Collecting and Utilizing Data about Community-Engaged Scholarship and University Outreach

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Defining Outreach and Engagement at Michigan State University

“Outreach [and engagement] 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 that are consistent with university and unit missions.”

## Outreach and Engagement Takes Many Forms

<table>
<thead>
<tr>
<th>Engaged Research and Creative Activity</th>
<th>Engaged Teaching and Learning</th>
<th>Engaged Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community-based research</td>
<td>• Online and off-campus education</td>
<td>• Technical assistance</td>
</tr>
<tr>
<td>• Applied research</td>
<td>• Continuing education</td>
<td>• Consulting</td>
</tr>
<tr>
<td>• Contractual research</td>
<td>• Occupational short course, certificate, and licensure programs</td>
<td>• Policy analysis</td>
</tr>
<tr>
<td>• Demonstration projects</td>
<td>• Contract instructional programs</td>
<td>• Expert testimony</td>
</tr>
<tr>
<td>• Needs and assets assessments</td>
<td>• Participatory curriculum development</td>
<td>• Knowledge transfer</td>
</tr>
<tr>
<td>• Program evaluations</td>
<td>• Non-credit classes and programs</td>
<td>• Commercialization of discoveries</td>
</tr>
<tr>
<td>• Translation of scholarship through presentations, publications, and web sites</td>
<td>• Conferences, seminars, and workshops</td>
<td>• Creation of new business ventures</td>
</tr>
<tr>
<td>• Exhibitions and performances</td>
<td>• Educational enrichment programs for the public and alumni</td>
<td>• Clinical services</td>
</tr>
<tr>
<td></td>
<td>• Service-learning</td>
<td>• Human and animal patient care</td>
</tr>
<tr>
<td></td>
<td>• Study abroad programs with engagement components</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pre-college programs</td>
<td></td>
</tr>
</tbody>
</table>

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Historical Context for Collecting this Data: 1993 - 2013

• In its 1993 report, the Provost’s Committee on University Outreach formally recommended:
  – MSU determine a means of assessing the quality of engagement and outreach activities
  – Establish a system for measuring, monitoring, and evaluating outreach with sufficient standardization to permit aggregation at the unit, college, and University levels, and sufficient flexibility to accommodate important differences across disciplines, professions, and units. (p. 14)

• Data Collection: Incremental Approach
  – Review and revisions are made to several university reporting forms
  – New narrowly-focused reporting instruments are created and fielded
  – Collaboration with first online reporting system
Historical Context (cont.)

• Assessing Quality: *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* (1996); quality is assessed across four dimensions:
  
  – Significance
    o Importance of issue/opportunity to be addressed
    o Goals/objectives of consequence
  
  – Context
    o Consistency with University/unit values and stakeholder interests
    o Appropriateness of expertise
    o Degree of collaboration
    o Appropriateness of methodological approach
    o Sufficiency and creative use of resources

Historical Context (cont.)

• Assessing Quality: *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* (1996); quality is assessed across four dimensions:
  
  – Scholarship
    o Knowledge resources
    o Knowledge application
    o Knowledge generation
    o Knowledge utilization
  
  – Impact
    o Impact on issues, institutions, and individuals
    o Sustainability and capacity building
    o University-Community relations
    o Benefit to the University

• MSU received the University Continuing Education Association Innovations in Continuing Education Award for Points of Distinction (1998)

Historical Context (cont.)

• Data Collection: More Direct Approach
  – UOE began developing a university-wide data collection instrument
    o Comprehensive reporting on outreach and engagement
    o Iterative development process drawing on findings from pilot tests with departments from different colleges, a whole college, faculty from across MSU working in Lansing, recipients of a national award for engaged scholarship, and other universities

• MSU promotion and tenure guidelines were revised (2001), aligning documentation requirements with Points of Distinction

• In 2002, MSU began participating in national efforts aimed at identifying measures (CIC, APLU/NASULGC) which continue today

• The Outreach and Engagement Measurement Instrument (OEMI) was launched at MSU in 2004; has been used each year since

• OEMI data were used to support institution-wide self-studies for HLC/NCA accreditation and Carnegie classification in community engagement (2005)
Historical Context (cont.)

