

UNIVERSITY of NEW HAMPSHIRE

Excellence in Outreach Scholarship

Outreach Scholars Academy

Workshop # 1 – Where is the Scholarship in Outreach Scholarship?

Audience: Class of 10-15

Duration: 6 hours

Equipment needed: Projector for PPT presentation, flip chart, markers

Staff: Facilitator/Presenter, scribe, coaches

Handouts:

- Instructions for Exercises
- PPT – in handout format
- National Review Board (NRB) Evaluation Criteria
- 2 Case Studies
- Cards for card sort exercise

Objectives/Outcomes:

- To become knowledgeable about outreach/engaged scholarship
- To be able to differentiate engaged scholarship from other forms of scholarship
- To apply the criteria and standards of quality engaged scholarship.

Workshop Component	Time	Method
Introduction to outreach scholarship at our institution	½ hour	Local outreach director
Introduction – Being Part of the National Agenda Placing context – intellectual/ conceptualization framework via 5 “punctuations”	½ hour	PowerPoint Readings: select 1 of the following: Wingspread Journal article Scholarship as Architecture Conceptualization of SOE

Definition of Outreach Scholarship	1 ½ hour	Presenter
a) What is outreach/ engagement?		Needed: <ul style="list-style-type: none">• PPT presentation• PPT handout

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b) What is scholarship?		
c) What is scholarly outreach?		Pause point after first 20 minutes.
d) Engaged scholarship compared with traditional scholarship		
e) What are the opportunities for engaged scholarship at this institution?		Total group discussion—15 minutes; what are your thoughts?
BREAK	1 hour	Lunch
Engaged Scholarship Card Sort Conduct Exercise 1 Debrief	1/2 hour	In 4 <i>random</i> small groups, sort cards by whether or not they are examples of engaged scholarship at your institution and /or within your department. Needed: <ul style="list-style-type: none"> • Exercise 1 • 4 sets of cards
Understanding Criteria and Standards of Quality Engaged Scholarship	½ hour	Handout: <ul style="list-style-type: none"> • NRB Criteria
Applying Criteria and Standards to Planning and Evaluating Outreach Scholarship Group work on Cases <ul style="list-style-type: none"> ➤ Is this work outreach/engagement? ➤ Is this work scholarly? ➤ What advice makes this more engaged and more scholarly? ➤ How would you document this as scholarly outreach? 	½ hour	Small Group Work Needed: Handouts <ul style="list-style-type: none"> • Exercise 2: Case Studies directions • High school biology case • Hospital economic impact case • NRB criteria Each group record on flip chart
Debrief	15 minutes	Total Group—report and discuss
BREAK	15 minutes	Snacks
Your Engaged Scholar “Case” Scholars begin to frame their project idea as engaged scholarship.	45 minutes	Reconvene in 4 “coaching” small groups.

<p>Introduce their projects –</p> <ul style="list-style-type: none"> ➤ Each participant works individually to “frame” his/her idea for a scholarly outreach partnership. (10 minutes) ➤ How is this work outreach/engagement? ➤ How can this work be scholarly? (Use criteria) <p>Small group discussion:</p> <ul style="list-style-type: none"> ➤ Share their ideas for a potential project for this Outreach Scholars Academy (8 minutes each, 25 minutes total) ➤ Others provide advice to make more engaged and more scholarly ➤ Group brainstorms what these projects have in common, in what ways they differ, and what the mutual challenges are (5 minutes) ➤ Group report of themes/challenges (5 minutes) 		<p>Needed:</p> <ul style="list-style-type: none"> • Exercise 3: Framing Scholarly Outreach Planning Form • Flip chart and scribe to record themes
<p>Summary, Homework for Next Session</p>	<p>15 minutes</p>	<p>Needed:</p> <ul style="list-style-type: none"> • Exercise 4 Assignment/Home Work
<p>Resources to be most helpful</p>		<p>Selected readings in notebook and on Web-based support such as Blackboard</p>
<p>Preview Workshop II</p>		<p>Presenter</p>

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Workshop # 1 – Where is the Scholarship in Outreach Scholarship?

Objectives/Outcomes:

- Enhance knowledge about engagement and outreach scholarship;
- Enhance understanding of engaged scholarship as another form of scholarship;
- Application of the criteria/standards for quality engaged scholarship using case examples.

