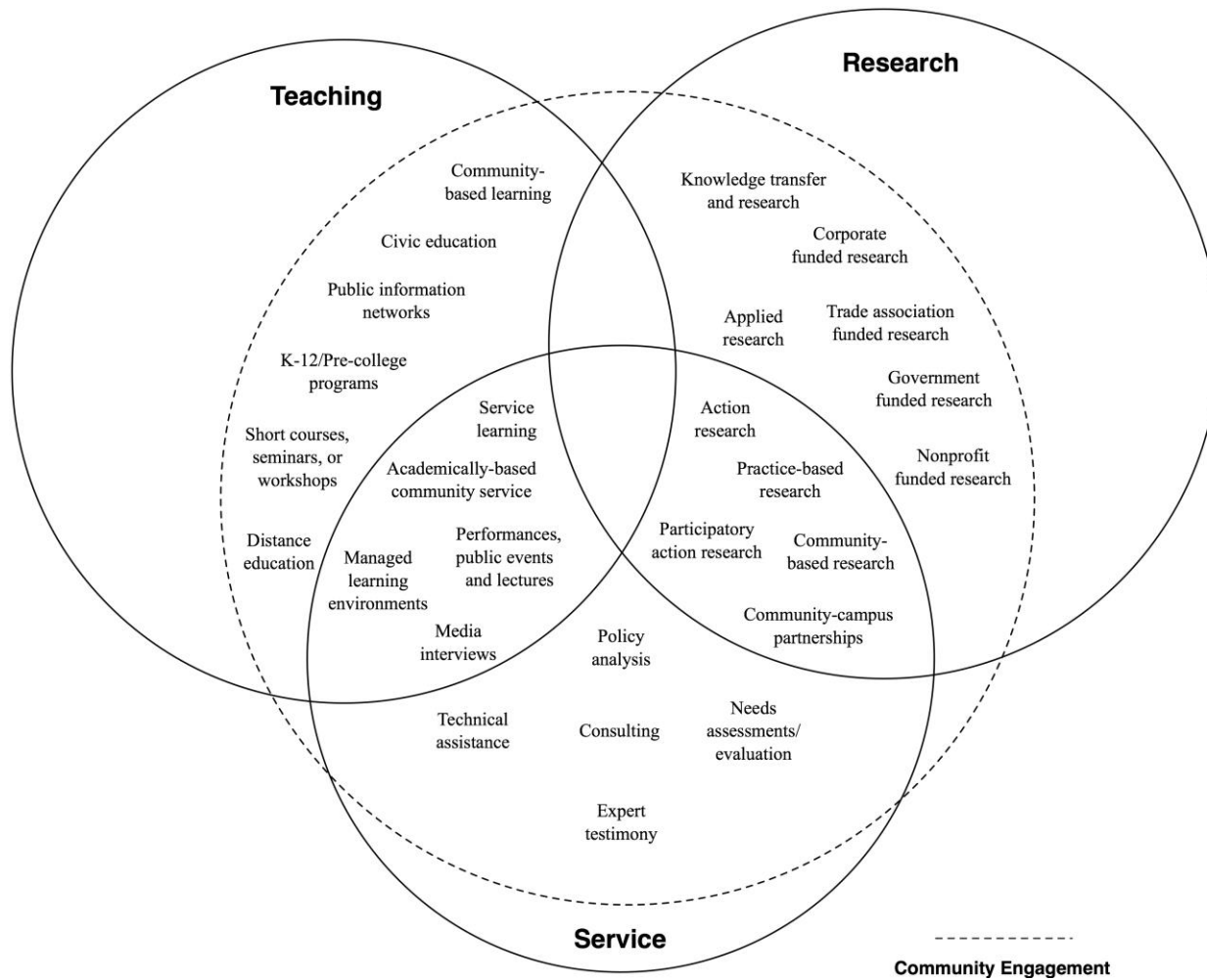
This type of engagement is **not** primarily driven by a research question, though a research question may be of secondary interest in the activity (Doberneck, Glass, & Schweitzer, 2010).

CE Service and Practice Examples

- Technical assistance
- Consulting
- Policy analysis
- Expert testimony
- Legal advice
- Diagnostic and clinical services
- Human and animal patient care
- Advisory boards and other disciplinary-related service to community organizations



Scholarship of Integration



CES COMMERCIALIZED ACTIVITIES

Community-Engaged Commercialized Activities

Definition

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 (Doberneck, Glass, & Schweitzer, 2011).

CE Commercialized Activities Examples

- 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
- Technology Transfer
- Inventions
- Social entrepreneurship



- **PART TWO**

Foundations Seminar Overview Part 2

1. University-Community Partnerships
 2. Methodological Considerations
 3. Systems Perspectives
 4. Institutional Support for CES
 5. Metrics
 6. Economic Impact
 7. Case Examples
 1. Institutional
 2. Individual
- |

- **CES PARTNERSHIPS**

Ten Principles of Successful Partnerships

Initiating Partnerships.

1. Share a worldview or common vision.
2. Agree about goals and strategies.
3. Have trust and mutual respect.

Sustaining Partnerships.

4. Share power and responsibility.
5. Communicate clearly and listen carefully.
6. Understand and empathize with each other.
7. Remain flexible.

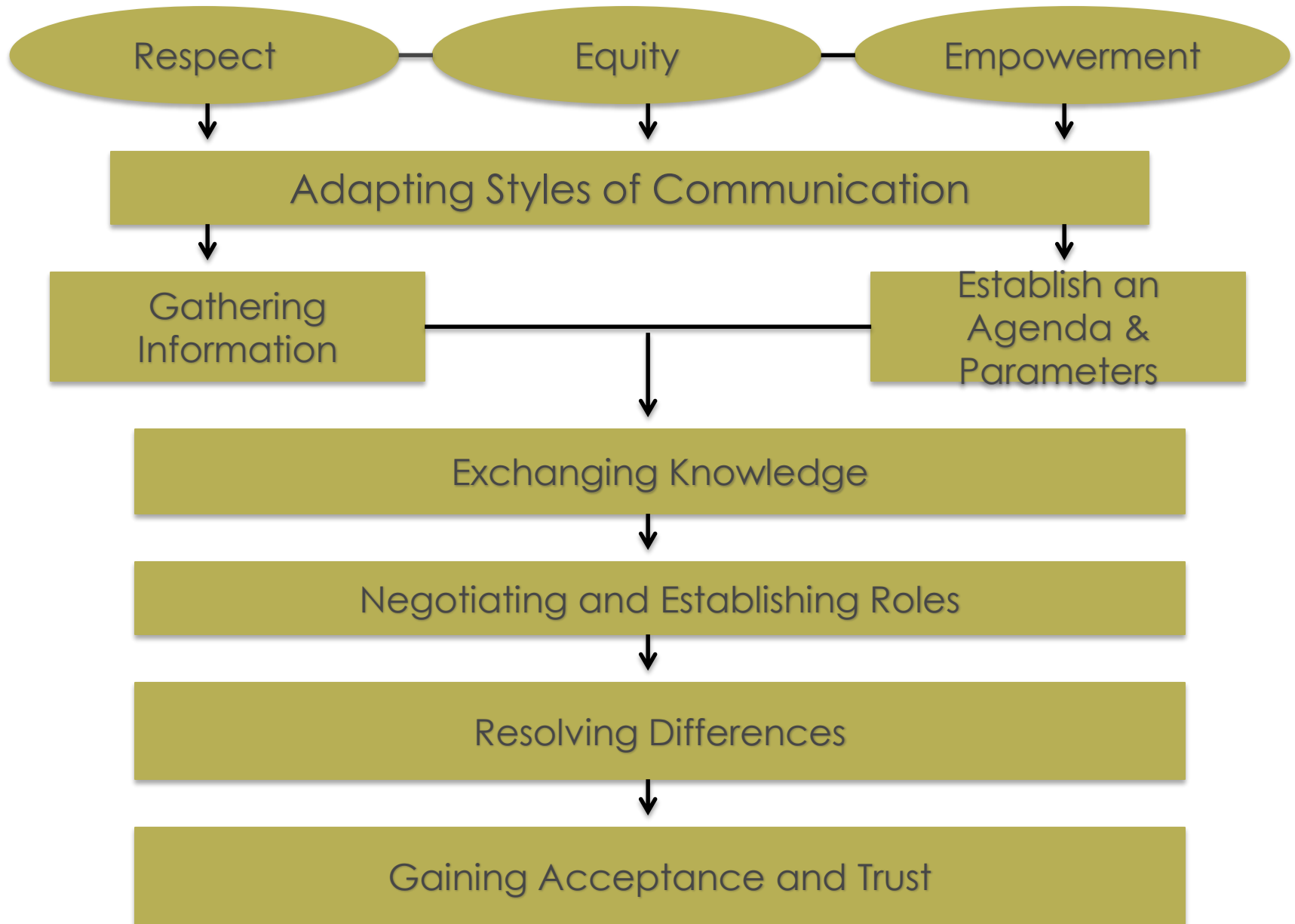
Outcomes of Partnerships.

8. Satisfy each other's interests—mutual benefit.
9. Have their organizational capacities enhanced.
10. Adopt long-range social change perspectives.