- MSU hosted representatives from over 60 universities in national invitational conference on Benchmarking University Engagement (2005)

- Research partnerships for use of the OEMI begin to develop
  - University of Connecticut (2005, pilot study only)
  - University of Kentucky (2005 – 2012)
  - University of Tennessee system (2006 – 2008)
  - Kansas State University (2007 – 2010)
  - Texas Tech University (2009 – present)
  - Upcoming in 2013 (University of Delaware, Texas A&M University – Central Texas, Ferris State University)

- OEMI received the University Professional and Continuing Education Association Outreach and Engagement Community of Practice award for innovation (2007)

- Ongoing review of the Instrument and participation in national dialogue
Outreach and Engagement Measurement Instrument (OEMI)

The OEMI is a survey that collects data on faculty and academic staff outreach and engagement activities.

- **Process**
  - Conducted annually
  - Institution-wide
  - Online, open 24x7, January-March
  - Reporting on effort in the previous calendar year

- **Respondents**
  - Individuals, not units
  - Faculty and academic staff

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**Michigan State University Survey 2012**

**Engagement Activities from January 01, 2012 through December 31, 2012**

**What is outreach and engagement?**

Outreach/engagement occurs when a person's research, teaching, or service activity significantly engages that person's scholarly or professional expertise with communities and/or organizations outside the academic with the direct goal of improving outcomes for those who live and work in them. Thus, outreach/engagement is scholarly activity conducted for the direct benefit of audiences external to the academy; for example, non-traditional students, government agencies, industrial firms and associations, health and welfare organizations, pre-K-12 schools, labor organizations, and the like.

**What is the OEMI?**

In order to help increase public understanding of Michigan State University’s outreach/engagement effort, the Provost’s Office collects data annually on faculty activities. The OEMI gathers numerical data about your outreach/engagement along seven dimensions:

1. **Time spent**
2. **Societal issues**
3. **Boldness By Design Imperatives**
4. **Forms of activity**
5. **Locations**
6. **Non-university participants**
7. **External funding and in-kind support**

The survey asks for descriptive information about purposes, methods, impacts on scholarship, and impacts on the external audiences for individual projects/activities. This information enables the University to showcase its faculty’s contributions to the public that supports it.

**Who should complete the OEMI?**

All faculty, academic specialists, research associates, campus-based extension specialists, and visiting faculty should complete the OEMI. Adjunct faculty, graduate assistants, administrative professionals, and other MSU employees are not included at this time.

If you did NOT participate in any outreach/engagement activities during this period, please log in and select “I did not participate in any outreach/engagement activity during this period.” in the first question.

**What to report?**

Outreach/engagement is an aspect of many different kinds of scholarly work, neither a separate sphere of activity distinct from teaching or research nor identical with “service.” It is very likely that you will include activities on the OEMI that you may have reported in other places as instruction, research, or creative activities. Thus, the first question on this survey asks you to identify the percentage of your total outreach effort across all the categories of your academic work (i.e., instruction, advising, research and creative activity, service, and administration). This work can take the form of:

- Outreach Research and Creative Activity
- Technical or Expert Assistance
- Outreach Instruction: Credit Courses and Programs
- Outreach Instruction: Non-Credit Classes and Programs
- Outreach Instruction: Public Events and Understanding
- Experimental/Service-Learning
- Clinical Service

Note: Throughout the survey, use the help icons for definitions and examples.

**How to begin the survey?**

To start the survey, proceed to the login page. You will need your MSU NetID and password to log in. If you have trouble logging into the survey, contact the Administrative Information Services (AIS) Help Desk at 517-432-9420, ext. 311.
The OEMI collects quantitative and qualitative data

- Data on faculty effort
  - Time spent in outreach and engagement: percentage of all University work across all research, teaching, and service
  - Societal issues addressed
    - Business and Industrial Development
    - Children, Youth, and Family (non-school related)
    - Community and Economic Development
    - Cultural Institutions and Programs
    - Education, Pre-Kindergarten through 12th Grade
    - Food and Fiber Production and Safety
    - Governance and Public Policy
    - Health and Health Care
    - Labor Relations, Training, and Workplace Safety
    - Natural Resources, Land Use, and Environment
    - Public Safety, Security, and Corrections
    - Public Understanding and Adult Learning
    - Science and Technology
  - Contribution to University strategic imperatives: five identified by the University’s president
  - Promotion of diversity/inclusion and attention to urban issues
OEMI (cont.)

