

**Progress Report to PODC
May 1996
By
Outreach/Seamless Work Group
Submitted by David L. Rogers, Utah State University**

Selected Definitions of Outreach

Michigan State University

" 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 that are consistent with university and unit missions."

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

(Used in Michigan State University, Faculty Outreach Survey),

Forms of outreach:

1. Knowledge Extension-extension of the university's research capacity to nonacademic audiences through activities such as: applied research and technical assistance, demonstration projects, evaluation of ongoing programs, technology transfer, policy analysis, and consulting undertaken in conjunction with the unit's programs or the advancement of a unit's mission
2. Instructional Extension-extension of the campus instructional capacity through credit/noncredit courses, seminars, workshops, exhibits, and performances to off-campus or non-traditional audiences.

University of Wisconsin

Extension faculty serve the citizens of Wisconsin through the discovery, integration, application, and exchange of knowledge between the university and society. Extension education provides access to education and university resources outside the traditional university classroom. Extension faculty engage in three major components of extension education: teaching and program development, applied research and creative scholarship, and university/professional service. (See page 3 for specific activities covered)

Faculty Educational Workload Policy, University of Wisconsin-Extension, no date)

University of Minnesota

Outreach is the transfer and exchange of knowledge between the institution and society. It provides new knowledge and leadership to catalyze the growth and development of individuals, communities, businesses, and the greater society, and provides input to the institution from society. The outreach effort is outside the formal degree-granting process, occurs in a variety of forms and places, and is an integral part of the broader University mission.

The mission of outreach is to improve and enhance the quality of life, economy, and the environment through the transfer and exchange of knowledge between the University and society.

Vision of University of Minnesota outreach includes these key elements:

- * part of a knowledge system that generates, transmits, and applies knowledge
- * addresses complex societal issues by drawing on the full breadth of academic expertise
- * two way exchange between society and the University
- * equitably accessible to a diversity of people and challenges in society
- * focused approach, with priorities established university wide and within units
- * collaborative arrangements with organizations, agencies, and institutions
- * unbounded geographically, taking place on or off campus, within and beyond the state
- * innovative program development methodologies and delivery technologies
- * high quality ensured through ongoing planning, evaluation, and incentive systems
- * adequately funded through a variety of public and private sources

Outreach at the University of Minnesota- A Strategic Plan, Report to the President, 1993

Colorado State University

Outreach is defined as University-sponsored education and technology-transfer activities that occur off campus, outside the formal degree-granting process. Employing a variety of delivery methods and settings, outreach is an integral part of the broader University mission that catalyzes the flow of research-based knowledge to individuals, businesses, and communities. Outreach does not include service on University, local community, or professional committees.

Cooperative Extension functions within the confines and context of institutional outreach, which is one three primary responsibilities of the land-grant university. Cooperative Extension is one of several organizations with the university that delivers outreach educational programs.

Cooperative Extension 2000: Charting the Course for Change, June 1995.

Auburn University Extension Outreach

As a Land Grant Institution, Auburn University bears responsibility for extending resources to all segments of the state's population. ...The need is great for research-based information and faculty expertise in the state of Alabama and throughout the world.... Dedicated outreach is the key to meeting these opportunities.

The primary purpose of extension is to gather and share information which can be applied to address specific needs of a client group. Extension methods include demonstrations, consultation, technical assistance, meetings, workshops, seminars and short courses. Production and distribution of pamphlets, monographs, brochures, videotapes, slide sets, television and radio programs are other means of providing useful information to people who need it. Effective extension requires needs analysis, programming, delivery, and documentation in much the same manner as research or instruction.

Auburn University Extension, A Grand Tradition...An Exciting Future, August, 1993.

Oregon State University

Extended education at Oregon State University is the business of every institutional unit-academic, interdisciplinary, or specialized. It is the University's *third mission* complementing and drawing upon its missions in education and research. While all faculty may not engage in extended education activities, those who do will be recognized and rewarded for their accomplishments equally with their roles and accomplishments in teaching and research.

Forms of Scholarship. Scholarship creates something that did not exist before that is validated and communicated to others: new understanding in the minds of students, new knowledge about ourselves and our universe, new beauty that stimulates the senses, new insights, and new technologies and applications of knowledge that can benefit mankind. The forms include: teaching and learning, discovery, artistic creativity, integration, and application.

Organizing, Planning, and Implementing Extended Education at Oregon State University: A Report to the Provost and Executive Vice President, Oregon State University, April, 1994

Clemson University

Commission on Extended Educational Services recommends that Public Service be defined as "informal and continuing education, . technical assistance, or specialized professional consultation rendered on a compensated or non-compensated basis outside the traditional university setting to businesses, industries, agriculture, and natural-resource related interests, schools, local governments, state government agencies, or directly to citizens of South Carolina."

Commission on Extended Educational Services is charged with: 1) choosing a narrow (agricultural) or some broader focus for public service; 2) defining public service, 3) recommending changes in the University's procedures to better reward public service; and 4) suggesting changes in the University's administrative structure to improve delivery of public services to the citizens of South Carolina.

A Case Study: Expanded Outreach at Clemson University: A Report to NASULGC, May, 1994

The Ohio State University

The Ohio State University is committed to teaching, research, and service that meets society's needs. Therefore, as we function, we achieve our outreach objectives through our three-fold mission:

- * Outreach is that aspect of teaching that enables learning beyond the campus walls.
- * Outreach is that aspect of research that makes what we discover useful beyond the academic community.
- * Outreach is that aspect of service that directly benefits the public.

