SUMMARY

# Fulfilling Higher Education's Covenant with Society: The Emerging Outreach Agenda

**Capstone Symposium of the W.K. Kellogg Foundation – MSU Lifelong Education Grant**

MICHIGAN STATE UNIVERSITY

# Fulfilling Higher Education's Covenant with Society:

# The Emerging Outreach Agenda

**Summary of the Capstone Symposium of the W.K. Kellogg Foundation-MSU Lifelong Education Grant**

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## Editor's Note:

In addition to serving as an archival repository of the symposium, this Summary has been designed as a reference tool to promote continued dialogue about and development of higher education's outreach agenda. Rather than providing full text of the general and concurrent sessions, short summaries are presented. Each session has a designated contact person. If interested in a particular topic or issue, you are encouraged to contact that person for follow-up, questions and further discussion.

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# Prologue

**James C. Votruba**
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Throughout its history, a defining characteristic of the American university has been its capacity and willingness to help advance the economic, social, and civic vitality of our nation. Over the past 100 years, America's universities have brought science to agriculture, educated the workforce for industrial expansion, provided educational access that contributed to civic literacy and social mobility, and generated research and technology that has been instrumental in advancing every sector of American life.

This covenant between the university and society has resulted in enormous benefit for both. Recognizing that an investment in its universities was an investment in its own future, our nation has provided the support necessary to build what, by nearly any standard, is the finest system of higher education in the world.

Today, the advanced learning needs of society are undergoing a fundamental transformation and universities are challenged to adapt. In what many describe as the Knowledge Age, learning across the lifespan has become a necessity for nearly everyone. This emphasis on lifelong learning, combined with the emergence of sophisticated new educational technologies, is pressing universities to address important questions related to access. Access for whom? Access to what? Access how? Access where?

In addition to an emphasis on lifelong learning, society is confronting an array of complex and formidable challenges that will shape the future of our nation and its people. Among the most important are economic competitiveness in an increasingly interdependent world economy, improving the quality of K-12 education, overcoming the tragic human and economic costs associated with urban and rural poverty, enhancing environmental quality and sustainability, and improving the quality of life through health promotion and disease prevention. If universities hope to sustain public support, they must effectively address these challenges through the extension and application of their scholarly expertise.

Nearly a decade ago, Michigan State University made a commitment to broaden, strengthen, and more fully integrate the extension and application of knowledge, or what we now refer to as outreach, as a primary mission of each major academic unit. In 1988, the W.K. Kellogg Foundation awarded the university a $10.2 million grant to help support this institutionwide realignment process. Over the past several years, a number of other universities have embarked on similar efforts to make outreach a more central and integrated element in their overall academic mission. As they have moved beyond the rhetoric of change to the implementation of complex and often contentious institutional realignment strategies, they have looked for opportunities to learn from one other.

In October, 1995, Michigan State celebrated the completion of its Kellogg Foundation grant with a capstone symposium designed to focus on institutional strategies to strengthen and more fully integrate outreach as a fundamental element of the university's overall academic mission. The intent was to share what MSU had learned from its own efforts as well as to learn from similar efforts at other universities.

The capstone symposium was attended by leadership teams from over sixty major universities. The teams were comprised of presidents and provosts, deans and chairs, leaders of extension and continuing education, and faculty leaders from a broad array of disciplines and professional fields.

In his welcoming remarks to the conferees, MSU president Peter McPherson emphasized that universities have not kept pace with shifts in the educational marketplace. The public's demand for lifelong learning has created a whole new postsecondary market that places a greater emphasis on what people know than on what credentials they possess. This is a highly competitive and learner-centered market that emphasizes access to knowledge when, where, and in the form that it is needed. It is a market that is producing a whole new array of educational providers, both profit and nonprofit, who are challenging the university's role in providing advanced learning.

In his symposium opening remarks, Dr. Russell Mawby, Kellogg Foundation chairman emeritus, echoed these sentiments and challenged the university to strengthen its capacity to synthesize knowledge around the critical issues of the day; to rebalance the incentive and reward system to better acknowledge the importance of knowledge transmission and application as well as knowledge discovery; to build new and mutually beneficial partnerships with local communities; and to contribute to the forging of a new civic culture that builds upon and celebrates differences among people. In what may be his most important challenge to universities, Dr. Mawby called upon academic leaders to exercise clarity of vision, confidence, courage, compassion, venturesomeness, a willingness to take risks, and the boldness required to lead universities during these uncertain times.

Much of the capstone symposium was focused on better understanding the "MSU Outreach Model." In 1993, the Provost's Committee on University Outreach, comprised of faculty and academic administrators from throughout the campus, asserted that "universities exist to generate, transmit, apply, and preserve knowledge. When they do these things for the direct benefit of external audiences, they are doing outreach." Based on this formulation, the MSU outreach model has four defining characteristics.

First, outreach is defined as scholarship which must be reflective, cumulative, based on current knowledge, and resulting in new insights and understandings that are subject to critical review. In other words, outreach both draws on knowledge developed through other forms of scholarship and contributes to the knowledge base.

Second, outreach cuts across and enhances both the teaching and research missions of the university. In this formulation, outreach can take a variety of forms including applied research, technical assistance, demonstration projects, impact evaluations, student service-learning, policy analysis, and off-campus credit and noncredit instruction.

Third, outreach is conducted for the direct benefit of external constituents in ways consistent with the mission of the university. Outreach must be assessed in terms of both its impact on the external constituent and on the extent to which it enhances the university's other mission dimensions.

Fourth, outreach is the responsibility of each academic unit in the same way that the units are responsible for serving the other dimensions of the university's academic mission. In MSU's approach to outreach, academic units are evaluated based on their contribution to the full breadth of the research, teaching, and outreach mission.

The MSU outreach model requires that the university internally realign itself in several important ways. For example, the University has had to address the creation of both faculty and unit-level incentives and rewards that reenforce the importance of outreach involvement. It has had to create new organizational structures that support interdisciplinary approaches to complex societal problems. It has had to reformulate its planning and budgeting process to ensure that outreach is represented as a core academic mission. It has had to change a broad range of institutional policies and procedures that inhibited outreach involvement. Selection and evaluation of deans, chairs, and other academic leaders has had to be broadened to include an assessment of capacity and performance related to outreach leadership. New approaches to faculty and graduate student development now emphasize the enhancement of professional skills related to outreach scholarship. In short, the MSU outreach model has prompted the campus to engage in an in-depth look at how it goes about accomplishing its work.

The major advantages of the MSU outreach model derive from making outreach a more fully integrated component of each academic unit's mission rather than the responsibility of a separate administrative unit. The model has encouraged ownership of the outreach mission by each academic unit. It has forced the institution to realign itself both internally and externally to better serve the advanced learning needs of society. It has emphasized the inextricable link between outreach and the other mission dimensions. Finally, it has prompted the development of greater agility, responsiveness, and student centeredness throughout the institution, which we believe will characterize the twenty-first century university.

The MSU outreach model also can have some disadvantages, at least in the short run. If adequate systems are not in place at the unit level, eliminating a separate administrative infrastructure for outreach can reduce the capacity of the campus to respond quickly and effectively to societal learning needs as they emerge. Serving the new lifelong education market requires sophisticated approaches to market assessment, program development, instructional design, and marketing. Historically, these skills have often been present in highly professional continuing education units. In the MSU model, these same skills must be found in colleges, departments, centers, and institutes. The model can also make it more difficult to mount interdisciplinary outreach initiatives until the campus achieves what Oregon State University calls a "low walls" academic environment that encourages and rewards work across disciplines and professional fields.

What follows is a summary of each of the capstone presentations along with the names and addresses of persons who can be contacted for further information. The reader should be aware that the programs and strategies described in this summary represent "works in progress." They reflect the willingness of a few universities to accept Dr. Mawby's challenge to be bold, venturesome, and courageous. They represent not generalized rhetoric nor marginalized institutional tinkering, but rather an attempt to fundamentally realign universities to better serve the society that created and sustains them — to better fulfill their social covenant.

# Redefining and Repositioning Outreach in the University

# Redefining and Repositioning Outreach in the University

A panel of administrative officers from three leading universities agreed that redefining and repositioning outreach in the university in times of diminishing resources and erosion of public trust is not easy and requires a thoughtful, strategic approach. Allen presented the image of a bridge between the university and the public which has been broken and needs to be fixed so that crossing by both is facilitated and increased. What is needed is an open system in which ongoing quality exchanges between university and community are possible and occur in a shared environment of co-learners. In that setting, the knowledge of the campus and the knowledge of the community converge and the roles of both teacher and learner are shared.

However, university rules, policies and procedures are often impediments to developing meaningful partnerships with communities and other collaborators. Trust is often lacking. The new paradigm is more than increased service, and outreach, while a better term, still suggests one-way communication and contribution. In its broader definition, outreach is the transfer and exchange of knowledge between the institution and society. "Knowledge outreach is about sharing it," observed one panelist.

Panelists concurred that "in reach" (knowledge coming from the community into the university) is a critical accompaniment to outreach if the university and community are to find solutions to complex community problems. As a response to the broken bridge metaphor, Ramaley suggested that the university join the community in a kind of "Renaissance Fair," which depicts the multifaceted free-forum needed to capitalize on the contributions of the various outreach partners. The university and the community must arrive at a shared agenda and recognize that the "cult of the expert" will no longer suffice. Universities can use natural forces in society to move the agenda forward. Today, for a variety of reasons, many other organizations and agencies are also focusing on collaboration and looking for partnerships as an effective way to integrate efforts, provide service, and collectively deal with complex issues. Because land-grant and urban universities have missions that overlap, they can work together on problems of common interest.

Service learning, or student involvement in outreach, is critically important and represents a "strong addition." Opportunities for both graduate and undergraduate students to volunteer, with outreach projects integrated into their academic programs, benefit both the students and their communities. A member of the audience commented that service or action learning can be a "light bulb experience" and may be a way to engage faculty members in outreach.

Faculty do not come naturally to doing outreach because they are trained otherwise, but they can acquire necessary skills. Faculty members are often unclear about how noncredit outreach will be viewed within the academic community; this type of contribution is different from credit-hour generation or published research output. Faculty need workload

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guidelines and universities must hold discussions about consulting policies, overload pay for outreach, and faculty needs concerning promotion and tenure. Sometimes, consulting for pay may be the appropriate outreach strategy.

Motivating faculty members to participate in outreach is not easy. The rewards for doing research are known, and satisfaction in teaching accumulates over time; outreach falls somewhere in between. Feedback from adult learners and community partners helps faculty know they are making a difference. Rewards and incentives are important and present systems may need to shift.

Probably the greatest challenge in repositioning outreach is the need to develop quality indicators or benchmarks to measure outcomes and success. While continuing to evaluate faculty effort for quality, quantity, impact, degree of originality, and creativity, universities must also evaluate outreach by using indicators that the external community believes measure success. Society must see that research and outreach programs are making a difference.

If transformation is to occur, universities must visibly invest in outreach. While they must make real shifts in the investment of resources as interests and needs change, universities must not seem to be "taking away from other important functions" to support outreach. Unit-level mission and commitment, and individual faculty integration, are essential for the successful repositioning of outreach within the university. As Simon suggested, "Outreach can be used as a lever of change in the process of radical incrementalism." Transformation will come about through the integration of outreach with teaching and research agendas.

When outreach becomes an integral part of teaching and research, the need to define it as a separate aspect of the university's mission will no longer exist. If integration is successful, "outreach" will cease to be part of the vocabulary of the academy, and university service to communities will be *with* them and not *to* and *for* them.

# Integrating Outreach With Research,Teaching and Service at the College Level: Cases from MSU'S College of Social Science

Michigan State University has decentralized responsibility for outreach to all of its departments and colleges. Because each unit designs its own approach to outreach, there is great diversity in structure and program. MSU's College of Social Science empowers each college unit to be responsible for responding to community needs.

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**Charles Ostrom, Professor, Political Science**

## Organization and Leadership

Given its scale, Michigan State University is an unusually decentralized institution, according to Kenneth Corey, dean of the College of Social Science. One feature that binds the university together is its commitment to the research and land-grant mission. A self-selecting mechanism operating within the college contributes to a commonality of values; most faculty select MSU and commit to the research and land-grant mission or eventually leave.

Structurally, the college assumes a mixed form that focuses on the creation of knowledge through disciplinary programs (e.g., Anthropology, Geography, Political Science, Psychology, Sociology), the utilization of knowledge through professional practice programs (e.g., Clinical Psychology, School of Criminal Justice, School of Labor and Industrial Relations, School of Social Work, Landscape Architecture Program, Public Policy and Administration Program, Urban and Regional Planning Program), and multidisciplinary activities through encompassing universitywide programs (e.g., Public Policy and Social Research, Applied Developmental Science). All programs in this mix are involved in the creation of knowledge but approach it from different orientations, and all reflect a "transdisciplinary ethos and culture." This mixed organizational form is important to the synergies released within the college and is a strength in pursuing outreach. Because of their small infrastructures and the dependence of faculty on the rest of the college and the university for support, multidimensional and encompassing programs do not develop into empires but function interdependently.

As dean, Corey provides leadership and vision to the college, then gets out of the way. "I don't draw sharp points on issues, or take a high-profile position in the initial stages of projects. I try to relate to faculty cultures and subcultures and let natural processes occur, letting 'the thousand flowers bloom."' He encourages communication among people. Success is based on nurturing diversity, taking units and faculty where they are, and encouraging them to pursue their visions within a community of scholars.

The reward structure of promotion, tenure, and merit both increases and nurtures the eclectic and diverse activities of the college: "'Just Do It' ends up not only being good for Nike but, I think, good for the mix of scholars we have here," says Corey. "What we have been trying to accomplish is largely scholarship across the mission, a foundation of research from which we derive our teaching and outreach activities." What follows are examples of the programmatic diversity that results from this approach.

## Outreach Principles in Practice: Joint Extension and Traditional Initiatives

### MSU's State Issues Identification and Response Initiative

The public is demanding university responsiveness to community needs, according to Janet Bokemeier. In response, universities are employing strategies used by business. In this context, MSU undertook its State Issues Identification and Response Initiative. The goals of the initiative were to identify for decision makers the policy areas most in need of attention within the state and to mobilize university resources to assist in addressing these needs. With the advice of community-based committees in each Michigan county, three issue areas were identified: environment, economic development, and children-youth-family. Multidisciplinary response teams were formed to address each issue area.

The teams were funded through a common pool of grants, but approached their tasks very differently from one another. Two co-chairs led each response team: one from MSU- Extension, the other from regular faculty. Teams of fifteen to twenty-five included community and state agency people, Extension staff (including communicators) and regular faculty, in even proportions. Beyond these similarities, little was common among the teams. The nature of the issue areas affected the ways in which response teams functioned. For example, the economic development response team developed consultative resources, while the children-youth-family response team developed cooperative ventures with community-based groups and state agencies.

Responses from team members about the success of the program varied. The availability of Extension as a resource played a key role in the likelihood of success, but the culture of extension personnel was resistant to changes identified through the team structure. Extension and regular faculty approach their work differently, making it difficult to develop processes in which each would develop respect for and confidence in the other's competencies.

Several lessons were learned from the initiative. Organizational change involved in outreach should not and cannot be undertaken in a "top-down/heroic" manner. The grass-roots process must be allowed to work. Different knowledge bases must be recognized and owned by community as well as by faculty. Administrators typically prefer a clear strategy for accomplishing goals and expect people to follow that strategy. They want to feel direct control. The process was contrary to these expectations.

Collaborative initiatives require strong leadership to keep faculty involved and resources committed. Leadership should come from the president and provost on down, and should involve cheerleading communication about the initiative, promotion of faculty contributions to outreach, and demonstrations of leadership through resource allocations. A key for faculty is the reward systems, including time and the opportunity for professional recognition of interdisciplinary activity — especially by peer-reviewed disciplinary publication.

One real danger in outreach programs is that communities can quickly become disenchanted with outreach when promised results are not reached. Differing visions held by communities and teams can lead to disappointments.

## Applied Developmental Science: Virtues of a Virtual Organizational Perspective

MSU's Applied Developmental Science (ADS) Program is a new initiative, rooted in the land-grant tradition of the university and committed to outreach research. Most of the ADS mission is tied to human services and human service agencies are its main partners. ADS cuts across nine colleges, with the lead dean in the College of Social Science.

Hiram Fitzgerald believes that developmental systems theory has a direct impact not only on the methodology for studying group development but also on how a program is designed. Some aspects of individual and group development remain stable over time, but most change. "Systems theory provides an approach to modeling stability and change and to identifying factors which causally influence organizational processes," says Fitzgerald. "The temporality of change has important implications for research designs, service provision, and program evaluation because it is dependent upon longitudinal methods and hedged by multivariate models of the developmental process." All partnerships in the ADS must commit to a five-year minimum period of collaboration. In creating university/community partnerships, models for community development must be tested in a community setting in collaboration with community partners. Community representatives must participate as full partners in the design and evaluation of the programs.

ADS operates using five principles:

- Ownership: ADS acts as a broker, connecting faculty expertise with community partners. Faculty members then take over the project and ADS is no longer involved. Therefore, the personal investment of faculty is critical.

- Shared mission: A collaboratively devised statement identifies what the partners will do.

- Dynamic work plan: A timeline is prepared outlining when tasks will be performed, with emphasis on not overcommitting the partners.

- Research rounds: Biannual focus groups with all project participants are conducted, reviewing what has been accomplished and revising work plans.

■ Resource generation: Faculty and community partners commit to generating new resources (neither the university nor the community is expected to fund the partnership).

Current partnerships include collaborative efforts with the United Way, the Girl Scouts, and county human service and health centers. In response to an audience comment, Fitzgerald agreed that the partnership requires a real commitment from community partners and some back out of the collaboration For example, one agency asked ADS to begin developing a project plan before funding was solidified. After the plan was presented to the agency's administrator, he discovered that he was unable to identify any funding sources. ADS still hopes to collaborate with this agency in the future.

## The Academy Informs Political Practice and Political Practice Informs the Academy

Universities have an important value to add to public policy processes by raising awareness of the complexity of policy issues. Richard Hula believes that "when we talk about outreach as if it were something out there that didn't complement, that didn't reinforce our scholarship and our teaching, then outreach is in trouble. But fortunately it doesn't have to be that way, because it's an engaging kind of process." As a result, MSU's Institute for Public Policy and Social Research has developed both instructional and noninstructional outreach programs drawing on faculty from the whole university and from other institutions.

Successful approaches for linking policy expertise to politics:

■ Formal degree programs: The Department of Political Science has established a formal Master of Public Administration degree.

■ Policy Forum Series: Luncheon fora are held in Lansing on topics of particular interest to policy-makers including block grants, presidential politics, empowerment zones, race in society, and welfare reform.

■ Michigan Political Leadership Program: This noncredit, ten-weekend program provides training for future political candidates and leaders with practitioner-grounded foci on campaigning, policy analysis, and leadership skills.

■ Legislative Leadership Program: This noncredit, three-day intensive program raises the complexity of policy problems by preparing new legislators and legislative staff members to deal with issues such as corrections, welfare, land use, health care, and leadership processes.

■ Other technical assistance and policy round tables.

Future directions for program development in the College of Social Science include further cementing the university's relationship with the Michigan legislature, and making applications of its political and legislative leadership programs available for institutions in other countries.

## Alternative Structures and Design for Outreach: Faculty Survey Findings

The Evaluation and Survey Division of the Institute for Public Policy and Social Research conducted eight separate, in-depth studies evaluating MSU's use of the W. K. Kellogg Foundation Lifelong Education Grant, according to Charles Ostrom. The most recent, a faculty survey, produced the following findings:

- Most faculty are asked by off-campus groups to do knowledge extension that extends the university's research capacity to nonacademic audiences through such activities as applied research and technical assistance, demonstration projects, impact and program evaluations, technology transfer, policy analysis, and consulting to advance a unit's mission (forty-five percent and higher). Less than ten percent are not asked at all.

- Most faculty are interested in doing outreach (thirty-four and one half percent percent express a compelling interest).

- Many faculty are involved in knowledge extension activities but few are involved in knowledge extension scholarship.

- Most faculty perceive knowledge and instructional extension activities (those activities that extend the campus instruction capacity through credit courses, noncredit courses, seminars, performances, exhibits to off-campus or nontraditional audiences) as playing a minimal role in faculty rewards.

- Faculty are overwhelmingly in favor of better rewarding knowledge and instructional extension activities.

- Most faculty are considering doing outreach work in the next three years.

- The two factors most likely to contribute to a faculty member's decision to do outreach are intrinsic interest in a project and being asked to work on one. The university incentive system has no impact on the decision.

## Discussion and Conclusion

A member of the audience asked if outreach activity affected tenure and promotion at MSU. Ostrom replied that new faculty at MSU are advised to go the traditional route for the first six years of employment, then "blossom" into outreach. Fitzgerald said that "My department has spent much time working on rewards, and what is emerging reflects a future where research is no longer the sole criterion for promotion and tenure." Corey noted that the rewards systems vary among the departments. Faculty should not be required to do everything. The College of Social Science is diverse in the value systems espoused by faculty; some are more traditionally research-focused and some, more practice-based.

Given that service is a nebulous term, how do you evaluate it? Hula believes that standards should vary depending on the program's goals. For the Michigan Political Leadership Program, the election of participants was a clear and measurable outcome. The evaluation of faculty is less clear. The separate evaluation of teaching, research, and outreach is not desirable, according to Ostrom, because the integration of activities needs to be emphasized. Therefore, using a mix of both quantitative and qualitative evaluation methods is important.

Several participants noted that the behavior of administrators can hurt programs, and that traditional bureaucracy may create problems. Planning needs to be done by the involved parties, not imposed by administrators. The allocation of resources to a program also can determine its success or failure; that allocation is in the hands of administration.

External recognition of scholarship derived from outreach still remains minimal. The editorial boards of journals are just beginning to address it, following the lead of the National Science Foundation. A group of editors of psychology and human development publications has been meeting regularly to specifically discuss publishing more in this area. Academics are slow to change. However, cuts in public funding are affecting professional associations, and policymakers are increasing their demands for socially responsive applied research.

# Integrating Outreach With Research, Teaching and Service at the Department Level

To integrate outreach into its mission, the land-grant university must reengineer academic departments. Such fundamental change brings great challenges to the department itself, to the professional school, and to the role of teacher, especially when using distance education. Four participants at the forefront of such change described the challenges and opportunities brought about in such reengineering efforts.

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## Departmental Challenges: MSU's Master's Degree in Public Administration

Six years ago, Michigan State University decided to revitalize the longstanding MPA degree in the Department of Political Science. Challenges to accomplishing this revitalization included defining the market and finding the faculty. Brian Silver described this project as a kind of Rashomon story with at least two versions, both having elements of the truth. Central administration saw the move as filling the demands of state capitol officials and agency staff professionals, and felt that faculty's applied policy research would be seen as a valuable service to the state. The program would also respond to a longstanding complaint that MSU didn't care about public policy people. The department viewed the program as a former "raging success" whose faculty had been nationally known for their research. Retrenchment in the 1980s led to faculty shrinkage. Because the department became isolated and too concerned with professional standing, there were few linkages with other units, which viewed the department as uncooperative. By 1989 the administration decided the MPA program needed shoring up.

Along with the departmental revitalization, the university encouraged a focus on outreach as part of its land-grant mission. According to Silver, because the university did not begin with an established or widely discussed definition of outreach, some real uncertainty and several widely differing definitions of outreach prevail to this day. Silver felt the central administration misperceived the faculty as narrowly focused on traditional research although they had always done some applied research. Still, new language for promotion and tenure had to be written into faculty bylaws.

The focus on outreach also required a fundamental change in the department's sense of how it served the larger university mission. The main focus of the MPA program was applied research, not client services, which meant that it did not appear to be doing as much outreach as other units. The department counted on the Institute for Public Policy and Social Research to link policy analysis to research.

Faculty were concerned about the shift from a more narrow disciplinary view to interdisciplinary applied research with a broad view. As a result, all junior faculty must now prepare a career plan explaining their subfield of research. This has worked quite well. Because of the expansion in the scope of research and the number of faculty involved, the department decided to engage a broader range of faculty beyond the five or six new, young and unproven faculty hired for the MPA program.

The program cannot yet be termed a success, but it is nationally recognized and growing, has earned accreditation more quickly than the original five-year goal, and is engaging a more diverse faculty group in applied research in such areas as K-12 educational finance, schools of choice, state health policy reform and violence against women. Silver described the MPA program as "primarily a work in progress. We will know a lot more in five years, and ten years. It takes a long time to establish a nationally prominent program."

## The Vantage Point of the Professional School: MSU's School of Social Work

During the budget retrenchment of the 198Os, MSU's School of Social Work had lost coherence and sense of mission. In the past few years, outreach has played a fundamental role in shaping the academic mission of the unit. "I subscribe to the grappling hook theory, that if you throw out tentacles far enough and they are imbedded deeply enough, you will learn how to survive," said Marilyn Flynn. Because it is the mission of the entire faculty to focus on outreach and because serving the client population is imperative for the school, the School of Social Work now has a "culture of consistency."

When Flynn arrived at MSU, she found the atmosphere — where boundaries were unusually low between disciplines — invigorating for outreach. This atmosphere led to one of the most distinctive features of the program: it is the only social work program in the United States that links three campuses in a two-way-interactive complete degree program. This very distinctiveness was a problem for the national accrediting body which fought against it "tooth and nail. It was incomprehensible to them that this program could have the same quality — in support, faculty or students — as a campus program."

Because outreach is a unit mission, every member of the faculty teaches in the distance education program and every faculty member is committed to writing and publishing in this area. A consciously reinvented research component is carried out in three ways: 1) by analyzing the instructional process and classroom dynamics as affected by these linkages; 2) through exploring the effects on the infrastructure in the communities where programs are offered; and 3) by creating new networks within the university for the department.

An enormous investment of resources and activities also goes to support and socialize students. The involvement of the student body is critical in this outreach-based program. Unexpectedly, off-campus students initially feel like stepchildren in the experiment. Other challenges facing the program include financial risk. The program has a $600,000 budget for four years and is deliberately being run on a self-supporting basis. Flynn feels that in the long term some form of risk-sharing between individual units and the central administration needs to be developed. If units take this sort of risk and happen to succeed, there should also be some well defined institutional reward or assurance. With the present budget pressures, if an outreach program should show a surplus, central administration might find it hard to resist recouping all surplus funds. Flynn says, "One of my largest concerns is not that we will fail, but that we will succeed and that there will be nothing in it."

Because of its "virtual campus" nature, this program needs legitimacy — institutional support to assure that accrediting bodies change their standards if individual professions change to become the vanguards of campuses. The research agenda cannot be allowed to lapse. Finally, university administration has to restructure accounting methods to support entrepreneurial initiatives.

## The Role of Teacher in Distance Education

How has teaching through distance education affected the role of a faculty member? How has distance education affected the way a faculty member carries out work? Ellen Whipple believes faculty who have used distance learning have a sense of shared experience. For her, it was a "stressful event" with more work than traditional delivery, requiring planning class presentations "minute by minute," which has paid out some mixed rewards.

To Whipple as teacher, the experience made the world seem bigger and smaller at the same time. She felt a stronger sense of the entire state as campus but struggled with less time to work on publication. Whipple was "used to closing the door and teaching. Now I have producers and directors." While she was very nervous at first, the experience later became very reaffirming. Distance technology gave her the opportunity to observe others teach as well. She has found it to be a reciprocal learning experience for her and her students, many of whom are experienced professionals who have clinical experience or are heads of agencies.

As an untenured assistant professor, spending this much time just before review has been anxiety-producing. Whipple came with a strong publish or perish perspective. Her involvement in many research projects in the community has given her an opportunity to write in another area and opened up evaluative service in teaching and outreach. Additionally, with seventy-five students doing weekly evaluations and an opportunity to view instruction on videotape, new opportunities for evaluation emerge, including the potential for research on how to evaluate teaching. But will the university administration reward with tenure the exchange of publication for teaching? Or should an untenured professor take the traditional teacher-scholar route?

### Reengineering Extension and Outreach: Conclusion

The president of Auburn University truly understands the land-grant mission and fully intends to elevate outreach so it parallels teaching and research. As part of the effort, David Wilson established twelve associate deans for outreach across the university. While faculty embrace the land-grant mission, a major impediment to change is that they are traditionally trained in their craft to publish in the best journals or to publish books through the best publishers. How do you reengineer the faculty role so they are out on the front lines? As the associate provost and vice president for university outreach, Wilson chairs a universitywide committee to usher in the process and tear down impediments. Reengineering an academic department to emphasize outreach is quite challenging.

Wilson concluded the session by reviewing the models presented in this program for what could be learned. The MPA model led to departmental change, but it is not clear what made it different from the traditional program. Did students receive different educational coursework? Auburn University itself found those small towns that needed MPA graduates and then established 12 fellowships which funded half the cost for the first year.

The model established at the MSU School of Social Work was innovative, especially in its three-campus connection; however, it has a big job in educating the MSU administration "that collaboration is a perfect example of extending the university to communities that are underserved."

Currently distance technology is underutilized. Land-grant universities must use all of their resources. "We haven't even scratched the surface as to how we can use distance education." Nor have we begun to bring the issue of measuring quality teaching to the fore.

# Integrating Outreach into the Careers of Faculty

Ann Austin, MSU associate professor of higher, adult and lifelong education, set the context for the panel discussion by listing three contextual factors influencing faculty in integrating outreach into their careers and by posing three questions to guide the discussion.

## Contextual Factors

1. Socialization of faculty members. If we truly wish to integrate outreach into faculty careers, we must be concerned with socialization practices for graduate students. Currently, faculty do a fine job of integrating graduate students into their research agendas and, indeed, this is the way graduate students become immersed in the norms and values of their respective disciplines. When they move into the professoriate, they are introduced to their teaching mission, but seldom is outreach introduced in a way that integrates it across the years of their careers.

2. Not all faculty members are the same. Individuals at different career stages face different challenges. The pre-tenure stage holds serious challenges for young faculty members as they receive multiple and mixed messages about what the institution values, and what is valued by the department and by peers in their field.

3. Disciplines have diverse norms and values. The faculty is not a large, homogeneous group. Within each discipline, the way work is done differs and the way people work together differs. Expectations vary, outputs vary.

## Three Questions

1. What can and does "integration" mean to faculty?

2. What are the different strategies and patterns of integrating outreach into their careers?

3. From the faculty point of view, what can the institution do to help the faculty integrate outreach into their careers?

Melissa Crimp, MSU assistant professor, College of Engineering, addressed the integration of outreach into her faculty career. Though she was hired for her specific research abilities, she expected also to teach. The area of service or outreach, however, was "fuzzy." Participating in the Lilly Teaching Program helped her bring service, research, and teaching together. She started doing lectures at the residency programs of medical schools, lecturing on implant materials to third- and fourth-year orthopedic residents. These lectures resulted in networks that evolved into a research project in regeneration of cartilage. A new research domain has been established and she now works closely with clinical surgeons to explore the medical applications of materials technology.


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Steven Weiland, Professor, Higher, Adult and Lifelong Education

**University of Illinois, Urbana-Champaign**

Laurie Wink, Program Director for Continuing Education and Public Service

There are conflicts among teaching, research, and outreach. She is careful in selecting outreach projects and considers the following: time, funding, and scientific value. For example, she may not have the time. Or she may be interested but there's no monetary incentive to her to give up her time. She may be offered funding and she may have the time, but if the outreach opportunity doesn't offer sufficient scientific research value, she will turn it down. For Crimp, achieving balance comes down to a simple guideline: As long as outreach activities have relevance for her field and her research, then it is time well spent.

John Beck, assistant professor of labor and industrial relations, was originally hired to do only outreach and then took on other professorial responsibilities. The School of Labor and Industrial Relations (LIR) began as an institute that did research and outreach, and then added graduate level teaching in the mid-1960s. Its mission now includes teaching, research, and working with three constituencies: labor, management professionals within the human relations field, and jointly-managed cooperative programs (e.g., Ford Motor). One of LIR's goals is to get the different parts of the faculty mission to mutually reinforce one other. Faculty who involve themselves in industry quickly learn that they can bring back what happens there into the classroom. Outreach sites become laboratories which students use as their classrooms. Because of these outreach activities, faculty are publishing articles that will help expand the field of practice.

To accomplish integration of outreach, it was necessary for LIR to change the notion of what constitutes tenure. Beck is a tenure stream assistant professor with an M.A. but no Ph.D. He is expected to meet the criteria for tenure, however. The school has had to be flexible and reconfigure the importance of publishing research and adding knowledge to the field. Reaching a balance of quality and diversity in understanding multiple missions has been necessary.

Quality and quantity of outreach is also important if LIR is to escape becoming just another consulting firm. Much outreach comes out of collaboration with faculty in different departments and within LIR. Maintaining a critical tension is important — engaging intellectually, looking at things in a new way and always trying to see how to push to the next level.

Laurie Wink, program director for continuing education and public service at the University of Illinois, Urbana-Champaign, reported on a study in which she examined three exemplar senior faculty types and how they integrate outreach into their careers. The majority of the forty-one male and female senior faculty members interviewed saw the three dimensions of teaching, research, and outreach as interrelated and used the following words to describe the interrelationship: blended, mutually supportive, overlapping, complementary, synergistic. Although they felt limited by time constraints, they viewed the interrelationship as a challenge, not a burden. They further considered "service" as not well defined, evaluated, or rewarded.

Three major multidimensional types of faculty emerged:

1. Researchers see their fundamental purpose as generating knowledge to benefit society. Research dollars support their teaching and public service activities. Research is centered in real-world needs and is aligned in their minds with public service. They value academic freedom and flexibility. Tenured senior professors in this category have the best sense of public service and how to integrate it with the rest of their career. They consider as an exemplary faculty member one who is recognized nationally and internationally for creating knowledge, who contributes to society, and who also performs well in other dimensions of the faculty role.