The OEMI collects quantitative and qualitative data

- Data on **faculty effort** (cont.)
  - Forms of outreach and engagement
    - Outreach Research and Creative Activity
    - Technical or Expert Assistance
    - Outreach Instruction: Credit Courses and Programs
    - Outreach Instruction: Non-Credit Classes and Programs
    - Outreach Instruction: Public Events and Understanding
    - Experiential / Service-Learning
    - Clinical Service
  - Location of intended impact: geography
    - Major metropolitan and municipal areas
    - Counties
    - Countries
  - Non-university participants: physically and virtually present
  - External funding: into the University and into the partner(s)
  - In-kind support: value of professional and volunteer labor and other resources
The OEMI collects quantitative and qualitative data

- Data on specific projects
  - Name of project
  - Societal issues addressed
  - Description of efforts: actions/methods, with whom, issues/opportunities, purposes
  - Duration
  - Involvement of University units, and students
  - Involvement and the nature of partner participation
  - Sources of funding
  - Impacts on external audiences
  - Creation of intellectual property
  - Impacts on scholarship
  - Scholarship about the engagement
  - Evaluation
Data Collection with the OEMI at MSU: 2004-2012

• 3,103 distinct (non-duplicative) respondents have completed the survey
  – During this period the size of the faculty and academic staff has remained relatively stable (approximately 4,950 in 2012)

• 82.3% of respondents report that they have participated in some form of outreach and engagement

• The work reported by these respondents represents a collective investment by Michigan State University of $148,185,141 in faculty and academic staff time devoted to addressing the concerns of the state, nation, and world through engaged scholarship (based on the actual salary value of time spent, as reported by respondents)

• Respondents have submitted 7,581 project reports
Utilizing Data about Community-Engaged Scholarship and University Outreach

Centralized data can serve a variety of purposes

• Describing the university's outreach and engagement activity (telling the engagement story)
  – Communicating examples across disciplines and sectors
    • Helping faculty develop better understandings of what community-engaged scholarship might look like in their field
    • Helping stakeholders see the many ways in which the University partners with communities, businesses, government agencies, schools, and NGO's
  – Recognizing exemplars
    • Helping the institution represent what it considers to be high quality community-engaged scholarship
    • Helping the public understand that the University values engagement
Utilizing Data about Community-Engaged Scholarship and University Outreach (cont.)

- Responding to accreditation and other institutional self-studies
- Benchmarking and exploring cross-institutional analyses
- Conducting assessments and strategic planning
- Documenting the salary investment of a university’s contributions of scholarship for the public good
- Mapping the locations of partnerships
- Assisting faculty networking efforts in particular communities and/or around specific topics
- Supporting faculty development efforts
- Cataloging engagement opportunities and outreach programs to promote public access
- Source of data for original research studies
Institutional Reports

Michigan State University Outreach & Engagement Measurement Instrument Report  
1/1/2009 - 12/31/2009