Whether or not an activity is outreach may be determined by who is using it, where it takes place, and/or how it is used by society. Outreach is a scholarly activity that must meet the same quality standards expected of on-campus teaching research and service. It is a valuable endeavor to be undertaken by faculty and staff.

Through teaching that is outreach, the learning may take place in a graduate credit course to professionals off campus. It may be through a non-credit course at a worksite, also among young people on campus during a week-long summer symposium.

Outreach is that aspect of research may include collaborative, problem-solving research with external individuals or organizations.

Outreach that is service may include the donation of professional skills through volunteer counseling, or health or legal services. Service is outreach when a laboratory is made available to a fledgling business to test a new product.

Outreach at The Ohio State University: A Report by the Ad Hoc Committee on University Outreach. Submitted to Provost Sisson, March, 1995.

Sample of Promotion and Tenure Guidelines

Oregon State University Promotion and Tenure Guidelines, July, 1995

Guidelines will become effective, in 1996. Recognize faculty contributions in teaching, advising, and other assignments; in scholarship and creative activity-, and in institutional, public, and professional service.

Teaching includes extended education as well as other assignments such as extension(extending the University's programs and expertise to publics off campus) and will be evaluated by standards appropriate to the field.

Michigan State University Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach, October, 1995

Guidebook is being tested in a variety of academic units during 1995-96. Four dimensions of quality outreach have been identified: significance, contextualization, scholarly characteristics and contributions, and external and internal impacts. For each of these dimensions, components are suggested, with examples of both qualitative and quantitative indicators that may be used as evidence and documentation. As questions and indicators suggest, outreach quality can be assessed to some extent by using familiar measures already employed to assess teaching and research.

MSU Matrix for Evaluating the Quality of Outreach Activities

Dimensions:

1. Significance
 - Project Goals
 - Target Audience
 - Issue/opportunity to be addressed
 - Consistency with University and unit missions resources
2. Contextualization
 - Appropriateness of Expertise
 - Degree of Collaboration
 - Sensitivity to Diversity
 - Methodological Approach
3. Scholarly Characteristics' and Contributions
 - Knowledge Generation, Application, and Dissemination and Preservation
4. External and Internal Impacts
 - Impact on Issue
 - Sustainability and Capacity Built
 - Mutual Connections/Benefits Between University and Community
 - Impact on University

Kellogg Commission on the Future of State and Land Grant Universities

First board meeting, January, 1996

"Renewing the Promise of State and Land Grant Universities", April 1996

Five Issues for the three-year agenda for change:

1. The student experience- placing the student experience-graduate and undergraduate, tradition and non-traditional-at the heart of our institutional concerns.
2. Campus culture-examining traditional rewards on campus.
3. Access-maintaining access as a priority, despite financial pressures.

4. Engaged institutions-going beyond extension and outreach to become more productively involved with communities.
5. A learning society-creating an America that encourages learning throughout life.

ECOP group "Extension in 1997 and in 2007" meeting in Tucson, May 1-3, 1996.

Purpose to draft a document for presentation to ECOP at summer meetings in Maine

Items discussed included:

- A. The university's comparative advantage in an information society is its breadth and depth of knowledge base and ability to innovate and create new ideas in response to society's needs, to be an engaged university.
 - I. An engaged university systematically and financially encourages:
 - 1) internal and outreach partnerships
 - 2) student involvement
 - 3) inter and intra-university collaboration
 - 4) public and private partnership to promote application of research
 - 5) includes broad constituencies
 - II. Selected Engagement Strategies Include:
 - 1) fee-based professional updating, credentialing, and flexible degree programs
 - 2) industrial and corporate affiliate programs
 - 3) Membership in subscriber-based programs
 - 4) technology networks and information and distance learning services
 - 5) university-community affiliate programs
 - 6) education and training contracts with public and private units
 - 7) student field studies
 - 8) licensing, patenting, copyrighting of intellectual property
 - III. Existing Organizational Resources include-.
 - 1) General extension, continuing education/life long learning
 - 2) Professional continuing education (fees for services)
 - 3) Specialized outreach units
 - 4) Nonprofit public/private partnerships
 - 5) University public affairs, cultural, and arts programs
 - 6) Cooperative extension
 - 7) Agricultural experiment stations
 - 8) Continuing education, degree programs
 - 9) Small business develop centers
 - IV. Value of Engaged University includes:
 - 1) Enhancement of lifelong student learning

- 2) Brings change to campus culture
- 3) Facilitates development of a learning society
- 4) Provides access for both resident and lifelong students to research and knowledge generated in response to societal issues

Outreach Issues- Presented and Discussed at Conference on Outreach and Technology Transfer, 1994

1. Defining Outreach
2. Outreach Planning and Accountability
3. Faculty and unit-level Incentives and Rewards
4. Funding Outreach
5. Enhancing Interdisciplinary Problem-Focused Outreach
6. Administering Outreach
7. Preparing Faculty for Outreach
8. Involving Students in Outreach
9. Enhancing Outreach Leadership
10. Building an External Constituency for University Outreach

There is a new Journal called the Journal of Public Service and Outreach that started in Spring of 1996