Introduction

Being Part of the National Agenda

Definition of Engaged Scholarship

1. What is outreach/engagement?
1. What is scholarship?
2. What is scholarly engagement/outreach?
3. How does engaged/outreach scholarship compare with traditional scholarship?
4. What are the opportunities for engaged outreach scholarship at this institution?

LUNCH

Engaged Scholarship Card Sort

Understanding Criteria and Quality Engaged Scholarship

Group Work on Cases

1. What would make this case more engaged and more scholarly?
2. How would you document this as scholarly engagement/outreach?

Your Engaged Scholar “Case”

Scholars being to frame their project idea as engaged scholarship.

Summary, Homework for Next Session

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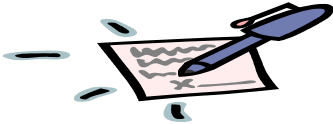
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Exercise 1 - What “Counts” as Engaged Scholarship?

1. At your table, quickly go through the deck of cards creating stacks of those activities that would “count” at your institution or your department as evidence of engaged scholarship.
2. Discuss
 - a. What criteria evolved as to what “counted” and what did not? How would it “count?”
 - b. Where was there agreement? Where was there disagreement, that is, where were the boundaries unclear?
 - c. Are there cases where an activity could be made to count, that is, could be the activity be made more scholarly or show more evidence of impact?
3. One participant reports on trends that emerged about what counted as engaged scholarship.

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Editorial board for journal

Monograph in teaching

Invited paper / symposium
(state)

Invited paper / symposium
(regional)

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Invited paper / symposium
(national)

Published book in your field

External grant proposal

Editorial consulting (book)

Data gathered/provided for local organization decision making

Place students in internship programs in the community

Chapter in a book about your field

Chapter in a book on teaching

Observation of other faculty
(peer review)

Non-refereed publication in
your field

Journal referee

Refereed publication in your
discipline

Refereed publication about
teaching

Refereed paper (regional)

Refereed paper (national)

Published software to be used in
teaching

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Published software to be used in research in your field

Published proceedings in your field

Published proceedings about teaching

Published book about teaching

Published book review about
teaching

Published book review about
your field

Published in campus-wide
publication

Seeking professional
development assistance (on
campus)

Serve as a mentor on campus

Service on a professional
committee (national)

Service on a professional
committee (regional)

Service on a professional
committee (state)

Service on a university
committee

Community volunteer

Workshop designed / conducted
off campus

Workshop designed / conducted
on campus

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Workshop facilitated

Membership/leadership to
community non-profit/civic
organization

Evaluation or impact study
conducted for non-profit
organization

Survey research used for local
non-profit organization

Article published in popular
press

Presentations made to state
policy makers

Major modification of a course

Classroom research project

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Attending / participating in on-campus workshops

Attend a professional meeting (international)

Attend a professional meeting (national)

Attend a professional meeting (regional)

Design a course that has a community-based learning component for students

Develop a new course

Writing an Extension publication

Conducting and evaluating an Extension workshop

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Exercise 2 - Case Study Exercise

1. Divide into three groups of five to six people.
2. Designate roles:
Facilitator is responsible for initiating the discussion and keeping an active and involved discussion going throughout the discussion.
Summarizer/Reporter's role is to look for key themes to emerge in the conversation, keeping track of areas of consensus and disagreement among group members. When presenting the summary, the summarizer is responsible for tying together the whole discussion and providing the entire group with a brief review of the main issues, key points participants made, and any conclusions to which the group came.
3. Read the case.
4. Discuss: Is this an example of outreach? Is it an example of engaged scholarship?
5. Using the National Review Board for the Scholarship of Engagement Evaluation Criteria, what advice would you give to make this a more engaged outreach and more scholarly example.
6. Using the same criteria, how would you document this example as scholarly outreach?
7. Reporter is to record your group's key points on flip chart paper. Report to the group.
8. Participate in group debriefing.



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Documenting and Evaluating Scholarly Engagement Case Study #1

Scenario

Those of you around the table include a department chair and members of the chair's faculty advisory committee. A faculty member from your department has completed a project he describes as scholarly engagement and has prepared the attached abstract for review by the committee.