#1a: University-wide Summary

<table>
<thead>
<tr>
<th>College</th>
<th>Academic staff time committed to outreach</th>
<th>Number of respondents</th>
<th>Boldness by Design: # of responses indicating outreach contributed to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Salary Value</td>
<td>Number of responses</td>
</tr>
<tr>
<td>ARTS &amp; HUMANITIES, RESIDENTIAL COLLEGE</td>
<td>1.33</td>
<td>37,884</td>
<td>4 / 6</td>
</tr>
<tr>
<td>COLLEGE OF AGRICULTURE &amp; NATURAL RESOURCES</td>
<td>48.78</td>
<td>4,006,941</td>
<td>132 / 220</td>
</tr>
<tr>
<td>COLLEGE OF ARTS AND LETTERS</td>
<td>9.39</td>
<td>644,298</td>
<td>56 / 85</td>
</tr>
<tr>
<td>COLLEGE OF COMMUNICATION ARTS AND SCIENCES</td>
<td>5.78</td>
<td>540,373</td>
<td>25 / 43</td>
</tr>
<tr>
<td>COLLEGE OF EDUCATION</td>
<td>5.61</td>
<td>477,834</td>
<td>13 / 17</td>
</tr>
<tr>
<td>COLLEGE OF ENGINEERING</td>
<td>5.07</td>
<td>467,110</td>
<td>26 / 41</td>
</tr>
<tr>
<td>COLLEGE OF HUMAN MEDICINE</td>
<td>4.83</td>
<td>468,267</td>
<td>15 / 23</td>
</tr>
<tr>
<td>COLLEGE OF MUSIC</td>
<td>2.80</td>
<td>205,211</td>
<td>7 / 11</td>
</tr>
<tr>
<td>COLLEGE OF NATURAL SCIENCE</td>
<td>4.48</td>
<td>376,821</td>
<td>35 / 59</td>
</tr>
<tr>
<td>COLLEGE OF NURSING</td>
<td>3.34</td>
<td>331,783</td>
<td>14 / 20</td>
</tr>
<tr>
<td>COLLEGE OF OSTEOPATHIC MEDICINE</td>
<td>6.31</td>
<td>680,003</td>
<td>19 / 29</td>
</tr>
<tr>
<td>COLLEGE OF SOCIAL SCIENCE</td>
<td>30.41</td>
<td>2,360,119</td>
<td>85 / 135</td>
</tr>
<tr>
<td>COLLEGE OF VETERINARY MEDICINE</td>
<td>6.07</td>
<td>691,421</td>
<td>27 / 43</td>
</tr>
<tr>
<td>EU BROAD COLLEGE OF BUSINESS</td>
<td>7.71</td>
<td>1,010,087</td>
<td>29 / 43</td>
</tr>
<tr>
<td>HONORS COLLEGE</td>
<td>0.27</td>
<td>230,305</td>
<td>3 / 7</td>
</tr>
<tr>
<td>INTERNATIONAL STUDIES AND PROGRAMS</td>
<td>1.35</td>
<td>103,357</td>
<td>3 / 6</td>
</tr>
<tr>
<td>JAMES MADISON COLLEGE</td>
<td>0.46</td>
<td>241,672</td>
<td>7 / 11</td>
</tr>
<tr>
<td>LYMAN BRIGGS COLLEGE</td>
<td>0.70</td>
<td>633,413</td>
<td>11 / 21</td>
</tr>
<tr>
<td>MICHIGAN STATE UNIVERSITY EXTENSION</td>
<td>5.00</td>
<td>382,620</td>
<td>9 / 16</td>
</tr>
<tr>
<td>NATL SUPERCONDUCTING CYCLOTRON LABORATORY</td>
<td>0.14</td>
<td>13,020</td>
<td>3 / 5</td>
</tr>
<tr>
<td>PROVOST AND OTHER CENTRAL OFFICES</td>
<td>23.67</td>
<td>1,995,999</td>
<td>52 / 80</td>
</tr>
</tbody>
</table>

Total: 173.50 $14,876,003 575 / 925 726 669 401 598 548 191 419 1,863,502 $111,814,472 205,712,405 $15,349,447

The number of "responses" may be greater than the number of "respondents," since each respondent who indicated involvement in outreach and engagement had the opportunity to describe those activities in either one or two Areas of Concern – each such description is counted as a separate response. Therefore, there may be more "responses" than "respondents."
### Michigan State University Outreach & Engagement Measurement Instrument Report