In Collaboration with Community Partners
(including local, indigenous, or practitioner knowledge)

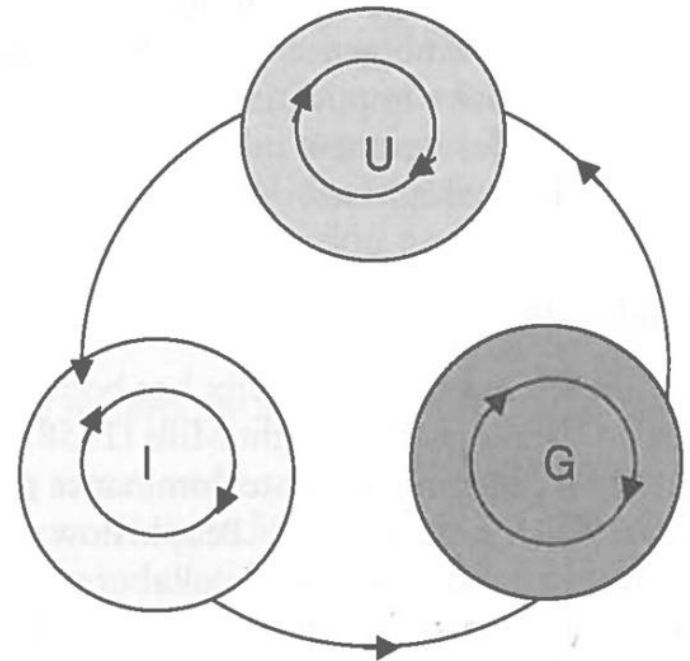
Framework for an action-oriented approach to establishing a partnership



Partnering Across Sectors: Triple to Quad Helix (2011)

“[I]n the new knowledge society, the forms of knowledge held by civil society groups - and also their voices - need to become part of the processes that give shape to the form and direction of the new society as it develops.

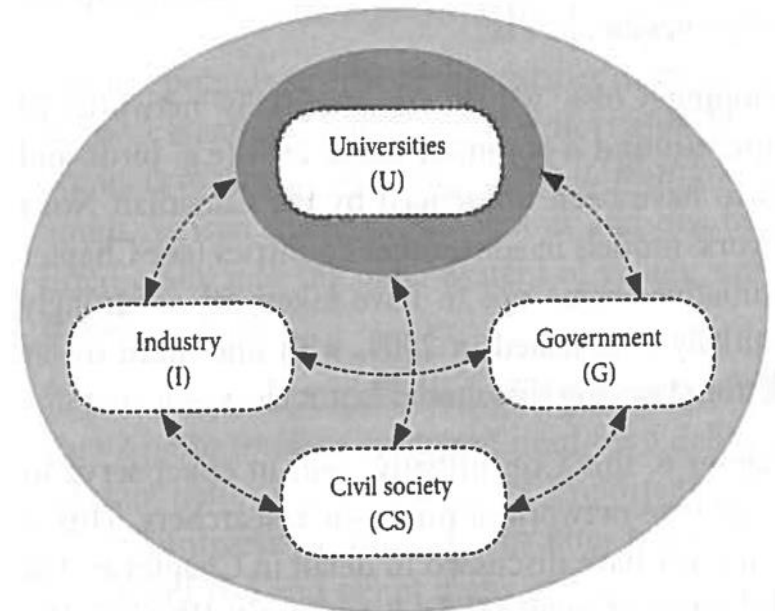
The triad of [**university-industry-government**] involves restricted forms of knowledge and restricted voices, which need the addition of the concerns and perspectives of civil society groups and organisations if the broad public good is to be achieved” (Cooper, 2011, p. 112).



Triple helix diagram
(Etzkowitz 2008, p. 21)

Partnering Across Sectors, Continued

“[E]xtending the new entrepreneurial university from its anchor in technology and industry to the activities and objectives of civil society requires a fully integrated Quad Helix of **university-industry-government-civil society** so that innovation, economic growth, and societal change are part of the discourse in which all elements of complex systems are working toward alignment and thereby optimizing sustainability” (Fitzgerald & Bargerstock, 2013, p.132).

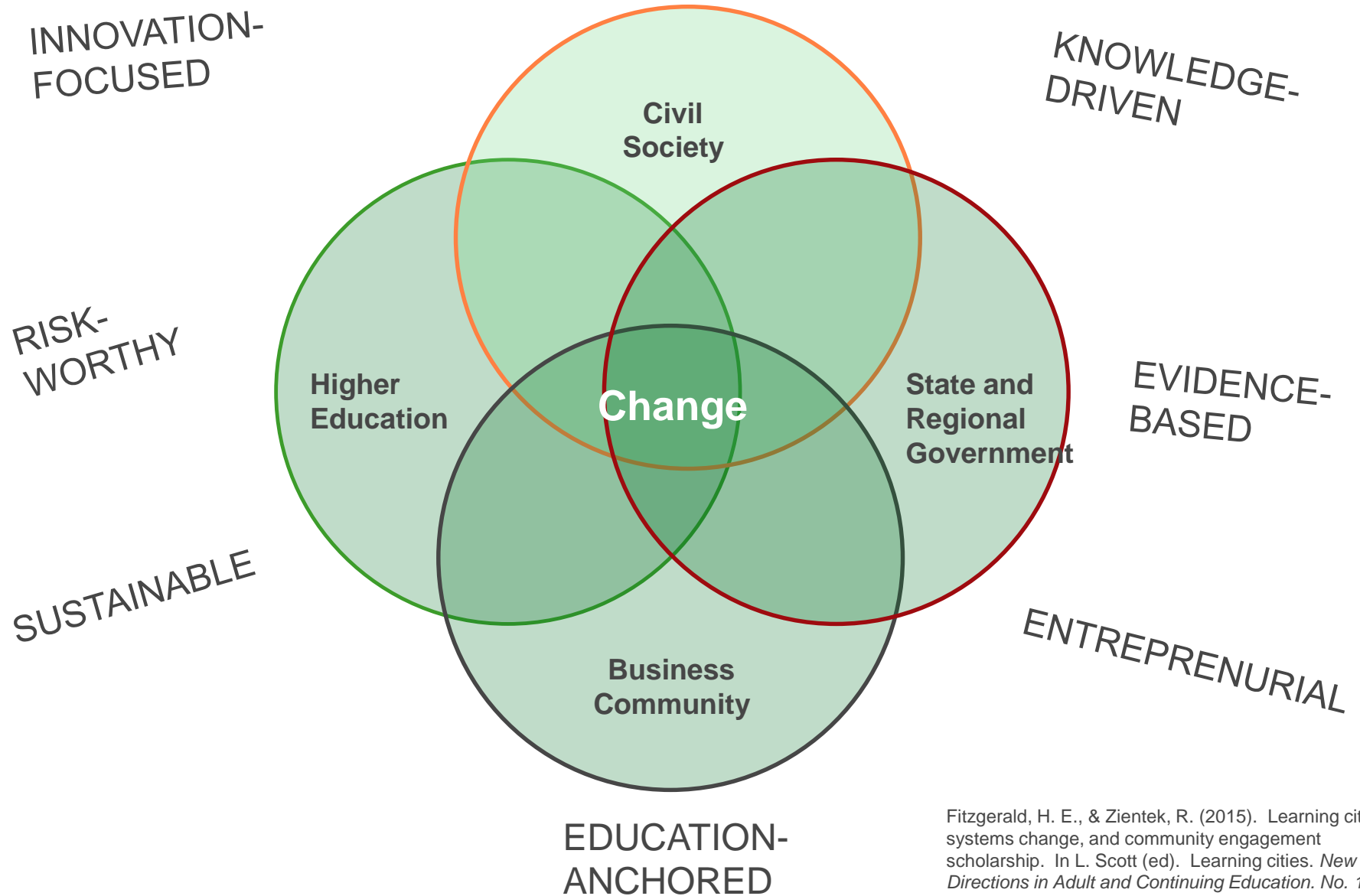


Quadruple helix diagram
(Cooper, 2011, p. 355)

Transdisciplinary Approaches

- Focus on complexity in science and in problems
- Accept local contexts and uncertainty
- Assume intercommunicative action: result of inter-subjectivity
- Are action oriented: linking knowledge from research with societal decision-making processes
- Embrace knowledge generation and knowledge application research

Characteristics of Community-University Collaborations



Fitzgerald, H. E., & Zientek, R. (2015). Learning cities, systems change, and community engagement scholarship. In L. Scott (ed). *Learning cities. New Directions in Adult and Continuing Education. No. 145, 21-33.*

Spectrum of Collaboration: What is the Participation Goal?

Increasing Levels of Public Impact and Engagement



	Inform	Consult	Involve	Collaborate	Empower
Public Participation Goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions.	To obtain public feedback on analysis, alternatives, and/or decisions.	To work directly with the public throughout the process to ensure that the public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of preferred outcomes.	To place final decision-making in the hands of the public

Degree of Engagement in Community Engaged Research & Evaluation

Stage in Engaged R/E	Degree of Engagement	
	Researcher Controlled	Community Controlled
Identify issue of importance		
Decide on research question(s)		
Select research design		
Develop instrument/process		
Collect data		
Analyze data		
Interpret data		
Disseminate of findings		
Create academic products		
Create public products		