As a committee, please consider the case in light of the criteria for documenting the scholarship of engagement. Use the questions to guide your thinking:

What is the project and is this an engagement effort? Why or why not? In what ways is this engagement *scholarly*? How would you advise the faculty member to show:

- Purpose?
- Process?
- Outcomes?

As you review this proposal, consider how planning for documenting the scholarship of engagement might occur in your own unit—school or department.

Case in Point

The Impact of a Hospital's Activities on the Local Economy

Background and Project Description

This project was initiated by the Chief Executive Officer of a local hospital. In particular, the CEO was interested in quantifying the economic, financial, and fiscal impacts associated with the activities of the hospital on the county in which it was located. The motivation for the project was to provide additional information about the benefits of the hospital's existence that would be presented at a forthcoming meeting with county officials to discuss the tax-exempt status of the hospital. The request to have the project conducted by the university's faculty was based on the CEO's awareness, as a member of the Board of Directors of a non-profit

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organization, of an economic impact study that was completed by the faculty for that organization.

I worked on this project with another faculty and in my role as principal investigator coordinated the preparation of a project proposal based on discussions with various hospital personnel. The proposal outlined the project's scope, methodology, data requirements, project schedule, and project costs. Professional fees were not charged for this project and the major cost items included software used to generate economic impact multipliers and use of university resources such as office supplies. I prepared a final report according to the format outlined in the project proposal. In addition to addressing the objectives of the project the submitted report also included a section that was not included in the project proposal, namely, an evaluation of the community benefits provided by the hospital through its charity care, training, education, and information programs.

Methodology

Ensuing discussions about the details of the project proposal centered on the data that the hospital needed to provide. This required extensive reclassification of hospital expenditures based on industries purchased from, and whether these industries were located in the county or outside the county. As a result of this exercise hospital administrators obtained useful insights about their operations, such as, the distribution of payments to vendors within and outside of the county in which the hospital was located. Conducting this type of analysis at the county level requires detailed knowledge about the way economic impact multipliers are derived and this inevitably led to a thorough review of the related literature. In addition, it was necessary to review the debate surrounding the tax exempt status of hospitals. An outcome of this review was the additional request for information about the hospital's activities that provided community benefits for which it received no compensation.

Outcomes

In the context of a university mission that emphasizes the importance of being responsive to community needs, this project provides an example of the use of faculty expertise to address an issue of interest to the community. As a result of prior academic preparation, previous work on impact analyses, and awareness of the related literature, I was able to design the data requirements for the project, and utilize discipline-specific software and analytical techniques to provide answers to questions raised about the role played by a community organization.

The process of interaction between the hospital's personnel and faculty also provided meaningful benefits for all involved. The hospital's administrators became more cognizant about the hospital's role beyond providing health services and patient care. The hospital's accounting staff discovered design issues in their data classification which prompted discussion for some adjustments to the existing system. I also benefited by updating my knowledge of the related literature, becoming more familiar with available specialized software, and developing greater expertise in preparing project proposals and

work plans. This learning experience also provides more real-world examples that can be used in teaching to illustrate the applicability of the methods of analysis associated with a particular discipline. It also underscores the potential for using available knowledge to address issues of interest.

Perhaps, the most rewarding signal of the project's usefulness was the subsequent request by another local organization to have a similar study done of its role and impact on its local economy.

Mohammed Khayum
University of Southern Indiana
2004

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Documenting and Evaluating Scholarly Engagement Case Study #2

Scenario

Those of you around the table include a department chair and members of the chair's faculty advisory committee. A faculty member from your department has completed a project she describes as scholarly engagement and has prepared the attached abstract for review by the committee.

As a committee, please consider the case in light of the criteria for evaluating the Scholarship of Engagement. Use the questions to guide your thinking:

What is the project and is this an engagement effort? Why or why not? In what ways is this engagement *scholarly*? How would you advise the faculty member to show:

Purpose?

Process?

Outcomes?

As you review this proposal, consider how planning for documenting the scholarship of engagement might occur in your own unit—school or department.

Case in Point

A Professional Development Workshop for High School Biology Teachers

Project Significance, Description and Scholarship

The in-service workshop, Building Foundations in Human Genetics is offered for 43 high school biology teachers. The workshop highlights collaboration between school districts, science teacher organizations, professional genetic educators, and university faculty. The state Higher Education Commission provided 70% of the program's support through a Hower Professional Development Program fund. At the conclusion of the project, participants were incorporating human genetics concepts into their existing curricula with constructivist pedagogy, and sharing their success with other teachers.