2. Teacher-scholars are intellectually curious and equally interested in students' intellectual growth and professional development. They transmit their passion to students and consider teaching a form of public service. Their fundamental purpose is to educate students who will make the world a better place, and their primary motivations are to transmit their intellectual passion to students and to leave a legacy as productive scholars. They willingly participate in recruiting, mentoring, and advising. Teacher-scholars plan their professional activities around teaching and are unsuccessful at putting time aside for scholarly writing. They view public service activities as sources of real-world experience to enrich their instruction. For them, an exemplary faculty member is one who is good enough to solve problems and make a scholarly contribution and, at the same time, work well with others and share what he or she knows. Research is as much about teaching new researchers as it is about discovering new knowledge.

3. Integrators find their purpose in the use of knowledge to benefit society. Their own standards and the needs of others are the basis for decision making. They view outreach as real-world experience used to give them professional credibility. For them, a three-way appointment is not segregated but is an integrated whole. They view an exemplary faculty member as one who contributes to the good of the order — students, academic units, university, state taxpayers, clients, or society as a whole. Their work has impact and is useful and has helped make a difference by assisting people in identifying and addressing problems. They view themselves as "in synch" with the university's mission but see themselves as atypical.

Steve Weiland, MSU professor of higher, adult and lifelong education, declared himself suspicious of the emerging outreach approach. He asked that administrators do three things concerning outreach.

1. Rethink the metaphor. Integration, he says, is the wrong metaphor and faculty can rightfully be suspicious that the way "integration" is being used may have normative implications. Faculty fear that what is meant is not "combine into a whole" but rather "complete or perfect by the addition of the necessary parts." To imply that the academic profession needs to be completed may be viewed as arrogant and makes faculty uneasy. The word "addition" gets the job done. "Adding" outreach activities is enough. Coming up with a new model of the academic vocation is not the job of faculty.

2. Work the halls. Administrators need to work the halls — "schlepping." You can't enlist the faculty without knowing what they're doing. You need to know what they love to do and want to do and understand them from their perspective. Pay attention to demography. At MSU, eighty-five percent of the faculty are tenured. The incentive system is not what we think it is, and we are spending far too much time "fussing over the reward system." We need to quit "beating the faculty over the head with the land-grant or service stick" and trying to mobilize them to do things they wouldn't ordinarily do.

In the opening program of the conference, participants heard a quotation to the effect:

"The learners will be ready for the world ahead; the learned will be left with a world that no longer exists." This is a disastrous attitude to take to the faculty to promote outreach. Instead, reverse these terms and give enormous attention and respect to the learned. Embrace specialization.

3. Become critics of our own work. We need to "teach the conflicts" and bring forth the disagreements of the faculty. Don't look at the land-grant tradition uncritically. Problematize it. Investigate the historical problems it represents and invite the faculty to participate.

Weiland closed with an analogy to Ralph's Grocery in Lake Woebegone. Its motto is, "If we don't have it, you can get along without it." In other words, our opportunities may not match our desires. A perspective of this kind, mixed into the constitutional idealism of outreach, might have the paradoxical effect of making it more effective.

# Integrating Cooperative Extension into the Life of the University

Cooperative Extension as a separate entity from the rest of the university may no longer be appropriate or fiscally feasible. A panel of extension administrators and one professor described new models for the organization of extension within the university structure and within the career of the university professor. The discussion focused on 1) engaging faculty where they live, 2) shared leadership, and 3) the role of extension professionals in the field.

Faculty teaching and scholarship can be more fully integrated with outreach and extension, engaging faculty in working with communities throughout the state. Gail Imig noted that "We have outstanding opportunities for students to get involved in hands-on learning experiences in a variety of settings around the state. We haven't really begun to look at the ways we can engage faculty in terms of service learning on the part of their students." Case studies from real communities can be effectively used in the classroom.

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**William Donohue, Professor, Communication**

**Clemson University**

**Bud Webb, Director, Cooperative Extension Service**

**Montana State University**

**Oak Winters, Dean of Outreach**

## Reorganization at Clemson

Bud Webb, a member of the Clemson faculty for forty-one years, now serves as interim vice president for university research and agriculture and natural resources. He explained how Clemson realigned extension two and a half years ago, eliminating the county director positions and creating fifteen multicounty directors who are full-time administrators with no direct program delivery responsibilities. Clemson also eliminated district directors, cutting one entire level of middle management. It merged the 4-H, Youth and Family departments into one department of Family, Youth and Development.

Webb noted two things that he has observed since then. First, county directors have found that being the director of three or four counties is "one hell of a job." Their relationship with local government has focused much more on programs and program quality. Second, good agents got better and bad agents got worse. "People who need to have their hands held and need constant supervision just fell through the cracks." He expects that the same pattern will recur on the university level "with those sacred specialists" as a whole middle level of administration is eliminated.

The most fundamental change to Clemson's Cooperative Extension Service (CES) and College of Agriculture came on July 1, 1995, when administrative department heads became department chairpersons with nine-month appointments. Their new duties were only twenty-five percent administrative, with the remaining seventy-five percent devoted to program development and improvement. By July 1, 1996, the twenty-five percent administrative portion of their salaries will be funded totally by the provost's office, and the administrative function of the chairs will be entirely devoted to management of the academic programs.

Departments are now grouped into four schools which are themselves administered by directors with twelve-month appointments. All of the budget and program management for CES and the Agricultural Experiment Station will come at the school director level.

Two years ago Clemson moved to centralize responsibility for CES, developing a university unit for outreach. In the past the academic dean of each college was responsible for outreach programs. Some colleges did better than others. Webb is now responsible for coordinating the outreach and public service activities across college lines.

The excitement of the faculty outside the CES increased when they saw their programs could make a difference outside the university. A program aimed at at-risk children, prenatal to twelfth grade, has shown that Clemson's outreach can work. Teachers told the university they were frustrated because, by the time they saw a child at five years of age, much of that child's behavior had been shaped. The outreach program Clemson developed in response helps to identify the parents and children at-risk and to teach them parenting, financial management, nutrition, or other related skills.

## CES at Montana State University

Over the past two years, Montana State University moved the CES from the university's College of Agriculture and expanded it campuswide. This caused much ill will within the college, according to Oak Winters, dean of outreach. Most at the university had always viewed CES as a separate service agency. In turn, extension agents and many specialists saw themselves as serving the agency rather than the university as a whole.

"One of the major challenges we have [is] to begin to help people see that whether they are county-based or reservation-based faculty or specialists, the drummer to which they march is in fact the university." CES is one "piece of the multiple responsibility of the university, not a separate agency." There has been this kind of "victim mentality" because CES had its funds cut and felt under siege as agriculture has become a less important aspect of the national agenda.

A large part of Winters' role was to bring the CES and university back together. One way to do this is to redesign the local extension office as a gateway to the university and remake the role of extension into that of a broker of resources. We must broaden the base of the local extension office beyond just service to an individual producer, and see our work as that of revitalizing the entire agricultural community. It is a very different approach when you are working for a whole community, bringing expertise to bear on systemic problems rather than addressing individual and isolated problems.

Montana State strives to have CES seen as a venue through which applied research or scholarship can take place. "In some cases we've had to do it with small seed grants, or buying a person's time during the summer. In other cases we've found there are opportunities to blend the self-interest of these other groups. Our museum, for example, is increasingly using the extension service network to make community contacts with its programs."

### Faculty Outreach at Michigan State

Because William Donahue, faculty member in the Department of Communication at Michigan State University, has mediation as his research interest, he feels a scholarly interest in getting out into the community and finding out how people communicate. From his involvement in divorce mediation, he began interacting with a group of professional mediators. When he asked them what the most important thing in mediation was, "They came up with a dozen communication issues. For example, they came up with the timing issue — when do you jump between these warring parties? I thought that [timing] was an interesting communication issue." In this way Donohue blends his scholarship with his work in the community.

From this beginning, Donahue began to explore the timing issue along with a variety of other communication questions. Using transcripts of mediation sessions, he sought to understand the process better. Then he took his analyses back to the mediators themselves and gave them his insights about what was going on in mediation. "For years I've had this interaction with the mediation community to have them teach me. I conduct research and I give it back to them, and they tell me what's going on. We have this continuous interaction."

As part of one of his undergraduate classes on conflict, students set up mediation programs in elementary schools in the Lansing area, teaching elementary students how to conduct mediation programs and gain conflict management skills. "For me, there is no separation between scholarship and outreach. It's just the way I do my research."

Donahue sees encouraging an entrepreneurial spirit among faculty as important. More faculty would involve themselves in outreach if they could see the relationship between their research and the problems and issues in their community and if they could find the dollars to pay for their efforts.

## Outreach as Inreach at Minnesota

“Reach is both in and out,” according to Roger Clemence, associate dean of the college of Architecture and Landscape at the University of Minnesota. “You go to the community as co-learners, help people ask questions, and explore in a variety of ways.” He used the analogy of an hourglass to describe outreach: “You pour the sand in from the university side to feed the community” until the bottom fills. “The only way it really works is when you flip it over” and the sand flows from the community back into the university. Too often the focus is on administrative organization. While that is important, “fundamentally, outreach is about people.”

Clemence would focus on outreach as problem solving. Extension centers should be redesigned accordingly. “If someone would say, ‘Here’s some money, start a business to solve the problems in this county,’ what would the business look like? We need to integrate the sense of what customers are telling us and continue that systematic information flow between communities and the university.” Another approach in looking at communities is the wellness model: the process of community and consensus building offers great potential. Focus is needed on the community as a whole, not just on the growers or on one special interest. Partnering with other special interest groups in communities can create new resources with whom to work, but it can be an uneasy alliance.

Another challenge is to match what faculty are interested in with what the community wants. A dilemma is that one group of people sees what extension needs to do and the other group focuses on their special interests. Overall, cooperative extension services and universities themselves need to do a better job of listening to constituents. In the end, it all comes down to communication.

# Accomplishing Outreach Through Centers and Institutes

At Michigan State University, the number of centers and institutes equals the number of academic units, and they have great potential for impact both within the university and through outreach. These nondepartmental organizations have unique structures and face unique issues and challenges. What are these tensions and what strategies do centers and institutes use as major players in outreach? The three panelists represent three distinct types of organizations from social science, science, and business. Presentations addressed the range of problems faced, lessons learned, policy tensions, rewards and barriers, senior-level commitment, and potentials and problems of partnerships.


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**Richard Lerner, Director, Institute for Children, Youth, and Families; Professor, Family and Child Ecology; Psychology; Pediatrics and Human Development; Counseling Educational Psychology and Special Education**

**James Tiedje, Director, Center for Microbial Ecology; Professor, Crop and Soil Sciences**


## Institute for Children, Youth, and Families

The mission of the Institute for Children, Youth, and Families (ICYF) at Michigan State is the integration of research and outreach to enhance understanding of and service to diverse children, youth, and family agencies, local, national, and worldwide. According to Richard Lerner, outreach should address community concerns as defined by the community, by generating, transmitting, applying, and preserving knowledge. Outreach in the ICYF must cut across such issues as economic development, environmental quality, health, and so on — all of which now affect children, youth and families at historically unprecedented levels. New solutions must involve all the institutions of society and combine their powers, because separate solutions have failed. Universities must be part of that collaboration in a co-learning framework.

This collaboration has many dimensions: coalition formation with stakeholders, including youth; building a collective vision of a positive future; asset mapping across institutions; collaborative program planning, delivery, and evaluation; and policy engagement. Two cultures merge in the process — campus and community — resulting in development of a "best practice" for the community, the integration of research and outreach for faculty, and capacity building for graduate students. Such collaboration combines discipline-based research with Applied Developmental Science (ADS) through a community/university interface, and is extended through cooperative extension services and community agencies.

The role of ADS is to look at people in their ecological settings rather than through manipulation of lab experiments and, as a result, to advocate policy and program change. A National Task Force on ADS has been established, which has catalyzed a growing number of colleagues to this approach. To build this model will take a stakeholder-valued substantive focus, upfront and broad administrative buy-in, a strategic plan for the involvement of a critical mass of high quality faculty, a system of evaluation and accountability, collaboration with other comparable centers and institutes, and maintenance of state and national colleague and community stakeholder investments.

## Center for Microbial Ecology

The Center for Microbial Ecology, a National Science Foundation (NSF) Science and Technology Center, is involved in basic research, industrial outreach, and educational outreach on the complex issue of management of microbes. James Tiedje describes it as a basic research center that takes a multidisciplinary approach to complex problems. Its advantages are that it deals with areas of critical importance to the country and the world, and it serves as a central facility and point of contact for identifying expertise. Two major collaborators are Japan and Russia.

As an industrial outreach center, it has a user community for its particular knowledge. For example, the center has a major grant from four major U.S. companies who have contacts with Japan. The key elements of its industrial outreach are:

■ Faculty: The center can attract a research-oriented faculty because of the funding sources (NSF, NIH, EPA) and because of the prestige associated with NSF.

■ Key philosophy: Collaboration doesn't mean the mixing of the missions of the university and industry. The university stays focused on knowledge generation through research.

■ Approach: Hire front-line professionals with knowledge both of management and of the discipline, evaluate potential synergies with user community sectors (i.e., industry and government), and develop an industrial advisory panel of companies and government agencies.

In educational outreach, the center brings science excitement to K-12 students through programs like "The Unseen World" delivered in Detroit and to rural communities, and the "Microbial Zoo" on World Wide Web and CD-ROM.

Challenges and issues facing the center include: 1) an overcommitted faculty; 2) the heavy time investment required to build relationships and mutual understanding with external sectors, which is why the center hired a front-line professional; 3) the appropriate distribution of resources to meet the needs of state and national constituencies that are often in competition; 4) the friction from different faculty cultures (engineering, agriculture, medical) that have different expectations for buy-out and salaries; 5) legal, political, and historical barriers, resulting in the involvement of lawyers, regulatory agencies, and consulting firms; 6) the issue of corporate welfare — MSU should not do what industry should be doing itself; 7) the issue of competition with the private sector, which is why the center focuses on new research; 8) the difficulty faculty members have in gaining peer recognition though, in the case of the center, the grants to faculty have helped overcome that issue.

Greatly increased research projects and partnerships have resulted, including field projects which are quite costly. New forefront research themes have resulted from contact with industry. There has been an increase in inventions and patents. The center has received Small Business Research Initiative funding. A new attitude has been fostered between industry and regulatory participants that seeks to solve environmental problems rather than litigating them.

The experience of the Center for Microbial Ecology suggests that centers and institutes that have good funding are excellent means to attract and involve basic science faculty in university outreach. While basic science faculty may be the university's largest unengaged outreach resource, once engaged their work benefits the national economy.

## International Business Center

In 1987 the International Business Center focused primarily on establishing closer ties with the business community, creating a bridge between the business school and small and large businesses in Michigan. The center expanded its focus to include training programs and direct consulting, and became a government national business resource center (CIBER). Since then, it has added an Expert Systems Lab. In 1994, the U.S. Department of Commerce designated it as an Asian-Pacific Economic Corporation Study Center, which focuses on international business practice, with multiple constituents. Two-thirds of its funding comes from external sources. It has three audiences: academic publics, partnering with institutions and colleges; the business sector; and public policymakers at the local, state, and federal levels.

Six challenges and critical success factors face the center:

1. The need to create and maintain critical mass and a solid infrastructure. The center has a professional staff as a core for organizing activities, then must draw faculty from the university for delivery. The university must provide funding and other support. Provosts and deans need to talk positively about the center to help it be recognized as a legitimate unit in the business community. To avoid being seen as the property of the marketing department exclusively, the center needs widespread ownership and buy-in from across the campus.

2. The creation of synergies through the interaction of the research agenda with outreach. Rather than separate, independent functions, the two goals are compatible, and the rewards system needs to reflect this.

3. The necessity of staying focused on key publics, appropriate programs, and the center's core competency. Choices must be made among the many opportunities and inquiries. The center must remain flexible, since the work agenda evolves as it receives feedback from constituents.

4. The problem of making the necessary hard choices about audiences — those who cannot pay versus those who pay. Small and medium-sized business cannot usually pay, while large multinational corporations can. The business school culture is such that services are not usually given away, and nonpaying audiences may be perceived as not valuable. Balance is needed since the center must raise funds to remain in business.

5. The need to choose between two primary activities — delivering actual assistance versus designing, developing, and enhancing knowledge (dissemination versus laboratory work). Excessive delivery can jeopardize the center's role as an innovator, causing it to lag behind. The center must maintain enough direct contact with constituents so that ideas for creating new work are developed. By employing powerful distribution channels, the center can maximize its impact through such forms as computer-aided software modules, aggressive and prolific publications programs, conferences and symposia, maintaining a homepage on the World Wide Web, and the electronic dissemination of journals.

6. Finally, the need to determine the scope of the center by making hard choices between regional and national impact. Centers and institutes are near-perfect mechanisms for delivering the outreach function of universities; they broker the services and talents of faculty and students. There are many advantages. Centers can create projects around which faculty and students can rally. Centers can search for new sources of funding. They can organize and mobilize faculty around a focused agenda and around a specific project. They can cross disciplines with greater ease than individual faculty and departments to solve complex problems. For example, the center brings together foreign language and Asian studies experts with business faculty. Finally, centers and institutes can provide an outlet for self-fulfillment for faculty who enjoy this kind of work.

# Intellectual Challenges in the Twenty-First Century: New Roles and Rewards for University Faculty

**Carol A. Cartwright**
**President, Kent State University**

I'm delighted to join you as we continue a national conversation about new faculty roles and rewards for a new century of service. And I'm especially pleased to have this opportunity to offer a contextual umbrella for your brainstorms and follow-up plans.

At the 1994 American Association of Higher Education (AAHE) Conference for the Forum on Faculty Roles and Rewards, Ernie Boyer described his overwhelming sense that "... a new, more authentic understanding of scholarship is beginning to emerge."

"I have this feeling," he said, "that. . . we are beginning to find a new language. A common language that will help revitalize research, give new dignity to teaching, and help the academy become more responsive"

Perhaps you participated in the forums and attended that conference. In fact, AAHE was urged to create the Forum on Faculty Roles and Rewards during a series of discussions among provosts from land-grant and research universities. They wanted to ensure that their universities would be as responsive to a society undergoing a knowledge revolution as they were during America's industrial and agricultural revolutions.

It is not surprising that leaders at such institutions remain in the vanguard of an effort to rethink mission and the relationship between mission and faculty roles. More than 130 years ago, newly created land-grant colleges and universities added an unprecedented service dimension to the mission of American higher education, cutting into college curricula with a sharp, moral edge.

To their great credit, modern-day leaders of state universities and land-grant colleges, and professional organizations such as the AAHE, have been willing to confront increasingly tough questions about what we do in higher education and the degree of quality with which we do it. Today, this movement to consider the alignment of mission and faculty roles is gaining momentum through the innovative efforts of faculty and administrative leaders nationwide.

My term on the AAHE Board of Directors paralleled the early development of this new movement in important ways, and I had opportunities for presidential leadership at Kent which I tried to use wisely to add to the dialogue.

Through your own involvement with organizations and peers at the institutional, regional, state, and national levels, each of you has had a valuable vantage point for leadership and for tracking efforts to transform higher education in general — and the professoriate in particular — to meet the challenges of the next century.

Without leadership, we would not have:

- The aforementioned Forum on Faculty Roles and Rewards which, since 1992, has been focusing on the fit between mission and faculty roles, and making the case for scholarship — in all its forms — as a public activity.

- A related pilot study of "The Collaborative Department," showing how five institutions, including Kent State University, were inching toward goals derived from clearly defined institutional missions and clearly differentiated departmental roles. The project is based on the premise that decisions about faculty roles and rewards should be made at the departmental level where the most effective balance among institutional and unit missions, disciplinary precepts, and individual strengths can be achieved.

- "Pathways: Faculty Careers and Employment in the Twenty-First Century," another AAHE venture unveiled last March. The two-year project is intended to broach, broaden and legitimize a national dialogue about academic career options.

- Then there is a new effort by NASULGC to define the challenges facing public higher education in the twenty-first century and to formulate strategies for addressing them.

- Leadership is also evident in a variety of efforts to rethink faculty roles by disciplinary associations. A fascinating project in this area was completed at Syracuse University under the leadership of Bob Diamond and published by AAHE under the title *The Disciplines Speak.* The project supported sixteen disciplinary and professional associations — in the humanities, social sciences, sciences, arts, and the professions — in crafting formal statements describing the full scope of scholarship and professional work in their fields.

- And MSU's report, referenced often here, is a thoughtful analysis of issues, impediments, and ideas about higher education's emerging outreach agenda. It too represents leadership in articulating a view of outreach as a legitimate form of scholarship — one which should be integrated fully into academic life.

As each of us here is no doubt aware, these projects — and institutional innovations from clinical professorships to tenured part-time appointments — have not yet transformed the academy.

Recall that I noted Ernie Boyer's optimistic assessment that the growing involvement in such projects has led to a new language for a new millennium. While I share his enthusiasm, it is important to remember that language acquisition is an incremental process, one that requires tolerance for frustration and a willingness to take risks, and one that is subject to varying translations.

These projects are promising first steps to move discussions from our intellectual incubators to our campuses. I believe it is now time for us to serve as interpreters and to communicate on a larger scale that we are ready, willing and able to support nontraditional, flexible approaches to roles and rewards. This is the leadership challenge.

As language students often report, skills acquired via books and classroom rehearsals are often a far cry from the way a language is practiced in the "real world." Thus, truly mastering any language is impossible without an understanding of and sensitivity to culture — past and present.

The academic culture of the last fifty years, born in a postwar race for scientific superiority, has valued and rewarded research — research published in the "right" refereed journals and supported by the "right" grants — above all other scholarly pursuits. It is only natural that such a culture has left most faculty reluctant to embrace a new mind-set and skeptical that the new language they hear is anything more than empty rhetoric.

Nevertheless, the last few years have provided evidence that culture shifts are possible within the academic arena — and with promising results. For example, significant changes have accompanied the advent of continuous improvement processes on campuses nationwide. Just a few years ago at most colleges and universities — Kent State included — CQI was an alien concept couched in an equally alien language. Today it is the mother tongue and accepted practice throughout many campuses. In the coming years, I expect continuous quality improvement principles will have an academic accent on many more of our campuses. More leaders will encourage these common sense approaches for problem solving.

And there is more. As our campuses were hit with a tidal wave of technology, many faculty and staff members found the water was fine. Not long ago, surfing was a water sport and gophers were burrowing rodents. Now we not only are fluent in the language of cyberspace, but e-mail, e-journals and list serves have become accepted — in many cases, essential — research and teaching tools.

New technologies can be of immeasurable use in our outreach efforts, providing user-friendly vehicles for academic and consulting services far beyond campus boundaries.

One more, particularly germane case: When I arrived at Kent State University in 1991, there wasn't even a plan for an institutional strategic plan. In a two-year effort that included an unprecedented variety of voices, we revised our mission statement and completed a universitywide planning document. We also embarked on a study of faculty work as an extension of the first discussions of "scholarship reconsidered."

Today, with Boyer's book in one hand and our strategic plan in the other, faculty members fill our Pew Roundtable forums to capacity, our Faculty Senate has developed a set of "Principles for the Evaluation and Reward of Faculty Scholarship" that incorporates all aspects of scholarship," and the budget process has been demystified as department, college, and systemwide priorities are clearly and publicly set with mission foremost in mind.

In effect, strategic plans and the mission statements from which they are derived are the "grammar" and "syntax" on which our common language of roles and rewards must be based. While we must speak this academic Esperanto within a diversity of campus cultures and with disciplinary dialects, most academic communities share a basic understanding of mission. Our challenge is to convince faculty of our willingness to support new ways to fulfill all components of our missions. Moreover, we must demonstrate that they can do so not only with professional impunity but with appropriate rewards.

Our challenge does not stem from a general lack of interest in activities other than research among faculty. At a recent meeting, I heard this telling story from a newly tenured faculty member in one of the most rigorous departments in one of the most prestigious research universities in the country: "Now that I've played the game and have tenure, I'm free to teach and work with students and others to solve real-world problems!" Our leadership challenge is to understand this environment and transform it so young scholars can deal with peer pressure and risk their own approach.

I find Michigan State's approach to defining outreach — scholarly outreach, to be precise — helpful here. Specifically, the report on University Outreach at MSU identifies "research outreach," "teaching outreach," and "service outreach" as distinct — and equally legitimate — forms of scholarship. Kent's Applied Psychology Center exemplifies "outreach research." Center faculty are exploring nonmedical approaches to AIDS prevention, including a successful project to build self-esteem and assertiveness skills in young, inner-city women. I would note that, externally, both research and outreach components of this project are being recognized and rewarded — to the tune of several million federal dollars as well as keen interest by health care providers and social service agencies nationwide.

We know that faculty perceptions about the status of research versus outreach are influenced by years (when is it safe?) and by peers (will my colleagues value it?). In addition, research and publication continue as academe's most-used basis for rewards because they seem to offer explicit quality benchmarks. We must make it an immediate priority to develop compacts about what constitutes quality for each type of scholarship. Despite low comfort levels with defining quality in nonresearch activities, there is no valid reason why all scholarly pursuits should not be critically reviewed to the same degree as research.

Stanford's Elliot Eisner put this into perspective at our annual teaching conference at the Kent campus earlier this month. He argued that if the voice of virtuoso Luciano Pavarotti can profit from a coach, surely faculty teaching — and, by extension, outreach — can benefit from critical review and feedback!

Further, we must distinguish quantity versus quality of work in all aspects of scholarship. Maynard Mack, head of the University of Maryland's Lilly Center for Teaching Excellence, found the bottom line when he wrote in *Metropditun Universities* that "Quality in any area should be rewarded, but mediocrity, even if it is published, should not."

The work that has brought us here, and the common language we have developed, convince me that we can find quality indicators for all types of scholarship. For example, in the draft manuscript of a book on assessing scholarship, the sequel to *Scholarship Reconsidered,* Boyer advances six practical and plausible standards of faculty performance that apply across the disciplines: knowledge of field; clarity of goals; use of appropriate methodology; effective use of resources; quality of communication; and significance of results.

I hasten to add that while sheer quantity is too often allowed to pass for quality in the reward process, there are many impressive instances in which faculty have mobilized against mediocrity. I remember vividly an instance in my career when a colleague in one field was promoted from assistant to full professor and granted tenure on the basis of a single, path-breaking work. In the same cycle, a colleague from another department with a record of prolific-but-pedestrian publications was denied tenure. Why? Because faculty had the confidence and the courage to stand up for quality and make each case so compelling that no other outcome was conceivable.

As leaders, we must nurture an environment in which such unconventional decisions are perceived as worthwhile; in which we invite innovation and prefer the possibility of failure over the power of precedents set in a long-gone era — precedents that don't address societal needs now and certainly won't be adequate in the future.

Margaret Wheatley expands on this observation in *Leadership and the New Science.* Her provocative book applies cutting-edge science to organizations. Wheatley shows how modern society operates on often obsolete constructs of seventeenth-century Newtonian physics. In doing so, she builds a case for letting new knowledge about how the world works guide organizational structure.

The applications for higher education are intriguing. For example, Wheatley notes that "Much of the present thinking about organizational design stresses fluid and permeable forms that can be resilient to change." In other words, teamwork and flexibility are the hallmarks of organizations based on new science. Translating this to higher education, we can ask: As long as missions are met, why shouldn't colleges and universities negotiate mission-specific, individual faculty contracts? Or offer short-term contracts for mission-directed outreach? Why not indeed — if leaders promote such thinking?

The outcome of this organizational change should be universities in which faculty and administrative roles are integrated; categories of scholarship are less important, while quality and excellence of a variety of contributions are paramount; and in which the formation of effective problem-solving teams is a priority.

The need for more — and more imaginative — teams has not gone unnoticed by higher education. We already have seen the power of partnerships in interdisciplinary collaborations.

Interdisciplinary research centers and institutes are now commonplace on our campuses. Faculty engaged in these efforts have become "multilingual" in terms of basic disciplinary vocabulary, and have learned the language of cooperation.

Interinstitutional groupings also are proving advantageous, as those of you involved with the Committee on Institutional Cooperation know so well. The ten universities of the "Excellence Across Multiple Disciplines" initiative are demonstrating a noteworthy twist on the "strength-in-numbers" strategy. It is an approach that expedites the development of new models for faculty roles and rewards; supports a full and balanced range of teaching, research, and outreach missions; and, in the process, allows greater responsiveness to societal needs.

I applaud the efforts generated by this CIC initiative, including those at:

- Penn State, which has developed a departmental model for peer evaluation of outreach activities;

- The University of Wisconsin-Madison, which has formulated criteria and procedures which encourage and recognize outreach scholarship; and

- The University of Iowa, which has tested departmentwide contracting for faculty roles and functions.

The formation of institutional clusters to find a realistic balance among faculty roles, institutional missions, and societal needs is a strategy well worth consideration nationwide. Experimenting with change as a group of similar institutions has several advantages. For example, messages about the need for new approaches to roles, rewards, and evaluation become louder, clearer, and more coherent.

CIC projects point the way to aligning academic structure and functions in ways that address all mission commitments. I'll borrow from Wheatley's book again to stress that any attempts to find this better fit, whether independently, or with academic allies, are worth beginning. As she explains, "In a dynamic, changing system, the slightest variation can have explosive results...." In fact, chaos theory posits that the flap of a butterfly wing in Tokyo can affect a tornado in Texas!

It is possible, however, to be a bit more precise in predicting the evolution of widespread change. As things stand now, computer and networking technologies are spurring many of the changes in faculty roles we need —

and need to reward — in order to provide outreach — whether in the form of research, teaching, or service.

As chair of Ohio's Technology in Education Steering Committee, I have had unique glimpses of what twenty-first century learning communities can be like — will be like. We see environments in which all educators have the technology, knowledge, and opportunity to create accessible, active, individualized, and cooperative learning; in which the basic education and higher education communities work synergistically; and in which the educational community works closely with the computer and telecommunications industries.

This ideal is based on existing technologies. Some faculty members offer their courses via the World Wide Web and serve as "telementors" for promising students. And some networks enable students to develop relationships with experts and role models.

An exciting example is Kent's "Science and Math on the Net." SAM-Net provides access to liquid crystal-based lesson plans and experiments. It also allows teachers and students anywhere in the world to interact with researchers at our Liquid Crystal Institute through the "Ask a Scientist" program.

The technologies that allow such learning communities to thrive will blur the boundaries between education and practice in many disciplines. Mary Walshok, of the University of California-San Diego, calls this "knowledge without boundaries." In her book of the same title, she predicts that "In the university of the twenty-first century, it is likely that the functions connected with serving the economic, workplace, and civic knowledge needs of the public will be as central as those connected with research, undergraduate, graduate and professional education today" — a theme echoed at this conference in many ways.

In order to expedite the socialization of faculty into campuses without boundaries, we must be vigilant about addressing the human side of hardware. This means providing faculty with ongoing technical training, as well as opportunities to develop skills related to group dynamics — from evaluating group work to evaluating groupware. If we do, I believe most faculty members would happily leave their lecterns to assume the role of "learning consultant."

As technology gives way to a focus on learners and learning, and outreach moves from the service entrance to the front door of the academy, it makes sense to look at practices in other service professions that could be modified to enhance scholarly outreach.

The benefits of appointing faculty to clinical ranks are obvious in such fields as nursing, psychology, and architecture. These benefits could be extended to any academic area where there is potential for interaction with public or private constituencies, or where students would profit from opportunities to model faculty expertise in action.

This is not to suggest that in the learning communities of the twenty-first century the value of research and researchers will diminish. On the contrary. The societal problems that plague this decade and promise to stalk us into the twenty-first century will necessitate more research — basic, applied, and outreach. The scope of these problems, and the ever greater expectations they arouse in taxpayers, requires research that is directly linked to the specifics of individual appointments and unit missions. At the same time, research cannot be the primary focus of all faculty at all times.

Such a re-thinking will produce what Gene Rice of the Forum on Faculty Roles and Rewards has dubbed the "New American Scholar." This new millennium faculty member will, Rice says, have a career marked by "freer movement between and among the different knowledge domains that will encourage faculty to grow and change over time...that involves more collaborative work with colleagues...in which one moves out of academe, and then back again...."

When a faculty member does make a temporary move out of academe, how can such practical issues as load and productivity be evaluated? Here we can turn to the legal profession for a working and workable model of group rewards. Faculty in a department might interact much the same as partners in a law firm, setting individual and collective goals and criteria for evaluation.

I do see the department as the most logical locus of changes in roles, evaluations, and rewards. Projects at your institutions and mine are proving that departments — if adequately empowered — are the most effective centers for framing, planning, and implementing outreach of all types. Here's where the leadership investment can be very significant.

Our long-term goal is the full institutionalization of our individual and collective experiments at the department level. We must continue to champion changes that upgrade the status of outreach from a peripheral activity; that loosen the stranglehold of a publish or perish culture; and that allow new outreach links and new learning communities.

Which brings me full circle. I started my remarks referring to Ernie Boyer's statement of confidence in the results of a decade of innovation in words and work.

I, too, am confident that we stand well-positioned to overcome differences in institutional dialects; to extend our conversations to other constituencies; and to accelerate efforts to renegotiate the "contract with America" that higher education has kept for half a century. And, if there is one word from the subtext to emphasize in concluding, I suggest to you that the word is "leadership." To all of you who have been leaders in this important national conversation — thank you.

# Leadership Roles and Responsibilities

# Leadership Roles and Responsibilities

A 1995 national survey conducted by the Social and Economic Sciences Research Center at Washington State University (Dillman, Christenson, Salant and Warner, Technical Report #95-52) documented what the public wants from higher education. According to the report, lifelong learning is a reality for most Americans, and a majority expect to take a credit course in the next three years; seventy-five percent expect to take a noncredit course. Instruction received via the traditional campus classroom will not meet the public's demand for tailored educational services. The public is also demanding more information and knowledge utilization. The report states that "A majority of adults think it's important for land-grant universities to provide multiple services, including undergraduate and graduate teaching; teaching older, returning students; providing off-campus technical help; and conducting research."