Adapted from Stanton, 2008

METHODOLOGICAL CONSIDERATIONS: CBPR

Community-Based Participatory Research

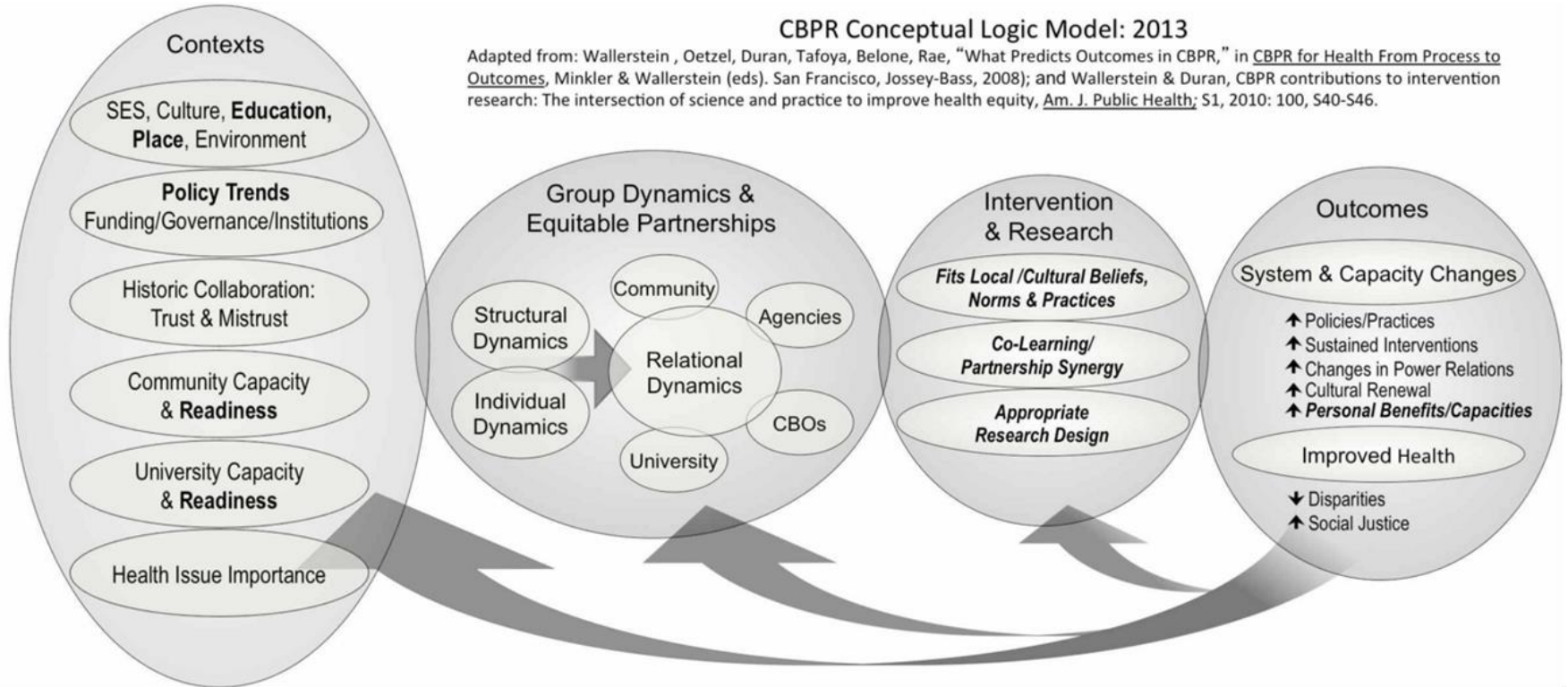
- **“A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change...”**
 - WK Kellogg Foundation Community Health Scholars Program

CBPR: Learning Provides Connectivity between University and Community

- Learning:
 - About each other's capacity and limitations
 - About each other's goals, culture, expectations
 - To develop students as active citizens
 - To exchange expertise, ideas, fears, concerns
 - To share control and direction
 - To share results and apply them in different ways
 - To adapt based on evaluation and documentation
 - To experiment; to fail; to try again. To Trust

CBPR Conceptual Logic Model: 2013

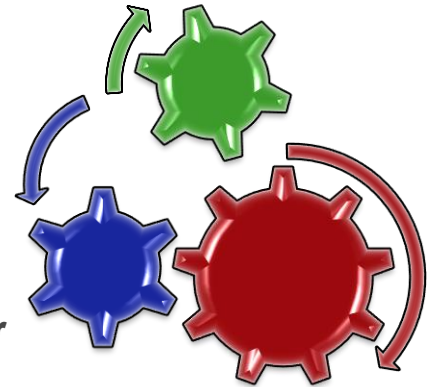
Adapted from: Wallerstein , Oetzel, Duran, Tafoya, Belone, Rae, "What Predicts Outcomes in CBPR," in *CBPR for Health From Process to Outcomes*, Minkler & Wallerstein (eds). San Francisco, Jossey-Bass, 2008); and Wallerstein & Duran, CBPR contributions to intervention research: The intersection of science and practice to improve health equity, *Am. J. Public Health*; S1, 2010: 100, S40-S46.



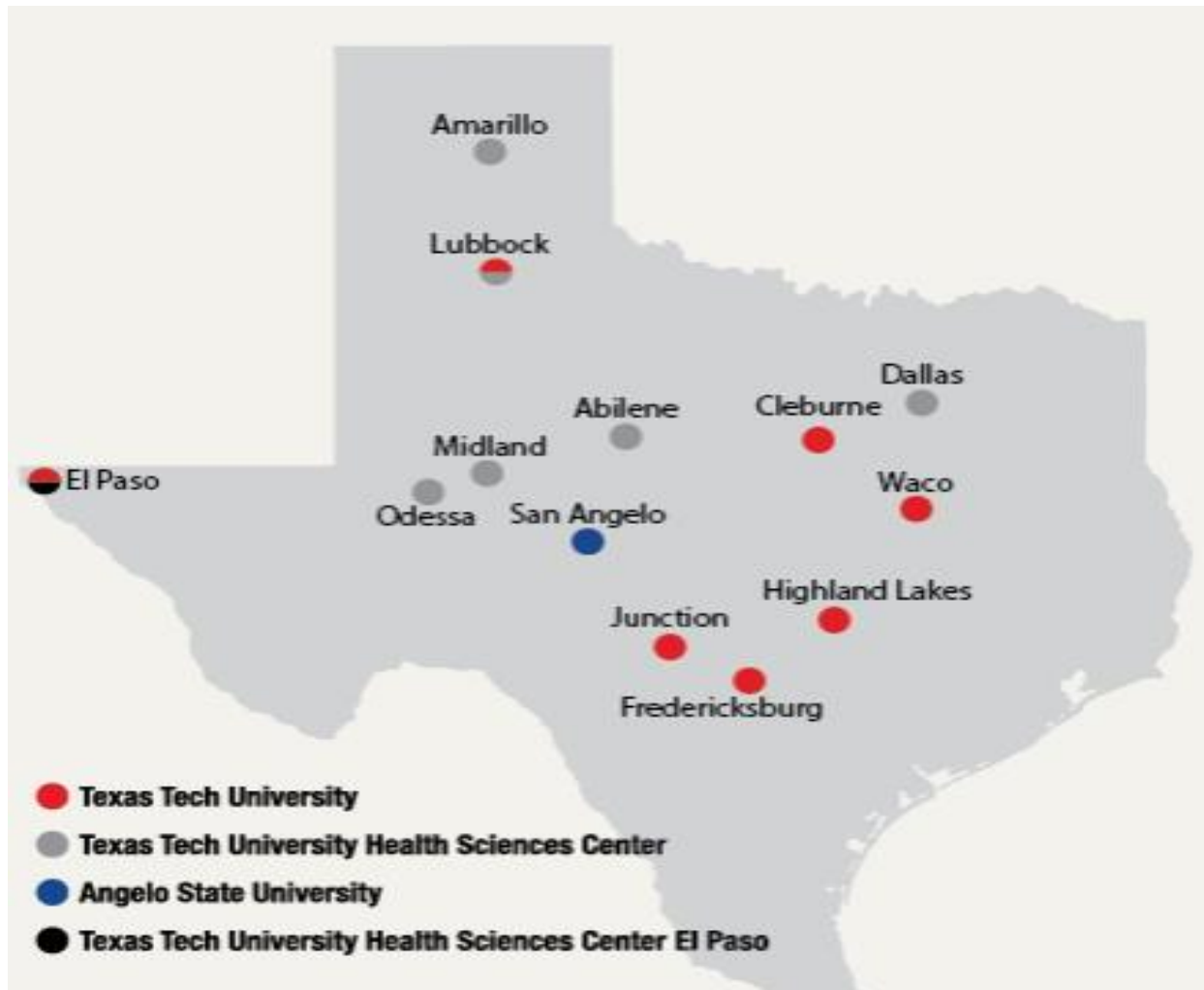
Contexts	Group Dynamics	Intervention	Outcomes	
<ul style="list-style-type: none"> • Social-economic status (SES), culture, place, education, history, environment • Policy Trends: National/local governance & funding/political climate • Role of Institutions, i.e., education; research (positive & negative) • Historic degree of collaboration & trust between university & community • Community: capacity, readiness & experience • University: capacity, readiness & reputation • Perceived severity of health issues 	<p><u>Structural Dynamics:</u></p> <ul style="list-style-type: none"> • Diversity • Complexity • Formal Agreements • Real power/resource sharing • Alignment with CBPR principles • Length of time in partnership <p><u>Individual Dynamics:</u></p> <ul style="list-style-type: none"> • Core values • Motivations for participating • Personal relationships • Cultural identities/humility • Bridge people on research team • Personal belief: Spirituality • Community reputation of PI 	<p><u>Relational Dynamics:</u></p> <ul style="list-style-type: none"> • Safety: Community voice/ community language • Trust • Dialogue, listening & mutual learning as Flexibility • Leadership/Influence • Power dynamics/Stewardship • Self & collective reflection • Participatory decision-making & negotiation • Integration of local beliefs to group process • Task roles & communication 	<ul style="list-style-type: none"> • Intervention adapted or created within local culture • Intervention informed by local settings & organizations • Shared learning's between academic & community knowledge • Culturally centered • Community language vs. expert language • Research & evaluation design reflects partnership input • Bidirectional translation, implementation & dissemination 	<p><u>CBPR System & Capacity Changes:</u></p> <ul style="list-style-type: none"> • Changes in Policies /Practices • -In Universities & Communities • Sustainable/cultural-centered interventions/Broader reach • Changed Power Relation/Empowerment • Community voices heard • -Advisory council members benefit with increased capacity/education • -Collective reflection/Critical thinking • Cultural revitalization & renewal <p><u>Health Outcomes:</u></p> <ul style="list-style-type: none"> • Transformed social/economic conditions • Reduced health disparities

THINKING SYSTEMICALLY

- "A system is a set of **components** (subsystems, units) which when coupled together form a **functional whole**. The study of systems requires:
 - (1) identifying the **subunits** of the total system,
 - (2) identifying the **structural connections** of subunits,
 - (3) identifying and assessing the **functional connections** of subunits,
and
 - (4) assessing the **properties that emerge** when this collection of components are coupled over together into a specific dynamic structure and allowed to change over time."