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I serve as project director (principle investigator) for the Building Foundations project. Guiding a pre-college professional development workshop is consistent with my preparation and expertise, as I have developed and organized monthly evening seminars for area teachers and faculty. That group selects its own discussion topics and I publish the group's newsletter with a circulation for over 400, and support the project through internal university grants and community support.

With colleagues from that teacher group, university faculty, high school administrators and professional genetics educators, I then coordinated the development of the successful grant proposal for the project described above. Combining funding from the Higher Education Commission and other small sources, the grant grew to over \$100,000. Two-thirds of the funds supported participants through stipends, living expenses, and class materials. One-third covered staff salaries, supplies, and institutional costs.

As project director, I guided the workshop's instructional design and learning activities through formative feedback from participants and staff. I provided day-to-day grant administration to assure a smooth integration of goals, staff, participants and facilities. Although my primary instructional role during the workshop was ongoing formative evaluation, I also conducted course sessions on needs of underserved and underrepresented students. My knowledge of research in science education, national curricular reform movements, and teaching resources; networking ability with state biology teachers; expertise in instructional design; and role within the university Biology Department provided the leadership required to establish this productive university-K-12 partnership

Outcomes

The university's strategic directions charter calls for faculty to develop programs suggested by community partners and where they take an active role in the planning and implementation of such programs. The project is positive and substantial to the School of Science, and the Department of Biology when seen in the context of the university's strategic directions. This is important because the School of Science has few outreach programs.

Additionally, the workshop offered 12 days of in-service for biology teachers for \$2,000 per participant, which is less than half of a National Research Council estimate of \$4,500. One seventh of the state's school districts were represented in the program. Working with an evaluator, we collected formative feedback from participants about impact of the workshops. This when combined with the participants' accomplishments is impressive. Teachers have shared their final workshop projects at second-tier in-services at local schools and professional meetings. Former project participants gave at the most recent state science teacher conference one fourth of the presentations.

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Lastly, my teaching skills have improved as a result of the intense workshop exposure and the opportunity to gain the pulse of the high school biology department. I think that my future students will have a great appreciation for inquiry-based learning and interest in collaborative problem solving because of their high school science teachers may have been part of this project. The project renewed my appreciation in team-teaching, helped me build my knowledge base as it pertained to science education research, current science teaching reform movements, and the literature of my own discipline.

Adapted from: *Making Outreach Visible*
Lorilee R. Sandmann
University of Georgia
2004

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Exercise 3 - Starting to Frame an Outreach Scholarship Project

Fill out the worksheet below thinking about the outreach scholarship project you wish to plan and design or revise and redesign during this Academy. Use the criteria to inform your planning. Share with others at your table and solicit feedback about the idea generally as a scholarly outreach partnership. Also, listen and provide input to assist your fellow outreach scholars as they frame their projects.

Project Idea:

How is this project “engaged?”

- Who are the partners?

- How is it mutually beneficial?
 - What does each partner need?

 - What can each partner contribute?

Continued next page...

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How is the project “scholarly?”

- What are the mission, goals, and purposes of the project and how do these goals related to value for public good?

- How does this project “fit”— academically and institutionally—within the academic departments’ and within your institution’s mission/vision?

- What are the significant intellectual questions that relate to the discipline and the community?

- What will be the indicators or evidence of success?

How can this project- partnership be enhanced as engaged scholarly outreach?

What are particular challenges with this project- partnership as engaged scholarly outreach?

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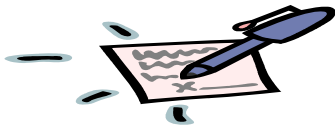
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Exercise 4 - Assignment/Homework

Identify partnership opportunities for engaged scholarship at this institution. Interview a faculty member who previously participated in the Outreach Scholars Academy or another exemplar. Jot down notes:

- How did the faculty find the partner?
- Why did the faculty work with the partner?
- How did the faculty sustain the partnership?
- Would the faculty describe the relationship as a win-win situation? How?
- What are some lessons learned that the faculty would like to share about working with a partner?

Be ready to share what you have learned at the next Outreach Scholars Academy workshop.



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