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James Votruba, Vice Provost for University Outreach

## A Central Approach

James Ryan of Pennsylvania State University believes that new opportunities now exist for developing educational partnerships that will be helpful to communities, provide strengthened learning experiences and internships for students, and result in increased favorable visibility for universities. Due to increased usage of distance technology, programming today is conducted in a national or even international environment.

Succeeding in this new environment will not be easy. More informed customers are critical in new ways. They are demanding quality programs, at reasonable cost, conveniently located, with single-point/easy access and customized to meet their particular needs. An increasing number of public and private learning providers are offering educational services in innovative and timely formats responsive to customer needs-not on university time. University libraries are also outreach providers.

University programs will be successful if they are effective and efficient, have high impact, mean something, and are financially viable. Outreach is a stool with three legs: extension, which has a traditional role at land-grant institutions; continuing and distance education; and research and technology transfer-commercialization of intellectual properties and new product development.

In a centralized continuing education structure such as the one at Pennsylvania State University, a sizable cadre of academic support personnel are available to assist faculty. These staff members conduct market research to determine the need for potential academic programs, assist faculty members in program design and delivery methods appropriate for their customers, plan and implement promotional strategies to attract customers, and evaluate programs to decide subsequent actions to be taken.

Having centralized support services facilitates economy of scale. They eliminate duplicative services and increase the breadth and quality of the support services provided. Having a highly developed professional infrastructure in place may make the system more agile and responsive to emerging customer needs/demands.

## A Decentralized Approach

James Votruba of Michigan State University described the decentralized system of outreach operating at Michigan State University. Over the past ten years, the university has sought to shift responsibility for outreach to colleges and departments and integrate it into the mission of the total university. While this move was a “bold and risky step,” according to the vice provost, he believes that it sweeps in a larger group of faculty because of the broadened array of activities now viewed as outreach-credit and noncredit instruction, technical assistance, applied research, and policy analysis.

Ownership for outreach now resides in the units. Previously, students enrolled off campus or in evening or extended-day programs facilitated by an outreach administrative unit were perceived as belonging to the outreach unit. Now students, whether enrolled on campus or at distant locations, are viewed by the deans and chairs of the units as “our” students and not “your” students. Thanks to a W. K. Kellogg Foundation grant, a sizable investment in technology by MSU has enabled the university to offer degree programs throughout the state, in locations convenient to the customers.

Departmental and college administrators have an important role in making the shift to a more integrated and decentralized approach to outreach. A special staff development program (MULTI) is being offered annually to ten department chairs to help them understand how to implement and maintain excellence across the breadth of mission.

Votruba identified important challenges that universities must address if they intend to more fully integrate outreach as a central academic mission, particularly at the department level. These “catalysts for realignment” are described in the matrix on pages 44-46.

Advantages of the decentralized model are: the creation of ownership for outreach more broadly within the university community, the possibility for realigning the university to better serve society, the enhancement of teaching and research; and the increased agility of departments in shifting resources to meet changing needs.

## Focus on Function, Let Form Follow

Participants in the session raised questions concerning how best to report outreach accomplishments. Panelists suggested that it was important to tell the stories anecdotally and point out the value added by outreach initiatives. However, it is also important to define outreach performance indicators that can be used to measure quality and productivity across units. There was agreement that "We must communicate our effectiveness."

Programs must be evaluated as to their impact and should regularly report to such bodies as university regents or trustees. However, developing an impact database without a good set of indicators is difficult. Such indicators are not readily available at this time. One member of the audience noted that "Strong undergraduate programs and impacts from outreach help protect research, which the public doesn't understand."

Many problems that outreach initiatives address demand interdisciplinary efforts and often call for temporary groupings of departments or units, which may be difficult to "orchestrate," given the nature of promotion and tenure systems and departmental loyalties. On the other hand, centers and institutes may provide a mechanism to undertake interdisciplinary outreach work. Although there may be difficulty in funding specialized efforts, funding a cluster of high-performing faculty on a nonrecurring basis may have merit when the demand calls for a specialized temporary grouping. Panelists agreed that "the public doesn't care how we are organized." They simply want quality, accessibility, affordability, and responsiveness to their informational and problem-solving needs.

# A Matrix for University Realignment

| | | | | | |
|---|---|---|---|---|---|
| **UNIVERSITY STRUCTURES AND CULTURES:** | | | | | |
| CATALYSTS FOR REALIGNMENT: | University | Extension/Cont. Education | Colleges | Departments or Academic Units | Faculty & Staff |
| Mission/Vision | | | | | |
| Leadership Development | | | | | |
| Constituent Ownership & Advocacy | | | | | |
| Institutional Policies & Procedures | | | | | |
| Planning & Evaluation | | | | | |
| Faculty Socialization & Development | | | | | |
| Incentives & Rewards | | | | | |
| Human Resources | | | | | |
| Financial, Physical, & Technological Resources | | | | | |
| Organizational Restructuring | | | | | |

## Mission/Vision

At the university, college, and department levels, a vision and related missions, which include outreach, must be articulated, clarified, and aligned. The vision must take into account the history and heritage of an institution and how historical context provides the base from which change occurs.

## Leadership Development

Senior administrators, deans, department chairpersons, directors, and faculty leaders must develop and utilize effective strategies for helping their faculty understand the outreach mission, and for encouraging faculty to incorporate the outreach mission into the subsystem of the institution. Institutions need to develop approaches to hiring, reappointment, and evaluation of leaders that incorporate attention to the outreach mission"

## Constituent Ownership and Advocacy

Universities must have both advocacy and support from such external partners as K-12 schools, state government, business and industry, arts groups, senior citizens, professional associations, communities, and others who have a stake in and may help shape the outreach mission as well as advocating on its behalf. Historically, these relationships have existed between land-grant universities and agriculture. A vital and energetic outreach mission requires constituent ownership and advocacy from other sectors as well.

## Institutional Policies and Procedures

Making outreach a thoroughly integrated part of the academic mission requires a comprehensive review of institutional policies and procedures to assess the extent to which they either inhibit or enhance outreach involvement at the campus, college, departmental, or faculty level.

## Planning and Evaluation

An outreach planning and evaluation process must be consistently applied across the multiple domains of the institution. This process should involve assessment and accountability and should be integrated into overall strategic planning, a plan that sets outreach priorities and directs resources to efforts that can be most effective.

## Faculty Socialization and Development

Strategies must be implemented to enhance the understanding of and commitment to the outreach mission among current as well as prospective and aspiring faculty (i.e.,graduate students). Recognizing and supporting faculty diversity, including intellectual diversity as well as social and demographic diversity, universities must assist faculty members in learning how to carry out effective outreach efforts themselves and to involve undergraduate and graduate students, just as they are assisted and encouraged to conduct research or engage in effective teaching.

## Incentives and Rewards

Providing incentives and rewards that encourage and sustain outreach efforts across all domains of the university requires thoughtful and skillful implementation. Apart from reward systems for research, there is a need for greater knowledge of and experimentation with new forms of rewards and incentives at both the individual and unit levels.

## Human Resources

A vital and energetic outreach mission must have sufficient human resources to support the effort. These will include outreach administrators such as those found in continuing education and extension units, field staff who work to connect the resources of the university with local community needs, and support professionals who assist in such things as market analysis, instructional design, and evaluation related to outreach programming. Human resources may also include faculty and staff who support outreach at the college or departmental levels.

## Financial, Physical, and Technological Resources

In addition to human resources, the outreach mission requires financial support if it is to be, in fact, a primary university mission. Questions still remain concerning where the outreach investments are best made and what combination of recurring, nonrecurring, state, foundation, and self-generated revenue is feasible, given the resource constraints that confront all of higher education.

Resources are also needed to expand technological capacity; for example, investment in distance education technology to extend access to education and expert knowledge to people in remote locations. Distance education technology, while still very costly, is causing universities to rethink some fundamental questions related to who they serve and where and how they serve them.

## Organizational Restructuring

Organizational structures must be configured in ways that integrate outreach and extension/continuing education into the work of the university, colleges, and departments. New structures may be required to stimulate interdisciplinary work as well as the integration of research and applications in community settings.

# Leading Large-Scale Institutional Change: Successes and Challenges

## Practical Changes at a Large Urban Public University: Portland State University

Large-scale change can result from a financial or governance crisis or from a leadership change, or can be generated intentionally through an internal process. If planned systemic change of a developmental nature is the goal, it is more likely to occur with the strong support of top leadership and within the context of a strong and clear mission statement, an environment that promotes a candid assessment of the current conditions at the institution, and a pattern of faculty roles and responsibilities that support the institutional mission.

According to Barbara Holland, executive director of community relations, the process of institutionwide change has been underway at Portland State University since 1990. This highly participatory process was initiated just prior to the passage of a tax initiative that led to the dramatic reallocation of state general fund support for higher education in Oregon. As a result, an internally initiated process blended with an externally generated crisis to provide the context for institutional change.

In the first year, the change process began in the usual way with a strategic planning exercise that yielded a new and distinctive mission statement and a set of strategic goals. This was followed by an evaluation of the institutional factors essential for success of the strategic direction set by the plan. An external consultant provided data and methodologies for this administrative review, which was actually conducted by a faculty/staff team. The first major change began in the administrative support units and involved a mixture of strategies including consolidation of related units, reengineering of administrative processes, introduction of a quality initiative to improve support services, a staff development program, and investment in new technology to support new management information systems and campus communication and connectivity. The funds released through these efforts, combined with academic resources freed up during the budget reduction process and early retirements, were utilized as an investment pool to support curricular reform and faculty development related to research and learning in an urban setting.

Changing a curriculum is difficult because faculty accept the curriculum as inherited and as a given. Portland State used Toombs and Tierney's concept of curriculum to guide their thinking about transforming the curriculum, namely, that "the curriculum is an intentional design for learning negotiated by the faculty in light of their specialized knowledge and in the context of social expectation and student needs."

According to Michael Reardon, provost, "all changes should be based on a very serious research process, not faculty gathered to sit around and remember what [the curriculum] was like, or simply deciding through a negotiation of self-interest what a curricular change should be."

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Wayne Bennett, Senior Vice Provost and Dean of the Graduate School

Most of the change that has resulted so far has been in general education, although reviews of the undergraduate major and of graduate education are underway. Portland State has made a distinction between general education and liberal education, recognizing that both are appropriate goals for undergraduate learning. Portland State has replaced its traditional lower-division distribution requirements with a new four-tier curriculum extending throughout the undergraduate experience. In the first two years, students acquire skills and competencies in a set of inquiry courses built on themes such as "Einstein's Universe." In the sophomore and junior years, students are guided into "connected learning" in a sequence of cluster courses organized on a central theme. The final component is a capstone experience, required of all undergraduates, that involves interdisciplinary teams of students who work with faculty and community participants on a project designed to meet a significant community need. This experience serves three goals:

- to enable students to apply the expertise learned in their major and in earlier phases of the general education curriculum to real issues and problems;
- to give students experience working on an interdisciplinary team that provides the opportunity for collaboration with other fields of specialization;
- to allow every student to become actively involved in a community-based learning experience that has significant value for the community as well.

Each year, more than 2,000 undergraduate students participate in more than 250 community-based projects. A significant number of graduate and professional students also participate in community projects as part of their curriculum.

## Involving Faculty in Change

University structures can be reorganized and a curriculum redesigned by a small number of faculty but, unless the faculty experience changes and significant numbers of faculty buy in to the changes, these early efforts will not change the core business of the institution, and change, no matter how well launched, will not continue. Marvin Kaiser, dean of the College of Liberal Arts and Sciences, described how Portland State turned curricular change into a scholarly activity rather than a negotiated process based on self-interest by exposing faculty to a broad range of ideas about the goals and design of a successful undergraduate experience. Several faculty attended national conferences where recent research on the undergraduate experience was discussed. Major contributors to the national debate on higher education, such as Ernest Boyer, visited the campus and participated in conversations with faculty. The institution became one of the first PEW Roundtable members and utilized the roundtable model to review *Policy Perspectives on* higher education and interpret national issues at a local level.

The faculty were asked to study the concept of academic productivity and define research and teaching productivity in an urban, community-based context. The provost established a universitywide committee to develop new promotion and tenure guidelines supportive of the urban university mission of Portland State. Both in evaluating current practices and in developing a new working definition of faculty roles and responsibilities and new standards of excellence in an urban university context, the faculty experienced tension. To the faculty, the president appeared to be calling for more professional outreach; the provost was talking about undergraduate education; and the dean was emphasizing research. To whom should the faculty listen? To whom did they owe allegiance?

The resolution to this apparent disparity became clear when a task force of fifteen junior and senior faculty rewrote the promotion and tenure guidelines based on a broader definition of scholarship derived from the work of Ernest Boyer and Robert Diamond, adapted to an urban university mission. Each faculty member, in consultation with the department, will now develop an individual scholarly agenda that is consistent with the departmental mission and goals as well as the overall university mission. Uncertainties remain about how to resolve the potential conflict between individual and departmental interests and the needs of the university for faculty involvement in collective responsibilities such as general education, and about how to document and assess academic productivity when faculty are involved in both departmental and interdepartmental projects and activities. In addition, fears still remain that the broader definition of scholarship will water down "real" scholarly activity, with particular questions about whether community involvement and professional outreach are legitimate forms of research and scholarly activity. The application of rigorous standards to these activities may allay these concerns.

## The Integration of Teaching, Research, and Outreach

Sherwin Davidson, vice provost and dean of the School of Extended Studies, described how the newly established Center for Academic Excellence supports the integration of teaching, research, and outreach at Portland State. The center emerged when three separate faculty task forces all recommended the creation of support centers. The center is built on the philosophy of faculty leadership of change. Its goal is to coordinate and stimulate, not direct or control, the introduction of new approaches to teaching and learning, community/university alliances and partnerships, and assessment. The center currently has three core functions aligned with the basic pillars of the university mission:

■ Community partnerships and regional alliances-to develop excellent working relationships with community partners (a significant form of professional outreach at Portland State);

■ Teaching and learning excellence-to design new educational delivery systems, encourage faculty development and research on learning and the impact of the new community-based research and curricular models-provide professional development opportunities for department chairs, and provide programs for teaching assistants;

■ Assessment center-to focus on faculty classroom assessment of student learning, involve faculty in the work of the Center for Academic Excellence, assess university-community partnerships, and work with faculty and academic departments to evaluate the outcomes for their majors and the impact of their curricular improvements.

## Discussion and Conclusion

Michael Reardon posed the question of whether it is possible to achieve apolitical ends without utilizing political means to resolve conflicting interests. Is it, in other words, either possible or desirable to try to escape campus politics?

Responding to questions about whether the changes at Portland State are being recognized and accepted, Reardon said that both faculty and students have been positive about the results and that the campus has entertained a steady stream of visitors from other universities interested in studying the changes at Portland State. Kaiser noted that faculty who play more traditional roles sometimes wonder if they are valued less for the work they do. Davidson described two recent examples of community recognition of the changes at Portland State, including a recent City Council resolution recognizing the establishment of a long-term partnership for water quality.

Could this model work at a rural university? Holland believed that it could be applied to any institution. The first step is to identify the decision-making process and culture in your organization that will allow people to approach this kind of change and one that will create the right kinds of interactions with people in the local community to make the campus and its resources more accessible to community participants. Portland State has been successful in its transformational activities because the executive team posed the right questions, framing them as a set of research problems that allowed faculty to approach change utilizing their traditional way of conducting research, and then allowed the process that had been set in motion to reach its own logical conclusions. This ensured faculty ownership of the decision-making processes, based on a clear scholarly agenda of significant questions about the nature and quality of the undergraduate experience at Portland State.

# Developing and Enhancing Outreach Leadership Among Executive Administrators and Deans

Outreach has often been seen as being on the periphery of the university. For it to permeate the institution, executive administrators have to provide and share leadership for outreach, and design systems and programs to develop that leadership at every level of the university. A panel of administrators, led by Roy Arnold as moderator, came to general agreement that there were no or few programs and workshops designed specifically to develop leadership for outreach. Discussion then focused on two main themes: 1) how the university could develop leadership for outreach in-house; 2) how leadership for outreach could be manifested through structural and practical design.

There is no reason to design a program specifically for outreach leadership, according to C. Eugene Allen of the University of Minnesota. Many good generic programs for leadership development already exist: The Center for Creative Leadership, Outward Bound, and the Kellogg program are examples. Lyla Houglum of Oregon State University held up the National Extension Leadership Development program (NELD) developed by Jerold Apps as an example of developing "next-stage leadership." It remains one of the few programs that truly explores building shared leadership and shared vision and incorporates people who have not been previously involved in extension.

Allen maintained that "None of us is doing an effective job at leadership development." Especially critical is the development of new faculty department chairs, who hold one of the more difficult roles and are often new to administrative duties when first appointed. Frank Fear, Michigan State University, described three institutional initiatives which are key:

- Make appropriate employment decisions by changing the hiring process. "We get what we ask for or what we don't ask for," he said. Look for people who have a sense of the connectedness across university functions and who walk the talk.
- Create an outreach council to frame the institutional agenda. The council becomes a real-time opportunity for potential or new leaders to participate, and may be a reflective and transformative experience — a leadership laboratory.
- Focus the institutional planning process on outreach as a visible expression of leadership. When you expect action plans that serve the outreach portion of the university mission, you get results.

Developing leadership for outreach is difficult at least in part because the importance and value of outreach are still in question. Many unit administrators remain to be convinced. If the agenda of the dean or administrator is first understood and outreach positioned accordingly, then outreach can become a vehicle to meet departmental objectives instead of being seen as extraneous. Only when outreach is shown to have quality and impact will it become more central to the individual departments. Improved quality measures can prove this effectiveness.


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Lamartine Hood, Dean, College of Agricultural Sciences

Oregon State University

Lyla Houglum, Interim Dean, Extended Education and Director, Extension Service

University of Arizona

Donald Swoboda, Dean, Extended University

Advisory committees can "make the case" for outreach when significant stakeholders serve on these committees.

Lamartine Hood of Pennsylvania State University described five principles for providing effective leadership for outreach:

- Commitment from the top. Penn State's new president makes frequent statements about outreach, articulates its different components, and travels around the state speaking to hundreds of PSU extension campuses. Donald Swoboda from the University of Arizona agreed that the outreach agenda has to be raised higher in the university through the philosophical commitment of leaders and by becoming central within the culture of the institution. Key to this is the commitment and behavior of the CEO and the executive team. The clear and regular articulation of the institutional vision of outreach maintains the expectation.

- The president must try to break down the divisions and barriers between outreach and the rest of the university. Swoboda described how the leadership and involvement of the academic deans as partners in outreach leadership can serve to permeate the vision throughout the colleges. Deans should be involved in planning for outreach and in meetings with external constituencies. Furthermore, many of the activities in which schools and faculty are presently involved in are, in reality, outreach activities and should be seen as such. Attempting to force them into the formal outreach department could destroy them, but the institution must support them so their frequency and effectiveness grow.

- When selecting leaders, look for change agents — champions of systemic, sustainable, lasting change. To avoid merely "cloning" current leaders, introduce new leaders to different ideas instead of growing them in the context of the current institution.

- Develop shared vision and shared ownership of outreach throughout the university.

- In order for faculty to see outreach as having value, begin when you hire new faculty. Speak of the importance of outreach, write it into job descriptions, hire those who are committed to outreach or are at least comfortable with it.

Hood suggested the creation of an Outreach Council to help formalize and institutionalize outreach. Other actions included coming to a clear definition of outreach at your institution, publishing it, communicating periodically with trustees so they can understand it, and providing regular reports to the faculty senate, the council of deans and so forth. High visibility and high expectations lead outreach to a more central place in the university.

Houglum described three structural changes which have served to institutionalize leadership for outreach at Oregon State:

- An Extended Education (Outreach) Council of academic deans which developed a shared definition of outreach and its meaning at OSU, and developed plans for implementing the definition.

- An Extended Education Coordinating Committee composed of one representative from each college (someone who can speak for that college), the administrative leadership of outreach, and other key representatives from the university and from county extension centers to coordinate the day-to-day activities for outreach.

- The integration of extension faculty into the colleges and departments with full faculty status and tenure. Furthermore, OSU has revised the tenure and rewards system to include outreach. This was a "scary process" for outreach and other faculty, but it has resulted in "exchanges" where extension faculty come to the classroom in return for classroom faculty going out into the community. Program leadership resides in the academic units.

Some schools are more receptive initially to outreach, according to Swoboda. Veterinary science, education, and agriculture are among the first to adopt outreach. To reach others, it is important to say and to show that elevating outreach does not diminish the position or importance of teaching or research. The demonstration of clear benefits of outreach, such as increased public confidence in the university, increased opportunities for recruitment of students, and increased service to alumni, all can serve to further the acceptance of outreach. Conversations about program quality, delivery systems, and tenure issues will help to further the cultural change required for outreach to move closer to the center of the institution.

Questions from the audience addressed some hurdles that are likely to appear. Fears among farmers and the agriculture college that they will lose money when extension widens in definition have to be addressed by demonstrating that another academic unit may receive part of that funding only when it is in a better position to address a particular issue, and that the expenditure would be appropriate to the need addressed.

Conflicts remain nonetheless among external clients and within the staff of Cooperative Extension about whether extension should remain primarily agricultural. The consensus of the panel was that extension must broaden and deepen throughout the university or its health will be threatened. Clients at community-based extension centers have issues that go far beyond what the traditional cooperative extension service can address. A public university, in its commitment to the public, must serve needs at the local level. The extension system is a good one. The university must capitalize on it and broaden its focus to serve more people in more ways.

Do you then bring people in from outside traditional extension to transform leadership for outreach? The panel believed that recruitment of new people from without and the growth of leaders from within are both necessary, as long as current leadership does not clone itself.

Diversity of viewpoints is necessary in getting people to the agenda of leadership for transforming outreach. Change must occur quickly in the middle of the organization where very little change is now occurring. Yet, if forced, damage could occur. Arnold noted that in a recent orientation of new faculty hired at Oregon State, fewer than half came from public higher education and only one fourth had a land-grant background. The challenge will be to take this diversity and use it advantageously, orienting and educating faculty to the new vision of outreach within the mission of the land-grant university.

# Developing and Enhancing Outreach Leadership Among Department Chairs and Directors

Universities exist to serve people. When they stop doing so, they become self-serving and move toward obsolescence. According to Rick Foster, coordinator of food systems and rural development at the W. K. Kellogg Foundation, higher education has lost credibility with the people it purports to serve, and those people are beginning to look elsewhere for what they need (e.g., private educational providers). People in higher education are looking for leadership and for the will to part with valued traditions and move in new directions.

The systems at work within higher education, such as the reward system, are in place because we have wanted them. The problem is that societal expectations change faster than universities can. As that change accelerates due to new technologies and emergence of competitors, people in higher education tend to fall back on older practices, and the gap between universities and societal expectations grows. As states decrease funding, higher education institutions look for soft monies, giving the appearance that they are becoming less responsive. In turn, legislators who must be responsive to their constituencies react by further cutting back support. We need a new paradigm to cope with the changing environment.

The W.K. Kellogg Foundation-funded Dillman Report expresses the public's desire and need for expanded continuing education from higher education institutions throughout their lives. The report validates what many have been thinking and is being used as the basis for developing new programs. "The privatization of knowledge and the extension of knowledge are around the corner," Foster said. At stake is the credibility of the institution to provide for the continuing needs of the society. If institutions cannot meet these needs, others — unregulated and with decreasing standards of quality — will. As evidence of this need for change, the public is increasingly taking advantage of the private alternative sources of continuing education. Universities must accept a view that recognizes competition and provides for collaboration in an era of diminishing resources.

## The Kellogg Foundation's Food Systems Professions Education Initiative

The W.K. Kellogg Foundation undertook the Food Systems Professions Education Initiative, which has involved conversations with more than 10,000 people in higher education, to find out how, in the years to come, we will educate people who work in providing food to the nation and the world. Population and soil erosion trends suggest enormous problems for food systems and challenges for preparing those who will work within them. The initiative has as a goal systemic changes to the land-grant system and, educational programs to develop high quality food system professionals.

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**W.K. Kellogg Foundation**

Rick Foster, Vice President for Programs

An assumption of the initiative has been that, for systemic change to occur, people must become dissatisfied with the system. Today in America, many go to bed hungry. People must have a vision of the future they want. "Whether or not we have an outreach program, I don't believe is the question here," Foster said. "I think the question is, what do you want your institution to look like as it interacts with the people it will purport to serve around the issues of the twenty-first century." People must then determine how they will carry out that vision.

The initiative provided twelve grants to institutions and institutional partnerships to do visioning work. The grants were underbudgeted to encourage institutional resource commitment to the effort. Systemic dollars, not Kellogg dollars, will make the difference over time. They will make further grants after the visioning is done to help institutions and institutional partnerships move toward carrying out their visions. Operating separately, the twelve discrete projects would fail to make systemic changes because the disciplines and professions play a considerable role in the environment. The significant number of participating institutions formed a critical mass: twenty-six land-grant universities in twenty-two states, with community and industry partners, are collaboratively networked to impact the entire system. "If you want to change the system, you have to start everywhere at once." Collaborative leadership by top administrators played a critical role in developing vision-driven projects, something that approaching faculty alone could not have achieved.

Leadership paradigms in higher education must change. This new paradigm must take the leader out of the authority role to allow others to exert power and influence. Collaborative leadership must invite widespread involvement, particularly by those outside the institution. Department chairs will need to represent faculty at one end, and the pressures to change from outside and above at the other end. The department chair position is pivotal to successful change efforts. "The most critical need is going to be...leadership at that department and faculty level, and the will to put behind us what has been important to us, and have an open vision of what it can be," Foster concluded.

## The Model Unit Leadership Training Initiative

In recent years, Michigan State University has undertaken a variety of initiatives aimed at organizational change regarding curriculum and the integration of outreach. An important conceptual model has been that of multidimensional excellence in teaching, research, and outreach. Departments and schools are viewed as the primary locus of change within the institution. Robert Banks, assistant provost and assistant vice president for academic human resources, also believes that, in this context, chairs are pivotal players in institutional change.

The Model Unit Leadership Training Initiative (MULTI) for department chairs at Michigan State tries to provide a supportive environment for the interaction of chairs with one another and with the provost. The Initiative has two components: 1) a leadership workshop program for chairs and directors focusing on communication and management skills; 2) a model unit demonstration program which provides support for unit-based projects that can serve as models for application elsewhere. MULTI complements other faculty development programs and is funded for a three-year period.

The leadership workshop program begins and ends with a dialogue between chairs and the provost, both in large and smaller group sessions. Workshop topics have included continuous quality improvement, change, conflict resolution, and the use of rewards. The workshops have been well attended and received by the chairs. An important feature of the program is that it provides an unusual opportunity for chairs from around the campus to get together, network, and share information.

The model unit demonstration program awards small grants ($6000), on a competitive basis, for unit projects that better link faculty roles and rewards across the mission. Selected chairs and directors are named MULTI Fellows. They meet monthly, provide periodic reports on their efforts, and provide feedback on those of other Fellows. Selected demonstration projects have focused on university reward systems; removing barriers to collaborative work; integrating teaching, research, and outreach domains into a more coherent unit mission; and using technology for improving and promoting multidimensional excellence. In pursuing these foci, all projects have touched on outreach. Collaborative projects in urban planning have served Detroit and other communities. Other projects include summer institutes for high school language teachers, creating space for outreach in art, the use of new technology to facilitate reaching larger audiences for physical education and exercise science programs, and the introduction of graduate students to outreach efforts as part of their professional preparation.

The model unit demonstration program, which receives twice as many proposals as it funds each year, has helped uncover the creativity of chairs and directors. Proposals must be developed by teams, thus promoting departmental collaboration. The leadership workshop program has increased the awareness of chairs of the need for multidimensional excellence and for providing richer understanding of faculty roles. MULTI Fellows develop broad cross-institutional perspectives, which serve as a resource for other universitywide committees and groups.

There remain some important issues and problems. MULTI only runs for three years. Unclear is its impact as a diffusion model to spread innovation across the campus. Interest in MULTI has been limited in the natural sciences and the professional schools. Remaining questions relate to the Initiative's focus on chairs as agents of change and the use of diffusion.

Don Straney, assistant provost for faculty development, is a former department chair. He believes that the position of chair is one of the most interesting in the university, and one in which "novel things can actually get done within a single person's lifetime."

MULTI has begun to develop a sense of community among department chairs by providing a forum not politicized by scrambling for resources, which typically occurs when chairs come together at the college level. It also provides visibility and institutional validation for initiatives the chairs wish to pursue, an important factor for motivating faculty involvement. Such a "university stamp of approval" is more important to faculty than the approval of a dean. MULTI also helps to move chairs into leadership rather than management roles by providing training for visioning and change efforts.

MULTI provides an independent way of knowing about the institution, unfiltered by the interpretations of people in intervening layers of the bureaucracy. Such collaborative awareness makes work more complex by creating new tensions between the visions of chairs and deans, for whom a parallel program is needed. Straney would like MULTI to continue to be funded because it is an effective intervention at the one structural level of the institution where innovation is likely to have an impact.

## Discussion and Conclusion

To increase faculty awareness of the trends affecting higher education, chairs must provide leadership. At MSU, one chair organized a year-long exchange about the direction of her department in relation to specific societal events. In another, a chair engaged all of his faculty in a proactive discussion about what the department's undergraduate curriculum should look like in the twenty-first century. Chairs need a creative approach to bearing bad news and generally communicating with faculty.

Kay Moore, chair of the Educational Administration Department at MSU, believes that what faculty are reading outside of professional publications is not clear. Some may be reading nothing. Others seem saturated with informational sources, including e-mail, voice mail, and fax messages. Chairs have traditionally gotten information from administration and "dumped" it on faculty. Better attention needs to be given to segmenting who is attending to what, and more effectively using the media of choice. Foster maintained that "We really don't know how to learn from each other. And we don't know yet what it means to be a faculty member in the information age." Given the vast networks for information, we need to be open and communicative, and to rely on colleagues and respect their contribution to knowledge. Straney felt that the real danger is that information overload will lead us to become too narrow in our focus.

One member of the audience felt that, overall, there are many good managers but few good leaders. Nor do we know how to teach leadership. It seems to depend upon developing shared values, which is a difficult proposition in the diverse university. One university tried to get chairs and deans to better understand themselves, their personal communication, and their leadership styles, in order to be more effective leaders. Straney responded that "at a deeper level we don't understand the jobs we have gotten ourselves into." Moore thought that the "culture of faculty is averse to leadership." "They want departmental chairs to be enablers of faculty goals."

The audience challenged members of the panel to show that collaboration would continue at MSU after the MULTI funding is exhausted. Is the money all that is holding the collaboration together? Banks replied that MULTI is seed money to get collaboration to be an ongoing part of department activity. Lifelong education at MSU historically had been centralized, with its own faculty. Over time, departments argued that these programs did not meet their needs and sought to bring lifelong education efforts into their own departmental activities. Lifelong education ultimately became decentralized, with differential outcomes. Collaborative leadership from deans and department chairs is critical for lifelong education efforts to be vital and also harmonious with the university's mission.

How can chairs promote outreach in a fiscal environment where funds for formal programs of research and teaching are eroding? Given the socialization of faculty to value research and teaching, can you place the responsibility on chairs to cause the kind of change we have been discussing? Straney replied, "You can if you approach rebalancing resources incrementally." Efforts must also be made to show faculty what they can gain from outreach efforts. Chairs must make it clear that they are not asking faculty to add a responsibility, but to expand the range of things they are comfortable doing. This takes time. Demands for overnight change breed faculty resentment.

Moore thought that fast results can be obtained if faculty can "make a collective leap to invest in a new vision." MSU's Educational Administration Department faced a clear message from the state legislature that the department's traditional programs were not meeting the educational needs of school administrators. A whole region of the state made it clear that they would go elsewhere if change did not occur. That motivated the department to make such a collective leap of vision and begin offering new programs immediately, agreeing to wait to work out the curricular issues until later. Foster agreed that a commitment to a vision of the future must come first. Then you can begin to build capacities to get there. The challenges and changes faced today are a natural development in the evolution of the land-grant university, which must evolve to meet changing societal needs. Moore does not believe that incremental change will produce the results needed. "At some point you have to leap."

# Outreach Shaped by External Constituencies

Higher education in the United States has a number of legitimate agendas, many covenants regarding its role in helping society. The mission of a land-grant institution, in this case Michigan State University, requires that its agendas and roles be shaped by an external focus on constituent needs and demands. Ray Vlasin, MSU professor of resource development and Extension specialist for economic development, believes five macro trends are influencing the outreach agenda today.

■ Responsiveness to clients. The "customer first" orientation is pervasive in business, industry, and government. In the design of outreach programs, universities have to be more in tune with the needs, preferences, requirements, and opportunities of clients and respond efficiently.

■ Quality products, quality service, and quality assurance. There is a pervasive trend toward continuous improvement of products and services in both the private and public sectors. The drive for quality necessitates depth in knowledge and assistance provided, and greater stress on outcomes.

■ Partnering. There has been a universal discovery of the benefits of partnering. Partners must be clear about their "capabilities" and "capacity to deliver."

■ Elimination of duplication. Increasingly, organizations must be aware of what others are doing and are capable of doing, and reduce unproductive duplication of products and services.

■ Distrust of government as long-term service providers. Federal and state programs must last beyond one administration. For long-term sustainability, higher education and outreach must look at organizational arrangements and institutional structures that go beyond leadership by a state or federal agency. We must recognize also that disengaging from these agencies may mean losing funding.