TEXAS TECH UNIVERSITY SYSTEM REACH



Stimulating Collaboration, Co-creation, and Interdisciplinary Teaming

Singular, Non-Developmental Approach	Singular but Developmental Approach	Systemic and Developmental Approach
Focus on single individual representative from the community agency in the partnership	Involve multiple individuals from a single level of influence (all managers or all case workers) in the partnership	Involve multiple individuals from multiple levels of influence in the partnership & determine boundaries
Focus on single community agency	Focus on single community agency while involving in periphery other community agencies	Focus on multiple community agencies as equal partners within the scope of desired outcomes
Focus on single community sector/university department	Focus on single community sector/university department while involving in periphery influencing sectors/departments	Focus on multiple community sectors/university departments as primary in partnership with shared risks and benefits for systems change
Focus on primary outcome only	Focus on primary outcome while including other variables in model as “extraneous”	Focus on primary and other variables to more fully understand the complexity of promoting the primary outcome

SYSTEMIC ENGAGEMENT for Systems of Complex Problems

Systems Thinking: Complex problems cannot be solved by isolated-impact approaches

Collaborative Inquiry: participatory approaches to research and evaluation

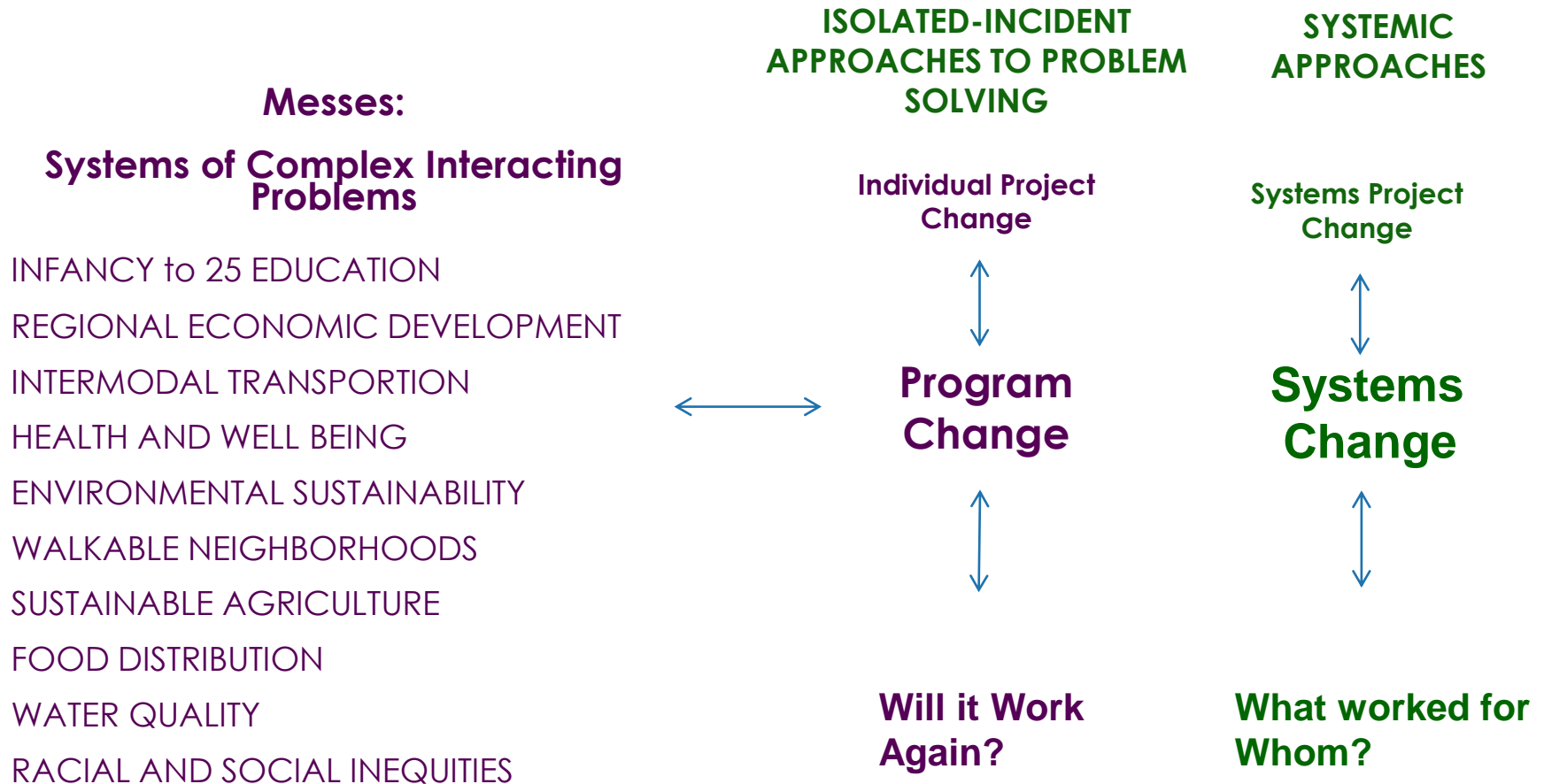
Support for Ongoing Learning: Lifelong or long-term strategic planning

Emergent Design: Co-constructive processes

Multiple Strands of Inquiry and Action: Tacit and Explicit Knowledge

Transdisciplinarity: researchers and community partners working jointly on a common problem using a shared conceptual framework that draws from multiple disciplines.

SYSTEMS CHANGE, PROGRAM PROJECTS, BUILDING IMPACT, AND EVIDENCE-BASED PRACTICE: From isolated-incident approach, to systems approach



Intentional Approaches to Spread of Effects: Diffusion and Dissemination Science

- **Diffusion:** Process used to communicate innovation over time among members of a social system. Diffusion occurs through (a) need for individuals to reduce uncertainty, (b) need for individuals to respond to their perception of what others are thinking, and (c) general perceived social pressure to do as others have done.
- **Dissemination Science.** Study of how effectiveness-based practices, programs, and policies can best be communicated to an interorganizational societal sector of potential adopters and implementers to produce effective results. (Dearing, 2009)
- Societal sector: collection of focal organizations operating in the same topical domain without respect to proximity together with organizations that critically influence the performance of the focal organization. (Dearing, 2008).

Dearing, J.W. (2008). Evolution of diffusion and dissemination theory. *Journal of Public Health Management & Practice*. 14, 99-108

Dearing, J. W., (2009). Applying diffusion of innovation theory to intervention development. *Research in Social Work Practice*. 19, 503-518.

The Concept of a Learning City (Region) has its Origins in Reports Advanced by the Organization of Economic Co-operation and Development (OECD, 2002). Pascal International Observatory Agenda

A **learning city (region)** was envisioned as a city where all segments of society shared a commitment to, “**promote inclusive learning** from basic to higher education, **re-vitalize learning in families and communities**, **facilitate learning for and in the workplace**, extend the use of modern learning technologies, enhance quality and excellence in learning; and **foster a culture of learning throughout life**” (Conference Report: International Conference on Learning Cities, 2014, p. 27).

Commonalities and Differences in Key Aspects of Community Engagement Scholarship (CES) and Learning Cities/Regions (LC/Rs)

• CES	LC/Rs
• Life span	Life span
• Evidence based	Place based
• Authentic partnerships	Individual and organization learning
• Systems Change (Systems focus)	Systems Change (Economic focus)
• Education	Education
• Government	Government
• Business	Business
• Civil society	Civil society
• Sustainability	Sustainability
• Systems change	Systems and network creation
• Co-creation of knowledge	
• Data driven decision making	
• Impact metrics	
• Focus on scholarship	
• Discovery: new knowledge	Learning
• Application: scaling up	Dissemination outreach
• Assessed Learning	Innovation
• Dissemination Science	Democratization of knowledge
• Innovation	Equity and Social Justice
• Democratization of Knowledge	
• Equity and Social Justice	



INPUTS: **Institutional** **Support for CES**

Support for Community Participation and Partnerships

Institution has established Reciprocal Relationships with Diverse Individuals and Communities

- Proportion of faculty/staff/administrators that serve on **external advisory, community, business boards** & panels.
- Proportion of faculty/staff/administrators that are **engaged with national, state, and local government** officials.
- Systematic **efforts are made to assess community needs** (locally, nationally, internationally).
- There are established **mechanisms for the public to contact the institution** with requests for assistance.
- The **institution documents resources generated for the public** as a result of Engagement and Outreach activities

Institutional Financial Support for CES

Metrics:

- Proportion of **total institutional funds directed to Engagement/Outreach activities.**
- Proportion of all **full-time faculty and staff** with significant Engagement/Outreach assignments.
- Amount of any **awards or seed grants** that support/recognize Engagement/Outreach activities & innovations.

Methods: Budget analysis, review of personnel records, review of grant awards.

CES that Promotes the Well-Being of Individuals and Communities

Metrics:

- Proportion of faculty/academic staff involved in activities that promote **social, economic, physical and environmental well-being of communities**.
- Proportion of faculty/academic staff involved in activities that promote **civic engagement**.
- Proportion of faculty/academic staff involved with **technology transfer**.

Methods: Faculty self-report; Community partner surveys

Community Outcomes for CE RESEARCH

Immediate →	Short-term →	Intermediate →	Long-Term
	Increased relevance of research to community concerns	Improved understanding of issues	
Increased grant funding	Improved accuracy and cultural sensitivity of research	Increased use of research findings	Improved status or conditions for population of concern
Job creation		Improved quality, reach, and effectiveness of services	
	Increased relevance and effectiveness of interventions	Increased community capacity	



ACTIVITIES

Faculty and Staff Involvement in CES

Faculty/Staff involvement in CES

Metrics:

- Proportion of faculty/academic staff engaged in **collaborative research programs that are community-based.**
- Proportion of faculty/academic staff that teach **credit courses that contain a community-based or service learning component.**
- Proportion of faculty who **include engagement/outreach activities in tenure and promotion portfolios.**
- Proportion of faculty/academic staff who participate in **clinical, field-based, or professional training programs.**

Methods: Faculty self-report; Review of portfolios; Training documentation.