#### 1b: University-wide Summary by Area of Concern:

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Academic staff time committed to outreach</th>
<th>Number of responses</th>
<th>Boldness by Design: # of responses indicating outreach contributed to...</th>
<th># responses indicating activity focused on...</th>
<th>Attendees or Participants</th>
<th>Activity helped generate revenue for</th>
<th>Value of partners' in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Salary Value</td>
<td>Community Economic &amp; Family Issues</td>
<td>Student Experience</td>
<td>Internship Reach</td>
<td>Research Ops</td>
<td>Stewardship</td>
</tr>
<tr>
<td>Business and Industrial Development</td>
<td>13.53</td>
<td>$1,421,620</td>
<td>66</td>
<td>48</td>
<td>34</td>
<td>37</td>
<td>42</td>
</tr>
<tr>
<td>Children, Youth, and Family (non-school related)</td>
<td>14.97</td>
<td>$1,202,776</td>
<td>83</td>
<td>78</td>
<td>54</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Community and Economic Development</td>
<td>11.64</td>
<td>$1,026,077</td>
<td>76</td>
<td>72</td>
<td>57</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Cultural Institutions and Programs</td>
<td>6.64</td>
<td>$766,466</td>
<td>83</td>
<td>72</td>
<td>70</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Education, Pre-Kindergarten through 12th Grade</td>
<td>22.83</td>
<td>$1,537,981</td>
<td>131</td>
<td>101</td>
<td>115</td>
<td>39</td>
<td>64</td>
</tr>
<tr>
<td>Food, Fiber Production, and Safety</td>
<td>17.90</td>
<td>$1,560,715</td>
<td>71</td>
<td>49</td>
<td>45</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>Governance and Public Policy</td>
<td>5.04</td>
<td>$548,432</td>
<td>44</td>
<td>32</td>
<td>23</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>Health and Health Care</td>
<td>16.72</td>
<td>$1,710,741</td>
<td>95</td>
<td>80</td>
<td>64</td>
<td>31</td>
<td>70</td>
</tr>
<tr>
<td>Labor Relations, Training, and Workplace Safety</td>
<td>2.89</td>
<td>$228,568</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Natural Resources, Land Use, and Environment</td>
<td>14.72</td>
<td>$1,227,506</td>
<td>70</td>
<td>50</td>
<td>48</td>
<td>36</td>
<td>51</td>
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<tr>
<td>Public Safety, Security, and Corrections</td>
<td>4.79</td>
<td>$400,114</td>
<td>13</td>
<td>9</td>
<td>11</td>
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<tr>
<td>Public Understanding and Adult Learning</td>
<td>12.11</td>
<td>$1,010,085</td>
<td>88</td>
<td>75</td>
<td>68</td>
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<tr>
<td>Science and Technology</td>
<td>10.48</td>
<td>$836,652</td>
<td>95</td>
<td>53</td>
<td>76</td>
<td>50</td>
<td>74</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>157.41</strong></td>
<td><strong>$13,493,252</strong></td>
<td><strong>925</strong></td>
<td><strong>726</strong></td>
<td><strong>669</strong></td>
<td><strong>401</strong></td>
<td><strong>598</strong></td>
</tr>
</tbody>
</table>

#### 1c: University-wide Summary by Form of Engagement for:

<table>
<thead>
<tr>
<th>Form of Engagement the activity took</th>
<th>Academic staff time committed to outreach</th>
<th>Number of responses</th>
<th>Boldness by Design: # of responses indicating outreach contributed to...</th>
<th># responses indicating activity focused on...</th>
<th>Attendees or Participants</th>
<th>Activity helped generate revenue for</th>
<th>Value of partners' in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Salary Value</td>
<td>Community Economic &amp; Family Issues</td>
<td>Student Experience</td>
<td>Internship Reach</td>
<td>Research Ops</td>
<td>Stewardship</td>
</tr>
<tr>
<td>Clinical Service</td>
<td>6.94</td>
<td>$705,674</td>
<td>29</td>
<td>24</td>
<td>25</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Experiential/Service-Learning</td>
<td>6.10</td>
<td>$604,526</td>
<td>51</td>
<td>48</td>
<td>48</td>
<td>20</td>
<td>26</td>
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<tr>
<td>Outreach Instruction: Credit Courses and Programs</td>
<td>8.04</td>
<td>$556,214</td>
<td>37</td>
<td>27</td>
<td>33</td>
<td>24</td>
<td>22</td>
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<tr>
<td>Outreach Instruction: Non-Credit Classes and Programs</td>
<td>24.79</td>
<td>$1,553,615</td>
<td>110</td>
<td>91</td>
<td>81</td>
<td>36</td>
<td>50</td>
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<tr>
<td>Outreach Instruction: Public Events and Understanding</td>
<td>13.83</td>
<td>$1,052,440</td>
<td>149</td>
<td>119</td>
<td>116</td>
<td>70</td>
<td>73</td>
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<tr>
<td>Outreach Research and Creative Activity</td>
<td>56.49</td>
<td>$5,311,172</td>
<td>294</td>
<td>242</td>
<td>208</td>
<td>135</td>
<td>236</td>
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<tr>
<td>Technical or Expert Assistance</td>
<td>37.33</td>
<td>$3,306,812</td>
<td>255</td>
<td>176</td>
<td>158</td>
<td>110</td>
<td>177</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>157.41</strong></td>
<td><strong>$13,493,252</strong></td>
<td><strong>925</strong></td>
<td><strong>726</strong></td>
<td><strong>669</strong></td>
<td><strong>401</strong></td>
<td><strong>598</strong></td>
</tr>
</tbody>
</table>

*The number of “responses” may be greater than the number of “respondents,” since each respondent who indicated involvement in outreach and engagement had the opportunity to describe those activities as addressing up to two Areas of Concern; each such description is counted as a separate response. Therefore, there may be more “responses” than “respondents,” and data from a particular respondent may be counted under two Areas of Concern.*
Institutional Reports (cont.)

