University Engagement as Scholarly Activity

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Engagement Scholarship and Higher Education

Beginnings

• Edward Lynton (1987). New priorities for higher education, particularly with respect to civic engagement.

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

• Boyer 1996. Called on higher education to embrace the “scholarship of engagement” to deal with critical societal issues.

Today

• International organizations and associations dedicated to promoting engaged scholarship

• Numerous peer-review publications circulating engaged scholarship
• WHAT IS SCHOLARSHIP?
What Do We Mean by Engagement

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to

- enrich scholarship and research
- enhance curricular content and process
- prepare citizen scholars
- endorse democratic values and civic responsibility
- address critical societal issues
- contribute to the public good


CIC Institutions (Big Ten)

Chicago
Illinois
Indiana
Iowa
Maryland
Michigan
Michigan State
Minnesota
Nebraska
Northwestern
Ohio State
Penn State
Purdue
Rutgers
Wisconsin
Carnegie Definition of Community Engagement

- Community engagement describes 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.

- 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.
What Do We Mean By Scholarship?

Scholarship
1. Disciplinary expertise

2. Conducted in a scholarly manner
   - Clear goals
   - Adequate preparation
   - Appropriate methodology

3. Appropriately and Effectively documented and disseminated to (academic and community) audiences, with reflective critique about significance, processes, and lessons learned

4. Has significance beyond the individual context:
   – Breaks new ground or is innovative
   – Can be replicated and elaborated

5. Is judged to be significant and meritorious (product, process, and/or results) by panel of peers.

6. Demonstrates consistently ethical practice, adhering to codes of conduct in research, teaching, and the discipline.

# Types of Engagement Scholarship

## Engaged Research and Creative Activity
- Use inspired basic research
- Community-based research
- Applied research
- Contractual research
- Demonstration projects
- Needs and assets assessments
- Program evaluations
- Translation of scholarship through presentations, publications, and web sites
- Exhibitions and performances

## Engaged Teaching and Learning
- Online and off-campus education
- Continuing education
- Occupational short course, certificate, and licensure programs
- Contract instructional programs
- Participatory curriculum development
- Non-credit classes and programs
- Conferences, seminars, and workshops
- Educational enrichment programs for the public and alumni
- Service-learning
- Study abroad programs with engagement components
- Pre-college programs

## Engaged Service
- Technical assistance
- Consulting
- Policy analysis
- Expert testimony
- Knowledge transfer
- Commercialization of discoveries
- Creation of new business ventures
- Clinical services
- Human and animal patient care
• WHAT IS COMMUNITY?
What Do We Mean by Community?

Geography: (shared a physical place, such as neighborhood, city, or region)

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 specific disease)
- Profession or practice: (shared specific knowledge to occupation, skill, or trade)
- Faith: (shared belief system, customs, and religious or spiritual practice)
- Kinship: (shared relationships through family and/or marriage)
Continuum of Community Based Scholarship

Continuum of scholarship with traditional approaches to research, teaching and engagement on one end….and highly collaborate, co-creative approaches on the other end…and a range of gradations along the continuum where scholarship may be located.

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

Five Qualities of Community Engaged Scholarship

- Engagement is anchored in scholarship
- Engagement cuts across the mission of teaching, research and service
- Engagement is reciprocal and mutually beneficial
- Engagement embraces the processes and values of civil democracy
- Engagement discovery is achieved by blending indigenous (tacit) and explicit knowledge

Recognizes Dynamic Relationship between Tacit and Explicit Knowledge

**Tacit Knowledge**: mental models about how the world works. Know-how, experience, incidental learning, apprenticeship, stories, “knowing-in-action.”

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

Engagement scholars both learn from and enhance the tacit knowledge of community members and practitioners.

Knowledge Creation

Cycles of knowing-in-action and reflection-in-action generate new knowledge by bringing together what is known tacitly and explicitly.

WHAT ARE PARTNERSHIPS?
What is a partner?

• Individuals or groups of individuals ....
  – Who care about an issue or project,
  – Who actively associate with others,
  – With shared responsibilities,
  – Working to achieve a common goal.
Building University-Community Partnerships

Externally by:

- Linking community requests for research, evidence-based practices, and models to appropriate faculty
- Developing, supporting, and nurturing system level community connections that facilitate partnerships
- Evaluating community experience with engagement efforts and using that information to inform practice
- Participating in multidisciplinary campus-community partnerships
- Promoting the development and use of strength- and evidence-based models and interventions to improve the capacity of those working on issues related to individuals, families, groups, neighborhoods, and communities
Building University-Community Partnerships

Internally by:

- **Bringing faculty, staff and students together in networks (Research Exchanges)** designed to inform, support and link faculty and staff with community engagement opportunities.

- Promoting **collaborative/multidisciplinary partnerships** with community groups.

- Providing a **link with faculty members** at the unit level to inform them of the availability of resources and assistance
  - that can help them connect with community partners
  - that can facilitate quick responses to funding opportunities
QUAD Helix and Change

Civil Society

Higher Education

State and Regional Government

Business Community

Change

INNOVATION FOCUSED

RISK WORTHY

SUSTAINABLE

KNOWLEDGE DRIVEN

EVIDENCE-BASED

ENTREPRENUERIAL

EDUCATION ANCHORED
SYSTEMS CHANGE, PROGRAM PROJECTS, COLLECTIVE IMPACT, AND EVIDENCE-BASED PRACTICE

Messes
Systems of Complex Problems

PreK-25 EDUCATION
REGIONAL ECONOMIC DEVELOPMENT
INTERMODAL TRANSPORTION
HEALTH AND WELL BEING
ENVIRONMENTAL SUSTAINABILITY
WALKABLE NEIGHBORHOODS
SUSTAINABLE AGRICULTURE
RACIAL AND SOCIAL INEQUITIES

TRADITIONAL APPROACHES TO SYSTEMS CHANGE

Individual Project Changes
Program Projects
Collective Impact

Collective Actions
Formative and Summative Evaluation
Implementation Fidelity Evidence-Based Practices
Developmental Evaluation, CBPR

STRATEGIC DOING ACTION FRAMEWORK

ABLe CHANGE SYSTEMS FRAMEWORK
Ten Key Attributes of Successful University-Community Partnerships

1. Partners share a common vision
2. Partners share agreement about goals and strategies
3. Partners have mutual trust and respect
4. Partners share power and responsibility
5. Partners communicate clearly and listen carefully
6. Partners understand and empathize with one another’s circumstances (authenticity)
7. Partners remain flexible, yet focused
8. The partnership achieves mutual benefits
9. The partnership enhances community partners’ capacity for self sufficiency
10. The partnership enhances the faculty member’s scholarly career
FACULTY COMMUNITY ENGAGED SCHOLARSHIP AND ROI

Reports of Engaged Research, Teaching and Service from 3,100 of 4,750 possible tenured and non-tenured faculty over 7,200 projects

Return on Investment: Extramural Funding vs. Investments in Faculty FTE

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

611.82 FTEs Salary Value $56,924,968

Resulted in: Extramural funding $397,209,452

6.98:1 ROI
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