Faculty and Staff Reward Structures

Metrics:

- Engagement/Outreach is a clearly identified component of the criteria for **promotion and tenure**
- Engagement/Outreach is clearly identified component of **annual faculty performance review.**

Methods: Document/website review, interviews

Assessing Excellence: Promotion, Tenure, Merit Awards & Rewards

Four Dimensions of Quality Outreach and Engagement

Significance

- Importance of issue/opportunity to be addressed
- Goals/objectives of consequence

Context

- Consistency with university/unit values and stakeholder interests
- Appropriateness of expertise
- Degree of collaboration
- Appropriateness of methodological approach
- Sufficiency and creative use of resources

Scholarship

- Knowledge resources
- Knowledge application
- Knowledge generation
- Knowledge utilization

Impact

- Impact on issues, institutions, and individuals
- Sustainability and capacity building
- University-community relations
- Benefit to the university
- Benefit to the community (partner)



METRICS:

OUTPUTS, OUTCOMES & IMPACTS

INPUT: CES OUTCOMES & IMPACTS ARE ASSESSED

Metrics:

- The institution has **assessment plans and tools that are developed in collaboration with external partners** for demonstrating outcomes and impacts of engagement.
- There are **annual reporting requirements and performance standards** for documenting the effectiveness of university-community partnerships.
- The outcomes and impacts of **Continuing Education and Extension activities are evaluated.**

Methods:

- Document/Website review; interviews

Outcomes/Impacts: Different Levels and Time Frames

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

Return on Investment (ROI) in CES 7:1

CE Research, Teaching and Service reported by:

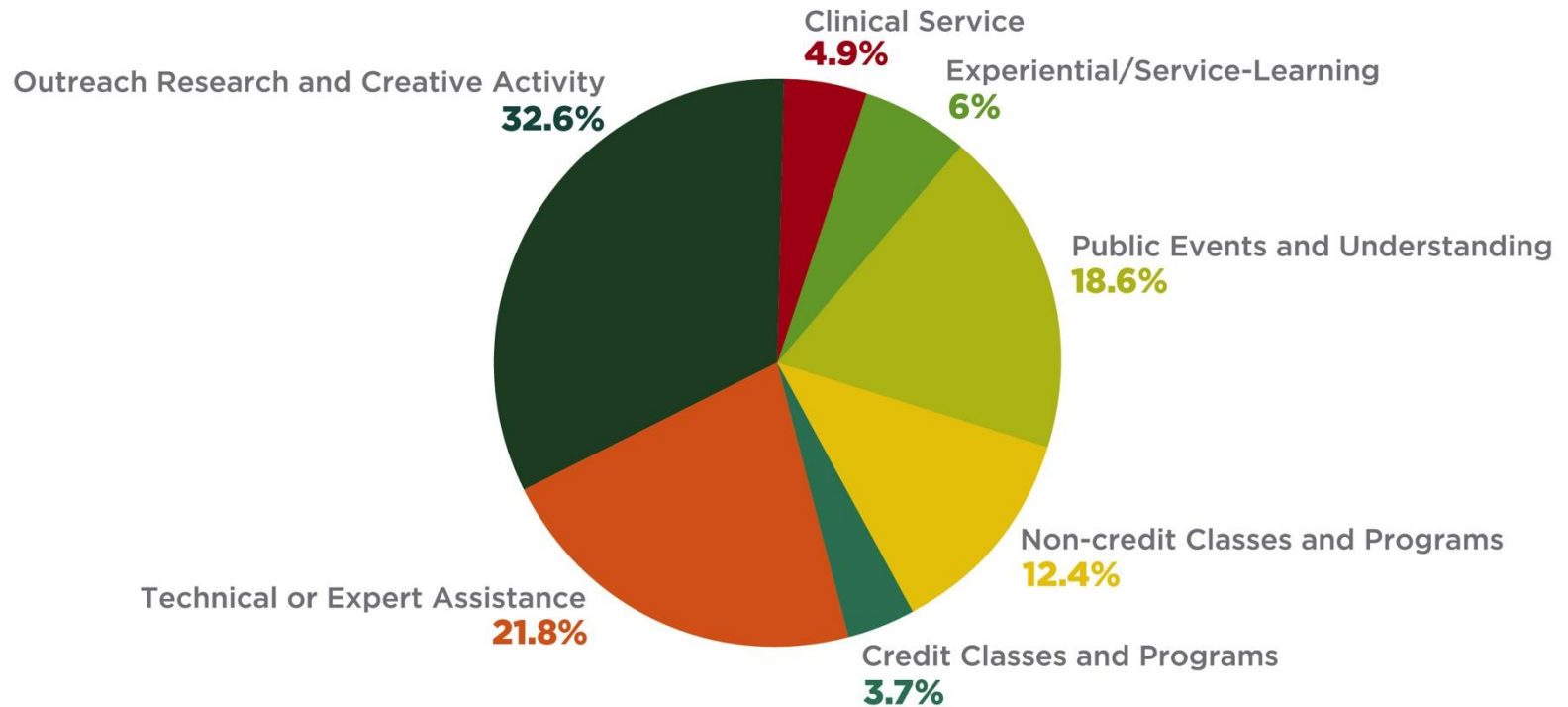
- 3,100 of 4,950 tenured and non-tenured faculty
- over 7,200 projects

2010-2012 (Source: OEMI and CGA data bases)

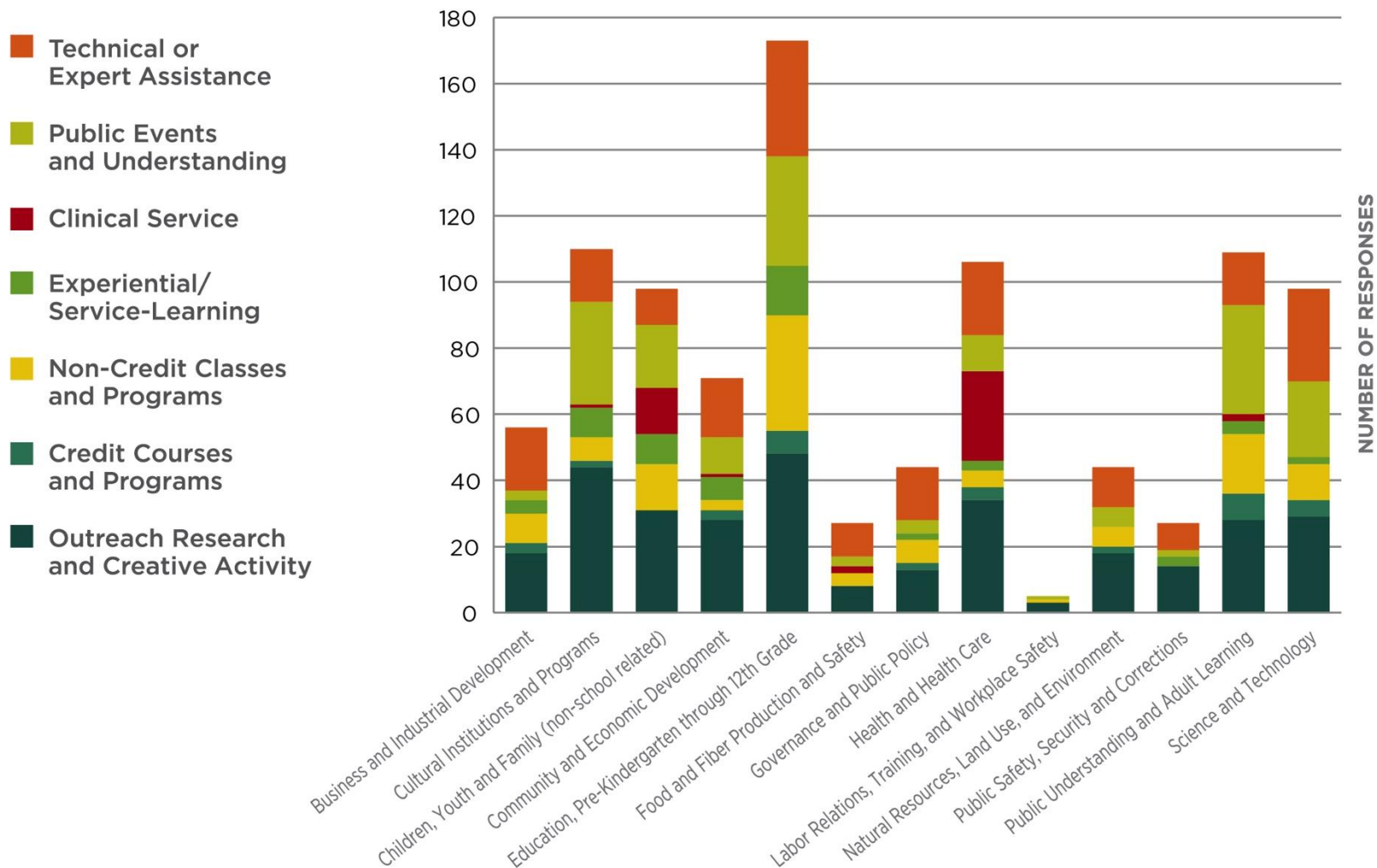
	Value	ROI
611.82 FTEs	\$56,924,968	6.98:1
Extramural Funding	\$397,209,452	

Forms of Engagement Reported by MSU Faculty and Academic Staff in 2014

PERCENTAGE OF RESPONSES



Forms of Outreach Cross-Tabulated with Societal Concerns for 2014



The number of “responses” is greater than the number of “respondents.” Respondents were given the opportunity to describe their engagement activities for up to two areas of social concern; each description was counted as a separate response.