One response is to design educational constituent-based programs. In this model, the constituent and the knowledge providers are both active partners, both seeking effective and efficient responses to the client's needs. Constituent-based programs are not cafeteria-type programs, where clients come in and help themselves. Rather, these programs presuppose an identified constituency that has some common reasons for being together and for working with the educational partner. Possible types of constituents might include a common set of businesses, recently elected officials, rural retailers, or new entrepreneurs, for example.

The benefits of constituent-based educational programs include the following:

1. If constituents work together, they can be individually small but act large, remain individual but act collectively.

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2. The constituents and the providers can achieve greater scale approaches, allowing them to aggregate their assets and accumulate some resources — achieve objectives together that they cannot achieve by acting alone.

3. It provides a framework within which one client can help another. Social capital is built as clients develop trust and recognition of one another's needs.

4. Capacity building takes place. Providers and clients can find simpler ways of working together.

5. They also can undertake "leadership development" and "organization development." Organization and leadership development can, in turn, provide easier access to resources.

6. Sustainability is enhanced because of a stronger base of support and clients belief that they will receive a quality set of directly relevant programs.

## Principles in Working with Constituencies

Fred Poston, MSU vice provost and dean of the College of Agriculture and Natural Resources, indicated that much has been written on the agricultural model of extension, some of which is confusing and misleading. What is needed is to think of a set of principles that can be applied to various constituencies or groups.

1. Access: The constituent's access to the university and the university's access to the constituent is the most basic principle. An old saying is that "Societies have problems and universities have departments." Constituents are frequently frustrated in their attempts to find the right expertise in a complex university structure of units and administrative activities. Access and linkage to the right expertise is crucial and basic.

2. Trust: Mutual trust depends on the integrity of both parties, helping to build on success and mitigate the impact of mistakes when there are failures. Without integrity, outreach programs are not sustainable.

3. Constituent involvement: Constituent involvement in the planning, execution, and evaluation of the program helps build ownership by the constituency for the program, harnesses the best thinking of the group, and greatly speeds implementation. Evaluation of results together educates all participants.

4. Infrastructure: When building an infrastructure with a constituency, the university must learn to lead from the back, using principles and practices of leadership development and organizational development. Leadership and activism must be fostered in the constituent group. Constituents learn leadership by doing.

5. Follow through: The consultant/expert who "blows in, blows off, and blows out" does not produce change. The need is for dedicated, sustained delivery in order to be able to institute change. Program adjustments are made over time, not in the short term. And evaluation must be based on the outcomes and the long-term results, not the traditional extension criterion of "how hard did you work." Impact on people — qualitative and quantitative — is the only valid measure.

6. Program, not activity: A program is a set of educational activities along with infrastructure development designed to move a group of people from where they are to where they want to be or need to be. Creating the activities may or may not be part of the program, a difficult notion for new outreach professionals to grasp. Professionals may receive positive feedback for conducting activities that have been in place for a long time, but may not be fostering the development of new programs with specific outcomes now required. Scholarship in outreach is often reflected in the design — a blend of programs and directly related activities.

7. Faculty responsiveness to constituent needs: Constituent-based education requires a greater sensitivity to constituent needs than faculty would anticipate. This is especially crucial as university outreach programs have expanded across the board. In the name of intellectual curiosity, faculty tend to do what they want to do and resent shifting to providing repetitive educational assistance to meet specific constituent needs. Faculty outreach must be recognized and rewarded for programs responsive to constituent needs. One method is to require that units do outreach as part of their missions and that they publicly reward their faculty accordingly. Fundamental to all of this is the status of the professional in the academic unit that's doing it.

8. Long-term programs require long-term funding: While soft dollars have a place, sustained programming requires long-term commitment of funding. Soft dollars are good for initiating new programs but, once created, how do you sustain them? This question must be answered in the beginning, not later. If one begins to supply a service for free, one cannot later get constituents to pay for it.

9. Faculty member as analyst, not activist: An activist educator promotes change because of his or her own desire for a particular outcome. An analyst educator promotes change by analyzing the situation and getting the constituent to analyze the situation. Faculty should be analyst educators in the community, not activists. They should build the constituents' capacity for analysis.

10. Prevent faculty from "going native": A professional can lose objectivity and take the side of the constituency, a common occurrence in the agricultural sector. The role of outreach is to get groups to assess situations for themselves by providing them information and facts, not to tell them what to think or do. The faculty member should be a facilitator,

not a direct participant in or advocate of the constituents' actions; and the developer of leaders, not the leader.

11. Constituents' need for issues: Constituents must have an issue or a challenge. The issue can be a funding initiative or prevention of a budget cut, a change in public policy or a law, for example. A constituency without an issue disintegrates. At the same time, constituent-based education is always a danger to a university's reputation and image of unbiased neutrality. Without that image, something significant is lost. Constituents need an unbiased, neutral group to evaluate their plans and outcomes.

12. A complete provider: The outreach provider must be able to serve the constituency comprehensively, dealing with matters both large and small. Attention must be paid to both short-term tactical matters and long-run strategic decisions. You have to do the "mundane" so you have the opportunity to do the "cutting edge." Often, the provider must help delineate the constituency, create a sense of the group, identify needs, and build trust.

## A Constituent's Voice

C.E. Pippenger is director of the Cook Institute for Research and Education, Butterworth Health System in Grand Rapids, Michigan. He said he represents the silent constituent who needs the help of a university but doesn't know how to appropriately and effectively access it. When he first began to work with Butterworth, their innovative employee *HealthPlus* benefits program needed assessment. He suggested talking to MSU and the Butterworth staff responded by saying that MSU "ignores us, takes forever, and thinks they're the smart one." Staff also believed that nothing would be accomplished. He contacted the MSU outreach program with an opportunity to partner together and set a sixty-day limit. It was done in sixty days.

In the discussion that followed, an audience member wondered, after having built up a constituent base and established trust, how can one disinvest in a constituency when change is required. Disinvestment is an art, not a science. For example, state and federal governments are now less likely to subsidize some aspects of agriculture, and university outreach programs have to shift some activities to pay-as-you-go. This requires a delicate discussion. Going into every program from the beginning knowing that one will disinvest is best, but a short-term focus is not good for building trust. Constituents have to feel that the university is engaged. Sometimes, passing a constituency to other organizations might be possible. Sometimes, constituents themselves may be interested in disinvesting.

Another member of the audience maintained that the industrial model and agriculture extension model vary in how they conceive of the business relationship. The industrial model says that the client puts all the money on the table and then business will help. In this situation, one also gets involved in proprietary issues involving outcomes generated through the relationship. Agriculture extension models don't have the same history of for-profit orientation.

Panel members did not consider the two models to be very different. Agricultural producers are small businesses. Most were very poor seventy-five years ago and today that is no longer true. Increasingly they can pay for services. The manufacturing model works only as far as clients can pay, but does not work when the business needs a new service or product that requires the investment of a great deal of research and development.

One program at Butterworth ran for five years before it became a program that could pay. Outreach activities cannot be done through a consulting model either, because quick problem- solving doesn't build a constituency. The traditional agricultural extension model has some advantages that the industrial model doesn't have, including history — land-grant universities have been at it for 100 years — and infrastructure. Universities already have county agents dispersed across the states providing feedback and performing educational activities.

Furthermore, various programs yield varying degrees of constituent and political support. Traditional youth programs can marshal1 constituents to prevent legislative or other action but may not build programs as readily. Agricultural constituencies can build and fund programs, but in the future may begin to lose influence. The new youth-at-risk programs promise to do the same, but the youth constituency currently has limited political influence.

How can a silent constituent be turned into a vocal one? Pippenger responded that a partnership based on a fiscal understanding is not as silent as it seems to be. The Cook Institute is an active,vocal partner with MSU in advocating for resources. Meanwhile, somewhere in the external environment another unserved constituency possesses a new idea or need the university has not addressed. Academic institutions have a responsibility to make it known that they are willing to help these silent constituencies. The university should present outreach as a partnership opportunity. Demands are increasing for program accountability. If the university provides responsive programs and outcome research, funding and clients will ultimately come.

# Assessing Outreach

# Stimulating Faculty Involvement and Leadership: Encouraging and Recognizing Faculty Involvement in Outreach

The University of Wisconsin at Madison has struggled to develop methods to evaluate quality of faculty outreach activities. Three members of the UW-Madison campus who are heavily involved in extension discussed evaluating outreach activities for tenure purposes, the process they used to decide, and the product generated as a result. They further described issues they faced, answers UW-Madison came to, and then gave examples including an analysis of a fictional tenure promotion packet.


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## Integration Into Academic Units

In 1985, the regents decided extension services (Cooperative Extension and continuing education) and associated faculty needed to be brought closer to the teaching and research bases of the university. After integration, the Office of Outreach Development was created within the provost's office to provide leadership for outreach, which is now decentralized throughout the schools and colleges. One way this leadership is shared is through the Council on Outreach, made up of associate deans from every school and college. Committees on outreach develop the outreach mission and strategic planning for that school or college.

As one result, most of the about 250 "integrated outreach faculty," whose primary function is in noncredit education, were integrated into the academic schools or colleges. They brought with them the tenure status they had earned in Extension. For those on a probationary track at the time of integration, a special committee set up for tenure reviewed all faculty using the criteria by which they had been hired.

Tenure is initiated in the department. The probationary faculty member usually has a mentoring committee and may also have a separate tenure committee. When an application for tenure has been approved, it is sent to the dean, who then requests the recommendation of a divisional committee. The chairpersons of the divisional committees change every year.

## Demonstrating Excellence in Outreach

"We were examining what was needed to facilitate outreach on the campus," Peg Geisler, chair of the Council on Outreach, explained. "One of the things we needed to do was to reexamine the reward system." Does "a faculty member engaged in outreach activities which fulfill the outreach mission of his or her department" receive an appropriate reward, whether it is promotion, merit or tenure, because of that review process? Furthermore, "Is there a way to demonstrate excellence in outreach as opposed to its mere performance?"

In 1993, the chairs of the divisional committees met with the chancellor. After discussing the importance of outreach on campus, they decided they needed an umbrella statement on outreach that each divisional committee would use as it drew up its own criteria. The Council on Outreach was directed to write the outreach guidelines for the departments and the probationary faculty members, as well as the umbrella statement on outreach.

Ann Hoyt, associate professor of consumer science (with a predominant appointment in Cooperative Extension), noted the council was faced with a crisis. On one hand, they were told that outreach is critical to the future of the university and to the public's understanding of the value of the university. On the other hand, they found that the faculty who were producing good outreach products suffered for it in tenure decisions.

The goal was to encourage a clear and comprehensive means of demonstrating excellence for faculty with significant outreach responsibilities. UW defined outreach as the integration of knowledge, practice and ethics to achieve survival and to sustain a world of quality and integrity. "Our vision is that we would live in a society and environment that is both wholesome and life sustaining," said Hoyt. "So our goals were very idealistic."

## Handbook Produced

After gathering information documents from UW and other universities around the country, and after many meetings around campus, the Council on Outreach put together a handbook (entitled Outreach ***Scholarship Reflected in Promotion and Tenure Decisions)*** on preparing and evaluating a tenure dossier, designed for use by tenure track faculty members, by peer review and mentoring committees, departments, and possibly by the divisional committees. The handbook has four major parts: 1) defining outreach scholarship at UW, 2) general suggestions on how to prepare tenure materials (the University of Illinois heavily contributed to this section), 3) an appendix of general examples on evaluating outreach activities, and 4) a second appendix of specific examples of outreach activities, focusing especially on their impact.

The Council on Outreach felt that its demand that outreach scholars "show they've had a definite impact on the world around them is a much more stringent demand than is placed on our more traditional faculty colleagues." Thus they hoped accurately and vividly to describe the actual impact of the outreach work, and that knowledge of it would spread more widely throughout the university.

## Outreach and Tenure

Two items that the committee worked on were not included in the handbook. One was a description of an outreach scholar. The other was a tally of what it took to get tenure, using the cases in the second appendix.

The divisional committees are reviewing the handbook presently, and they may expand it to consider all faculty evaluations for merit increases, promotion to full professor and for post-tenure review. Consideration has also been given to the idea that every tenure case should include an evaluation of outreach activities, although this currently pertains only to those with outreach responsibilities. It is not intended that every faculty member should perform outreach activities. Finally, discussions have occurred about having the divisional committees include members who have had significant outreach responsibilities and can therefore understand the differences involved in such work, such as differences in publishing, different kinds of audiences, and the idea of collaborative work.

The critical issues addressed include: 1) fundamentally defining outreach; 2) determining who bears responsibility for tenuring faculty with outreach responsibilities; 3) understanding the conditions of appointment for the faculty member when he or she was originally hired, and that those conditions should dominate the criteria used to evaluate success and worthiness for tenure; and 4) standardizing the committee criteria from one committee to the next, so that evaluations are more consistent with each other and with the university's mission.

Further, the council worked on defining the difference between a professor and an academic staff member. Also addressed was the issue of balance of responsibilities. How much outreach is acceptable? Do you have to do research, and does your research have to be basic research in order to gain tenure? Can you get tenure at UW if you are an excellent teacher and you do excellent outreach, but your research is not as strong as an "average" tenure case? Was the evaluation different for those faculty members whose letter of appointment required that they bring in program revenue?

The last issue discussed by the committee was the fact that most of the cases described in the second appendix would have received tenure without the outreach activities. These activities were in excess of the other material needed for tenure.

## Assessment Guidelines Produced

An assessment outline ***(Assessment of Promotional Recommendations),*** developed by UW-Madison, should not be a template for judging faculty performance, according to Alan Knox, who is currently conducting research on those tenure cases that involve a significant proportion of outreach work. "Faculty members are too varied in terms of what they've actually been doing, differential appointments, and expectations of the department and college level, and so on, to have one size fits all." Once you acknowledge the diversity of faculty performance, it becomes more difficult to suggest one set of criteria and guidelines for all cases.

In assembling the assessment outline, the committee gathered a dozen or so examples of tenure packets from other universities. These packets varied enormously. They created some fictional tenure candidates from this material so that no one would know who the original person was. Then the information considered essential for an authentic tenure packet was put together in a way that made it easy to go through. These fictionalized tenure packets were part of the information used to prepare those either going through the tenure procedure or those involved in evaluating the tenure candidate.

Aspects rated through the assessment tool were institutional expectations, previous evaluation and recognition especially related to outreach, and assessment of quality and promise regarding professional performance as reflected in promotion materials. The last section calls for comments on general performance. The form would be completed by those involved in the evaluation process at the department, college, and campus level. After looking at the fictionalized tenure packets and filling out this assessment, the review committee would ask certain questions: 1) Is there any agreement at all? 2) Are there any correlations between the ratings on any of these items and the global assessment? 3) Who would use any generalizations coming out of this effort? The process would help evaluation committees to standardize their review and to more consciously value and evaluate outreach activities within the context of the university's mission.

# Evaluating Quality Outreach

How do we know if what we are accomplishing in higher education outreach is of quality? Business and industry have been developing minimum standards of quality as well as measures of quality enhancement. However, educational institutions and providers are struggling with both the concept and assessment of quality.

In 1993, the Provost's Committee on University Outreach recommended that Michigan State University establish a system for monitoring, measuring, and evaluating outreach. However, measurement processes are premised on a common understanding of quality. Therefore, an eleven-member faculty committee was appointed to further develop MSU's thinking about planning and evaluating quality outreach. This session introduced the committee's work and provided an opportunity for participants to apply the dimensions of quality to case examples.

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## Instilling a Quality Culture

Rather than beginning to articulate what a quality outreach initiative would be, the faculty committee framed a broader charge. Their work was guided by exploring the following questions:

- How do we encourage discussion about what quality outreach means among faculty, staff, administrators, and university collaborators?
- How do we develop a common understanding of what constitutes quality outreach, and the language to describe it?
- How do we assist academic units in articulating definitions and expectation for outreach consistent with their mission, values, and context?
- How do we assist units in planning and evaluating outreach research and teaching initiatives consistent with standards of quality?
- How do we inform the rewards system to recognize outreach achievements in tenure, promotion, and annual merit salary decisions?
- What are suggestions for documenting and reporting accomplishments in outreach?
- Finally, what are the aids that help units communicate, both internally and externally, about their outreach activities and their impact?

Four assumptions grounded the committee's work:

1. Both quantitative and qualitative indicators are essential for evaluating the quality of outreach activities.

2. Evaluation is useful at all stages of the process: for planning purposes; for formative and developmental purposes; and for summative, outcome purposes.

3. Evaluation is necessary both at the unit and the individual level.

4. Documentation must be tailored for its particular purpose.

## Dimensions of Quality

When asked to describe characteristics of successful or outstanding research and teaching outreach initiatives, other symposium participants suggested that they should be timely, addressing an issue that is important to people now. Outreach should be flexible, creative, innovative, and novel in order to meet changing needs, done in a way that says that this is cutting edge or original. Quality outreach addresses both the how and the why. It has instructional and research components, teaching the standards and values of a profession. Outreach goals are designed to be beneficial to university, the discipline, the faculty member and to the constituent, shared, and created through a shared language.

Quality outreach makes a difference or meets needs. It has a long-term, overall, sustained impact. Resources should be wisely used, shared with partners and constituents and collaboratively allocated. In fact, there is broad involvement of stakeholders on multiple levels. While meeting the needs of all stakeholders, quality outreach stretches them so that they discover things they didn't know. Objectives are achieved in terms of the learner's goals and exceed expected outcomes. More and more clients expect quality to be there; but they also want to be sure there is real value.

Four dimensions of quality define the MSU faculty committee's definition of quality.

- Significance: Project goals are significant. A target audience is identified. Issues and opportunities are consistent with the university and unit missions. Resources are used wisely.

- Contextualization: Process is matched to the individual situation. The effort is collaborative and sensitive to diversity, and uses comprehensive and appropriate methods.

- Scholarly characteristics and contributions: Timely knowledge is generated, but also applied and preserved. Contributions are original. Clients and peers are included in scholarly assessments.

- External and internal impacts: Impact is made on issue or client and capacity is built for sustainability. Mutual university-constituent/community connections and benefits result from the effort, but also have an impact on the university.

## Applying a Matrix of Quality

These four dimensions have been formulated in a matrix that includes suggested components, with examples of both qualitative and quantitative indicators that may be used as evidence and documentation. Participants used the matrix on several case studies, and then discussed the usefulness of the product. Some felt the work represented “an appropriate and helpful integration of both the quality movement and demands for accountability.” The matrix illuminated prospective program deficiencies, such as a disconnect with the target audience and the objectives of the project; passivity on the part of students and learners; lack of sensitivity to diversity; failure to involve constituents or stakeholders in the impact assessment; and so forth. The matrix’s potential use in program improvement was evident.

One participant noted that there was too little documentation in the cases to support a decision. This is typical, and the cases and matrix illustrate the nature of the documentation that would be helpful to make informed judgments about the value of any project. Another felt that the fact that the reported outcomes were uninteresting suggested that the reporting of impacts, both internal and external, needs to be engaging. One felt that outreach quality can be assessed to some extent by using familiar measures already employed to assess teaching and research while another believed that the quality matrix is too comprehensive to be used in all situations.

Some felt that university and academic unit teaching and research programs typically do not receive this type of scrutiny. Perhaps standards of quality being used for outreach are more explicit and rigorous than those for teaching and research. Used as a review tool, the matrix would be very useful prior to submitting a proposal to an outside funding agency. More importantly, the approach can serve as a model for central administration and units to use in planning and assessing all parts of its mission.

“Just because administrators say it is so, does not mean it is,” said another participant. That is, just because administrators would like such principles of outreach incorporated into the life of a unit and faculty member does not necessarily mean it will happen. Each unit and every faculty member need to interpret the concept of outreach and its assessment for themselves.

## Quality Tools

According to chair Lorilee Sandmann, the committee developed tools to create a dialogue about what quality outreach is. As one product, the faculty committee developed a guidebook to assist deans, unit chairs, directors, and individual faculty members in defining, planning, evaluating, and documenting outreach. Called *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach,* the guidebook is still a work in progress. Other institutions are encouraged to use it and to share with MSU through Sandmann its application, results and adaptations.

# Problem-Focused
# Community Collaborations

# Creating Problem-Focused Outreach Partnerships

The focus of this session was on the question, "How can interdisciplinary, problem-focused outreach work in partnership with communities?" Discussants drew upon their experiences with university partnerships involving Mott Children's Health Center in Flint, Michigan; United Way of Michigan; and the Calhoun County Human Services Coordinating Council in Battle Creek, Michigan. The university partnerships discussed were facilitated by the institution's Applied Developmental Science program, which draws upon the expertise of eighty faculty members from thirty departments in nine colleges.

The Applied Developmental Science program, under the leadership of Professor Hiram Fitzgerald of the Department of Psychology, has made a five-year commitment to work with a set of primary partners: the Girl Scouts, Butterworth Health Systems, Calhoun County Health System, United Way of Michigan, and Mott Children's Health Center. Partnerships in the human service arena tend to be more difficult than in other areas since technological solutions are less likely, evaluating impacts takes a long time, and human service providers have fewer dollars available for partnering.

## Characteristics and Principles of Successful Collaboration

Experience gained from three current partnerships suggests some characteristics for successful collaboration. Research faculty members should lead the initiatives. The corporate/university commitment must be long-term. The university must provide an infrastructure to sustain partnerships, enabling individual faculty members to "parachute in and out of the program." The best partnerships are those where the unique capabilities and passionate interests of faculty members are front and center. Both the university and community partners must be willing to be co-learners with opportunities for communities to teach as well as learn.

Principles common to all partnerships with Applied Developmental Science included:

- shared ownership for the partnership by the university and community;
- a shared mission by the cooperating partners;
- the development and use of a dynamic work plan;
- participation by both parties in research rounds at six-month intervals to assess progress and make adjustments as indicated;
- commitment to resource allocation for the partnership by both the university and community.


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**Stephen Williams, Vice President for Pediatrics and Pediatric Dentistry**

**United Way of Michigan**
Bob Ivory, Executive Director, Lansing, Michigan

**Calhoun County Human Services Coordinating Council**
**Mark Schauer, Prevention Coordinator, Battle Creek, Michigan**

## Examples of Partnerships

The partnership with Mott Children's Health Center promises over time to improve practice, programs, and policy development. Its major thrust is evaluation. With a fifty-year history, the center seeks to impact the lives of high-risk families in Flint, Michigan. Among its many programming thrusts, it provides specialty clinics for chronically ill children, focuses on child abuse prevention, sponsors teen health centers in schools, and provides parenting education and life skills training for teen parents and for incarcerated adults.

Stephen Williams outlined the barriers that had to be addressed to make the partnership with MSU work. The center was skeptical about the university's long-term commitment, since historically researchers "blew in, blew off, and blew out," rather than "staying the course." Many questioned whether academics know what the real world is like or have relevant expertise to share. "What do we need the university to tell us?" they asked. Some were concerned that the community staff members wouldn't or couldn't match up intellectually with university faculty. Finally, many believed that there is more "art" in human relations behaviors than science and, therefore, that more research is not the answer.

A "barrier busting team," consisting of representatives from the university and health center, meets regularly to deal with potential problems, to coordinate the work, and to provide guidance for implementers. Based on the partnership's one-year history, it is possible to suggest the following conditions for success: Partnerships need to have a coherent agenda and cannot be viewed as a long distance relationship. Senior faculty members should regularly be present on the site, and exchange visits to the campus by community participants is also valuable. Partners must use a common language — no jargon. Faculty expertise should match community problems. Both sides must be willing to learn as they go through what is a slow process and recognize the parity of partners with mutual listening and learning. Celebrating early successes — even small ones — is critically important.

The university must "ante up" financially in the beginning of the partnership to get the process underway and demonstrate its commitment, but community partners must help pay for evaluation or other university contributions. Grant dollars play an important role, especially in the beginning; they may also be important for project sustainability.

The United Way partnership focused primarily on capacity building, especially in the area of program evaluation. The organization is trying to show increased accountability and a return on investments made. It wants to be known for quality customer service both to donors and program recipients. Goals of the partnership focus on enhancing the impact of the organization and evaluating the effectiveness of its training programs.

The university brings to the partnership expertise and skills and a commitment to assist in the development of staff and volunteer capacities. The organization brings the capacity of a statewide network and the willingness of six communities to partner immediately. In addition, the organization can provide staff to serve as liaisons with its various units and, since collaboration is part of its operation, spinoffs to other agencies are promising.

The partnership with the Calhoun County Human Services Coordinating Council emphasizes policy analysis and evaluation. This council enhances collaboration among some thirty organizations in a community having a rural/urban mix. The primary goal for the partnership is improved outcomes for children, youth, and families in such critically important areas as reduction in teen pregnancy, improved parenting skills, violence prevention, and reduction of substance abuse. Joint work teams are concentrating on the evaluation of block grants that are part of the Strong Families Safe Children Program, and work is being done to establish a database for tracking immunization records of children and to conduct asset mapping. If the partnership succeeds, the community will eventually say, “We don’t need you anymore, MSU.”

The Calhoun project involves a $10,000 annual budget matched by the university and council, these funds being used to leverage additional outside funds. Faculty members contribute their time to this initiative as part of their research assignment, on load. Besides the contributions made to the communities and in research, the Applied Developmental Science initiatives with communities also provide quality learning experiences for both undergraduate and graduate students.

# Models for Managing Access to University Resources

What kind of person can best construct a bridge between the university and the community? How do we go about building this bridge? Four people who have taken on this role — that of a "linker," a spanner of knowledge boundaries — discuss their function and effectiveness. The use of linkers is one model used at Michigan State University for managing access to university resources. Linkers are specialized professionals responsible for describing their units' outreach capacity to potential users, translating user needs into projects valuable to a research faculty, brokering contracts between faculty and outside groups, and ensuring that the university remains responsive to the user's needs.

The four presenters came to their roles in different ways, and each performs his or her job differently. Nonetheless, each possesses the characteristics of a linker depicted by Mary Walshok in her new book, *Knowledge Without Boundaries:* 1) advanced academic credentials in content areas for which they are responsible, 2) hands-on experience, 3) a professional commitment to the knowledge-linking role, 4) knowledge of how to facilitate problem solving, 5) strong linking-leadership abilities, 6) skill at articulating and communicating information, and 7) the ability to manage budgets.

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## Linking Engineering

From the beginning, engineering has been involved in manufacturing development at the basic research levels, where an attempt is made to "model the world," and in problem solving, where incremental product/process improvements are the focus. In recent years there has been the rise of "concurrent engineering." This is where design engineering works with manufacturing, marketing, and accounting as a team. These teams can serve a variety of functions, and can even function as virtual corporations with several teams coming together to address issues. Embedded in the concurrent engineering movement is the notion that engineers need to be familiar with manufacturing and business issues. Business demands are driving engineers to move beyond what they normally do and to be part of a different kind of relationship.

According to Michael Martin, associate director of the Network for Excellence in Manufacturing On-Line and manager of technology transfer in the MSU College of Engineering, universities are in a unique position to help businesses address issues which are important to them. The parties involved in this relationship, however, come from different cultures. The mission of the university is to create and disseminate knowledge. The mission of a business or governmental unit is to maximize the investment of stockholders. These groups speak different languages. Traditional mediums of exchange involved the engineering community giving money to the university in exchange for students and ideas. Because of environmental pressures on clients (global competition, technological change, demographic changes, etc.), and on universities (shifting sources of funding and agendas, demographic changes, etc.), this relationship is changing.

Universities are starting to see the value in collaborative efforts — collaboration across colleges and universities, and collaboration with industry. The engineering community is interested in universities as product/process/curriculum developers and as problem solvers. Universities want to bring capabilities to clients through research. Unfortunately, while university faculty are interested in basic research, clients seek practical problem solving.

How do linkers bring the two groups together? It is Martin's experience first to seek out those in both organizations who are willing and able to play the liaison and resources roles and establish relationships. Then, between them problems are translated into interesting challenges and additional resources are identified. Linkers do not manage the projects themselves, do not sell or deliver the actual product, but rather facilitate and create opportunities.

## Linking with Government

Working with the Michigan state government human services agencies and with the United Way of Michigan, Annette Abrams, assistant director of university outreach at MSU, understands the importance of engaging external sectors and helping them to understand the benefits of research. Critical to this engagement process is the identification of research questions which are embedded in the problems faced. That is where the point of mutual interest can be found.

In her work, she has encountered three primary audiences that she needed to be concerned with: 1) community members, 2) policymakers, and 3) faculty, administrators, and students.

As a linker, Abrams works with each audience to help them realize what MSU could offer, and does so using their own language. Linking is more than bridge building. It involves taking a long hard look at a project and applying a relevant knowledge base to it.

## Linking with Business

According to William A. Hetzner, director of the Network for Excellence in Manufacturing On-Line, to understand business linking and its impact, it is first necessary to understand the situational context within which such a linker operates.

The university context of the business linker is quite complex. Universities have typically regarded business colleges as "cash cows," representing a quick and easy way for the university to make money. As a result, business colleges and business faculty members have developed an academic inferiority complex. Forces are at work to change, however, and business schools are beginning to make the transition from being considered professional schools to being regarded as colleges. As part of this process, it is becoming more important for business faculty to do research and publish in reputable research journals. At the same time, however, business faculty do not want to give up lucrative consulting work, nor do they typically understand the problems faced by small to mid-size businesses.

The manufacturing client base is complex as well. There are a few large original equipment manufacturers (OEMs) in the state, and these have considerable resources, have a long-term, problem solving orientation, and are generally used to seeking outside help. Their expectations for the quality of the help they will receive are increasing. Serving these organizations are a large number of suppliers who possess limited resources to meet these demands.

The role of the linker is multifaceted, and he or she must take on both a project role and a programmatic role. The linker must interact with funding agencies, coordinate among academic and staff units, provide the voice of the customer, and provide funding to faculty to do applied activities. In addition, the business linker should provide referrals to service providers, aggregate research needs, identify interested faculty, help find research sites, and help find additional funding.

Universities and business firms accrue many benefits as a result of linking activities. For example, universities receive praise for community service behaviors, and faculty members can increase sample sizes for their studies and support additional graduate students. Business firms are meanwhile able to obtain good, low-cost advice and assistance from an unbiased source.

Several conditions are necessary for business linker success. Administration must provide support and effective coordination with other linkers. The linker must use the existing infrastructure of the organization, must have a departmental or programmatic focus, and must be perceived by faculty as an academic insider.

## Linking the Sciences

Larry Forney, associate director of the Center for Microbial Ecology and associate professor of microbiology at MSU, has a simple philosophy in doing outreach: “If you are selling, talk to the buyers. If you are trying to help, go to the people who are doing the work.” The outreach linker should focus at the problem-solving level within governmental agencies and corporations. Forney is currently taking on a variety of projects in order to increase his perceived legitimacy among those with whom he works. “All linkers have a credibility problem. The linker needs to speak their [faculty's] language, commiserate with them about teaching, students, etc....to be a member of the club." The linker has multiple clubs of which he or she needs to be considered a member and must be perceived as administratively, economically, socially, and technically competent.

Communication of knowledge is key for the linker because "outreach is teaching." Congress recently called for universities to redefine their role. People in industry, however, felt that universities should do what they have done in the past — teach and educate students. The most significant success factor for corporations is often incremental improvement, as opposed to generating completely new technologies. Fundamental research scientists can help people do things better. As a linker, Forney tries to make research information available to people who can use it.

There are certain keys to successful outreach activity. For one, linkers must possess scientific credibility and must be able to stand on their own credentials. As a linker, Forney has often found himself in a position where he had to mediate a reasonable solution among involved parties, standing in the middle to give people the bottom line. This is where scientific credibility and raw courage come in. Linkers must also show a willingness to help; they must be willing to come to the table first, and start helping right away although it is not immediately clear where the return will be for the university. Recognizing that we are dealing with interdisciplinary problems, our approach must be interdisciplinary in bringing our resources to bear on the problems we face.

Forney and other linkers noted that cultural differences exist between faculty and external constituents. Faculty have a different agenda than constituents do (e.g., faculty's concern with publications, constituent's concern with internal rates of return). There are different time clocks (a semester schedule vs. a business schedule where results are needed immediately) and success is measured differently.

Still, many benefits come to universities for being involved in these activities. Faculty and students gain a deeper understanding of the relevance of research to real world problems, which are, in themselves, tremendous educational opportunities. Outreach experiences often point to additional opportunities for research. Both federal and corporate funding for research can be tapped. In sum, the linker can be a catalyst to create wonderful win-win opportunities for all involved parties.

# Knowledge Building With Communities

## Outreach Scholarship and the Community

To have effective outreach scholarship, high quality faculty must be involved in outreach programs, and these endeavors must be collaborative efforts with the communities they serve. Richard M. Lerner, director, Institute for Children, Youth, and Families (ICYF) at Michigan State University, believes that faculty will involve themselves if the outreach appeals to their heads as well as their hearts, and if they are convinced that outreach scholarship is something they can do to be at the leading-edge of scholarship. Lerner observes that "We know how to build effective programs. What we don't know how to do is sustain programs in the community." Typically, outreach is researcher-centered. The researcher comes into a community, creates and conducts a program, evaluates it, and writes it up. Eventually, the grant runs out, the researcher leaves, and the program dies. "We need to find a way to build the program into the values of the community."

## Human Ecology: A Multidisciplinary, Community Collaborative Process

The Institute for Children, Youth, and Families falls within the discipline of human ecology. Research scholarship in home economics has become a multidisciplinary, community collaborative process, offering a model for engaging the best minds. Scholars in the field now view human development as the result of a set of complex, dynamic relationships in a social network, all of which change over time. Human development happens in relation to this context. We cannot understand how human development occurs without focusing on the community in which people live. Therefore, the scholar has to study and work in the community.

Science involves description and explanation, according to Lerner. Science requires researchers to control certain variables in order to assess the effect of other variables on outcomes. In communities, the variables that scholars can manipulate are policies and programs. You change policies and programs or devise new policies and programs to try to change the trajectory of people's lives, to revise the people-context relationship. Work like contextual research thus blurs the line between basic and applied research.