Forms of Engagement Reported by MSU Faculty and Academic Staff in 2011

- Outreach Research and Creative Activity: 30%
- Technical or Expert Assistance: 24%
- Clinical Service: 3%
- Experiential/Service-Learning: 6%
- Public Events and Understanding: 16%
- Non-credit Classes and Programs: 17%
- Credit Classes and Programs: 5%

Note: The number of “responses” is greater than the number of “respondents.” Respondents were given the opportunity to describe their engagement activities for up to two areas of social concern; each description was counted as a separate response.

Institutional Reports (cont.)

Forms of Outreach Cross-Tabulated with Societal Concerns for 2011

Note: The number of "responses" is greater than the number of "respondents." Respondents were given the opportunity to describe their engagement activities for up to two areas of social concern; each description was counted as a separate response.

Institutional Reports (cont.)


#2: Summary by Dept for:
COLLEGE OF SOCIAL SCIENCE

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>FTE</th>
<th>Salary Value</th>
<th>Academic staff time committed to outreach</th>
<th>Number of respondents / number of responses*</th>
<th>Boldness by Design: # of responses indicating outreach contributed to...</th>
<th># responses indicating activity focused on...</th>
<th>Attendees or Participants</th>
<th>Activity helped generate revenue for</th>
<th>Value of partners’ in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHROPOLOGY SOCIAL SCIENCE</td>
<td>1.68</td>
<td>$149,951</td>
<td>12 / 20</td>
<td>17 17 9 9 15 15 9 8 14</td>
<td>12,045</td>
<td>$47,000 $47,500</td>
<td>$198,710</td>
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<td></td>
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<tr>
<td>CRIMINAL JUSTICE</td>
<td>5.40</td>
<td>$421,541</td>
<td>8 / 13</td>
<td>12 9 5 11 8 4 6 13,015</td>
<td>$5,578,805 $400,000 $149,000</td>
<td>$500</td>
<td>$0</td>
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<tr>
<td>CTR FOR ADV STUDY OF INTL DEVELOPMENT</td>
<td>0.40</td>
<td>$21,098</td>
<td>1 / 2</td>
<td>2 2 2 2 2 2 2 0 24</td>
<td>24</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>CSS</td>
<td>0.27</td>
<td>$39,916</td>
<td>3 / 6</td>
<td>6 2 2 4 4 4 4 0 590</td>
<td>590</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>FAMILY &amp; CHILD ECOLOGY - CSS</td>
<td>4.00</td>
<td>$208,817</td>
<td>0 / 14</td>
<td>14 9 6 13 10 6 11 7,145</td>
<td>$1,400,145 $146,618 $11,513</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>GEOGRAPHY</td>
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<td>$115,638</td>
<td>3 / 6</td>
<td>6 4 2 6 8 8 0 0 2,800</td>
<td>2,800</td>
<td>$0</td>
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<td>$0</td>
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<tr>
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<td>280</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>HISTORY</td>
<td>0.92</td>
<td>$43,891</td>
<td>3 / 4</td>
<td>0 2 4 4 1 0 1 1 24,995</td>
<td>$805,000 $0 $0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>INST FOR PUBLIC POLICY AND SOCIAL RESEARCH</td>
<td>0.70</td>
<td>$355,659</td>
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<td>0 1 0 2 1 1 0 0 175</td>
<td>$1,350,000 $0 $0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>POLITICAL SCIENCE</td>
<td>0.20</td>
<td>$27,546</td>
<td>2 / 3</td>
<td>1 2 1 2 0 0 0 0 14,520</td>
<td>$500,000 $0 $0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>PSYCHOLOGY SOCIAL SCIENCE</td>
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<td>$339,480</td>
<td>5 / 6</td>
<td>7 6 2 5 7 5 5 5 2,556</td>
<td>$1,923,000 $1,450,000 $182,450</td>
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<td>$0</td>
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<td>$0</td>
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<td>PUBLIC UTILITIES INSTITUTE</td>
<td>1.00</td>
<td>$139,016</td>
<td>1 / 2</td>
<td>2 0 2 2 2 2 2 0 1,300</td>
<td>$744,000 $0 $0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>SCHOOL OF PLANNING, DESIGN &amp; CONSTRUCTION</td>
<td>0.10</td>
<td>$38,776</td>
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<td>2 2 2 2 2 2 2 0 24</td>
<td>24</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>SOCIAL SCIENCE DEAN</td>
<td>0.50</td>
<td>$40,932</td>
<td>1 / 2</td>
<td>2 2 2 2 2 2 2 0 150</td>
<td>$500,000 $0 $0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>SOCIAL WORK</td>
<td>0.76</td>
<td>$633,477</td>
<td>32 / 47</td>
<td>42 34 18 35 28 12 32 17,953</td>
<td>$2,527,395 $1,511,040 $698,834</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>SOCIOLOGY SOCIAL SCIENCE</td>
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<td>$78,498</td>
<td>2 / 3</td>
<td>3 2 1 3 2 3 2 66</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30.41</td>
<td>$2,360,116</td>
<td>85 / 135</td>
<td>117 94 57 164 83 48 75 97,050</td>
<td>$15,015,345 $3,555,556 $1,702,706</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