OEMI results for 2014 include the following:

\$15,824,766

Value of salary investment by MSU faculty and academic staff in addressing issues of public concern (data from those reporting outreach activities on the OEMI)

98.0%

Respondents whose outreach contributed to achieving Bolder by Design (BBD) imperatives:

76.7% Enhanced the student experience

81.9% Enriched community, economic, and family life

45.6% Expanded international reach

59.8% Increased research opportunities

49.9% Strengthened stewardship

66.3% Advanced our culture of high performance

721

Number of specific projects/activities reported

Of the respondents who described specific projects/activities:

80.8% Reported working with external partners

69.1% Reported having created intellectual property and scholarly outcomes

61.6% Reported that their outreach work impacted their scholarly or teaching practices

LOGIC MODEL

INPUTS →	ACTIVITIES →	OUTPUTS →	OUTCOMES → (1-6 Years)	IMPACTS → (7-10 Years)
Human, financial, org., and community resources	What the program or initiative does with the Inputs	Direct products of the Activities	Specific changes in people or communities that occur as a result of the activity Changes in knowledge, skills, attitudes, behaviors, condition, or status	Intended or unintended changes in organization, system, or community

Economic Impact of CES

Types of University Impact on Economic Development

Direct Economic Support

- Institutional employment
- Purchasing
- Resource sharing

Human Capital Development

- Faculty and staff hiring
- Student, faculty, and staff training

Knowledge Transfer

- Faculty consultation services
- Faculty research serving the community (e.g., governmental bodies, local businesses and nonprofit organizations)

Source: Wittman, Amanda and Crews, Terah. "Engaged Learning Economies: Aligning Civic Engagement and Economic Development in Community-Campus Partnerships."

Institutional Economic impact (2014)

Table 2. Selected Sample of Public and Land Grant University Reports on Annual Economic Impact (in billions of dollars), Number of Employees, and Full Time Students. Individual refers to single institution impacts; System refers to state university system impacts.

University	Individual	System	Employees Individual	System	Students
Georgia	2.16	14.1	22,196	139,263	309,469
Oregon State	1.93		15,000		24,393
Pennsylvania State	8.5			44,000	98,097
Minnesota	8.6		16,193		52,102
Michigan State	5.24		11,387		50,085
Colorado State	4.1		6,200		30,000
Wisconsin Madison	9.6		7,924		43,275
Arizona State	2.9		24,200		73,373
UCLA		17.5		103,000	200,000
Maryland	3.4			23,508	37,272
North Dakota	1.3		3,502		15,143
Texas A & M	1.7				53,337

Criteria determining economic impact varies from one institution to another. Wisconsin's impact includes its hospital/medical school. Arizona State's impact is based on its connection to the city of Phoenix only

Fitzgerald, H.E., Van Egeren, L., & Bargerstock, B. (in press). The state-funded global university: providing research and education infrastructure support state initiatives in the global 21st century economy. In A. Furco, R., Bruininks, R. J. Jones, & K. Kent (Eds). *Re-envisioning the Public Research University for the 21st Century*. New York: Taylor & Francis.

Aligning to State Priorities

“United States public universities have been building global perspectives in support of state efforts to globalize their economies to produce local benefits. In order to find and develop new markets to grow the value of its \$60 billion exports, **Michigan established trade centers in Brazil, Canada, China, and Mexico**. In concert, state public higher education has **increased enrollments of students from these countries**, provided more opportunities for study abroad, **established or expanded partnerships** with other universities, and **broadened collaborations** in research and creative programs.”

Fitzgerald, H.E., Van Egeren, L., & Bargerstock, B. (in press). The state-funded global university: providing research and education infrastructure support state initiatives in the global 21st century economy. In A. Furco, R., Bruininks, R. J. Jones, & K. Kent (Eds). *Re-envisioning the Public Research University for the 21st Century*. New York: Taylor & Francis.

Public University Impacts on State Economies

“Michigan’s public universities also contribute directly to Michigan’s economy. For example, in 2012, Michigan’s 15 public universities had **an aggregate state-wide economic impact of \$24 billion** including nearly \$10 billion in **employee wages**, \$6.5 billion in **non-wage expenditures**, and \$7 billion in **student spending**. The nearly 1.3 million **alumni** residing in Michigan generated \$47 billion in salaries and wages (Horwitz & Superstine, 2013).”

Fitzgerald, H.E., Van Egeren, L., & Bargerstock, B. (in press). The state-funded global university: providing research and education infrastructure support state initiatives in the global 21st century economy. In A. Furco, R., Bruininks, R. J. Jones, & K. Kent (Eds). *Re-envisioning the Public Research University for the 21st Century*. New York: Taylor & Francis.

The Movement Today

Growing Momentum Nationally and Internationally

- National and international organizations and associations promote community engaged scholarship.
- Numerous peer-review journals disseminate community engaged scholarship.



Journal of Extension

Journal for Civic Commitment

Journal of Deliberative Mechanisms in Science

Partnerships: A Journal of Service-Learning & Civic Engagement

International Journal of Research on Servicing and Community Engagement

Collaborative Anthropologies

PRISM: A Journal of Regional Engagement

Community

Public: A Journal of Imagining America

Engagement

Journal of Deliberative Mechanisms in Science

Scholarship

Metropolitan Universities Journal

Journal of Higher Education Outreach and Engagement

eJournal of Public Affairs

Journal of Public Scholarship in Higher Education

Gateways: International Journal of Community Engagement and Research

Journal of Community Engagement and Higher Education

Community Works Journal

Journal of Deliberative Mechanisms in Science

Innovative Higher Education

Community Development Journal

American Journal of Community Psychology

Science Education and Civic Engagement

Undergraduate Journal of Service Learning and Community-Based Research

International Journal of Public Participation

Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning

Progress in Community Health Partnerships

Journal of Community Engagement and Scholarship

Michigan Journal of Community Service Learning

Community Campus Partnerships for Health

HBCU Faculty Development Network

Global Alliance on Community Engaged Research

The Coalition of Urban Serving Universities

Canadian Society for Community Based Research

Canadian Alliance for Community Service-Learning

Community

New England Resource Center for Higher Education

The National Coordinating Centre for Public Engagement

Engagement

APLU Council on Engagement and Outreach

Scholarship

The Talloires Network

The Research University Civic Engagement Network

International Association for Service Learning and Community Engagement

Academy of Community Engagement Scholars

Campus Compact

Coalition of Urban and Metropolitan Universities

Transformative Regional Engagement Networks

Pascal International Observatory

Imagining America

Community Based Research Canada

Corporation for National and Community Service

Engagement Scholarship Consortium

Academic Outputs at UOE

Awards and Recognitions

Between 2002 and 2014, MSU and UOE received: UOE staff members received:

10 INSTITUTIONAL AWARDS
AND HONORS

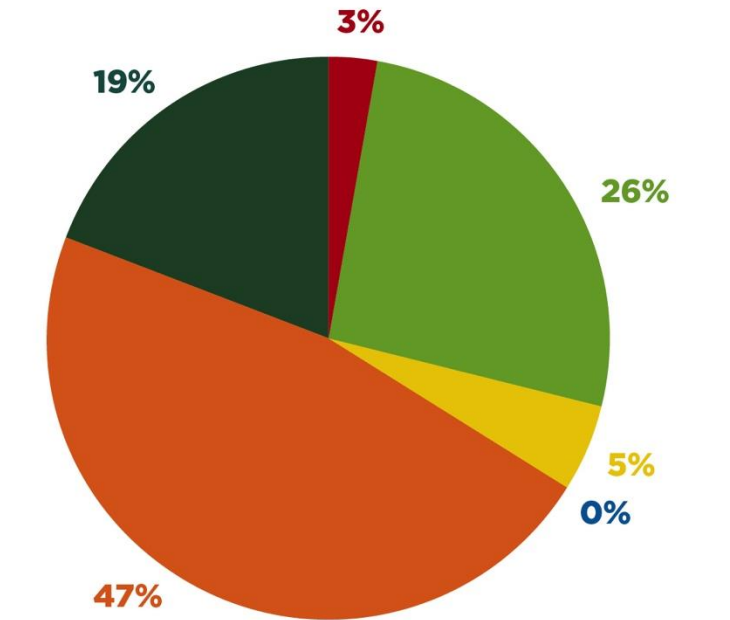
42 INDIVIDUAL RECOGNITIONS
AND HONORS

PRESIDENTIAL RECOGNITIONS	GRANTING ORGANIZATION	YEAR AWARDED
Presidential Award for General Community Service	Corporation for National and Community Service	2009
President's Higher Education Community Service Honor Roll with Distinction	Corporation for National and Community Service	2008, 2012
President's Higher Education Community Service Honor Roll	Corporation for National and Community Service	2006, 2007, 2008, 2009, 2010
INSTITUTIONAL AWARDS AND HONORS	GRANTING ORGANIZATION	YEAR AWARDED
Community-Engaged University designation	Carnegie Foundation for the Advancement of Teaching	2007, 2015
American Red Cross Award	ARC Mid-Michigan Chapter and St. Vincent Catholic Charities - Refugee Services	2007
C. Peter Magrath/W. K. Kellogg Foundation Engagement Regional Award	Association of Public and Land-grant Universities (APLU) and the Engagement Scholarship Consortium (ESC), with support from the W.K. Kellogg Foundation	2009
Awards of Excellence Finalist	University Economic Development Association	2010
John A. Seeley Friend of Evaluation Award	Michigan Association for Evaluation	2011
Ford College Community Challenge	Ford Motor Company	2013
Michigan Engaged Campus of the Year	Michigan Campus Compact	2014