To be effective both as a scholar and as an agent for change in the community, the researcher must become a co-learner in the community, no longer a temporary observer or agent. The researcher learns about the nature of the community from the community, learns its values, learns what community members think will help bring about positive change. In a collaborative effort, the community learns knowledge and gains expertise to sustain effective programs. Program planning, development, and evaluation are done jointly, building capacity in the community to improve the life opportunities of its children.

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## Development-In-Context Evaluation (DICE) Model

The Institute for Children, Youth, and Families uses a Development-In-Context Evaluation (DICE) model for outreach program development. Through this model, researchers learn from the community what the problems and issues are, and engage the community in the preliminary work and the program planning, including determining desired outcomes and collecting preliminary data. To be effective, the outreach scholar needs to think holistically and include as many voices from the community as possible. The aim is to cause social change, so this is activist scholarship. Evaluation should be focused on forming effective programs that catalyze social change in the community, and so evaluation should be part of day-to-day program activities. Effective outreach programs build from the strengths of the community to increase community capacity and promote empowerment of community members.

With the DICE approach, programs are based on the norms and values of the community. Young people are more likely to be involved. Because the community is an active participant and because evaluation is participatory, the ability of the community to attain its goals is enhanced.

## The DICE Model in Action: ICYF and the Black Child and Family Institute

Natreece Hill described the collaboration between ICYF and the Black Child and Family Institute (BCFI) in Lansing. The BCFI was created to deal with issues that disproportionately affect black children and families in Lansing. Its mission is to mobilize resources to improve the quality of life of black children and families. ICYF is using the DICE model to involve staff members, program participants, and community members in the evaluation of staff and programming at the BCFI.

Evaluation focused on what is unique to the BCFI that makes it difficult for it to reach its goals, according to Urminda Firlan. Staff identified issues that they were empowered to change and brainstormed to develop creative, realistic solutions that did not require significant funding. They relayed findings to board members, who will devise a plan for implementation.

As a result of using the DICE model in the BCFI, learning and insights have been gained through the development of collaborative relationships. Outreach scholars and graduate assistants alike have learned the importance of establishing strong relationships that can lead to fuller insights. Since this is a new model of outreach scholarship, members of the community sometimes have difficulty understanding the collaborative process and have expectations of a more dependent relationship. Researchers need to explain the process thoroughly to collaborators and encourage their full participation.

Researchers used to obtain efficiency of outreach scholarship by coming in and taking control of the program. However, to be effective over time, outreach scholars need to balance this efficiency with collaboration. Scholars need the input of community members, while collaborators themselves are unsure about their responsibility to provide input and the appropriate ways to do so.

Certain complications are inherent in any team approach: scheduling, time management, and the potential for conflict are examples. One effective method for teamwork is to use focus group procedures during meetings. Limit the size of the group; use a moderator for meeting leadership; record the meeting and take notes; establish procedures for reaching resolution; and circulate an agenda to all participants before the meeting. The focus group model ensures the involvement of all collaborators in the direction of the effort.

## Results and Conclusions

The ICYF has spent a great deal of time building the collaboration with the BCFI before dealing with the issue at hand — neighborhood violence and gangs. The partners are not yet able to deal with the issue because they are still dealing with staff organization, morale, and organizing volunteers. Outreach researchers in the effort have learned a lot about dealing with the community. Lerner and others are convinced that this model of community collaboration will not only provide valuable information and basic knowledge. In addition, it will enable the delivery of information that will substantially affect the community's ability to improve the quality of life of its children.

# The Dilemmas of University-School Collaboration on Research: The Case of MSU'S Professional Development Schools

## Introduction and Context

In 1988, MSU's College of Education initiated a series of long-term partnerships with nearby public schools, partnerships designed to develop and demonstrate good practice and to conduct research in three areas: K-12 teaching and learning, the education of teachers and other educators, and organization and leadership.

Through the Professional Development Schools (PDS), some thirty-five faculty members from the college and other university departments now work with about 250 teachers in eight urban and suburban schools to bring K-12 practice more into harmony with current research. University faculty members typically devote a quarter or more of their time to PDS work; K-12 teachers have a portion of their time released to join in the collaboration. Some MSU faculty members actually teach K-12 students part time, and many PDS teachers have co-taught with university faculty in courses given on campus. In this way, professors get into closer touch with the realities of the K-12 teacher's world, and vice versa.

As K-12 practice improves, the PDSs become better settings for the education of intending teachers, especially for interns in the fifth year of the college's new teacher education program. K-12 teachers become increasingly able to model and to talk articulately about research-based practices, thus becoming better mentors for the interns as well as resources for their colleagues in other schools. By the same token, university faculty draws on weekly experience in schools to breathe a stronger sense of the realities of schooling into their on-campus coursework.

These partnerships entail changes in the roles of university faculty members as well as teachers, changes in the norms and values of both organizations, and changes in the ways schools are governed and managed. And not only do the PDSs draw on existing research as they make improvements, but they also carry out research designed to generate new knowledge about teaching, learning, organization, and leadership at both the K-12 and university levels. PDS proponents argue that the research coming out of PDSs is likely to be more useful than much lab-based research because it is carried out with teachers' participation in real schools and classrooms.

The complex of interrelated functions undertaken by PDSs illustrates at least three important ideas about outreach:

- outreach cuts across the traditional categories of teaching, research, and service, blending them in new ways;
- outreach can be a two-way process, benefiting the university as well as its partners or "client"; and

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- outreach can be a collaborative process, involving both the university and its partner-clients actively in the creation, application, and communication of new knowledge.

## Accomplishments and Challenges in the Flint School Partnership

Sandra Wilcox, associate professor of teacher education at MSU, described a project involving mathematic teachers at Holmes Middle School and two elementary schools that are feeder schools to Holmes. Funded by the National Science Foundation, this project focused on assessment in service of teaching and learning in middle school math and science. First, the project sought to learn more about how teachers can use assessment as ongoing activity in their classroom for monitoring student progress in mathematics and science. Then, information gathered about how students learn could be used to aid teachers in making ongoing decisions on teaching to reshape their own instructional practices.

Aims were to: 1) develop, implement, and document a model of an assessment process; 2) develop, test, and document a set of assessment strategies and tools around selected curricular topics; and 3) test a process of dissemination in Michigan and Ohio to learn more about the utility of this new process. As outcomes, the project developed cases of classroom assessment built around teaching and learning episodes, cases that are richly complex and can be viewed through a variety of lenses and intended to be used in several kinds of professional learning activity:

- continuing professional development workshops;
- school-based mathematics groups;
- a teacher education course (preservice and graduate continuing education).

The classroom assessment seeks to improve teachers' ability to "engage in deep analysis of student work," using careful observation and listening to students' own reflection on their task completion to better assess student understanding and be able to respond accordingly with alternative learning strategies.

There were multiple dimensions and complexities in taking a conceptual model that shapes a grant proposal and enacting it in a real context. The uncommon practice of explicitly using assessment to shape instruction was quite challenging. Tension among project participants centered around the aims of the project. Despite attempts to decouple assessment from grading, teachers had a struggle with this methodological if not paradigmatic shift. Two of the original teacher participants were "disinvited" from participating because they really focused on grading. Individual expectations for students varied, causing some conflict. In urban settings, there are often diminished expectations for students from lower socioeconomic backgrounds and for children of color, which allows some teachers to abdicate responsibility in light of success or lack thereof.

## Accomplishments and Progress

More teachers begin to share and recognize "moments of assessment" in the classroom and to develop cases from classroom events. Factors that have contributed to progress include:

- Creating a professional community between the schools and the university.
- Developing a model — a set of questions — to shape work.
- Working in common mathematical domains.
- Building on what teachers already were doing. This made for difficult work in the first year, but in the end this made real progress possible.
- With funding you can buy time, but it is a two-edged sword. Teachers spend a great deal of time out of the classroom in multiday retreats.
- Creating products that give public recognition of the contributions of project teachers to the larger mathematics education community. Teachers very often don't get public recognition. Participants received recognition for their contributions to the Connected Math Project.

An audience member asked why this project focused on the assessment process. Assessment was the piece that was missing. Other PDS activities focused on developing innovative curricula, but as long as teachers continued to assess in traditional ways, these standard methods could not describe or reveal how kids learn. Another goal was to link assessment with teaching and learning and not merely with grading. The application of this to teaching and learning at the university level meets the goal of reciprocity in the partnerships mentioned above. There is much that can be learned from these models, and ways to use them in teacher education are being explored, beginning with their inclusion in the course on teacher assessment.

## How Research Questions Can Become Important to Teacher Education

While PDS initially concentrated more within the school than on external relationships within the community, Cheryl Rosaen, associate professor of teacher education, described a project involving home/school connection. The goal was to get parents involved in their children's education through: 1) home activities developed by teachers, and 2) projects that would bring parents into the classroom. The focus was family-based and attempted to get beyond the "potluck stage" of family and parent involvement.

A series of initial parent forums asked how parental involvement can improve children's learning in order to generate questions together. Together a teacher and a researcher developed a pilot activity that discloses ways to help parents look at their children's work and evaluate progress over time. Another product was a video that showed how parents can work with their children through shared talk about part of their journal writing. A questionnaire sent home for the parents and interviews with the children revealed the perceptions parents and children had of their sharing experience, and what parents noticed. This served as an assessment of the quality of parental involvement.

## Challenges and Responses

Timing was critical. Action research is typically devoted to investigating and solving problems of ongoing practice. Research can inform the next idea but may not be timed to inform ongoing practice. However, in this kind of project the link between observational data and reaction has to be timely. For example, it was discovered that the teacher needs to lay groundwork before sending the journal and questionnaire home. The right questions invite more conversation. Parents need to understand the partnership they have with teachers: you help me see what you're seeing with your children at home. Another example involved the videotape sharing. When parents were not properly prepared, their reactions were unpredictable and sometimes unproductive to student learning. One child's parents laughed in appreciation when they saw the video, but the student interpreted this as being laughed at. Another child's parent did not watch the video at all. It was important that the parent not only watch the video but appropriately share with the child.

A related dilemma in past projects has been the conflict of meeting grant deadlines and the timing of research. Rosaen described the stress and tension in balancing the demands of meeting grant deadlines and the need to let the project evolve at its own pace. She noted that "In past years, I was in great discomfort because I was to produce products that were not ready to be produced. There were some moments of discomfort in the middle. I had to decide they will come [eventually] and they did. I had to ignore project timeliness. Without the cooperation of teachers in the classroom, there is no project. Therefore, the needs of the classroom came first."

A second dilemma in numerous projects involved protecting the rights of research subjects. How can the rights of both the children and the teacher education candidates be protected? It is difficult to protect people's identity in a school that is highly visible to the public and the research community, which is especially problematic when it is not a success story. If an intern is having problems with practice, how can the research be shared and her privacy be protected at the same time? On the positive side, children have not had a problem with researchers in the classroom and they have begun to engage in the research-gathering process, inviting the researchers to hear what they are doing or share in their classwork.

A member of the audience asked how to handle situations where privacy will be broached or invaded. Rosaen answered, "We are still learning about this and there is a lot more that I know now about this issue that I didn't before. We keep asking questions regarding privacy frequently. We consider each event a new event and ask again about privacy and confidentiality. It still doesn't take away some of the risks inherent in this kind of work." The problematic nature of the role of participant/observer causes the researcher in the classroom to be viewed by students as another teacher. The researcher may also get caught up in the process of teaching, which may alter the nature of the research.

The audience member commented that "Just as you are asking them to become reflective practitioners, you yourself must become reflective too. Just as you are asking teachers to do ongoing assessment, you too are doing ongoing assessment and I wouldn't call it a research process but you are engaging in the developmental process. Our language is proving a barrier to this kind of activity." Rosaen responded that "Although it is a different breed of research, it is research. I do have, as a goal, writing about this issue beyond the story I shared with you today."

The norms of the scientific model exacerbate the conflict between the scholar and the practitioner. One member of the audience asked if you can get creative and whether you should expand into the broader community? How can the narrow focus on the research project itself, which satisfies the demands of good science, be compromised with the immediate needs of the community at large for improved strategies for parental involvement? Rosaen described several ways to "enlarge our picture...[and] reach out to the community." Projects are viewed "in relationship to what is going on in the whole school or school district. We also try to get teachers to share more widely than their own school or class. We have the privilege of allowing this to evolve." Nevertheless, researchers are also actively looking for external application and generalization.

Is all this changing teacher education? It is creating opportunities to work differently with schools through group field visits, allowing professors of education to work individually with children. This created a final dilemma. Rosaen admitted that not enough attention had been paid to the impact of the researcher on the learning environment and students. However, one audience member saw this as more opportunity than disadvantage: "Maybe we need more people like you to be in the classroom."

# Value-Added Through Regional Outreach

To what extent do off-campus university centers respond to learners' expectations for education anytime, anywhere, for anyone? What value is added through regional outreach — especially in times when technology decreases the real and perceived space between campus and local communities and constituents, and in times of limited resources? "What would an ideal, regional off-campus component look like?" asked session leader Lorilee Sandmann, director of university outreach and former director of a Michigan State University regional center. Attendees identified the following desirable attributes: easily accessible and contributes to a statewide university presence, increases local partnerships and collaborations within a geographic area, advocates for regional needs and matches community/customer needs with university resources, facilitates university offerings to meet community needs through varied delivery systems, provides for student and support services, and is appropriately staffed and adequately funded. With broad characteristics in place, representatives from the University of Virginia and Michigan State University discussed how those characteristics apply to regional outreach centers currently managed by each institution.

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## Models of Accessibility

Three different models were presented as ways to increase access to university resources. The "MSU Model" envisions Michigan State University as a system of regional networks. This system has the potential to be the "eyes and ears of the university" throughout the state. A part of such a network is MSU — Upper Peninsula (U.P.), one of six regional offices that coordinates the full range of MSU outreach activities. U.P. regional director Brahee said, "We think in terms of a regional outreach network that includes a regional office, but also includes the sixteen county (cooperative) extension offices and other MSU programmers and initiatives in the region." As the East Lansing campus is the locus of the university for the whole state, each regional office is the locus for that area of the state, and each extension center is the manifestation of the university for that county.

For the past seventy-five years, the University of Virginia has spread its presence throughout the state in the form of continuing education centers engaged primarily in credit and noncredit programming. The Division of Continuing Education reaches into all units of the university and can bring resources from each to the centers. Assistant dean Timothy Scovill described the primary function of each center as representing the university's resources in the local community. Access is further increased because lower tuition and fees are charged at the local centers than at the main campus. The University of Virginia offers master's degrees in education, engineering, and urban planning. Engineering also offers a Ph.D. in addition to the master's degree, both delivered by television. The Education Department is committed to a full-degree program at the centers, including an intensive three-year master's program modeled on an overseas program already in place and taught through teams of faculty.

A third model to create a regional presence is a multi-university center. "The northwest part of Michigan's lower peninsula is some two and a half hour drive from any public, bachelor degree-granting institution," reported Tom Emling, associate director of MSU-North. Northwestern Michigan College (NMC), the local community college, created a university center where four-year institutions from throughout the state offer different and complementary degree programs. Two private four-year colleges and ten of the fifteen public universities, including Michigan State University, have joined in this consortium. In fact, MSU's north regional office is physically located at the NMC University Center. "There are so many benefits to this collaboration," cites Emling. "Through the NMC University Center, MSU North has access to five two-way interactive classrooms and to fifteen other interactive classrooms throughout the five-county region."

## Increased Partnerships and Collaborations

Scovill reported that Virginia too has formed collaborations with community colleges and other institutions of higher education. Such cooperation, which usually begins as the "politically smart" thing to do, may become a genuine partnership. The NMC University Center and Virginia collaborations are examples of the type of partnerships that can be promoted by university personnel living in a specific area. These local placements, through the relationships they develop and nurture over time, can make the connections to key constituents necessary for new university initiatives, reduce the transaction "costs" of entry for expanded university efforts, and maintain ongoing commitments. All can benefit by these partnerships. Institutions can become less predatory, fill the gaps, and eliminate what overlaps. Sandmann points out, "An environment can be developed among institutions where we don't compete, but, rather, make more complete the educational resources in a geographic area."

## Program Development

A function of all three regional outreach models is to advocate for regional needs and to match community, customer, or student needs with university resources. Center directors at the University of Virginia do "triage" on requests from the community, according to Scovill, in order to decide which requests they should respond to. This knowledge brokers' role is longstanding for off-campus personnel, but one about which there is still much to learn. It takes a particularly skillful person to create the synergy necessary to bring together campus resources and community needs for mutually beneficial outcomes. Oftentimes, there is a membrane problem. How can regional staff effectively represent the university and how can regional staff be useful to the community/constituents on behalf of the university? Academic departments at times do not feel the regional centers are effective at marketing university resources, that is, their current “product line” in teaching and research. Conversely, regional centers often feel that the university is unresponsive to the needs identified. Frustration occurs when the knowledge linker doesn’t know how to access or find the appropriate resources, when the university has no capacity to full the needs, or when there simply is no unit nor faculty member interested or able to fill the need within the time frame of the request.

In addition to the knowledge matching role, regional centers can add “value” by conducting market or needs assessments; by serving as educational consultants to help communities or constituents frame questions, issues, or problems; by consulting with faculty to customize the curriculum and delivery to a particular locale; and by identifying possible local funding sources.

## Student and Support Services

If the regional offices are to be the university in a particular setting, critical functions include providing student and faculty support services. For students such support might include academic advising; enrollment services; access to textbooks, reference or library materials; and computer connections. There is a corollary set of support services for faculty teaching in the area — such as advising space, copying, audiovisual equipment, computer access, and so on. The panelists reported a variety of ways in which these services are made available. These range from having a faculty member, advisor, or program coordinator office in the regional center, to holding regularly scheduled visitations by on-campus support units, to supplying electronic connections. For example, at MSU-UP, academic advising is provided on-site by each academic unit providing a program in the center. Students taking an off-campus course may request books and materials from the MSU campus library with a three-day turnaround on delivery to the regional center or to their place of employment.

## Organizing and Staffing for Regional Outreach

University of Virginia continuing education centers are staffed with five to twenty-eight staff members, depending on local needs and the extent of program offerings. Center directors report to one of two associate academic deans who in turn report to the academic dean. Faculty from the main campus are hired to teach on an overload basis at the center, and additional faculty are hired as needed from outside the university.

MSU-Extension staff are joined by MSU University Outreach staff and faculty from academic and support units to make up the regional network. Few adjunct instructors are employed by MSU; to maintain the integrity of credit programs, full-time MSU faculty members are typically used.

Academic departments in both institutions are provided incentives to become involved in off-campus program offerings. Twenty percent of department faculty costs are picked up by the Division of Continuing Education at Virginia. MSU returns seventy-five percent of tuition revenues to the college teaching the off-campus course. Furthermore, faculty are learning through their outreach. Their experience is informing campus programs and research and teaching as well.

More important than the position or affiliation of the regional staff is their ability to manage the "two cultures" of the local community and the university. Sandmann maintained that staff at the centers need to be "bilingual," able to speak the language of and be credible in both cultures. Sometimes a regional representative will "go native," however. Others, on the other hand, may be too "ivory tower" to work well with the local communities.

Organizing for regional outreach is a challenge. The MSU model has been an evolving one. While there was a desire for symmetry among the regional centers, the "cookie cutter" approach of all regional centers being funded and staffed similarly proved to be faulty. Finding the most advantageous location for the regional offices has also been a struggle; five out of the six offices have relocated at least once in the last five years. One of the most promising yet undeveloped areas of the MSU regional outreach model is the integration of the regional offices with MSU-Extension. Even though the integration is conceptually appealing, operationally it is difficult. From the secretaries in the county offices, to extension field faculty, to the regional directors, ongoing commitments and organizational maintenance demands of the extension system have taken precedence over assuming less familiar, broad-based university roles.

Student recruitment, alumni relations, development, and legislative relations could also be listed as desirable functions of the regional center. "Having a broad 'virtual' presence is highly compelling; however, our experience has taught us the need to have more reasonable expectations about what an off-campus regional component can actually deliver to the local communities and contribute to a university's outreach agenda," summarized Sandmann. Nonetheless, there was general agreement that regional outreach provided real value added to the local geographic area, to specific constituents, and to the university, its faculty, and its academic units.

# Issues in Use of Information/ Communication Technology

Information technology can aid on- and off-campus students in their learning, can build bridges between the university and the communities it serves, and can serve the information needs of a wide variety of clients throughout the state and the world. Four professionals involved in the use of information technology at Michigan State University described its potential impact from their individual perspectives.

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## Networking with Small Business

The Technology Reinvestment Project at Michigan State University seeks to build a communications network linking knowledge providers, small business users, and industrial extension agents in Michigan. In its second year of development, the project is revealing some key issues, according to Nicholas Altiero of the College of Engineering at MSU. There is a significant difference between industrial and agricultural extension. Industrial customers are more diverse, representing a broad range of industries. Customers' needs range from training and technical or managerial assistance to complex problem solving and new product or process development.

Because knowledge providers in industrial education are not centrally located, many different people are needed to make the project work: extension agents, surfers (information finders), indexers, catalogers, domain experts, information providers, assistance providers, linkers (to get people to the partners they need), research and development partners. Can these valued partners all be brought together via telecommunications? One problem is that many medium and small businesses are not on-line and so need intermediaries to get information to them. Once on-line, businesses often require assistance in accessing and making use of the information they find.

## Realizing the Potential of the World Wide Web

One dramatic mechanism to access information is the Internet and the World Wide Web. Charles Severance, systems programmer at MSU, believes that the Internet is a natural extension of people's desire to communicate. The Internet itself has been around for a long time, while the World Wide Web is a more recent and improved interface between the person and the computer. Many people have access to the Internet and the "Web" and now have someone out there to talk to.

One view of the World Wide Web is that it puts the user at the center of the universe. So much information is coming from the Web that the choice is vast. The Web of the future must evolve from being a fun toy into a form of communication capable of handling all necessary communication. Think of the Web as greeting customers as they walk into a business site. Information technology is still communication between people, in this case the consumer and the producer.

For those in the knowledge business at the university, the key is to "produce, produce, produce." The university can carry out the student application process over the Web. Publications and teaching materials can be uploaded onto the Web. The university must reward people for publishing materials over the Internet, not just indexing it there. Content is the true value.

## Librarians as Translators of Information

Laurel Jizba, principal cataloger at the Michigan State Libraries, believes that librarians add value and intelligence to the Internet by organizing information. Librarians help define information needs, make them more specific, and provide information to specific users. They can provide outreach agents with information they need, such as industry or agriculture, for specific communities.

Librarians serve as translators of information between people and databases. The language in a database must match the language of the user describing the problem to be solved through information. A quality database is accurate, authorized, and current. It links the user to appropriate information organized with intelligent words and concepts. That does not accurately describe the Internet. What is published there includes a mass of previously published and unpublished materials which have never met any editorial standards. Without librarians, the Internet will remain a "pile of unlinked, unorganized information."

Benefits of linking and organizing information on the Internet include cutting the time and cost required to search. If the automated search engines available become more effective, a greater number of search "hits" will result, and search results will be more accurate.

## Technology as Enabler of Relationships

Michael Martin, of the College of Engineering, serves as a "linker," a person who can construct a bridge between the university and the community, spanning knowledge boundaries. If knowledge is information in action, as Peter Drucker maintains, then the action of business taking and using information from the university is one way that knowledge is created. At one time, business people felt they had no reason to come to the university. Now, information and knowledge have new value in the business world, and the university is a key source. Therefore, any improvement to the accessibility of information through information technologies benefits both the knowledge producers (the universities) and the knowledge consumers (businesses). Knowledge is the only thing that increases the more you give it away.

Information adds value to business products and services. It cannot dribble information down the hierarchy, as in the past. Businesses are moving from the structure of the pyramid to that of the pear. Managers and executives must be able to manage information on their own, working in a collaborative environment. Product design is integrated with the manufacturing process. A business cannot compete when the other producer can get a product to markets more swiftly. Linking designer and manufacturer and the entire supply chain makes it possible to be competitive, and the Internet is one key linkage.

Different cultures exist in the university and in business, but change is common to both. Both are having to learn to do business differently, both are being pushed to collaborate with each other at the basic research level. Michigan has several large companies, but sixty percent of total manufacturing is done in small firms with fewer than 500 employees each, and fifty percent of firms employ fewer than fifty people. These companies are often not computer oriented. Their concerns range from meeting payroll on Friday to developing new products. The problem for the university is how to find them and how to serve them better.

Martin's role as engineering linker is to establish relationships, to build MSU's credibility as a development partner, to link firms with faculty members willing and able to work with them. The linker brings them together, helps them define the problem, translates between the two cultures, facilitates, helps identify resources, and manages the project. The linker takes individuals with diverse interests and moves them to a point that can benefit both parties where they can agree on objectives, tasks, resources.

The Internet can help establish relationships. Over the Internet, one can develop a proposal, research different fields, organize a workshop. Michigan State publishes its research strengths on the Internet so that people can identify the university as a resource. According to Altiero, well-designed, well-organized information on the Internet not only serves as a conduit for information retrieval and usage but also as a filter to make the calls from potential clients more relevant to the services the university can provide.

# Instructional Outreach

# Creating Multiple Futures for Education and Technology

Students of the future represent a new challenge, according to James Pappas of the University of Oklahoma. Both first-time and experienced learners have instantaneous access to information via advancing technologies which offer the student increased control over learning experiences and expand the availability of learning beyond the restrictions of a formal educational structure. Universities must continue to shape instructional outreach to recognize and take advantage of emerging technologies.

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## The UO Model: Entrepreneurial Incrementalism

The University of Oklahoma's response to this challenge can best be described as an effort based on "entrepreneurial incrementalism." Multiple pressures converged to make it happen. Among these were the external forces within the state which demanded increased access to learning opportunities, the pressures which existed within the university and the College of Continuing Education to develop new revenue streams, and the efforts of individual staff who championed movement in a new direction. Although some early efforts seemed "enlightened" at the time, they may not have been strategic. "Just do it" could aptly describe at least the early efforts within the institution in developing its technological structure. Delivery systems now include satellite programs to 121 downlink sites around the state; videotape and interactive compressed video programs which are distributed to engineers around the country; and CD-ROM interactive software. Even the more traditional correspondence courses are now often accompanied by video and audio programs.

Many of these developments have been built from the grassroots and not top down from the institution administration. User fees have been the primary funding source for the development of these systems.

## Education in the Year 2000

A videotape produced by the University of Oklahoma demonstrated a variety of ways in which education might be delivered in the year 2000. Although classroom instructors continue to be the most widely used mode of delivery, branch campuses as well as distance technology can readily extend the institutional resources of the university to multiple student audiences. Demonstrated technologies included satellite videoconferencing, compressed video, audio and audio graphics, textbooks enhanced with CD-ROM, interactive computer programs including two-way audio and video (desktop videoconferencing), simulated learning activities (using the example of an air traffic control tower), and new uses of the Internet. With the variety of outreach modes and technologies, more people can be reached than was ever thought possible.

This nearly limitless potential for instructional outreach can be overwhelming, and often distorts and frustrates as much as it helps to create a vision for the future. Because of its complexity, sometimes administrators and faculty find themselves in an approach-avoidance dilemma.

Many social scientists have suggested that organizations go through two phases of development: 1) extended periods of growth and controlled evolution; or 2) periods of substantial turmoil and true paradigm shifts that can be labeled as revolutions. Is the changing of instructional outreach evolutionary or revolutionary? How this question is answered has an impact on organizational structures, allocation of resources, response to students, faculty development, etc.

Even those who recognize the importance of increasing access to underserved learners and disseminating information to new audiences often ask whether this actually enhances an institution's prestige. "How will this help in increasing my department's ranking in *U.S. News and World Report* and other rankings?"

## Creating the Scenarios: Issues to Consider

Discussions on the adoption of new telecommunications delivery systems for increasing instructional outreach assumes the activity is approached as a rational process, e.g., conducting a needs assessment, planning strategically, and promoting the organizational change. Instead, recognizing the reality that outreach is often driven by technical capabilities, pressures from constituencies, or campus politics, argues for an incremental change approach with dispersed usage rather than an institutionwide response. Pappas raised a number of concerns to crystallize the issues in institutional adaptations of technology. They are as follows.

The demands for instructional outreach and the use of electronic technologies are increasing — especially from external groups such as state governments which see it as an economic panacea. They think, "We no longer need to invest in bricks and mortar. We can now make our faculty more productive or provide an impetus for state development." Yet, in reality, our internal systems, (e.g., faculty, departments, registrars' offices) feel few of these pressures. How can we strengthen or create the connection between these external forces and internal structures?

Recent popular and professional literature suggests that the new outreach technologies will break the regulated monopoly that institutions of higher education have enjoyed. For example, major communication providers are creating alliances with other institutions to deliver educational programs nationwide. Educationally oriented broadcasters are even creating their own "institutions" to provide degrees. Large entertainment companies are considering the creation of colleges as "new lines of business.” Given the marginality of past attempts to develop education offerings without traditional institutions, the renewed interest in face-to-face undergraduate education, and the sustained status of traditional institutions, are these threats overblown?

If we look critically at instructional outreach and electronic delivery, much of what is being done is “gee whiz” technology that simply varies the traditional classroom presentation. Seldom are these new opportunities used to alter the fundamental epistemology of the learning situation. Many of the systems exist primarily to impress trustees, or are “me too” responses which are expensive ways of providing learning. Sometimes having a professor drive across town or a student read from a well-written text might be the most cost-effective means of delivery. Are there not instances in which the institution would be better served by funding faculty development or doing research on outreach pedagogy before building elaborate systems for outreach?

Although many have written about the self-directed learner, and most of the literature in instructional outreach suggests the learner will control the future, isn’t learner-controlled education still largely a myth? With either learner-controlled or institutionally managed learning, has progress been made in assessing quality? Should standards for outreach be created? If so, what about issues of academic freedom? Although some faculty believe they “own” a specific course, should courses from other institutions be purchased or created through consortia1 arrangements to enrich or replace existing ones in our curricula?

## Leadership Needed

Instructional outreach — especially that which is telecommunications based — implies the need for special institutional leadership. Three different approaches can typically be found. One is the extension of the academic role. The second is technical management which emphasizes both hard and soft technological expertise. The third is advocacy/marketing-based in which nontraditional student needs are championed and/or programs are “sold” to new audiences. Is any one of these approaches the most appropriate in most cases? If not, is there some combination which should be considered?

Can changes in outreach and technology developments be used to deal with issues that have not been addressed within the academy (e.g., elimination of old courses or encouraging interdisciplinary efforts)? Accrediting groups that have done little to recognize or develop strategies for evaluating instructional outreach or electronically delivered programs need to address these issues. Perhaps institutions should become more assertive in demanding accreditation changes that will accommodate the demands of new outreach modes.

Even supporters of outreach recognize their high cost. At many institutions each department wants to "own" the necessary equipment. Where centralized systems exist, there is often a concentration of technologists who are always hoping to acquire the latest, newest technology. Should the use of private vendors for some of the technology and support services be considered? Recognizing the increased costs of outreach activities, especially when a technology infrastructure is required, is it equitable to ask for higher user fees for instructional outreach? Can new technologies be used to expand economically our educational offerings to new markets, including international ones where the demand for an American degree continues to be high?

James Hall writes:

> Distance administrators can also be a moral force in promoting the uses of technology to support the values of the university, rather than allowing technology to dictate its values. Workers in distance education know what is needed by students who are working on their own, away from the support structures of the campus. There will be lots of opportunity ahead to use this expertise, especially if the university is to prevent opportunists from commandeering the world of the virtual university....[The] significance [of instructional outreach] will be assured by maintaining the central values of the university; viz., helping students to learn and grow intellectually, creating a climate within which scholars can create and test knowledge, and reaching out to enlighten a civilized community.

## Postscript

One respondent from the audience suggested that much more positive work is occurring in this country than this presentation suggested, including some quite creative, learner-driven activities. However, sometimes distance education strategies are developed that require a huge investment in technology that the institution cannot then afford to operate. Because of the need to find solutions that do not "bankrupt the institution," technocrats should not take the lead in program development.

Another said that much of what is done is dependent on public policy issues, e.g., "Who is going to pay for the installation of the telecommunication access points throughout the state of Missouri?" Pappas responded that what occurs is not a serious policy discussion, but rather short-term decision making, for example, the installation of phone lines by a local vender.

An audience member noted that too often our discussions are teaching-centered. Thinking should begin with learning, not teaching, and consider how best to make that learning happen. Another audience member agreed that, while we are beginning to see some real change in teaching and learning because of the technology which is available (e.g., the use of e-mail), these changes often overwhelm the faculty. Perhaps new ways of involving the student in learning need to be explored. For example, if the faculty member cannot answer every e-mail question, perhaps other students in the class can do so. A third suggested that issues of academic work loads need immediate attention. While the institution is willing, even anxious to serve new populations, the work load of many faculty already seems overwhelming. The immediate challenge is how to move from serving relatively small numbers of on-campus students to the many off campus, who have limited access.

A final audience respondent suggested that these changes will result in the learners being able to choose what they want to do and that there will be ever more competition among institutions. As a result, some of our institutions may cease to exist. On that note, the session ended with much pondering by the audience as it filed out.

# Evaluation of Off-Campus Instruction: Student and Faculty Issues in Delivering Multisite Off-Campus Graduate Degree Programs

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Two units at Michigan State University provide multisite graduate degree programs off campus. The primary goal for both the College of Nursing and the School of Social Work is to provide quality, cost-effective degree off-campus programs. Distance education technology offers several choices of delivery systems: satellite downlink for one-way video, sometimes combined with a call-in option; fiber optics with full audio and video interaction; T-l phone lines which transmit a compressed signal decompressed at the receiving location. The major criterion for these programs was that full auditory and visual interaction be available. Consequently, the technological choice at MSU was the CODEC system over leased T-l telephone lines.

