

Initial Request from Pat Pitney....10/07/04 via email - Each group of MAU representatives (UAA: Kim & Nancy, UAF: Bernice, Tony, Paula & Abel, UAS: Karen & Lynn) will provide a draft document that defines the range of outreach activity and the types of partnerships evident at their MAU. These will be bullet listing of activities and/or brief paragraphs in general terms of activities

I. Range of Outreach Activities at UAF – Definition and Examples

Defining “outreach” by UAF faculty:

Activities that go above and beyond normal academic teaching and research and are inclusive of currently existing workload public/university service activities.

- Activities designed for the general public or specific community members. Some examples are listed below:
 - Lectures
 - Tours
 - Science lectures/programs
 - Workshops
 - Life Long Learning
 - Group or Clubs for college students (math or science related)
 - Activities that will bring or enhance a college student’s education at UAF
 - REU (research education unit)
 - CEU (continuing education unit)
 - Research internships
 - Teaching assistantships
 - Research travel scholarships
 - Professional Development training for teachers (fee or no fee)
 - AK Native Cultural Events/Programs dealing with science and math

Additional: Below is a list of activities and resources we also consider outreach:

- UAF Museum exhibits, programs, related activities
- KUAC programs and related activities
- Tours of UAF research facilities ie Palmer Experiment Farm
- Science/Math Lectures
- Open Houses
- Career Focused Activities

- Special Events for the Community
- Displays
- Camps
- Field Trips
- Science Fairs
- Community Focused Workshops
- Professional Development for Teachers
- UAF Grant Opportunities for Teachers
- UAF Student Science/Math Societies
- UAF Student Science/Math Clubs
- Research Internships for UAF Students
- Research Exchange Opportunities for UAF Students
- Research Travel Scholarships for UAF Students
- Other related activities and events and/or resources:
 - UAF Developed Curricula
 - UAF Science and math Mentor/Speakers (Experts to ask questions)
 - UAF Science and Math On-Line Resource
 - UAF Libraries
 - UAF Developed Science and Math Kits
 - Publications for sale/ “cost recovery”

II. Types of Partnerships and Suggested Measurement Indicators

Focus of Partnerships: To provide public outreach and non-traditional education that responds to identified needs and directly impacts quality of life and socio-economic possibilities for audiences/clientele.

Beyond the University Community - Activities/Agreements that develop and foster dynamic relationships between the university and Alaskan communities and other audiences, international/national/statewide/local appropriate to the respective school, unit and/or UAF faculty member.

- External Indicators
 - University-community partnerships (MOA’s)
 - Diverse mechanisms for stakeholder input (needs assessments)
 - Active and empowered advisory councils (meeting agendas)
 - University-trained community volunteer base (number of contacts)
 - Increase in community participation (% increase in activities)

- Increase in demand for new or expanded partnerships (partnership request counts)
- Increased availability of university outreach info on community (Web sites)
- Internal Indicators
 - Accreditation (CRA and other colleges)
 - Collaborative relationships (joint grants, workshops, etc)
 - Joint appointments (i.e. 9+3 appointment – 9 months UAF School of Natural Sciences and Ag Sci / 3 months summer assignment CES)

Within the University Community - Activities/Agreements that seek to provide Alaskans relevant, research-based information through improved collaboration and information sharing within the university community.

- External Indicators
 - More diversity of outreach information available to public (types/units involved)
 - Number of Web site visits (Web stats)
 - Number of downloaded publications (Web stats)
 - Improved public perception of university as a positive influence (Need to determine how will this be measured and establishing a beginning point for comparison)
 - Greater potential for university-community partnerships (Need to determine how will this be accounted for.)
- Internal Indicators
 - Centralized knowledge base for university outreach (UAF Science Education Clearinghouse)
 - Collaborative relationships (joint grants, workshops, etc)
 - Increased interlinking of university outreach-related Web sites and pages
 - Increased interdepartmental publications/brochures (measure using initial numbers)

III. Where are we going? Recommendation for each School, Unit to develop a plan to provide outreach/engagement within their respective communities with the focus on answering the following questions:

- Does the plan include a means to assess community interest or needs? Does the unit have a clear understanding which community members (ie

children/adults, local vs statewide) would be served by the plan and is the plan evaluated?

- Does the unit include that assessment in its outreach/engagement plan development?
- Are the engagement activities one-way (ie newsletters) or two-way (public meetings with Q/A)?
- What amount of time yearly is dedicated to outreach/engagement? Is this appropriate for the nature of the unit?
- Who is responsible for developing and tracking outcomes of this plan?
- Who is responsible for the outreach/engagement activities?
- Do faculty workloads reflect this level of commitment? Is there a demonstrated buy-in by faculty?
- Is there a method to evaluate these activities? Does the outreach/engagement plan change in response to evaluation? Ie. an engagement table that summarizes workload and outcomes for individual schools and/or units.

V. Concluding comments on Extension, Outreach and Engagement

Extension, Outreach, and Engagement are almost synonymous in meaning. Engagement--a concept adopted by the Kellogg Commission emphasizes mutual respect, collaboration, power sharing, reciprocity, partnerships in which the University and a public (client group) collaborate in sharing knowledge, embracing common goals, and in mounting action to respond to or resolve an issue/problem. Extension as we have practiced it in Cooperative Extension and MAP is identical to the concept and process of engagement.

The function of Extension/Outreach/Engagement is embedded in the University's mission and is on an equal par with the other two functions, Teaching and Research. Extension/Outreach/Engagement has a scholarship base specific to its practice as is true of scholarship bases of the science and practice of Teaching and Research.

The university's science and practice of Extension / Outreach / Engagement are intentional--the focus is to engage the University in planning for and facilitating change in its external publics. The mission of the University defines its external

publics.

Our conceptual framework about the science and practice of Extension / Outreach / Engagement will emphasize knowing the external environment of the University, using the mission of the Land Grant/Sea Grant University to guide us in a continuing study of the dynamics of this external environment including the study, analysis and mapping of the current and potential external publics and stakeholders that should become the focus of our Extension/Outreach/ Engagement programmatic efforts, identifying the leaders of each of these publics and their stakeholders, partnering with these leaders in collaborative needs identification, assessment and analysis, designing and implementing joint programs to respond to these assessed needs, and importantly, measuring outcomes achieved and demonstrating accountability with respect to these planned programs.

The practice of Extension/Outreach/Engagement is encompassed in many programs that focus on publics external to the Land-grant/Sea Grant University-- they are intentional and planned--have a research-based content, and are delivered in many different contexts including the media, publications, Internet, museums, institutes, workshops, lecture/forum series, community development, Master Gardner programs, use of volunteers, farm tours, organized groups/organizations (i.e. 4-H and Youth Development) and many others. Importantly -- the scholarship and practice of Extension is manifest and can be discerned in each program activity including a clear definition of the intended public, goals, evidence of preparation, methods used to achieve the goals, outcomes intended, and measurement of outcomes.