Revenues from External Sources

External Grants to UOE Departments by Grantor Type

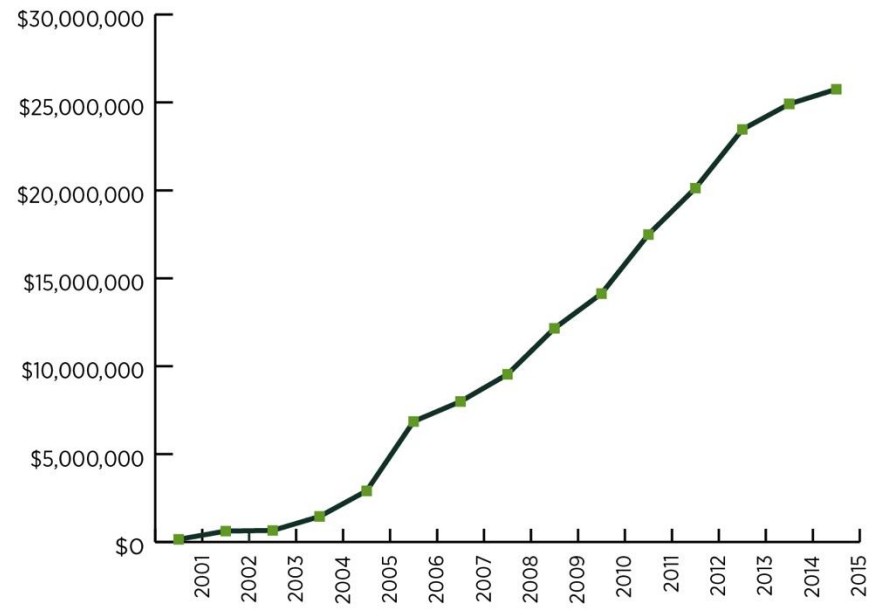
June 22, 2001 - June 17, 2015



■ Association	\$833,516	■ Industry	\$59,925
■ Federal	\$6,741,300	■ State	\$12,015,530
■ Foundation	\$1,141,114	■ Other	\$4,958,023

External Grants to UOE Departments by Year (Cumulative)

June 22, 2001 - June 17, 2015



2001	\$154,790	2006	\$3,947,112	2011	\$3,363,399
2002	\$469,907	2007	\$1,135,760	2012	\$2,632,708
2003	\$35,000	2008	\$1,545,949	2013	\$3,341,677
2004	\$793,589	2009	\$2,616,206	2014	\$1,449,175
2005	\$1,457,135	2010	\$1,971,004	2015	\$835,997

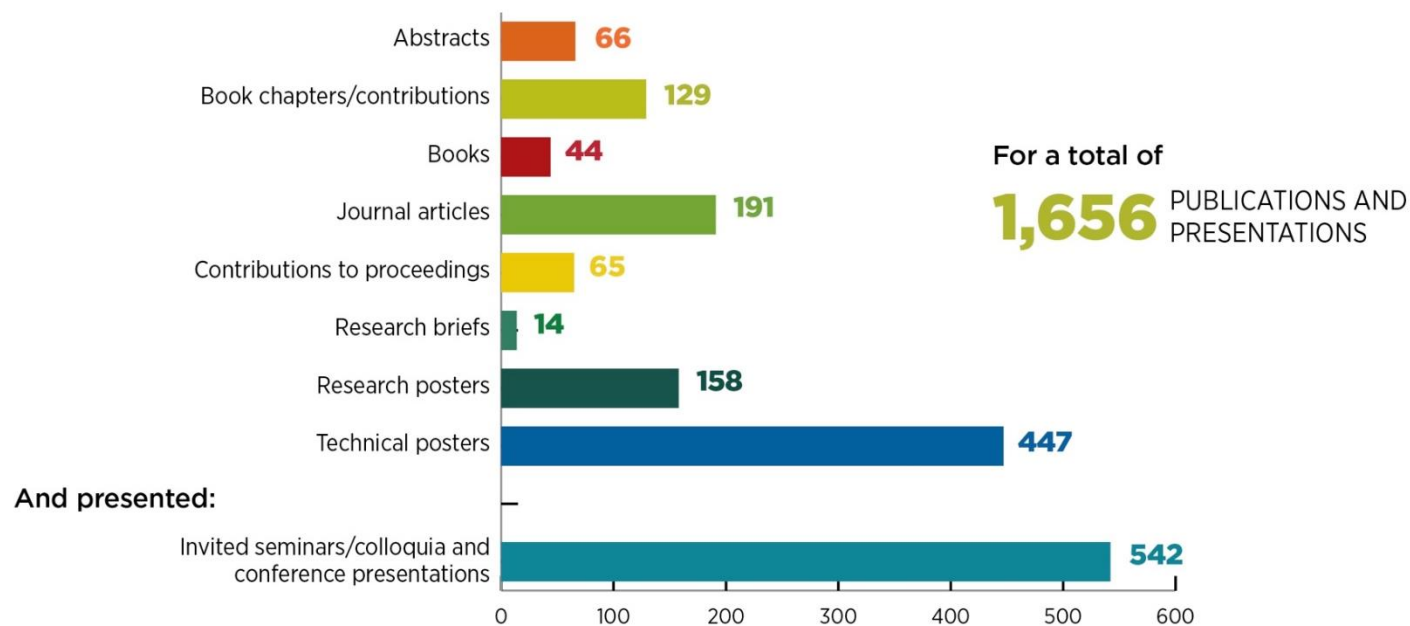
2001-2015

Revenues from contracts and grants: **\$25,749,408**
 Revenues from community engagement and consulting: **\$3,606,320**
 Revenues from cultural and educational endowments: **\$8,541,054**

Academic Outputs at UOE

Publications and Presentations

Between 2002 and 2015, UOE staff members published or placed in press:

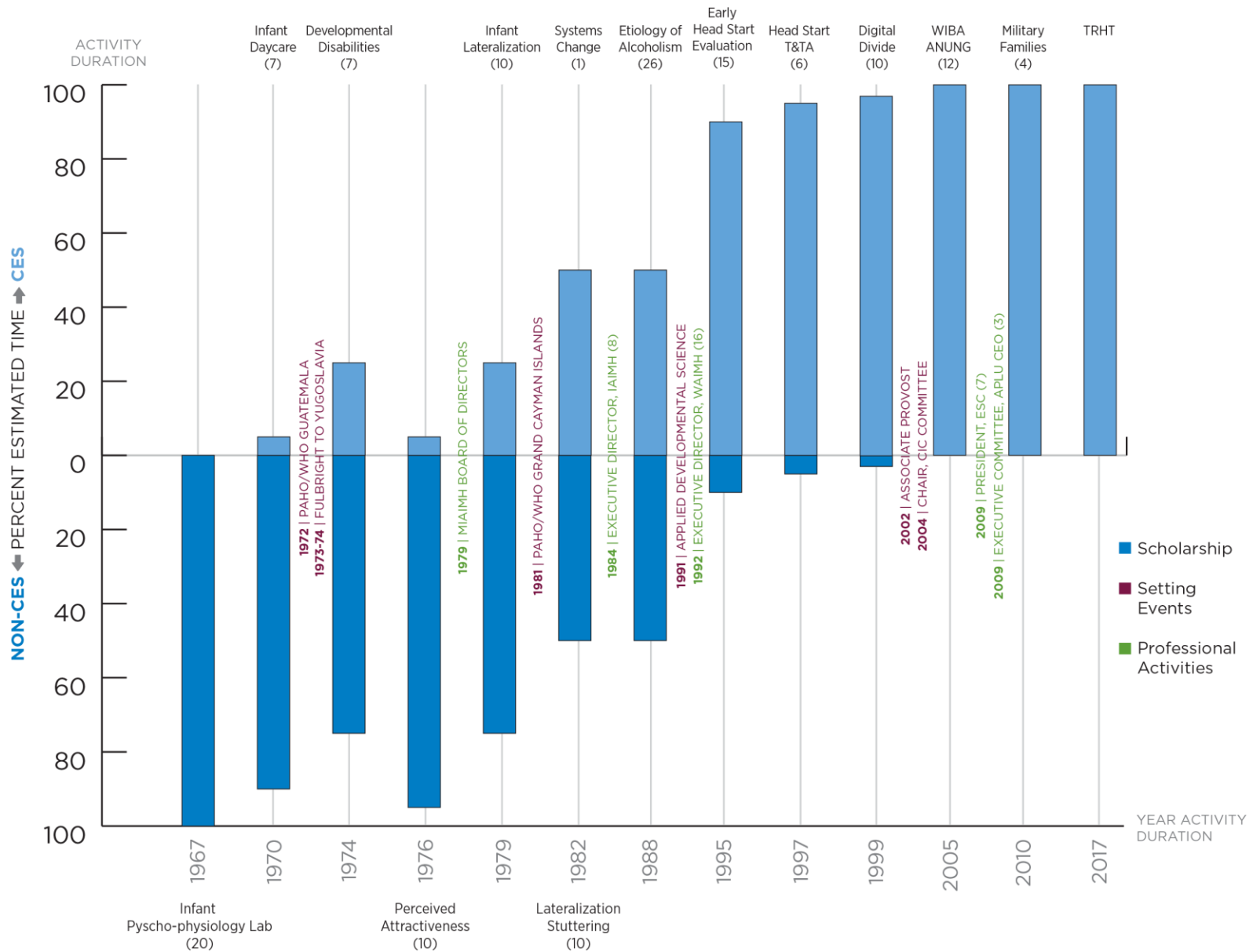


**Case Example: A 51 year Journey from
Laboratory Scientist to Community
Engagement Scholar**

1967 Michigan State University Infant Psychophysiology Laboratory



HEF Scholarship Pathways: Transition to Community Engagement Scholarship



Scholarly Record: HEF Transition to Community Engagement Scholarship

CATEGORY	CAREER	NON-CES PERIOD	CES PERIOD	
		1965-1994	1995-2001	2002-2017
Journal Articles	234	79	37	118
Book Chapters	88	25	26	37
Books	77	44	9	24
Published Abstracts	147	17	38	92
Published Instruments	2	2	0	0
Curricular Guides	2	0	1	1
Technical Reports	16	7	9	0
Invited Presentations	120	19	12	89
Peer Reviewed Presentations	430	96	82	252
Editor: Special Issues IMHJ	15	1	3	11
Editor: Special Issue CPPAHC	1			1
Editor: Special Issue ADS	1			1
Editor: Special Issue Fam. Science	1			1
TOTAL	1134	290	217	627