## Locations

Both units offer full degree programs at a distance. However, the College of Nursing offers both undergraduate completion and graduate degrees, while the School of Social Work provides only graduate degree programs. Students who live in the upper peninsula and northern lower peninsula of Michigan now have access to these and other MSU programs. Paul Freddolino is off-site program coordinator for the social work programs in Gaylord, Michigan, which is about 200 miles north of East Lansing, and Marquette, Michigan, approximately 400 miles north of East Lansing. Currently forty social work students are served at each site. The sites differ in the technology arrangements. In Marquette, Northern Michigan University built its own CODEC classroom and rents space to MSU. In Gaylord, a private consortium built a facility for local use. Not associated with any educational institution, this site is a virtual university. Muskegon, Battle Creek, and Lansing are other off-campus sites for the College of Nursing programs.

Joan Predko, off-site program director for nursing, noted that, prior to the establishment of the virtual college in Gaylord, a community college microwaved the CODEC signal from Roscommon to Grayling for nursing students. Weather often created severe problems for that system. Once the program moved to Gaylord with direct access to the CODEC, this problem disappeared. While nursing has not experienced major problems with the CODEC, social work had two evenings with extensive technological difficulties during the fall semester, 1994.

## Recruiting and Marketing

Social work used a funnel approach to help decide on off-campus locations. Three hundred people in Gaylord and 400 in Marquette had expressed an early interest in the social work degree. Freddolino noted that “A site was identified and we offered foundation courses that could accommodate about fifty students per section. These courses paid for themselves since they were so large.” This strategy allowed people to decide if the program really met their needs and to self-select out by the time the application process began. When asked about marketing and other front end expenses, he explained that an All-University Outreach Grant provided funding for those initial costs.

Nursing uses a different approach since a cohort of twenty-five is necessary for the nursing program to break even. Communities have approached the college asking for a program, and assist in the recruitment of students to establish a cohort. "We start with about thirty students and expect to end up with twenty-five," Predko said.

## Off-site Models

Both program directors agreed that being tied to on-campus groups is one key to meeting cost demands for off-campus delivery. They enroll about forty students at each off-campus site for the master's degree in social work. A three-way linkage allows students at both distance sites and an on-campus class to learn together. A local practitioner, hired as an adjunct professor for each distance site, plays a critical role. According to Freddolino, "We're on-line for one and one-half to two hours, then we go to what we call local time where the adjunct leads the session. Then we go back on-line to discuss the subject matter, similarities and differences, and applications to local situations. We use a team approach."

The demand for smaller classes in the nursing program eliminated the use of such a three-way linkage. The college has tried several models and believes that someone in a helping role at distance locations is critical. In one case, a faculty member moved to the site, and served as coordinator, liaison, and facilitator for the local program. In another case, an educator with expertise in group process was hired for ten hours a week. Although not an expert in the subject matter, she provided local advising, set up the classroom, and handed out materials. Recently, at one site a student from the local community college was hired to work ten hours per week operating equipment and serving as local site coordinator and a link with campus. While costs are a concern, both off-site coordinators agree that faculty and students need a local coordinator. "It is critical to have someone in the classroom," Predko maintained. "Students and faculty need support. If I don't pay for it there, I'll pay for it back here."

Other support issues include keeping communications open and ensuring that students have the resources they need. The College of Nursing supplies an 800 telephone number to off-campus degree students. Although computer labs are not available at their current program locations, most of the students enrolled in the degree programs have access to computers with dial-up access to MSU at home or at work. When classes are held at a local college, there is generally an agreement that students may use the library. Students use e-mail to maintain contact with professors and to do library searches. The MSU library will, upon request, copy and mail articles to students at no cost.

## Financial Matters

Actual program expenses include $35.00 per hour connect charges, and off-site room fees, which may cost up to $30.00 per hour, including fees for use of the technology and classroom space. T-l line charges are $1,000 per month, paid for by the university.

Tuition for these programs is not market driven. Off-campus students pay the same in tuition and fees as students on campus. Both presenters agreed that their programs are not based on "what the market will bear," but are driven by the need for increased access. Seventy-five cents out of every dollar paid by students enrolled in off-campus programs is returned to the sponsoring college, not the university general fund. For both social work and nursing, monies returned to the college support off-site programs by paying for line charges, adjunct and client instructors, technology, and travel for faculty who are encouraged to teach from the off-campus location at least three times during the semester. Generally, university faculty teach as a part of load.

## Impact of Technology

Because the use of two-way interactive television creates a new learning environment, it is critical to orient students to the technology at the beginning of the program. Their comfort and familiarity with the technology have long-range benefits for them, and often for faculty who are teaching through it for the first time. At first, the technology may prove to be bothersome for some students. Once it was recognized that seeing themselves on the monitors was an ongoing distraction to students in the nursing program, the monitors were simply moved to eliminate this problem. Predko said that "You can't make it [technology] transparent. Use its strength and bypass its limitations." Both presenters agreed that students' sensitivity to the technology does diminish over time. Predko emphasized that "We make sure that students, on and off campus, know that this is the technology that they will see more of for delivery of health care and education. They're getting something special" through experiencing its use in the program.

Faculty need special training, too. Nursing faculty work with a producer, who explains the technology and the benefits for students. In social work, "a collective buildup of experienced wisdom, knowledge and good practice" is being created by the institution through a mentoring system. In late spring, faculty who have previously taught via interactive television meet with faculty new to the system to discuss successful teaching methods. Other opportunities for interested faculty are available at MSU. Faculty-to-faculty seminars are sponsored by the College of Nursing and University Outreach, and the Computing and Technology unit sponsors workshops on various technologies throughout the year.

Unexpected benefits of using technology have included faculty being introduced to new tools. "Instead of an overhead projector, they all want to use a camera now. It provides more detail," Predko explained. Additionally, the learning needs of adults also became clearer by using the technology. Freddolino noted that "Students force us to attend to curriculum and our expected outcomes."

## Evaluation

Evaluation of their respective programs is a high priority. Social work is using a multimodal approach, that is, they will evaluate each course in multiple ways. Besides the standard instructional rating system required by MSU, students complete a series of feedback instruments for the first, second, and third week, midterm, tenth week and at the end of the course. This instrument provides feedback on issues such as content of course, relevance, and clarity. The classroom environment was also assessed using Darkenwald's instrument to measure students' perceptions.

Early results suggest that no differences exist in what students expected to get and what they received across the three sites. Off-campus students did give higher ratings for clarity and organization, but Freddolino was not surprised at that result. "Faculty who are teaching with the technology must be well-organized and prepared for this environment."

The efforts to provide a wide range of evaluative data will be useful for the social work program in answering questions from their accreditation body. "We're looking at five areas: class size; library resources; availability of faculty; professional socialization; and socialization to the university community."

Findings from the nursing off-campus programs are very similar to those reported by social work. Predko added that students enrolled in the off-campus programs are more task-oriented and need less socialization than students on campus. Faculty evaluations are comparable or higher at the off-campus sites. "Outcomes are difficult to measure. We measure where they are starting out, how they see the program fitting into their career and life plans, and how they perceive the contributions made by the program."

Joan Predko concluded by sharing the top five reasons suggested by faculty in the College of Nursing to use technology in teaching:

- You're looking for something to fill up your spare time.
- Your therapist recommended that you try out your newly acquired high tolerance for frustration.
- Your horoscope said that you like to prepare for events at least a week in advance.
- Your lifelong dream has been to be a TV star.
- You enjoy the challenge of using new technology to meet the needs of distant learners.

# Planning, Implementing, and Evaluating Off-Campus Credit Programs

Michigan State University's process for planning, implementing, and evaluating off-campus credit programs is a team effort. While the academic units make the final determination, each programmatic decision is made from at least three perspectives. Representatives from the outreach office of the College of Education at Michigan State University, from the Department of Educational Administration within that college, and staff from two regional offices, along with the on-campus coordinator, illustrated the process.

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### Leadership and Community: A Collaborative Program for Educators

The Department of Educational Administration at Michigan State developed a Grand Rapids, Michigan off-campus master's program of study entitled "Leadership and Community: A Collaborative Program for Educators." This program involves the College of Education, Grand Rapids educators, community leaders, and a Michigan State University regional office (MSU-West) in the development of K-12 leaders. The goal of the program, which currently involves a cohort of twenty-six students, is not just to prepare participants for principal or superintendent positions, but to enable them to better support classroom teachers in dealing with the complexities that they face daily.

Several K-12 superintendents contacted Michael Spurgin, assistant director of MSU-West, about the need for this kind of program. The superintendents were loyal MSU alumni but felt that MSU's relationship with the community and its College of Education alumni was deteriorating, that MSU was "losing touch." The superintendents also felt that teacher education graduates were ill-prepared for the problematic nature of today's classroom, especially in the growing K-12 districts of West Michigan. "School leaders cannot function in a vacuum," Spurgin said. "They need to know something about the communities in which they work."

The superintendents agreed that they needed an MSU program offering leadership development to K-12 educators. If that did not happen, the superintendents were prepared to turn elsewhere to other colleges, to packaged leadership training programs, or to entrepreneurs offering quick courses on developing leadership skills. Still, none of these options met the essential framework for leadership the superintendents were seeking. The consensus among the superintendents was that MSU needed to see its commitment to the community in a different way. "Both the MSU staff involved and the school administrators saw this as an opportunity to redefine the relationship between the university and the community and an opportunity for collaborative planning," Spurgin said.

In the two years between the first meeting and the program's initiation, the program planners devoted much energy to understanding the two cultures of university and community and rethinking the relationship between them. Because K-12 educators felt that the university culture was distant and removed from their practical concerns, the College of Education sought to identify faculty who would be interested in and committed to establishing a dialogue with K-12 educators and community leaders. The goal was to develop working relationships, teamwork, and a mutual understanding of issues among the various participants.

They asked focus groups throughout the community: What are the important issues facing public education today? How can K-12 education meet the needs of children in this community? If you had the opportunity, how would you create a program for educators that would address these needs? The result of these efforts was a problem-based, experiential, service-learning program which takes an integrated approach to issues in education. Rather than a set of single courses, each focusing on a particular topic, educational leadership is studied within the context of the community. In doing so, education is seen in relationship to other societal institutions and concerns, and the program provides a forum for understanding community processes.

The program is delivered on-site and all classes in the program are co-taught by people from the university and school professionals from the community, and practitioners who have the day-to-day knowledge of structures and events. University faculty are selected from throughout the university, not just from the College of Education. Participants are screened and admission is selective, with a concern for diversity. The program includes two internships in schools and two in community agencies, mentoring experiences, and portfolio and performance-based assessment. "For the first time, we could say to a group of students: 'We can assure you that not a single course would need to take place on campus.' The program is cohort-based, and involves team learning. The cohort is an essential element in this program, and it involves both faculty and students." Spurgin believes that while the term "co-learners" has been used a great deal, it is a reality in this program. "Both faculty and students are learning from the experience."

Spurgin predicts the effort will change the way the department and college develop and deliver programs. "The program is transformative in that it has made people in the community think about the university in a different way." Challenges are many. The community expects decisive and prompt program development, so meeting critical deadlines is important. Not all departments respond in the same way, nor will all commit to collaborative program development. Outreach administrators may lose perspective on how much effort collaborative program development demands of academic departments. Academic departments will find it hard to know what planning approaches to take, how long the process will take, and the faculty time involved.

## The Role of the Academic Department

The commitment of the academic department is an essential aspect of this community/ university partnership. Gary Sykes spoke from his role as a key faculty member involved in the project. The process was often unpredictable and awkward. "Although one can reconstruct the logic of how these programs got started, it's never a neat process. You proceed in the face of massive uncertainty." Progress is often nonlinear and disjointed, marked by people coming together in circuitous and unplanned ways. "These conferences always remind me of plays where people come into a theater, sit down, and see a polished play on the stage. You'd never suspect from watching the play that things are happening behind the scenes, and things aren't always going right."

Community-university partnerships involve answering many questions. With whom should you partner? Districts, associations, intermediate agencies, state policymakers? Having many potential partners means dealing with many suspicions and concerns regarding turf. Why should faculty be involved? They have many demands on their time and these programs compete with highly lucrative consulting projects. "There are many things that compete for faculty time. Faculty organize their schedules for their convenience. They don't want to commute to off-campus sites and get involved in outreach because that's disruptive," reflects Sykes.

Also, many departments are deeply factionalized. "There's almost always an old guard and a number of young Turks. The old guard has been around for a long time and they're deeply committed to the programs in place. The young Turks regard the programs in place as the perfect definition of low-quality, ugly stuff that they have no commitment to, and are interested in innovation. There are complex dynamics among faculty that need to be overcome." Sykes described how the "young Turks" of the department began the process of beginning a new program responsive to community needs, while the rest of the faculty held back, indifferent and hostile, until gradually the process began to pull people in.

Often, the culture of the university does not encourage partnerships. A number of disincentives by the university adversely affect faculty involvement in community projects. For instance, faculty are paid more for staying on campus during the summer than for off-campus work. "The way it really works is a lot of problem solving as you go. You have ideas and you work them out one at a time. And that's what it feels like from the inside to do this work."

There have also been a number of "spin-off effects" in the department, initiating profound changes throughout the entire department. Under discussion with practitioners are a new master's program, a new doctoral program, and the possibility of nondegree programs in collaboration with practicing educators around the state. "In terms of learning how to work with the field, we've begun to learn how to do that work successfully." The department now sees the program as a base for continuing program development across the state. Sykes believes that the work of getting one program started with one set of partners "can create the basis for continuing and elaborating work even in the face of difficulties and problems."

## Implications of Collaborative Program Planning

Mary Jim Josephs, assistant vice provost for outreach, explained that, in the integrated MSU model, responsibilities often associated with central administration have been shifted to the departments, including program development and financial responsibility. Still, the outreach office provides on-site logistical support and local marketing, and remains involved in providing incentives and facilitating faculty progress. "We always ask: Are the faculty able to obtain, from the connections they are making, good faculty development opportunities for themselves, research opportunities for themselves, consulting opportunities for themselves, all of which tie together teaching, research, and outreach, which we believe is extremely important."

Bruce Burke, assistant director for outreach in the College of Education, spoke of current realities of the College of Education. The faculty is being reduced, just when the department is discovering potential students not only from around the state but worldwide. "By definition, we have to link faculty with students where the students are. And we have to link our programs with the needs of students where the students live: in communities. We've gotten involved with communities deeply enough to figure out what their needs are, rather than assuming what the needs are and slapping on an educational solution."

The Leadership and Community program succeeds, Burke contends, because it meets real needs of K-12 teachers. K-12 teachers have many demands on their time. They do not have much time to share information on professional practices or to explore new literature about their profession. A cohort-based program allows teachers to talk with their peers in ways they never could before and to feel an identity as part of a professional team. Furthermore, faculty members find renewal with this and other collaborative programs. University "faculty are proud of what they're doing because of the level of engagement they're having with students."

Collaborative programs are challenging old paradigms such as the image of the college as keeper of knowledge. Community-university partnerships increase understanding of what can be learned in community settings.

## The Role of Regional Staff

The role of regional staff in the delivery of off-campus programs is an integral part of the success of university/community partnerships and has changed over time at MSU, according to Sandra Buike, director of instructional programs at MSU-Southeast. Currently, the regional staff plays an important part in the planning and delivery of new programs. The MSU model means that the roles of all staff members are complex, active, and varied, as they serve on a larger university team, attempting to support faculty, the colleges, and the academic departments in a variety of ways. "The role of the regional instructional director is characterized by a management function and an operational function, blending leadership with a visionary role. We need skills as a negotiator, communicator, diplomat, change agent, and researcher."

Mary Jim Josephs described the experience of the integrated model at MSU. "Program planning for us has all the advantages and the disadvantages of working with a committee, rather than as an individual. We have learned to respect the camel, the horse designed by a committee. We particularly appreciate its ability to manage where horses cannot maneuver, and its ability to survive for long periods of time without visible sustenance."

A major advantage of the model is that a variety of perspectives are involved in every planning process. Ideas, credit, and financial advantages are shared. One major disadvantage is that many details have to be coordinated, resulting in complex agreements that take into account the perspectives of the various parties involved. "As in any change model, what we try to do is to create incubators that support ideas until they grow on their own," Josephs summarized.

## Emerging Themes and Future Considerations

Community-university partnership models can be mechanisms for changing departmental program perspectives and priorities, and for stimulating faculty development and research possibilities. To be effective in this venture, colleges and universities will need to examine internal "disincentives" to community collaboration and may have to create incentives for faculty involvement.

Ongoing participation and communication by both community members and universities enhance community-university relationships. Colleges and universities may further benefit from including community leaders and/or leading practitioners on departmental curriculum and outreach committees. The colleges and universities need to take the lead, becoming more active in community life, with university faculty and staff serving on boards, committees, and task forces with alumni and professional groups. As a result, partnering with communities takes considerable time and commitment from academic departments and other college/university personnel.

Community-university partnerships are successful when they combine both theoretical and practitioner perspectives. The Leadership and Community program has shown that experiential, cohort-based models may be an effective foundation for community-university partnerships. The old prescriptive approach by colleges and universities is not effective in partnering with communities. College staff and university outreach administrators interested in building community-university collaboration will need to build partnerships with other academic colleagues within their own institutions as well. Outreach staff play a vital role by bringing together community and university staff to develop partnerships.

# Administering Diverse Instructional Formats

Instructional formats, technology, and delivery systems are changing rapidly and challenging universities and their outreach programs to take advantage of new opportunities to serve the educational needs of a traditional or a new clientele. Three programs were presented from three universities to illustrate these challenges and generalize what they learned about administering new instructional formats.

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## California Polytechnic Partnership with the Republic of Vietnam

Responding to the global economy and the needs of its students in this new economy, California State Polytechnic in Pomona decided to internationalize. Student exchanges, Fulbrights and the like had existed, but Cal Poly's exchange programs were limited. Van Garner described in detail one program with the Republic of Vietnam.

Any decision on format comes from deciding what you want to do and then compromising that vision with the limitations imposed by costs and the needs of the clientele to be served. The original plan had been to use distance education over the Internet as had been successful in other programs serving Mexico and China and some rural schools within California. However, the Vietnamese government was not open to expanding the use of the Internet to its people, and Cal Poly could not afford the use of satellites for telecourses. By way of compromise, they developed a one-week model.

Participating faculty agreed to work within their current schedules and not use release time. They flew as a team to Vietnam over one weekend, taught for five consecutive weekdays, then flew back home the following weekend. The program gave faculty significant international experience and served some 4,000 students in Vietnam.

Garner suggested the following caveats for any institution deciding on a similar instructional format:

- Pay attention to the larger strategic issues: Can you and should you do it all? Too often a university simply reacts to opportunities without judging them within an institutional context of mission, needs, and goals. The Cal Poly program did meet their goal of internationalizing.

- Do you have the capacity to successfully administer such a program? Cal Poly had many students and staff who spoke Vietnamese because of their local Vietnamese-American population, so the linguistic capacity was present.

- Set up and keep your objectives. The "razzle dazzle" of an international program can easily divert you. Outside forces can negatively influence the program. For instance, private companies seeking to profit, and local Vietnamese refugee and political groups within California, came with their own agendas. Cal Poly had to keep both groups from interfering with the program.

■ Gain institutional support as part of your management plan. Pre- and post-reports to faculty, staff, administration, and external stakeholders are necessary. Recruit faculty through an honest but positive expression of the advantages to be gained by participating. Indeed, Cal Poly's faculty have found that the experience has profoundly changed them and their families. Still, in the beginning, it is "a real sales job" to show faculty and students, who are not convinced they have to work in a global economy, that the challenges and opportunities are real.

■ This kind of partnership is not done in a vacuum. Cal Poly has found partners for this program in Citibank, Georgetown University, Vietnamese universities, the Vietnamese government and Vietnamese companies. However, be cautious 'in whom you choose as a partner. Every choice will exclude other potential partners because of political, economic, or other conflicts. Cal Poly had to give up a possible partnership in this project with local Vietnamese-Americans in California because this would have prevented a partnership with the Vietnamese government, which was critical to the success of the program.

■ Be flexible, as long as your objectives are being met.

■ Preparation and attention to details are key. For example, pre-trip briefings, immunizations, evacuation insurance, orientation to local politics and culture, and carefully planned travel in groups were vital to preventing problems.

## University of Cincinnati Partnerships

To build outreach programs, the university needs to focus on internal and external relationships, partnerships with other universities and with other organizations, and among university units and departments. According to Jeannette Taylor of the University of Cincinnati, institutional culture often encourages competition, especially among university departments. Furthermore, outreach education is often perceived as the function of the continuing education department alone. Nonetheless, outreach is expanding at the University of Cincinnati, at least in part because of a drop in student enrollment, because of community needs for problem solving, and because of new instructional technologies.

Cincinnati has developed a master's degree in human development in Kingston, Jamaica, offered at nontraditional locations and delivered on weekends by faculty hired specifically to teach there. Faculty taught one weekend of classes per month for three months to complete a module, with students working independently between meetings. Academic governance was through the Department of Psychology, fiscal administration through continuing education. Jamaican authorities handled marketing and recruited students, while a local coordinator acted as liaison. Faculty were recruited nationally through the National Training Laboratory because Cincinnati faculty could not or would not travel to Jamaica. The National Training Laboratory handled staffing, while Cincinnati faculty designed the courses, evaluated the program, and served on the comprehensive examination committees. Nine of the original fourteen students graduated through this partnership.

A second outreach program partnered the University of Cincinnati with a local community, Lebanon. Cultural barriers precluded students from "going to the city," and so the Continuing Education Department formed a partnership with a local community college and six university academic departments, all of whom were often in competition with each other. These formed a steering committee to coordinate the program. The local community formed an advisory council of local government, school, business, and community leaders.

The community provided space in the town hall rent free, advised when and where to provide classes, and helped the program gain legitimacy in the community. The university purchased as many resources as possible in the local community, sold books through local bookstores, provided financing and equipment to connect the local library to the Internet, and trained library staff in its use. They created a new organizational form: a university center with shared ownership, managed by the Continuing Education Department.

Taylor noted several suggestions which can enable the success of these kinds of programs: 1) the involvement of campus-based leadership at the provost or vice-presidential level; 2) partnering among units at the university to avoid needless duplication; 3) responsiveness to community needs and community ownership of the program; 4) the involvement of all major relevant stakeholders in the development of appropriate delivery systems; and 5) using multiple sources for resources so no one entity is overburdened.

Outreach can no longer be sufficiently addressed through one department, Taylor concluded. Effectiveness requires internal and external partnerships. Relevant stakeholders must be involved in both the design and the delivery of community-based programs.

## Michigan State University Partnership with Gaylord, Michigan

MSU has redefined outreach as core to the mission of each academic unit, no longer a separate, autonomous program. It is no longer viewed as a "missionary activity" but as a two-way partnership between university and community. Degree programs have the same standards and the same requirements whether on or off campus. Faculty teach classes both on or off campus as part of their load, and thus gain a new perspective.

Marilyn Rothert, dean of the College of Nursing, reflecting on the MSU master's program in health care offered in an underserved area of the state, cited key challenges. One is to recognize and respect differences between the university and the local community: 1) Two different time schedules must be matched. 2) The community is focused on receiving services while the university is focused on scholarship and the dissemination and creation of knowledge. 3) Local politics and community needs provide pressures which can conflict with university scholarly pressures. 4) Communities expect a short-term payback on their investment, while, for faculty, education has a long-term return. 5) Communities see community needs where faculty focus on the needs of individual students.

Another challenge comes from the unique resources that each partner brings to the partnership. Curriculum development as a joint effort is controversial with faculty. Joint administration of the program with the local community is a new experience for universities.

Rothert concluded with some suggestions for making community-based education in partnership work: Get to know the local area, who the people are, what their needs and wants are, and what they have as resources that they can contribute. Promote local representation from the university, if possible by having a faculty member living in the community. Incorporate all "three legs" of the university mission (research, teaching, and service) into each distance education program. Wherever possible, use distance learning technologies. Try to get as much done locally as possible. Recognize that some university policies and procedures must change so that local university center students are not treated as second class. Attend to faculty needs and concerns by "listening, learning, and growing with them," and have incentives built into the system to encourage experimentation in new ways of reaching students. Finally, accept that control over the distance education program is not the same as in a campus program, nor should it be because of the partnership in the community.

# Issues in Using Technology for Outreach Programs

Paul Hunt, vice provost for Computing and Technology at Michigan State University, believes "It is the responsibility of university information technologies (IT) to support distance learning as a special form of outreach," one that has "academic respectability," but also gains "the approval of accreditation bodies, who may regard technologically mediated distance learning in new and unfamiliar modes with some degree of skepticism." The following issues form an outline for providing accredited distance learning programs:

- The effort necessary to ensure that information resources available to lifelong learners through outreach are adequately rich and deep.
- The apparent lack of a consensus on benchmarks for what information resources must be available to those learners.
- The provision of ubiquitous opportunities for distance learning with ease of access for learners.
- The need for equity in access to information by distance learners.
- The integration of continuous quality improvement informed by the institutional mission across all areas of distance learning and outreach.
- The fundamental tension between caution in trying new uses of information technology and the necessity of embracing economies of scale, moving rapidly from pilot to production in order to make such applications feasible.
- Emerging issues that demand special attention, such as a) the extent to which employers are prepared to let employees have a sufficiently porous workplace through information technology to permit inreach and outreach to distance education providers; and b) the kind of relationship necessary for nonstudents to access institutional data.

## Depth and Richness of Information Resources

What kinds of resources must be offered to support distance learning programs created by our academic units? For instance, what must the institution provide for the distance learner to pursue such topics as "Budget Management for Engineering Projects" or "Managing Engineering Design and Development in Market Focused Firms?" These kinds of topics might demand that the IT provide a whole range of resource support tied to the syllabus, particularly if the course offering is "being made available coast-to-coast by satellite." The university IT must confront how to provide support staff for consulting, training, etc. "at distance sites that we may not control or have easy access to in person," or that "exist behind electronic firewalls constructed by our corporations to protect proprietary and financial data."

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Secondly, the land-grant institution faces particular questions because of its mission. In attempting to provide lifelong education and learning opportunities to learners, what responsibility does it have within its state to those "taking instruction from other institutions at very considerable distance, but who may need access to the same information technologies — be they books, periodicals, or hands-on software for management exercises?" The IT could face a host of needs in creating the rich and deep environment necessary for a range of distance education programs.

## Benchmarks

Currently, few benchmarks exist for determining whether distance education programs are doing an acceptable or, indeed, an excellent job. The benchmarking questions encountered during a North Central accreditation self-study related to the provision of a rich information environment for the distance learner are minimal. The only benchmark related to distance education was a listing of external networks that provide access to the Internet for research and outreach education. Accreditors should give more direction for benchmarking distance education while also providing some degree of flexibility to technological programs.

## Distance Learning Opportunities and Access

From the learner's perspective, the great national problem concerning ubiquitous provision and ease of access is the explosion of demand for dial-up access to the Internet for interactive learning. Lewis Greenberg, professor of computer science and director of the Computer Laboratory, described the Merit Network, formed by and serving the educational institutions of Michigan. Michigan higher education institutions faced the need to provide dial-up to individuals across the state without perpetual busy signals because of overuse, while providing equity of use for all the institutions sharing in the expense of the network. The Merit Network committee established a system of tokens earned by institutions that purchase nonowner ports of connection (where access is on a first-come, first-served basis) instead of more owner ports (where the owner controls the parameters of access). The purchase of nonowner ports enriches the entire system across the state, not just the institutional territory, and is rewarded with tokens for that institution's client access into the state system.

If they had not developed this token system, many Merit institutions would have removed their dial-up lines from the network, denying many lifelong educational clients access to the World Wide Web, to gopher servers, and to electronic journals needed for distance education programs. The Merit institutions were challenged to face runaway costs for equipment and data lines while insuring equitable statewide access for all individuals and institutions.

## Equity of Access

The issue of ubiquity in access ties integrally to the fourth issue of equity including both hardware equity and software or data equity. There has been a long-term commitment in the United States to universal telephone service. Those individuals who believe that part of the empowerment of the individual citizen includes access to the information superhighway have advocated a continuing commitment. Others believe, however, that a public works approach to the informational technology infrastructure would ultimately inhibit development because of its anticompetitive approach. As a result, there are two different approaches to equity of access: a) a major statewide infrastructure such as the Intel Net Project of Indiana and Ohio; or b) the private sector competitive model being embraced by Michigan and North Carolina.

The software side of the equity issue is more complex. Does the off-campus student have parity with the on-campus student? Does the noncredit distance learner have the same access as credit students? Does access to information depend upon the particular discipline pursued by the student, even though the individual course is technologically mediated? (Sometimes, the vendor permits access only to students who find the information applicable to their particular discipline.) The issue becomes especially prickly when learning institutions broker information as a commercial product. Those who believe in the library approach of comprehensive public access find this troubling. What are the implications for the future of equitable access in viewing the provision of electronic information as a potentially commercializable service?

## Distance Learning and Continuous Quality Improvement

All ITs must deal with the fifth issue of continuous quality improvement or total quality management. The promotion of quality as sites proliferate is not a trivial matter. Third parties often administer remote sites. Michigan State University handles the issue of quality simply. If the instructor can teach an hour without interruption due to the technology and the student can hear with no breaks, they give the session a pass. Otherwise, it is given a fail. They discontinue those sites with a “poor batting average.” Whatever the system or criteria, some means of measuring quality across the institutional mission must be worked out.

## Caution versus Rapid Deployment

The tension between caution in experimental technology and the necessity of embracing economies of scale accompanies all endeavors in distance learning. Those who work with distance education technology know that "in costing out programs you win by head count." Replicating programs at multiple sites is advantageous. However, accrediting bodies often react against the cloning of distance education programs. This creates a problem for ITs who want to meet cost challenges. For example, Michigan State University delivered a program by CODEC to one remote site and then sought to repeat the courses at another location, taking careful precautions to fully replicate the program. The accrediting society warned that the university was moving too far too fast. The impact of meeting accreditation demands remains a difficult issue for ITs, and becomes extremely problematic in meeting production costs.

## Emerging Issues

Finally, a set of multiple issues is emerging to challenge the IT. "The corporate data firewall remains something of a challenge to those of our faculty in forward-looking units such as the School of Labor and Industrial Relations, which are seeking to provide curricular materials through the World Wide Web; in order for corporate employees to access those materials, they must be able to get outside the firewall," according to Hunt. The credentialing of individuals for access into an institution's data remains an issue for top administrators and policymakers as well as the IT.

These seven complex issues must be addressed to move academic units along in providing quality programs. None is easily answered and all demand flexibility to meet new challenges. Old standards and structures, particularly within accrediting societies, are often inadequate to resolve these issues. Therefore, the information technologist should not only raise appropriate questions but propose new innovative solutions.

# Assisting Faculty Through Technology Transitions

Technology has been a boon to education, both in creating new educational opportunities for teachers and in expanding the ability of teachers to reach an ever increasing body of students. However, the same technology that has created a wealth of opportunity also has created its share of problems.

While some educators embrace the electronic or computerized classroom with enthusiasm, others shy away from it because they fear losing the personal interaction with their students or losing control of their classroom. While some students embrace the electronic classroom as a means to get an education without having to live on or near a college campus, others feel they are deprived by not being in the classroom with the instructor. And while some faculty, students, and administrators can adapt easily to new technology, others need more training and support to reach a level of comfort that allows them to work effectively in classrooms. A panel of technology experts and experienced electronic educators addressed meeting these and other challenges of the technology age in education.


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**California State University-Fresno**

**Robert Threlkeld, Dean of Learning and Technology, Director of Academic Innovation Center**


## New Technologies in Old Models

"We have these wonderful new communication and computer technologies and our instructional programs are in the midst of dramatic changes in the classroom," said Robert Threlkeld, dean of learning and technology and director of the Academic Innovation Center at California State University, Fresno. "The problem is we're taking this new technology and trying to chase the classroom experience — to adapt and expand the technologies to the classroom. We're trying to extend and replicate the classroom electronically. We may be trying to stretch the new technology to fit an old model."

Fitting the new technology to the old classroom model concerned many who attended the session. Several audience members noted that they were troubled by the possibility of a diminished quality of education for students in the classroom because teachers have to be concerned that the technology is working properly for distant learners. In addition, many educators express concern that they cannot nurture students in distant classrooms.

## Preparing Students and Faculty

Glitches in technology are a problem but can be overcome by planning, said Kent Creswell, associate director of Michigan State University broadcasting services. Instructors must realize that there will be occasional technology failures. "It is essential to have backup technologies and assistants who can step in to provide substitute teaching at remote sites," Creswell said.

However, while being prepared technologically is one important aspect of creating an electronic classroom, preparing students and faculty to use and adapt to the technology is another. "When we began using the technology, we didn't properly prepare students for interactive video," said Robbie Kendall, assistant dean of the School of Education at the University of Tennessee at Martin and the university's faculty trainer for interactive video. "We enrolled students in the classes without the preparation to deal with technologies. We found that if faculty members receive training, many of the concerns about differences between on- and off-site students were addressed."

Kendall noted that many educators who had problems teaching in the electronic classroom were those who thought they could use traditional classroom methods. They had to learn first to deal with technologies and how to present materials in different ways, and then learn how to handle glitches that occur before or during class. Threlkeld agreed, noting that training faculty is a key to a successful interactive educational experience. California State, Fresno has a faculty mentoring program in which experienced faculty assist new faculty in learning distance education. "Faculty members are always in training."

Margaret Nielsen, assistant professor of social work at Michigan State University, has taught a master's_level class of 100 students, more than sixty of them in northern Michigan, via interactive television. Early in the program some of her students complained they were getting the "short end of the stick." Many student complaints were generated by problems with the technology. However, since they made improvements in the program and the technology, there have been fewer complaints.

Jon Sticklen, associate professor of computer science at Michigan State University, said educators he's talked with are concerned that some classes cannot be adapted to electronic systems. In those cases, interaction is needed between the technology provider and the teacher to make electronic education work. "There is a lot of good teaching, but no one model of good teaching."

Educators need to become better classroom managers, Kendall said. Teachers cannot use the same classroom management skills they have used in traditional settings; they need to use other technologies, such as telephones and electronic mail, to stay in touch with students. That can increase teaching time considerably. That raises another issue — proper compensation for faculty involved in distance learning. Compensation and workloads for distance educators can be problems because universities are using distance learning as a means to increase enrollments without expanding on-site facilities. That means more work as the student-to-instructor ratio increases. In many ways, therefore, the electronic classroom demands greater preparation.

## Differences Social, Not Technological

"Expanding the quality of instruction in technology classrooms, we find that professors are still the key," Kendall said. Data from four years of evaluations at the University of Tennessee have shown no significant differences in test scores or the quality of learning between students in traditional and electronic classrooms. Differences that did occur were all social, such as the bonding between students and instructors.

Several panelists noted that the medium used in teaching doesn't change the outcome of instruction. Even in the technology-driven classrooms of distance learning, students and teachers still have a great deal of influence over instructional quality.

Most of the experienced electronic educators on the panel said creating and using electronic classrooms is not about saving money or the novelty involved with technologies. They do it out of dedication to education and partly for the challenge. It is a way to reach students beyond local classrooms before and after graduation. Education is lifelong, and technology allows universities to provide ongoing training for older adults who may need additional education for their jobs but can't take time off for more education. Distance education and supporting technologies can be used to teach traditional courses or short courses and also provide technology transfer to industry and businesses.

"I come from the field of special education," Kendall said. "With interactive video I can have students eighty miles away. It enhances learning so all students have opportunity. Interactive technology is a tool for equal opportunity." Providing that opportunity, panelists said, requires training of faculty as well as students to gain the greatest benefit from distance learning systems. Faculty and students must overcome their fear of the technology and work together for successful learning outcomes. As with anything new, it takes time to adapt to the challenges. "Universities must find ways to bring faculty and students closer together to address the challenge of technology transitions," said Creswell.

# Funding Instructional Outreach

Funding instructional outreach has always been a challenge. In the last few years, universities have gone from receiving state support to obtaining state assistance. Is the next step “state-hosted”? Now that state support to higher education is no longer assured, the university community may see continuing education as a “cash cow,” according to Rex Tueller, dean of continuing education at Utah State University. He and two other deans from land-grant universities discussed current challenges and opportunities in funding outreach.

The three institutions presented are not unique; many others share the same concerns. Continuing education is often seen as a less expensive way to achieve student full-time equivalent counts. The uncertainty of funding restricts what can be done and the need to generate student credit hours could limit the creativity of institutional outreach efforts. Furthermore, salary ties up a predominant share of outreach budgets, leaving little available for operations. Therefore, the financial picture for university outreach programs is going to change. Whatever the level of financial resources, there will never be enough, so that strategic decisions have to be made.

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## Motivating Faculty

One of the greatest challenges of growing a quality instructional outreach program is getting regular faculty to see it as an opportunity rather than an imposition, said John Hudzik of Michigan State University. Faculty suspect that instructional outreach is motivated purely by the need to garner more dollars. Motivating faculty toward quality instructional outreach must be paired with reinvigorating on-campus instruction. Otherwise income does indeed become the motivation, in which case adjunct faculty could be hired instead.

To get faculty ownership, instructional outreach can not be imposed from the top or it will generate faculty resistance and hostility. The department chair must play a crucial role in shaping the debate on this issue, and there must be adequate incentives for faculty participation. Two kinds of incentives are appropriate: financial, and the possibility of accomplishing aspects of the faculty’s agenda. Without financial incentives, adding workload will be a disincentive. Meanwhile, a nonfinancial incentive can result from designing instructional programs that facilitate research opportunities both for faculty and for graduate students.

## The MSU Model

Michigan State University returns three-fourths of the tuition generated from credit outreach to the generating academic unit to meet operating costs, while one-fourth remains with central administration. From that three-fourths, the unit must meet all instructional costs, but can do so in any number of ways, such as hiring temporary faculty, paying faculty overload, hiring on-load faculty but providing "cookie-jar" incentives (such as technology, income for departments or for faculty), or a combination approach. The unit earns only two to three percent of the gross three-fourths as "surplus."

An important issue is obtaining quality control to counteract the "lust for surplus" (i.e., if the unit generates too much, it becomes visible and subject to predation). Quality is assured through the oversight of accrediting bodies, the use of admissions criteria, and measures of student satisfaction (adult learners complain loudly when dissatisfied, which mitigates against the use of temporaries).

The generating unit keeps all the revenue from noncredit outreach. Fees are set to cover all costs and produce some marginal surplus. Earnings vary widely depending on the activity and the market, averaging three to seven percent of the gross activity. While there is now no university "rake-off," that is being discussed.

The MSU model for outreach is financially decentralized. It has clear advantages, including the fact that existing budgets are not stretched to cover yet another obligation. This model means that outreach is not conceived as a money maker for anyone, but is rather a means to extend programs and still cover costs. In this model, when adult learners are involved, a two-way learning environment is created. Also, it extends the university beyond traditional groups served. Finally, since no single model works for all departments, decentralization allows for a variety of approaches.

## Florida State University

The state legislature in Florida and the Board of Regents which governs all ten four-year institutions have mandated five basic categories for funding credit continuing education courses. Robert Simerly, dean of university outreach at Florida State University, described these state-defined categories:

1. In a sponsored credit institute (contract course), a business pays all tuition for students plus all additional expenses to cover the entire cost of the course. All expenses are paid from revenue, and thirty-five percent is charged for overhead. Tuition may be higher than regular on-campus courses but institutions do not get credit for student credit hours produced. The contract can be for any amount depending on the business and the number of students enrolled.

2. In an auxiliary-funded course, students pay tuition, all expenses are paid from revenue, and no tax-assisted funds are used. Tuition is calculated to recover all expenses and may be higher than regular on-campus courses, and may differ at various locations depending on the

amount needed to cover expenses. Again, institutions do not get credit for the hours produced.

3. In the additional fee course — type D, tax-assisted funds are used for instruction, and go to the continuing education division. Additional fees may be charged to cover faculty travel, marketing, etc. The on-campus tuition rate is returned to the general fund, but continuing education collects the tuition, pays the Board of Regents the equivalent of the undergraduate tuition, and retains the rest. Colleges do get credit for the hours produced.

4. Co-listed courses are courses that are listed for continuing education and for on-campus credit. They are covered by tax-assisted funds for instruction, and a certain number of seats in the course are reserved for nontraditional students. Tuition goes into the general fund, and colleges get credit for the hours produced.

5. Locally sponsored tax-assisted evening courses are on-campus degree courses, with tax-assisted funds. Teaching is generally on overload (a formula, based on a percentage of salary), tuition is returned to the general fund, and colleges get credit for hours produced. In this case, departments approve the instructors.

Not clearly defined within these five categories, and an increasingly important issue for the future, is how to figure a costing structure for distance education courses, since different fees cannot be charged from location to location.

## Utah State University

At Utah State, continuing education credit courses are budget-related, according to Tueller. FTE credit goes to the departments and enrollment dollars come from tuition, a formula recognized by the state legislature. The university may not charge more tuition for off-campus courses but can charge delivery fees, which the continuing education unit keeps. The problem is that, as enrollments have increased, expenses have increased to obtain the new facilities required, whereas the increased tuition revenue has gone to the provost for distribution, putting stress on the financial resources of continuing education. Several solutions have been recommended, including capping enrollment, which the provost will not accept. The likely answer will be development of some margin of tuition dollars to be returned to continuing education. Noncredit revenues generated do belong to continuing education, the major source of funding currently.

Utah State reorganized University Extension in 1970, so that the vice president for continuing education/Cooperative Extension works with a liaison in each college. This new structure has helped to get more departments involved. However, the new structure was not funded and, with Extension facing federal cutbacks, the vital question is whether colleges and departments will continue to support this venture when the funding source is no longer there. Nor is electronic distance education a panacea to save dollars. Utah State has used three different systems and has found them all to be very expensive.

## Discussion Session

A very lively discussion featured questions on incentives for faculty, the use of overload pay, hiring of adjunct faculty, and legislative pressure to redefine faculty workload. Simerly maintained that "legislatures manage universities by anecdote.!" Another issue is the use of tuition versus fees. Employers do not pay for fees, only tuition, but tuition bears no relationship to the cost of a given program. One of the newest issues in light of diminishing funding for extension is the question of whether fees should be charged for Cooperative Extension noncredit courses.

From Rutgers comes a compromise model between the no pay and overload pay for regular faculty or hiring of adjuncts. They look at noncredit teaching as "internal consulting," that is, as part of twenty percent or one day per week that they are allotted for consulting, so that faculty may receive pay for teaching such courses. Other members of the audience wondered why faculty would be interested in teaching noncredit courses at lesser pay, if the best can get high fees for consulting? The model also does not deal with off-campus credit courses. Market forces, including the high fees available for high-status faculty to consult or to give conference presentations, may be driving the university increasingly toward a noncredit certificate model.

A significant debate occurred over the use of young faculty members. Some challenged the MSU model because it appears to still "protect its young assets, " suggesting that outreach is not integrally involved with teaching and research but is still being treated separately. MSU admits that promotion and tenure issues remain related to the predominant research model; nonetheless, the university is inculcating in young faculty a value for outreach, so that they are involved in their first year. Nonetheless, the department feels an obligation to get them tenured. Integration results from how a given act relates to the entire mission, not from the use of either junior or senior faculty members for the model. And outreach instruction at MSU is valued, or given the same credit, as on-campus instruction, and requires the same documentation of quality.

As a final irony, land-grant universities tout an outreach mission and yet charge extra fees for outreach instruction. In the end, issues of funding outreach still conflict with the strong commitment to equity and access.

# Change Model

# Applying a Change Model

As the nation confronts incredibly difficult social issues, universities are under a critical imperative to change in order to help find solutions. In this rapidly changing society, higher education finds itself fiercely competing for limited public dollars with other vital constituencies. At the same time, for-profit entrepreneurs are making inroads into many academic arenas. The health and well-being of universities require that land-grant institutions establish better links with urban universities and with the community. To accomplish this, extension and outreach must become the obligation of the total university, not just those who devote 100 percent of their time to it. If universities do not develop and maintain higher credibility through a greater presence in the external community, they will become a shadow of what they have been.

## Discussion

Several forces are driving universities to change: the knowledge and information explosion, the high rate of technological development, advances in communication technologies, increasing diversity and globalization, greater competition for scarce resources, erosion of the public's trust in higher education, and demands by students and citizens for new and increased accountability.

The university is structurally divided internally and as a whole from the external community. These internal and external "disconnects," not the least of which is the disconnect between Cooperative Extension and the rest of the land-grant institutions, result in a lack of responsiveness and a lack of involvement in critical social concerns and political issues. Universities must create a more permeable structure, revitalize strategic planning initiatives, and use personnel changes at high administrative levels to drive change.

Sometimes, structural modification has been the starting point for institutional change; in other situations structure has been of little consequence, or structural changes have evolved as mission and vision have been redefined. Restructuring should lead to an institution becoming more adaptable and flexible, better able to meet the changing needs of society.

However, sometimes these structural changes have not been well thought out, requiring a process of review to go back and "change the changes." In some institutions the push for change has been faster than the workforce would like. The challenge for forceful leadership is to vividly explain the need for change so that others can understand and thus transform the norms of the institution. "The devil is in the details," said one panelist, indicating that implementation planning is an important part of the change process.

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**John Wiley, Provost**

In times of declining resources, faculty members must be more willing to accept change. According to Simon, people need to do "ands" not "ors" as part of this transformation. A member of the audience suggested that "universities can no longer be a large group of autonomous scholars. Individual goals must be balanced with collective institutional goals." While promotion and tenure are barriers prohibiting change, nonetheless, in the view of Wiley, "We need to stop beating on the issue of tenure and the issue of the reward system and get on with the work at hand."

Panelists described the various strategies their respective institutions have used to initiate and implement change. These change models differed in the details, but common to all were the following:

- a focus on mission, vision and strategic planning;
- the meaningful involvement of faculty and administrators at all levels;
- increased efforts to better integrate teaching, research, and outreach;
- the removal of internal departmental and collegiate boundaries;
- the development of strategies to streamline responsiveness to societal needs.

There seemed to be agreement that "we need to go beyond the rhetoric of change" and really do our work in unique ways — not just label things differently. "We must involve those we serve; we can't just tinker," said one panelist. Fundamental change is required. Another added, "We must poke and prod and look for indicators of change" in the university. "People need to know that we are really changing; people need to feel that it is the right thing to do," suggested a discussant.

Panelists stressed the importance of identifying successes and giving them enhanced visibility. "Short-term successes need to be demonstrated." Members of the community need to know that universities have research-based information that can contribute to the solution of societal problems, and that universities can produce "timely deliverables." Universities must demonstrate what they can do for the economy, the workplace, and communities.

If research universities are not able to change how they are perceived by the larger society, they may lose their ability to serve. While change — and the need for it — has always been with us, the pace of change is different, and universities must continuously assess their position in the community and in the marketplace in order to be adaptable and responsive. They must not lose sight of societal imperatives and must be responsive to community needs, not just driving change in society but in themselves as well.

# Higher Education: Purpose and Promise in a Changing Society

**William C. Richardson**
**President and Chief Executive Officer, W.K. Kellogg Foundation**

I am very pleased to be here, particularly representing the W.K. Kellogg Foundation on this occasion. In preparing to speak with you, I realized that the value of "lifelong education" has seldom held more personal significance than in recent months. Moving from the world of academe to the world of philanthropy, I have once again become the student. My assignments have been to learn the foundation's work in greater detail, to grasp the strategic direction and scope of its mission, and to get to know its grantees and initiatives. But as, I hope, a good student, I also have sought to know its history and origins — to learn how it took root and how it has since grown — so I may better appreciate the fruits it bears today.

Michigan State University's achievements in continuing education in the past five years are a credit to the commitment of many. But they are also a testament to the vision of one man a long time ago. In 1930, W.K. Kellogg articulated a principle that has guided — and continues to guide — the foundation that bears his name. He said simply: "Education offers the greatest opportunity for really improving one generation over another." The work of the Kellogg Foundation — here at MSU and elsewhere — brings Mr. Kellogg's belief to life. Within just a few generations since 1930 the world has changed a great deal. But the validity of Mr. Kellogg's statement has, perhaps, never been more compelling than it is today.

Our society is witness to change on a scale — and at a pace — that seems, at times, both hard to comprehend, and difficult to integrate. Technological advances in every field seem to make the world smaller, more accessible — within reach of every laptop or lab, however remote the locale. Gene mapping, designer drugs, and advanced surgical techniques promise a future in which the mysteries of our physical beings will be unraveled and our understanding of the sources of pain, disease, and disability greatly improved. The borders and boundaries of our changing world are dissolving, too, as the "global economy" only written of in decades past becomes one fluid, fast-moving marketplace.

But, as we are pulled toward "enlightment" by this powerful current of change, the undertow of such vast social and economic movement makes the world more baffling and unpredictable at the same time. While we can fax a note to France or e-mail a colleague in Beijing, we are more mindful than ever of locking our doors, turning on our alarms, and, in some cases, arming ourselves against . . . ourselves. While some of us can surf the "net" exploring distant fields, others remain afraid to explore neighborhoods in their towns and cities. And while many of us can readily believe in a future of unlimited possibilities, many more see their economic lot dwindling and their skills becoming obsolete as the world moves ahead without them. In the midst of great hope and expectation, some would say we are more fearful of one another, more hampered by limited resources, more “at risk” than ever before.

Institutions of higher learning are, to some extent, also buffeted by the winds of such change. But many would claim that they also possess a degree of immunity to societal shifts, however broad. The organizational structure of an academic institution tends to mute the effect of even sweeping change. The processes and patterns within our departments and schools often serve to slow the pace of change. Institutions of higher learning are not traditionally the first to react to new directions in the world outside their walls. But react they do in time. You — who make tough decisions each and every day on campuses from England (Oxford) to California — know only too well that institutions of higher learning can and do respond to societal imperatives.

Certainly, today, you are making decisions in the face of diminishing resources and amid the pressure of market forces. The dynamics that move and, eventually, mold government, industry, and professionals in every field also drive your institutions. Our society is aging; our population is becoming more diverse; our technology is bounding forward. Your institutions are driven by these same realities as institutions are throughout the country. And, as the people of this nation strive to live and work in a rapidly changing environment, increasingly they turn — individually and collectively — to institutions of higher education for knowledge, for guidance, and for help.

At the present time, colleges and universities have great opportunities before them. Recognized as the institutions where knowledge is systematically created, preserved, and translated, colleges and universities are fertile sources of information for practical problem solving. The primary functions of institutions of higher education — of teaching, research, and service — uniquely qualify them to address complex issues. But the natural barriers between our institutions and the larger society stand between the problems of today and the solutions of tomorrow.

The Kellogg Foundation sees the promise in our institutions and regards colleges and universities as critical to national capacity and worldwide development. In our organization’s vision, the promise of higher education in a changing society seems very clear indeed. But our vision is enhanced by key assumptions about the purpose of higher education and the lessons learned from sixty-five years of working with institutions and the people and communities they were founded to serve.

The link between adult continuing education and our colleges and universities has long been recognized at the Kellogg Foundation. We gather tonight within the walls of one tangible reminder of that history of commitment. But there are other, smaller scale, less well-known historical markers that underscore the premises behind the Foundation’s work.

In the late 1930s, for example, one Kellogg Foundation project was to take 100 women from rural Van Buren County to Detroit for a week-long child development conference. The goal — to teach those who would nurture the next generation in one remote county about how children grow and learn — was clear. But the unintended consequences of the trip also taught some valuable lessons. My predecessors learned, for instance, that the distractions of "modern" travel by 1930s standards were not always conducive to accomplishing the goal. Many of the women attending the conference had never been far from home — some had never seen an elevator. A simple elevator ride, the story goes, produced illness, rashes, and, overall, a more memorable experience than even Mr. Kellogg might have anticipated.

Although such unintended consequences can be daunting, the Kellogg Foundation has never wavered from a commitment to transferring what is known to the people who can most benefit by its knowledge — or, as in this case, bringing the people who need it to the knowledge that can improve their lives.

What we have learned here in East Lansing in the last two days about the potential of continuing education is part of a continuum of learning that began with hands-on efforts like that long-ago trip to Detroit. In the 1940s the Kellogg Foundation supported the establishment of the MSU Extension Service; in 1951, the Kellogg Center for Continuing Education was founded. Here in Michigan, and at colleges and universities throughout the United States and abroad, the Kellogg Foundation has looked for ways to partner with institutions to extend the learning process and meet the emerging needs of society.

Continuing education — lifelong education — formalizes this practice by seeking to refocus higher education's process of knowledge discovery, transmission, and application and steep it in the fundamental needs of people. As we are seeing at Michigan State University and will hopefully see elsewhere, integrating continuing education into an institution's mission expands its potential and deepens its relevance to society in the process.

Land-grant colleges in particular may realize the potential of this refocusing. Their origins and track record of involvement in practical problem solving are consistent with this thrust. But, in recent decades, they have been shaped by the same influences that have shaped all academic institutions. Their walls are no less a barrier than the walls of other institutions. Today, the knowledge land-grant institutions gather and contain is not necessarily closer to community needs than that of other colleges and universities. They, like all institutions of higher learning, need to be reconnected to societal challenges to become all they are capable of being. I saw this premise played out very clearly at the Johns Hopkins University when I was there. By the time I left, half of our 16,000 students were adult, part-time, largely degree students. Most of what they were learning was directly grounded in their needs at work and in their communities. These were midlevel minority managers, senior policy officials, computer engineers, special education teachers, pastors of black churches, and many more.

At the Kellogg Foundation we hold to a great many beliefs about education. Education, we believe, is the cornerstone of our democracy and of the global partnerships that bind us to the future. Education, we believe, takes place both inside and outside of classrooms. Education is an ongoing process — one long stream of learning from the earliest to the most advanced years. Higher education, we know, is an integral part of this lifelong continuum.

Based on what has been learned from more than six decades of working with institutions and communities, and on the beliefs that support our organization's collective efforts, the Kellogg Foundation has identified a number of "promising" approaches — methods and models to lead institutions toward the promise of higher education. Tonight let me describe three ways our experience suggests institutions of higher learning may themselves "learn" to become more responsive to the needs of the larger society.

The first of these approaches is a shift in focus and an adjustment of scope. The work of our grantees suggests that colleges and universities look beyond their campuses when developing curriculum, identifying teaching techniques, determining research directions, and setting faculty rewards. While U.S. institutions continue to attract significant numbers of "traditional," full-time undergraduate students, the number of part-time, nontraditional students is growing. And, although very different audiences, both types of students will need educational experiences to meet their particular needs and stimulate their development as lifelong learners. Curriculum development and teaching techniques must equip students with the tools they need to adapt to the dynamic social and economic climate that awaits them.

In addition to teaching, however, the emphasis on research and the structure of faculty rewards — tendencies deeply imbedded in the culture of today's institutions of higher education — must shift as well. Colleges and universities committed to a viable existence "off campus" must look to the constraints placed upon faculty on campus before lasting change can occur. If the student body and workforce needs of this country are changing, faculty and reward structures must change with them.

The second promising approach lies in extending technology and other resources to address a community's needs. Although our institutions' achievements in generating new knowledge are invaluable, our grantees' experience suggests colleges and universities must put additional energy and resources into implementing what they already know. The technology and intellectual resources that support university research, for example, are largely untapped when it comes to solving community problems. And, although research may indicate potential solutions to problems, the critical next steps — applying what has been learned and sharing resources with the community to make problem-solving efforts successful — are often not taken. The interface between “research” and “practice” in this context is a continuing challenge.

Extending research and analysis to tackle community problems may simultaneously identify venues for student learning and new directions for scholarly research. Faculty and student development may parallel community development as the needs and resources of one set of learners become intertwined with the needs and resources of another. By extending an institution’s overall functioning through the application of learning, the multidimensional mission of scholarship, teaching, and service takes on new depth and the problems and opportunities of higher education become more closely aligned with those of society.

A third approach institutions may learn from is partnering to strengthen and extend education at multiple levels. From a pragmatic point of view, this approach may have the greatest resonance in the business and administrative offices of colleges and universities. Expanding the audiences an institution may appeal to is consistent with the financial responsibilities of those who plan for its future. Certainly, the advantages of some partnerships are recognized — if not always maximized — in institutions of higher learning. Industry, for instance, is open to opportunities to develop “just-in-time” learning to expand workforce capabilities. Alliances that take coursework into plants through the use of existing or developing technology widen the impact of the institution and meet the needs of the business community.

But other audiences may be viable partners, too. Partnerships with community organizations, community colleges, public school systems, community health centers, and other entities can serve to draw an institution into the flow of the learning continuum and widen its constituency and base of support. True partnerships strengthen their partners, increase organizational capacity, and accomplish mutual goals. Colleges and universities — wary, perhaps, of too may linkages — must seek to identify ways they can realize their potential and solidify their long-term prospects by forming and nurturing partnerships.

Among the many Kellogg Foundation programming efforts currently underway, a few highlight the opportunities inherent in these three approaches:

■ In August the dedication of the Tuskegee Institute Continuing Education Center underscored the critical role minority institutions play in creating a society of lifelong learners. Historically Black colleges and universities; institutions that meet the needs of special student populations, such as Gallaudet; the thirty-three tribal colleges that

Congress established as land-grant universities last year — all have important functions in the higher education community. Through grants providing funding and technical assistance, the Kellogg Foundation is continuing its focus on strengthening institutions and mobilizing their resources to address the future needs of present-day populations.

- An initiative spearheaded by the University of the State of New York Regents College is working to expand the intellectual foundation for providing services to adult learners — both today and in the decades ahead. The Regents College is the lead institution on a commission focusing on the long-term education needs of adults. If the workers of today and tomorrow will be learning and re-learning throughout their lives, the commission strives to provide higher education with the necessary intellectual resources to do the job.

- The Food Systems Professions Education Initiative — a program involving twelve groups of grants of higher education institutions — was begun in 1994. Forty-six institutions from twenty-two states are participating in the initiative. The administrators, faculty, and students of these academic institutions join business and industry, civic organizations, and environmental and natural resource conservation organizations to create partnerships aimed at developing innovative approaches to food systems education. The long-term goal of the effort is food systems professionals who are better prepared to address the complex food systems issues of the next century — and institutions better able to prepare them.

The promise of higher education — and, I believe, the purposes that will guide institutions into the next century — are waiting to be developed. By reaching beyond and working outside of institutions, sharing the technology and resources available, and partnering to accomplish long-term goals, colleges and universities can expand to become more responsive to society's needs — and find themselves better prepared to meet the challenges of the future. Institutions can take steps now to study, to organize, to begin this process. And I believe all of you are really the keys to success.

At this symposium, you have heard a great deal about outreach, about pushing your boundaries outward, about extending the reach of your institution beyond its existing classrooms and students and looking into the future to see what lies ahead. But as you return to your offices and classrooms tomorrow or the next day, I urge you to look not outward, but inward to discover the path before you.

Consider the mission of your institution — think about why it was founded, by whom, and when and how. Ask yourself: Where has it been? Where might it be heading? and, What is your role in that process? Reflect on your private view of society's needs, the community your institution serves, and our time in history — whether or not you see our time in hopeful terms. Cultivate your own vision of what might be — what could be done with the resources your institution possesses, what would be possible if all things were possible. In the private recesses of your own thoughts, honestly place your institution in this vision. See where it fits, where it doesn't, and what it needs to be part of your vision. And then, with all the candor that internal ramblings can afford, identify where you can muster the courage and creativity needed to lead this type of change.

Change — whether small or great — demands much of its participants. Realigning your institution with the knowledge needs of the future will demand a great deal of a great many. When you leave here, you will take with you the wisdom of Michigan State University's experience in integrating outreach into its mission and the tools this learning has brought forth. But you will also take with you the strength of your own vision — the germ of what your institution can be in the time yet to come.

Carry it carefully, protect it as you travel and, when you return to your home soil, plant it in a sunny spot. Feed it with your private vision of what is possible and nourish it with your conviction of what the future may hold. Draw on your institution's mission, its resources, and its strengths to nurture this seedling. And — in time, with care, with courage and a little patience — you will see it bear fruit.

# Epilogue

**Paul A. and Francena L. Miller***

The National Association of State Universities and Land-Grant Colleges (NASULGC), announcing in November 1995 a grant of $1.2 million from the W.K. Kellogg Foundation, reported: "A fundamental premise underlying the work of the Commission [to be established by the grant] is that in the next century the public service and outreach role of the university will be its central obligation and the 'culture' of universities must reflect this obligation."[1]

Devising strategies in light of a similar outlook was the aim of the Capstone Symposium, hosted by Michigan State University (MSU), October 22-24, 1995. The event reviewed the MSU five-year project with lifelong learning and university outreach, supported by the W.K. Kellogg Foundation. The symposium's background paper was the 1993 report of the MSU Provost's Committee on University Outreach entitled *University Outreach at Michigan State University: Extending Knowledge to Serve Society.*[2] Case studies from the host and other institutions formed the core of the agenda. With some 350 participants, most attending as small teams from public institutions, alternate plenary and concurrent sessions addressed positioning of outreach in the university, defined leadership roles, reviewed the promise of internal and external partnerships, and compared models for change in the "academic culture."

## Highlights

The symposium's major concern was outlined in the opening plenary. Peter McPherson, the MSU president, emphasized that "society will not wait long" for universities to strengthen their responses to urgent social needs and pressures. Russell G. Mawby, chairperson of the MSU Board of Trustees and chairman emeritus of the W.K. Kellogg Foundation, extended several challenges: the shifts underway to local control, the puzzle of fitting specialized solutions to generalized problems, the impact of the information revolution upon universities and society, and grievous rifts in civil society. James C. Votruba, vice provost at MSU, emphasized the challenge of expanding access to shared learning opportunities for both community and university.

Carol Cartwright, president of Kent State University, described midway in the symposium the mounting need of interdisciplinarity within and among universities and the changes required in faculty roles, assignments, rewards, and evaluation criteria. In the final plenary, Peter McGrath,

**Footnote**

*Paul and Francena Miller, both with major interests in higher adult education, were invited to attend the symposium and share their reflections. Paul Miller is former provost of Michigan State University and president emeritus, Rochester Institute of Technology, and Francena Miller, long a professor of sociology, is former dean of home economics, University of Connecticut.

president of NASULGC, chaired a panel on the implications of federal devolution to local government, and the pressures thereby exerted on social, occupational, and civic institutions. William Richardson, president and chief executive officer of the W.K. Kellogg Foundation, closed the symposium by underscoring the importance of higher education speaking and acting cooperatively on its national mission; entering into carefully designed partnerships; and serving to strengthen both policy institutions and the capacity of citizens for putting knowledge to work in the information age.

Among the needs and principles arising from the symposium's discussions were the following:

■ Closer and more effective connections must be found between teaching, research, and service.

■ New models are needed in order to prepare, assign, evaluate, and reward faculty who foster such connections.

■ New ways to attract, allocate, and organize human and financial resources are required to sharpen university responses to social problems.

■ The outreach agenda, connected to teaching, research, and service, should be shared by departments, centers, institutes, colleges, and other divisions, as well as the university as a whole and, when appropriate, by institutional systems and associations.

■ Interdisciplinary teams with the skill to focus knowledge and experience on societal problems must be encouraged, along with the development of skills in forming partnerships with external groups.

■ Increased collaboration should include greater participation of students and faculty in service learning.

■ Present outreach models, e.g., Cooperative Extension, lifelong learning, centers and institutes, and the emerging collaborative practices among departments and colleges, should be tested, adapted, and applied more widely in the university.

## Enduring Challenges

It is unlikely that any participant departed without recognizing three underlying challenges to academic form and function: First, uncertainty remains on how best to position the outreach function in the university. Second, whatever the reforms to encourage outreach, they risk being blocked by the professoriate's traditional emphases and style. Third, knowledge along disciplinary lines, when brought to bear upon today's problems which cross those lines, pleads for interdisciplinarity, better understood and practiced.

## Positioning the Outreach Effort

The MSU Report reads: "Outreach is a form of scholarship that cuts across teaching, research and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways consistent with university and unit missions." This model helpfully changes the traditional definitions which can separate rather that unify "teaching, research and service"; e.g., the metaphor of the "three-legged stool" used often by land-grant institutions. While "service" is kept in place, "outreach" becomes a feature that is part of each and serves to connect the three functions and at the same time distinguishes on- and off-campus environments and activities.

MSU emphasizes that this model must be rooted in the unit level, especially departments, for its basic guidance and workability. Guidance and coordination can be encouraged by chairs, deans, and central officers of general administration, but the major responsibility for devising and conducting outreach programs rests with the faculty at the unit levels. While the symposium revealed a concern for achieving such decentralization, given low academic priorities for outreach activity, consensus prevailed that the unit level is key to changes in academic culture. Other models were described which provide continuing mechanisms of guidance and coordination at the center, notably at the Pennsylvania State University and the universities of Wisconsin and Minnesota. Representatives of Portland State University also outlined a metropolitan university model geared to a common learning partnership between university and community.

## Changing the Academic Culture

The ultimate answers to the debate on centralized and decentralized models will likely combine features of both, at least until reforms in the professoriate and in academic culture are further developed. Given that most institutions are only beginning these reforms and have yet to institutionalize the changes, positioning the outreach function will remain experimental and challenged for some time. Despite the lively rhetoric, reforms in academic culture must overcome a long period of socially constructed faculty roles, organization, and specialization. In addition, for most of the twentieth century research training grew as the pivotal feature of graduate study. Generating new knowledge will surely remain a basic duty of the university and the professoriate. But reform will focus on the power of the disciplines, peer approval, and prestige systems, all to be modified in order to create and sustain effective connections between teaching, research, service, and outreach.

Another obstacle to establishing a stronger legitimacy of the outreach function is the brevity of tenure for university leaders. Policies and programs remain in flux, a condition which may become an expectation and ignored. What may be extant at one moment is changed or dropped at another. Change within the professoriate and academic culture will result from clear and persistent encouragement over a period of time. Moreover, change adopted institution by institution will require a general reinforcement throughout the academic system. Graduate schools must be enlisted to help foster more general advance of faculty leadership and participation in outreach planning and practice. Alas, a slowing of outreach reforms by tradition can be found where least expected. For example, recently reported research, albeit requiring more verification, suggests the Cooperative Extension workers may be constrained by traditional contexts with less attention given assessment of new needs by program planning councils.[3]

## Interdisciplinarity

Better utilizing connections and relationships stood out as perhaps the prevailing idea of the symposium. These connections — from cooperation among academic units to the complex integration of disciplinary knowledge — are ever more required when addressing today's problems. Case presentations provided many examples, although time limits prevented a deeper look into the meaning and method of interdisciplinarity. The conclusions were clear — no matter whether the outreach model is decentralized, centralized, or some measure of both, universities must ready themselves for more interdisciplinary practice. Although central university support is part of the mix, this practice belongs primarily to the departments and colleges. Disciplines are the properties of core departments and gain dependable support from general funds. Centers and institutes, which in some universities, as at MSU, equal the number of departments, may conduct interdisciplinary work with less dependable support. Perhaps a more important issue resides in the career uncertainty of those who serve in such centers. More study of interdisciplinary activity is in order — what it means, how to do it, and how to sustain it. A large and scattered literature on the topic is available (this ranges from case studies of special fields to epistemological explorations to university organization to such recent groupings of the natural and social sciences as departments of Science, Technology and Society — STS). This literature, which might contribute to the formation of interdisciplinary teams engaged in integrating and focusing differing knowledge systems and resolving conflict, reportedly is read by few in the scholarly community.[4]

Effective internal management of interdisciplinary relations will also yield positive outcomes for trustworthy collaboration between universities and with other organizations. Such partnerships form the foundation which enables colleges and universities to join in common cause, especially as it is clear that no one institution can do all that is expected of it. Future problems of society will likely demand both interdisciplinary and organizational collaborations. Society may be expected to establish new institutions if present ones fail to meet these demands.