References

- Agrawal, A. (1995). Dismantling the Divide Between Indigenous and Scientific Knowledge. *Development and Change*, 26, 413-439.
- Austin, A. E. (2010). The Emerging Movement. In H. E. Fitzgerald, C. Burack, S. & S. D. Seifer (Eds.), *Handbook of Engaged Scholarship Contemporary Landscapes, Future Directions, Vol .1*, pp. 3-7. East Lansing, MI: Michigan State University Press.
- Boyer, E. (1990). Scholarship reconsidered: Priorities of the professoriate. San Francisco, CA: Jossey-Bass.
- Boyer, E. (1996). The scholarship of engagement. *Journal of Public Outreach*, 1, 11-20.
- Brown, V. A., & Lambert, J. A. (2013). *Collective Learning for Transformational Change*. New York, NY: Routledge.
- Brown, V. A., & Lambert, J. A. (2015). Transformational learning: Are we all playing the same “game”? *Journal of Transformative Learning* 3(1), 35-41.
- Carnegie Foundation for the Advancement of Teaching. (2010). *Classification description: Community engagement elective classification*. Stanford, CA: Author. Retrieved from http://classifications.carnegiefoundation.org/descriptions/community_engagement.php
- CIC Committee on Engagement. (2005). *Engaged Scholarship: A Resource Guide. Draft Report submitted to the Committee on Institutional Cooperation*. Champaign, IL: Committee on Institutional Cooperation.
- Cooper, D. (2011). *The university in development: Case studies of use-oriented research*. Cape Town, South Africa: HSRC Press.
- Diamond, R. (2002, Summer). Defining scholarship for the twenty-first century. *New Directions for Teaching and Learning*, No. 90., pp. 73-79. New York, NY: Wiley Periodicals.
- Doberneck, D. M., Glass, C.R., & Schweitzer, J. H. (2010). From rhetoric to reality: A typology of publicly engaged scholarship. *Journal of Higher Education Outreach and Engagement* 14(5), 5-35.
- Driscoll, A. (2008, January/February). Carnegie’s community engagement classification: Intentions and insights. *Change Magazine* 40(1), 38-41.
- Ellison, J., & Eatman, T. E. (2008). *Scholarship in public: Knowledge creation and tenure policy in the engaged university. A Resource on promotion and tenure in the arts, humanities, and design*. Syracuse, NY: Imagining America.

References, continued

- Etzkowitz, H. (2008). *Triple Helix: University-industry-government innovation in action*. New York: Routledge.
- Fitzgerald, H. E., & Bargerstock, B. A. (2013). Book review: Cooper offers higher education prescription for a knowledge economy and a knowledge society, *Journal of Community Engagement and Scholarship* 6(1), 130-132.
- Fitzgerald, H. E., & Primavera, J. (Eds.). (2013) *Going public: Civic and community engagement*. East Lansing, MI: Michigan State University Press.
- Fraser, F. (2005). Four different approaches to community participation. *Community Development Journal* 40, 286-300.
- Gaventa, J., & Bivens, F. (2014). “Knowledge democracy, cognitive justice, and the role of universities. In Global University Network for Innovation, B. L. Hall, & R. Tandon (Eds.). *Knowledge, Engagement, & Higher Education: Contributing to Social Change* (pp. 69-73). New York, NY: Palgrave Macmillan.
- Gilchrist, A. (2009). *The well-connected community: A networking approach to community development, 2nd edition*. Bristol, UK: The Policy Press.
- Glass, C. R., & Fitzgerald, H. E. (2010). Engaged scholarship: Historical roots, contemporary challenges. In H. E. Fitzgerald, C. Burack & S. Seifer (eds). *Handbook of engaged scholarship: Contemporary landscapes, future directions. Vol. 1: Institutional change*. East Lansing, MI: MSU Press.
- Ife, J. W. (1995). *Community development: Creating community alternatives*. Melbourne, Australia: Longman.
- Jordan, C. (Ed.) (2007). *Community-engaged scholarship review, promotion, and tenure package*. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health.
- Kellogg Commission on the Future of State and Land-Grant Universities. (1999, February). *Returning to our roots: The engaged institution* (Report No. 3). Washington, DC: National Association of State Universities and Land-Grant Colleges.

References, continued

- Kloppenbergr Jr., J. (1991). Social theory and the de/reconstruction of agricultural Science: Local knowledge for an alternative agriculture. *Rural Sociology* 56(4), 519-548.
- Marsh, G. (1999). The community of circumstance—a tale of three cities: Community participation. In D. A. Chekki (Ed.), *Research in community sociology* (Vol. 9, pp. 65-86). Greenwich, CT: JAI Press.
- Mattessich, P., & Monsey, B. (1997). *Community building: What makes it work*. St. Paul, MN: Amherst H. Wilder Foundation.
- Michigan State University, Provost's Committee on University Outreach. (1993). *University outreach at Michigan State University: Extending knowledge to serve society*. East Lansing, MI
- Neumann, A., & Terosky, A. (2007). To give and to receive: Recently tenured professors' experiences of service in major research universities. *Journal of Higher Education* 78(3), 282-310.
- Nonaka, I., & Takeuchi, H. (1995). *The knowledge creating company*. New York: Oxford University Press.
- Perry, A. R. (2011). Man Up: Integrating fatherhood and community engagement. *Journal of Community Engagement and Scholarship* 4(1), 15-24. [Especially Table 1]
- Saltmarsh, J., & Hartley, M. (2011). Democratic engagement. In J. Saltmarsh & M. Hartley (Eds.), *"To serve a larger purpose" Engagement for democracy and the transformation of higher education* (pp. 14-26). Philadelphia, PA: Temple University Press.
- Schmidt, M. R. (1993). Grout: Alternative kinds of knowledge and why they are ignored. *Public Administration Review* 53(6), 525-530.
- Schön, D. A. (1995). Knowing-in-action: The new scholarship requires a new epistemology. *Change Magazine* 27(6), 27-34.
- Simon, L. K. A. (2009). *Embracing the World Grant Ideal: Affirming the Morrill Act for a twenty-first century Global Society*. Office of the President, Michigan State University.
- Watson, D., Hollister, R. M., Stroud, S. E., & Babcock, E. (2011). *The engaged university: International perspectives on civic engagement*. New York, NY: Routledge.
- Wenger, E., Pea, R., & Brown, J. S. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge, MA: Cambridge University Press.

References

Association for Experiential Education, www.aee.org.

Barr, B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change* 27 (6), 12-25.

Commuter Affairs and Community Services. (1999). *Faculty Handbook for Service-Learning*. College Park, MD: University of Maryland. [Select Pages 30-50]. Available at:

http://www.snc.edu/sturzcenter/docs/UMD_service_learning_faculty_handbook.pdf.

Doberneck, D. M., Glass, C.R., & Schweitzer, J. H. (2010). From rhetoric to reality: A typology of publicly engaged scholarship. *Journal of Higher Education Outreach and Engagement* 14(5), 5-35.

Kellogg, W.A. (2002). Community development and environmental Quality: Benefits and challenges using a service learning model for university engagement. *Journal of the Community Development Society* 33(2), 72-90.

Kolb, D. (1984). *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Littlepage, L., & Gazley, B. (2013). Examining service learning from the perspective of community capacity. In P. Clayton, R. Bringle, & J. Hatcher (Eds.), *Research on service learning: Conceptual frameworks Volume 2B* (pp. 419-437). Sterling, VA: Stylus.

McCallie, E., Bell, L., Lohwater, T., Falk, J. H., Lehr, J. L., Lewenstein, B. V., Needham, C., & Wiehe, B. (2009, March). Many experts, many audiences: Public engagement with science and informal science education. A CAISE Inquiry Group Report. Washington, DC: Center for Advancement of Informal Science Education. Available at:

<http://informalscience.org/images/research/PublicEngagementwithScience.pdf>.

Newell, W. H. (2001). Powerful pedagogies. In B. L. Smith & J. McCann (Eds.), *Reinventing ourselves: Interdisciplinary education, collaborative learning, and experimentation in higher education* (pp. 196-211). Bolton, MA: Anker Publishing Co.

Saltmarsh, J., & Hartley, M. (2011). Democratic engagement. In J. Saltmarsh & M. Hartley (Eds.), *"To serve a larger purpose" Engagement for democracy and the transformation of higher education* (pp. 14-26). Philadelphia, PA: Temple University Press.

Springer, N. C., & Casey, K. M. (2010). From "Preflection" to Reflection: Building Quality Experiences in Academic Service-Learning, pp. 29-49. In H. E. Fitzgerald, C. Burack, & S. D. Seifer. (Eds.). *Handbook of Engaged Scholarship, Contemporary Landscapes, Future Directions, Volume 2: Community-Campus Partnership*. East Lansing, MI: Michigan State University Press.

Office of The Associate Provost for University Outreach and Engagement at Michigan State University

Hiram E. Fitzgerald, *Associate Provost for University Outreach and Engagement*

Laurie Van Egeren, *Assistant Provost for University-Community Partnerships*

Arts and Cultural Initiatives

C. Kurt Dewhurst, Director

Community Evaluation and Research Collaborative

Miles McNall, Director

National Collaborative for the Study of University Engagement

Burton A. Bargerstock, Director

Center for Community and Economic Development

Rex LaMore, Director

Gifted and Talented Education

Susan Sheth, Director

Urban Policy Initiatives

Arnold Weinfeld, Director

Center for Service-Learning and Civic Engagement

Renee Brown, Director

Julian Samora Research Institute

Rubén Martínez, Director

Usability/Accessibility Research and Consulting

Sarah J. Swierenga, Director

Communication and Information Technology

Burton A. Bargerstock, Director

MSU Detroit Center

Jena Baker-Calloway, Director

Wharton Center for Performing Arts

Michael J. Brand,
Executive Director

MSU Museum

Mark Auslander, Director

Contact Information

Hiram E. Fitzgerald

E-mail: fitzger9@msu.edu

University Outreach and Engagement

Michigan State University

Kellogg Hotel and Conference Center

219 S. Harrison Road, Room 93

East Lansing, Michigan 48824

Phone: (517) 353-8977

Fax: (517) 432-9541

E-mail: engage@msu.edu

Web: <http://engage.msu.edu/>