This condition of mature connections among disciplines on the campus will inspire and shape partnerships in the university's external environment. At this point another ethic comes into play — one that we believe the symposium emphasis, the MSU Report, practice, and other trends, all encourage — that colleges and universities must do better at working together. Many associations to advance academic institutions came into place in past decades. But they cannot be said to have dealt sufficiently with matters of public concern. Some, as in official statewide systems, may inspire adversaries at the expense of collaborators. Public evaluation of academic outreach in the future will likely take into account what single institutions do, as well as their collective impacts on issues of such magnitude that no single place can hope to have noticeable impact.

## Afterthoughts

The sense of a closing century and the opening of another was felt throughout the symposium. Portrayals of a new kind of university arose from the focus on public need and university outreach, even as the symposium's plan directed the participants to method and strategy. Clear awareness and pride in the strength and contribution of American universities were everywhere acknowledged. But an anxiety also lurked in the discussions that certain unexpected consequences of what universities had wrought in, say, the twentieth century, had congealed into societal problems of such magnitude that only a new kind of university could successfully address them. In noting this tension between pride and concern, it was natural for us as observers to reflect on its meaning for public universities and, particularly, land-grant institutions, thus stimulating these afterthoughts. A question arose: "While recognizing the basic imperative of the university's independence, must not public needs in the future be better incorporated into university priorities?"

The creative powers of science and the violent horrors of war and bigotry joined to shape the twentieth century. The university prospered in concept and presence as the citadel of science and a chief sponsor of the technologic miracles contributing to improved health, personal comfort, and previously unimagined opportunities for human attainment. Universities incubated science and its uses in technology as ruling themes of culture, but is it possible to conclude that they have taken equal interest in the consequences? Universities cannot alone solve society's problems. "But will not the next century demand an improved balance of these interests?"

One major impact of land-grant universities, both past and present, provides an example of such contentions. The benefits of the food system revolution in the past century are incalculable. But as the food system industrialized and the need of agricultural workers declined, the people left behind inherited declining services, more problematic employment, and mounting disadvantages of relatively less income and cultural enrichment. The swelling exodus of ill-prepared rural migrants would translate rural poverty into an urban poverty with dire consequences of its own. A fear also continues to grow that technological pressures on natural resources may become so great as to be unsustainable. One may reasonably conclude from these unintended circumstances that land-grant universities have not completed a basic mission. In its most direct form, the question looms: "What may be done to alleviate the uncertainties faced by nonmetropolitan communities?"

Modernizing agriculture became a unifying aim of land-grant universities in the late nineteenth century and for much of the twentieth century. May not a massive response be made to issues of youth, families, schools, and supporting agencies as the twenty-first century draws near? Such a national movement would foster more effective partnerships with private and public entities, stimulate interdisciplinary research, adapt present and develop new service delivery models to meet youth's various needs, and strengthen policy and leadership development. A call for an intentional resolve of this kind on the part of higher education would revitalize the academic system and mobilize support for it, not unlike that which followed the G.I. Bill and the appearance of the Soviets' Sputnik.

Finally, it is difficult to ignore the seeming disconnection today between the extent and growth of the knowledge functions and the perceived weakening of civil society. Urgent calls mount in the dwindling years of the twentieth century for a recrudescence of a more civil society. No institution, and especially the university, may be excused from attending to a civic process which:

- Seeks a better balance of emphasis between economic and civic cultures.

- Helps people reconcile the often conflicting values of equality and freedom.

- Becomes a stronger helpmate to those engaged in voluntary action.

- Assists people to understand and cope with the turbulence and complexities of contemporary problem solving.

- Expands the participation in the information revolution and with the technologies spawned by it.

To summarize these afterthoughts on university outreach that reflect on both expected and unexpected consequences, few words do better than those of Ortega y Gassett from his classic *Mission of the University:* "...the university must intervene, as the university, in current affairs, treating the great themes of the day from its own point of view: cultural, professional, and scientific....In the thick of life's urgencies and its passions, the university must assert itself as a major 'spiritual power,' higher than the press, standing for serenity in the midst of frenzy, for seriousness and the grasp of the intellect in the face of frivolity and unashamed stupidity....Then the university...will become an uplifting principle in the history of the western world." [5]

**Notes**

[1] "$1.2 Million Kellogg Grant Funds Commission on the Future of State and Land-Grant Universities." ***Newsline,*** November 1996. Vol. 4, No. 9, p.1.

[2] ***University Outreach at Michigan State University: Extending Knowledge to Serve Society.*** A Report by the Provost's Committee on University Outreach. Michigan State University. October, 1993.

[3] David P. Mills, Jr., Ronald M. Cervero, Christine A. Langone, and Arthur L. Wilson. "The Impact of Interests, Power Relationships, and Organizational Structure on Program Planning Practice: A Case Study." ***Adult Education Quarterly.*** Vol. 46, No. 1, 1995, pp. 1-16.

[4] Julie Thompson Klein. ***Interdisciplinarity: History, Theory, and Practice.*** Detroit: Wayne State University Press, 1990. See also Julie Thompson Klein and William G. Doty, Editors. ***Interdisciplinary Studies Today.*** San Francisco: Jossey-Bass Publishers, 1994.

[5] Ortega y Gassett. ***Mission of the University. New*** York: W.W. Norton, 1944, p. 91.

# Appendix 1: Delphi Survey

# Change That Must Occur to Create the Twenty-first Century Lifelong University

## Results of the Capstone Symposium Delphi Survey

As higher education leaders, symposium participants are involved in creating the university of the future. Therefore, they were encouraged to participate in a two-round Delphi survey conducted during the symposium. The purpose of the survey was to assess what this group of leaders perceive to be the most important change that has to occur to enable higher education institutions to create the twenty-first century lifelong university.


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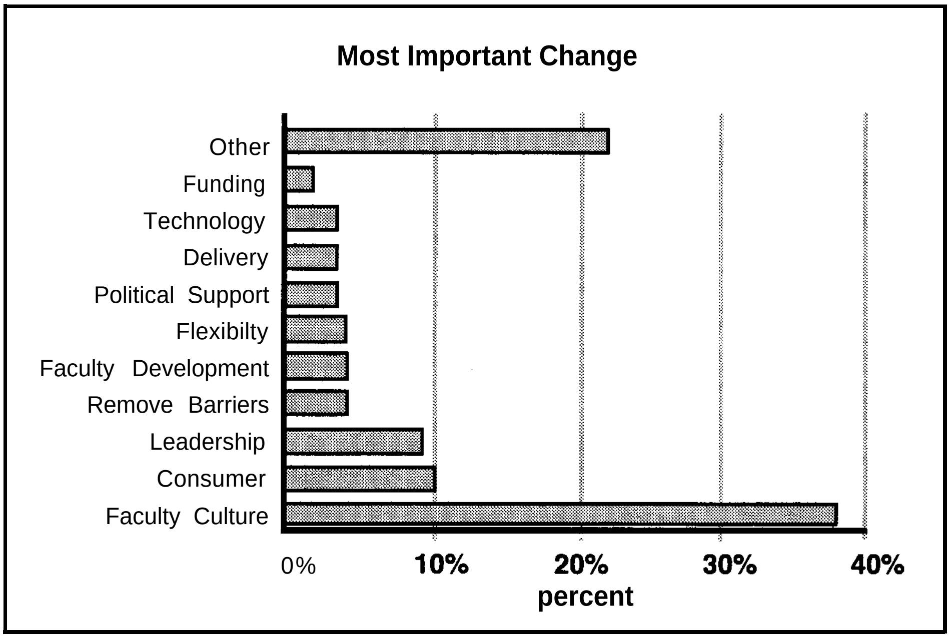
## Round 1

During Round 1 of the Delphi study, respondents were asked to indicate a single most important change that has to occur to enable higher education institutions to create the twenty-first century lifelong university. One hundred eighty-eight people (approximately seventy-three percent of those attending when the Delphi survey was administered) responded to this question. Answers varied from a short statement to several paragraphs. The majority of the respondents (thirty-eight percent) indicated that change in faculty culture was most needed for the lifelong university. Figure 1 illustrates the findings. Responses clustered into the following list.

- Increase program flexibility
- Increase consumer orientation
- Develop strong leadership
- Increase funding
- Increase faculty development
- Increase the delivery of resources to the users when, where, and how they need them
- Increase the use of technology to fulfill the educational outreach mission
- Change faculty culture
- Increase external political support
- Remove barriers among academic disciplines

**Figure 1**




## Round2

Based on the responses from Round 1, participants were asked to rank their three most important changes which must occur to enable higher education institutions to create the twenty-first century lifelong university. Clearly the most important change which respondents indicated was to develop strong leadership (thirty-eight percent). Twenty-three percent of the respondents said that changing faculty culture was the most important. Figure 2 details the respondents' number one choice. Interestingly, in Round 1, respondents indicated that changing faculty culture was more important than developing leadership.

Figure 2

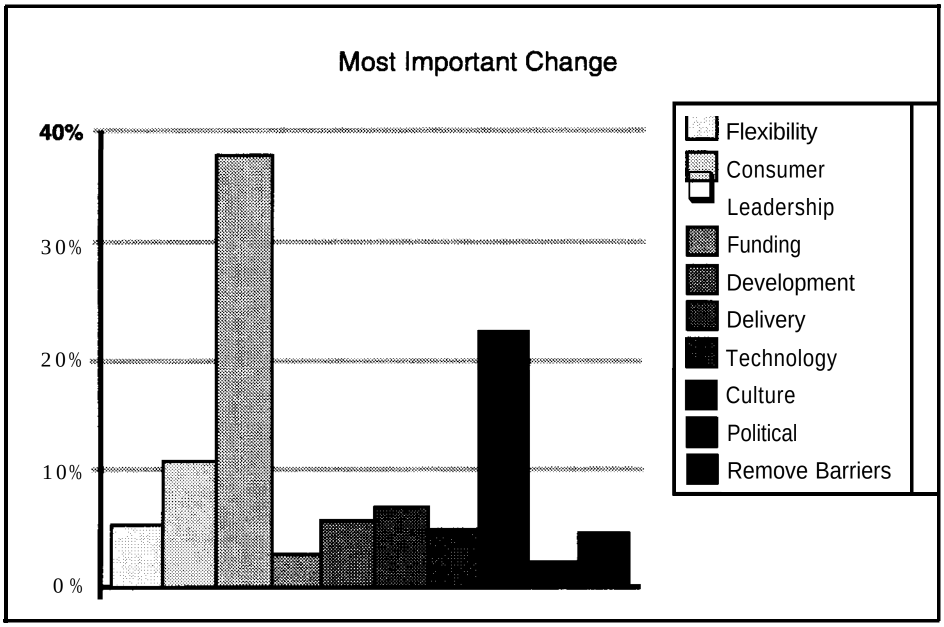



Table 1 provides the complete rankings by the respondents. As shown, respondents indicated that developing strong leadership was most important, followed by changing faculty culture. Of the respondents who indicated that developing strong leadership was the number one change, fifty percent indicated that changing faculty culture was the second most important change needed.

**Table 1. Round Two Delphi Survey Results**

| | First Choice | Second Choice | Third Choice |
|---|---|---|---|
| Increase program flexibility | 5% | 11% | 9% |
| Increase consumer orientation | 11% | 12% | 8% |
| Develop strong leadership | 38% | 14% | 13% |
| Increase funding | 2% | 1% | 10% |
| Increase faculty development | 5% | 12% | 13% |
| Increase the delivery of resources | 6% | 4% | 19% |
| Increase use of technology | 4% | 6% | 10% |
| Change faculty culture | 22% | 27% | 10% |
| Increase external political support | 2% | 3% | 2% |
| Remove barriers between academic disciplines | 4% | 10% | 8% |

When respondents were asked, “To what extent do you believe your institution is willing to make these changes,” thirty percent indicated that their institution was already acting on the need to change. Only six percent of the respondents indicated that their institution was not willing or would not think change is necessary.

## Leadership for What?

These findings, particularly the agreement around major needed changes, lead to further speculation. Who or what group within a university was implied as targets for leadership development? And, development of strong leadership for what purpose? Is there a relationship between developing strong leadership and changing faculty culture? Given these are responses from members of senior administrative teams, how might a sample of faculty members have responded? How might a sample outside academia have responded?

# Appendix 2: Poster Session

**I. Mission, Vision, and Positioning Posters**

**II. Leadership - Roles and Responsibilities Posters**

**III. Documenting and Assessing Outreach Posters**

**IV. Problem-Focused Community Collaboration Posters**

**V. Instructional Outreach Posters**

# I. Mission, Vision, and Positioning Posters

## Poster No. 1
## The Outreach Mission in Higher Education

Advances in technology, fiscal challenges, declining public confidence, changing demographics, and a host of other societal changes are forcing critical reviews of the mission and purpose of America's colleges and universities. As a consequence of this review process, much greater importance has been assigned to institutional missions as a guide to implementing many of these changes.

This project reports on an empirical assessment of college and university mission statements. A sample of 500 mission statements from institutions of higher education (stratified by Carnegie classification) was selected for content analysis and review. This analysis was driven by several basic questions which included the following: 1) How do colleges and universities describe their missions? (2) How do these missions differ by type of institution (using the Carnegie classification)? 3) How do these various institutions describe their outreach and service missions?

The implications of these findings are noted and discussed in light of recent criticisms from state legislators and public concerns with higher education. Implicit in this review is an exploration of the fundamental question of how well the missions of institutions of higher education match public expectations as well as addressing the growing educational, research, and service needs of American society.

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## Poster No. 2 Auburn University Outreach: A Case Concept Presentation

Recent revelations and changes at Auburn University have resulted in a renewed consideration of the University's extension/outreach mission. In an effort to address emerging outreach issues, a University Outreach Council was created and designed to 1) improve communications and coordination, 2) advise on outreach, and 3) provide a base for universitywide outreach leadership. The Council's objectives are to define outreach as an academic enterprise, to determine how best to integrate outreach into the university, to anchor outreach in university rhetoric, policy, and practice, and to provide a comprehensive, responsive, and efficient management structure for outreach activities. A deliberate effort has been made to integrate outreach into the fabric of the university and thereby significantly affect the relationship between the university and the larger society.

The Auburn University case is a work in progress, and significant lessons have been learned at each phase of development. This poster presents some of the lessons learned, and discusses a number of issues that have

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been raised in recent months. In addition, information is presented which compares and contrasts the outreach program at Auburn with the outreach programs of several other universities (e.g., Oregon State, Michigan State, Wisconsin).

## Poster No. 3 The School of Community Service: A Model Structure for a Metropolitan University

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The University of North Texas recently adopted a revised mission statement which placed greater emphasis on outreach and service to the Dallas/Fort Worth Metroplex and the North Texas region. One of the major organizational entities at the university for delivering applied research and professional service to the region is the School of Community Service (SCS). The School of Community Service is a school of applied social and behavioral sciences with eight departments.

This case study explores the evolution of the School's outreach mission and describes the challenges of moving from a traditional value orientation to one that places greater emphasis on outreach and service. Concerted efforts are underway to embrace innovative approaches in linking traditional disciplines to non-traditional activities, as well as to develop international relationships and stress interdisciplinary teaching, research, and service where appropriate. The role of the School of Community Service in operationalizing the university mission is discussed.

## Poster No. 4 Outreach as a Component of the Total Restructuring of a University

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The Ohio State University's current understanding of outreach has been heavily influenced by efforts to restructure and streamline the university so that it can more effectively achieve its goals. Rather than create another department or center for outreach activities, the university has decided to make outreach the responsibility of the President's Executive Committee. This university decision was based on a recommendation by the Ad Hoc Committee on University Outreach.

A survey of university departments and centers identified a wide variety of outreach efforts already underway. The Ad Hoc Committee capitalized on this fact, developing recommendations and methods of collaboration that allow the university community to conduct multidisciplinary efforts which are capable of addressing complex societal issues.

## Poster No. 5 Centralized/Decentralized Structure for Accomplishing University Outreach

As a land-grant and a sea-grant university, The University of Georgia has developed a concept of service (outreach) which rests upon the premise that university service faculty live and work among the people of the state, the proprietors of the University. It also rests upon the premise that the character of university outreach programs is determined by the people. Service faculty members are in the business of sensing change and devising university programs which bring to bear the resources of the university upon the challenges and problems that accompany change. New technologies, the readjustment of old programs to new challenges, and innovative methods for assisting the decision-making processes of a rapidly reconfiguring society are hallmarks of the Georgia concept.

The Georgia concept of service (i.e., outreach) places service on an equal and complementary footing with the teaching and research functions of the university. It emphasizes the delivery of outreach through a unique system of long-established institutes and centers which work in close harmony with programs in the university's schools and colleges. It strives to imbue each faculty member with a sense of the obligation and excitement of outreach in the land-grant tradition.

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## Poster No. 6 Natural Progression: Quantum Leaps

There is considerable optimism for the future of the University of Missouri-Columbia's Extension and Continuing Education programs. Two of Missouri's academic deans share their reflections on a new land grant mission. Dr. Bea Smith, Dean for the College of Human Environmental Sciences and Dr. Roger Mitchell, Dean for the College of Agriculture, Food and Natural Resources, present examples of how outreach is integrated into the university's mission.

The university has examined the merging roles of land-grant institutions and has identified a series of questions that individuals are responding to:

1. What is a progressive land-grant mission?
2. What is distinctive about a land-grant institution?
3. Has the land-grant concept outlived its academic and social utility?
4. Is the concept of outreach a distinguishing function of a land-grant institution?
5. Would most research universities have outreach as fundamental mission?

The insight and experience of these two deans, plus the insights gained from working closely with faculty and a wide range of individuals, serve to bridge the gap between the educational resources of the institution and the needs of the public.

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# II. Leadership Roles and Responsibilities Posters

## Poster No. 7 Extension Faculty and Academic Staff Workload Policy Development through the UW Systemwide Extension Council


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This poster discusses the development of an extension faculty and academic staff workload policy. The University of Wisconsin-Extension (UWEX) has been charged with leading and coordinating extension education programs across the fourteen institutions of the University of Wisconsin System (UWS). UWEX supports faculty who work in the UWS institutions and in the Wisconsin counties. The University of Wisconsin Systemwide Extension Council (UWSEC) was created to allow the UWEX chancellor to receive advice from faculty across the UWS.

Recently UWS required that each UWS institution have a faculty workload policy. UWEX was interested in a policy that would be useful for its own faculty and faculty at the other institutions engaged in extension and continuing education. Therefore UWEX turned to UWSEC to help develop its faculty workload policy. The UWSEC shaped and created a workload policy with clear definitions for Extension Teaching and Program Development, Applied Research and Creative Scholarship, and University/Professional Service. The policy was shared with UWS and with each of the UWS institutions, and it has become useful on several campuses as they have developed their workload policies.

## Poster No. 8 MeetMichigan: Orienting Faculty and Staff to the Partnerships between Michigan State University and Michigan's Communities


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As part of its commitment to building faculty capacity across the mission, the provost sponsors one-day and four-day off-campus bus tours that enable faculty to both observe Michigan State outreach activities in situ and also interact with community leaders and university field staff. The wide mix of disciplines and departments represented by faculty members on each tour also fosters better cross-unit understanding and cooperation. Several interdisciplinary research/outreach projects have arisen from relationships established on the MeetMichigan bus.

## Poster No. 9 The UW-Extension Administrative Leadership Program: Building a Foundation for Leadership

The University of Wisconsin-Extension (UWEX) has been charged with leading and coordinating extension education programs across the fourteen institutions of the University of Wisconsin System (UWS). The UWS has a long history of shared governance among faculty, staff, and the administration. Extension program personnel handle the daily administration in extension, continuing education, and public broadcasting programs. The Extension Administrative Leadership Program (EALP) was developed for faculty and academic staff professionals working in extension, continuing education, and public broadcasting. The goal was to provide a select group of individuals with a broader institutional perspective, to assist them in learning administrative tools, and to develop their leadership potential.

A competitively selected class of 25 extension individuals has met every other month for two years in one- or two-day seminars. The class provides a forum in which to share lessons learned and to create new ideas for university-based extended education. EALP graduates have become a cadre of leaders working throughout the organization who instill this broader perspective in their work units. They also become teachers of their colleagues about both administrative practice and leadership skills.

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## Poster No. 10 Faculty Outreach Survey

The Evaluation Division of the Institute for Public Policy and Social Research (IPPSR) was commissioned to evaluate all facets of the W.K. Kellogg Foundation Lifelong Education Grant to Michigan Statue University. IPPSR was to assess faculty attitudes toward outreach, investigate faculty outreach practice, and place outreach into the context of all of the other demands facing faculty. It is important to understand attitudes, practices, and contexts because it is the faculty of MSU who will determine the degree to which outreach is woven into the fabric of the university.

A questionnaire was developed and sent to all faculty at MSU in order to assess the degree to which outreach attitudes, practices, and contexts vary across departments, colleges, disciplines, professions, and career paths. For about one-fourth of the items, historical data is available which can be used to determine whether the relative position of outreach has changed and, if so, to what degree. The analysis of faculty outreach activities serves as the capstone of the total grant evaluation and is used to frame conclusions and recommendations concerning the future of outreach at MSU.

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## Poster No. 11 Michigan State University: Our Leadership Priorities in Michigan – Economic Impact Report

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In 1994, under the leadership of the associate vice president in the Office of the Vice President for Governmental Affairs, an Impact Study Design Team was formed consisting of key administrators from the Office of the Provost and the Office of the Vice President for Finance and Operations and Treasurer. The team collected information on the programs of Michigan State University, and it reviewed economic impact statements produced by other universities. The net result of these efforts was a two-volume publication which provides an overview of MSU's presence and its economic impact in each of Michigan's 83 counties (electronic versions of this document are available via Gopher and the World Wide Web). Production of the written and electronic reports was managed by the Division of University Relations and the Office of Computing, Technology, and the Libraries.

These products were targeted primarily at state legislators and the Michigan Congressional delegation in an effort to provide them with timely information. Secondary audiences included other governmental and business leaders, chambers of commerce, and the news media.

# III. Documenting and Assessing Outreach Posters

## Poster No. 12 Oregon State University: Changes in Faculty Promotion and Tenure

Recent changes at Oregon State have resulted in faculty members receiving greater rewards for participation in outreach/extension related activities. When President Byrne created Extended Education at OSU, he stated that "the extended education mission...is considered of equal importance to that of instruction and scholarly creativity....To assure that faculty directly involved in extended education are appropriately recognized and rewarded, evaluation and reward systems . . . will be reviewed and . . . revised." Resulting changes from this review process included the following:

- The dean of extended education was added to the University Promotion and Tenure Committee.
- Academic units will ensure that their promotion and tenure committees are qualified to evaluate extended education activities.
- Scholarship is defined as "intellectual work whose significance is validated by peers and which is communicated."
- Candidates will be evaluated based on their position description, which will emphasize the importance of job performance, scholarship, and service.
- Vita format will include sections on the following: (a) teaching, advising, and other assignments, (b) scholarship, and (c) service, in that order.
- Candidates will include a three-page statement that addresses their primary contributions.
- Efforts to collaborate with others and form project teams will be noted in the reward and evaluation process.

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## Poster No. 13 Encouraging and Recognizing Faculty Involvement in Outreach

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Assessing and rewarding faculty outreach performance is examined through the recent experience of The University of Wisconsin-Madison. Criteria and guidelines for assessing faculty outreach performance, plus analysis of a fictionalized promotion and tenure packet, is presented to help demonstrate the criteria used in decision making.

## Poster No. 14 A Faculty Guide for Relating Public Service to the Promotion and Tenure Review Process

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This display focuses on a guide which was written by James A. Farmer, Jr. and Steven F. Schomberg in cooperation with the members of the Senate Committee for Continuing Education and Public Service, 1990-1993. Material for this guide was drawn from a 1991 study of faculty views about public service. In the first part of the guide, public service is described, and examples of this type of activity are presented. Potential sources of confusion about public service are identified and discussed. In the second part of the guide, suggestions are made for planning, documenting, and evaluating public service.

The guide is useful to faculty whose public service responsibilities are either a major or minor component of their job duties. Department heads may also find the guide helpful as they advise faculty members on the preparation of materials for promotion and tenure review.

## Poster No. 15 Points of Distinction: Evaluating Quality Outreach

What is quality outreach? How do you define it? How do you document the process and outcomes? How do you evaluate it at the project, academic unit, and individual faculty member levels? Michigan State University unit and faculty leaders — participants in a provost-charged working committee on evaluating quality outreach — share their work that has resulted in a guidebook for planning and evaluating outreach. Four dimensions of outreach quality are identified — significance, contextualization, scholarly characteristics and contributions, and external and internal impacts. In addition, components within each of these quality dimensions are suggested. Examples are provided of both qualitative and quantitative indicators of these dimensions, and these indicators may be used as evidence and cited in documentation.

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# IV. Problem-Focused Community Collaboration Posters

## Poster No. 16 Urban Outreach: Building an Effective Community and Federal Partnership

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In 1992, the U.S. Congress passed the Community Outreach and Partnership Act. This act — which was modeled after the urban outreach program of Michigan State University's Center for Urban Affairs Community and Economic Development Program — is intended to provide support for research and community outreach activities which are designed to help solve locally identified urban problems. This innovative partnership with HUD recently awarded support to 18 universities across the nation to replicate this model in targeted urban areas. The potential to significantly complement the activities of institutions of higher education in urban communities is greatly enhanced by this federal partnership.

This poster discusses the act, its history, and the MSU model it is derived from. It also describes current activities being undertaken by MSU in Detroit, Lansing, Saginaw, and Grand Rapids, Michigan. Implications for the future of urban outreach by higher education institutions are discussed.

## Poster No. 17 Putting Research into Practice

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The Institute for Public Policy and Social Research (IPPSR) follows the land- grant tradition by not only upholding a high standard of excellence in database, evaluation, and survey research, but also by tying these activities to the needs and concerns of the community. IPPSR conducts economic, social, and tax analyses through the largest and most comprehensive electronic database ever assembled on Michigan's economy, demography, fiscal structure, and society. Besides providing database information and conducting analyses, IPPSR specializes in telephone and mail surveys which are designed to collect the most unbiased, reliable data possible to lend to the decision-making and problem-solving process. IPPSR also develops a variety of forums and conferences which call both academicians and practitioners together to discuss how valuable research knowledge can be put to practice. The IPPSR poster displays specific activities that are currently underway at the Institute. This includes information on the State of the State Survey (a quarterly survey of citizen opinions on current issues), the Michigan Demographic Fact Sheet (an important "at-a-glance" informational resource), and information on the IPPSR Forum Series (six luncheon presentations on issues facing communities).

## Poster No. 18 NEM On-Line

NEM On-Line is the electronic communication network of the Michigan Network for Excellence in Manufacturing (NEM). Under a Technology Reinvestment Project (TRP)-funded activity led by Michigan State University, a statewide information and communication system is being developed on the Internet to link specialist resources, industrial extension agents, and small manufacturers in the state of Michigan. Display and discussions about this project focuses on issues from three perspectives:

- Accessing both public and private sources of information through the Internet.
- The organization of information on the Internet.
- The role of the human interface relative to this electronic system.

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## Poster No. 19 Health and Safety Solutions

The MSU School of Labor and Industrial Relations has offered high quality health and safety training programs on a nationwide basis for nearly two decades. Emphasizing practical applications and a "hands-on" approach, both employers and employees are assured that the training will be immediately useful in the work environment.

Program staff can help to identify the particular problems facing employers, and they can recommend pragmatic solutions. No "canned answers" are given — all programs are custom-made and focus on those areas of the law that a client group needs to know. Prior to training, a staff specialist conducts a site visit to facilitate the design of the program. Times and dates for on-site programs are set to meet the client's schedule. The fees for each course are based on the number of participants, as well as the number of hours spent in training.

Noncredit course offerings include specific topics within each of the following generalized areas: hazardous waste, emergency response, confined space entry, and medical/first aid. Courses have been offered to a wide range of organizations in both the public and private sector.

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## Poster No. 20 UM-St. Louis: Partnerships for the Future

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The University of Missouri-St. Louis is a 30-year-old campus located in the population center of Missouri. Partnerships have been integral to the university's success in developing and fulfilling its land-grant mission. These partnerships have yielded meaningful and mutually beneficial collaborative efforts with cultural, educational, business, and governmental agencies and organizations. UM-St. Louis currently has hundreds of formalized partnership arrangements. Many of the initial partnership efforts have now evolved into activities involving additional agencies and organizations.

The UM-St. Louis presentation showcases the life cycle of initiating, managing, and perfecting successful outreach partnerships. Specific partnership initiatives are described.

## Poster No. 21 Enhancing Alignment between Traditional Campus Practices and Emerging Regional and National Economic Development Needs

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The Office of Economic and Regional Development (OERD) was established in 1985 at Southern Illinois University at Carbondale in response to a mandate from the Illinois Board of Higher Education to provide regional economic development services. The Small Business Incubator, which now averages 650 business clients a year across a 20-county area, was the outcome of the first decade of OERD efforts. Its success has come from the joint efforts of members of the university and regional entrepreneurs to develop new businesses. Faculty consulting on technology, management, and production issues have provided opportunities for their further professional development, and for the involvement of their students in real-world problem solving activities. In addition, the successes and setbacks of businesses have provided university members with the opportunity to examine the impact of business practices. Further outreach needs must still be met, however. Of particular note is the university's current investigation — via its recently formed Task Force on Outreach — into how the university's role in providing instruction, research, and service can be aligned with the more traditional campus practices while simultaneously serving wider regional and national needs.

## Poster No. 22 Community-based Learning Courses: Reaching Across Campus

This case of campuswide community-based learning courses demonstrates the range of coursework in which academic content is connected to community projects. Higher education has been urged to expand upon the pedagogic importance of service experiences. Shulman (1991) has recommended that this expansion include making “public and community service a clinical component for the liberal arts and sciences.” Portland State University has taken this suggestion seriously, and community-based learning experiences have become a campuswide phenomenon at this University.

The display of “Community-based Learning Courses: Reaching Across the Campus” includes artifacts and photographs from Black studies and English courses, community products from speech communications and education courses, and video clips from math and sociology courses. Two specific examples of community-based learning courses are highlighted: Professor Joseph Poracsky’s geography course in which PSU students worked with public school teachers and student teams to develop skills in inventory mapping for the Green City Data Project, and Professor Milan Svoboda’s public health education course in which PSU students worked in community health agencies on tasks related to current health issues and also developed projects collaboratively with the agencies.

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# V. Instructional Outreach Posters

## Poster No. 23 Michigan State University Library Outreach Services: Access to Information Resources from a Distance

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The advent of new technologies in information access and delivery has made it possible to provide library support and services for off-campus programs. This display describes services provided by MSU Library Outreach Services and the various procedures and mechanisms involved in providing successful information support from a distance. This poster is an opportunity for Library Outreach Services to share its information delivery experiences with members of other universities, and to also learn from the experiences of others through informal discussions.

## Poster No. 24 Oklahoma Department of Human Services Satellite Training Network

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In January of 1994 Oklahoma University's College of Continuing Education joined with the Oklahoma Department of Human Services (DHS) to develop the agency's live, interactive Satellite Training Network (SATTRN). SATTRN provides for the delivery of comprehensive, professional training to over 9,000 DHS employees, 20,000 service providers, and thousands of DHS clients scattered statewide. Under OU's direction, the project represents a coordinated effort among Oklahoma's higher education, vocational education, and government communities.

## Poster No. 25 The MSU School of Social Work's Distance Education Initiative

In response to very strong indications of interest from bachelor-level social work practitioners in northern Michigan, the faculty of the Michigan State University School of Social Work unanimously approved the Distance Education Initiative (DEI) early in 1993. The School has established two MSU programs — one in Gaylord and one in Marquette — with all courses offered on site through interactive television. Both programs involve local faculty, advisors, and staff in addition to the TV monitors and cameras. The programs have been approved by the national social work education accrediting organization.

These two programs will add considerably to the number of professionally trained service providers in northern Michigan, with each program contributing at least 40 graduates. There will also be increased linkages between and among local agencies and the School of Social Work.

In addition to the impact on students and agencies at the distant sites, participation in the DEI has also affected many aspects of the MSU program on the main campus. Finally, the DEI has provided an opportunity for the School of Social Work to examine its mission and role within a land-grant university approaching the 21st century — where communications technology and lifelong education will come together.

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## Poster No. 26 All-University Outreach Science Challenge Project for High School Students: Using a Computer-Assisted Personalized Approach with the Networked CAPA System

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The All-University Outreach Science Challenge for High School Students is a collaborative program with high school science teachers that is intended to motivate and challenge students to improve and then demonstrate their understanding of science, as they simultaneously become more familiar with the Internet. This project uses the MSU-developed networked software system CAPA, which provides a Computer-Assisted Personalized Approach to problem solving. Included in the program is a search and discovery project in which students uncover the mysteries of intriguing physical puzzles. The goal is to provide students with challenging qualitative and semiquantitative material. The selection of problems and puzzles was made in collaboration with high school teachers.

In 1995 the pilot program included 7 teachers and 331 students from across the Midwest, and the problem set included both chemistry and physics. Students and teachers were very enthusiastic about this project; teachers provided the following comments: “My students are loving this project. Many of them are totally obsessed with finding the answers,” “The students enjoyed the puzzles and the problem sets, and recommended doing it every year hereafter,” and “I would definitely do this again.“ Participation is expected to expand in 1996 and will include other sciences and mathematics.