*The number of *responses* may be greater than the number of *respondents,* since each respondent who indicated involvement in outreach and engagement had the opportunity to describe those activities in either one or two Areas of Concern -- each such description is counted as a separate response. Therefore, there may be more *responses* than *respondents.*
**Outreach & Engagement Measurement Instrument (OEMI)**

**Michigan State University Survey 2011**

**Engagement Activities from January 1, 2011 through December 31, 2011**

## Summary reports by geographic areas
Reports on this page include responses based on effort and projects.

### Summary for Geography for College Of Natural Science
Outreach and Engagement conducted between 1/1/2011 and 12/31/2011

#### College Of Natural Science

**Biochemistry & Molecular Biology Cns**

<table>
<thead>
<tr>
<th>Countries</th>
<th>1 response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hofmann-Benning, Susanne</td>
</tr>
</tbody>
</table>

**Biological Science Program**
No users in this group reported any outreach directed at any geographic locations.

**Biomedical Laboratory Diagnostics Program**

<table>
<thead>
<tr>
<th>Cities or other places of interest</th>
<th>2 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Rapids</td>
<td></td>
</tr>
<tr>
<td>GeriTech, John Adam</td>
<td>Area: Science and Technology</td>
</tr>
<tr>
<td>GeriTech, John Adam</td>
<td>Area: Health and Health Care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Countries</th>
<th>2 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>GeriTech, John Adam</td>
<td>Area: Science and Technology</td>
</tr>
<tr>
<td>GeriTech, John Adam</td>
<td>Area: Health and Health Care</td>
</tr>
</tbody>
</table>

#### Chemistry

<table>
<thead>
<tr>
<th>Cities or other places of interest</th>
<th>3 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Lansing</td>
<td></td>
</tr>
<tr>
<td>Dentius, Marcos</td>
<td>Area: Business and Industrial Development</td>
</tr>
<tr>
<td>Morrissey, David J</td>
<td>Area: Public Understanding and Adult Learning</td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
<tr>
<td>Jackson</td>
<td>1 response</td>
</tr>
<tr>
<td>Morrissey, David J</td>
<td>Area: Public Understanding and Adult Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counties</th>
<th>6 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry</td>
<td></td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
<tr>
<td>Calhoun</td>
<td>1 response</td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
<tr>
<td>Clinton</td>
<td>1 response</td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
<tr>
<td>Eaton</td>
<td>1 response</td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
<tr>
<td>Ingham</td>
<td>6 responses</td>
</tr>
<tr>
<td>Dentius, Marcos</td>
<td>Area: Business and Industrial Development</td>
</tr>
<tr>
<td>Morrissey, David J</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
<tr>
<td>Morrissey, David J</td>
<td>Area: Public Understanding and Adult Learning</td>
</tr>
<tr>
<td>Morrissey, David J</td>
<td>Project: High School/On-site examiner</td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Project: Science Café presentations</td>
</tr>
<tr>
<td>Ionia</td>
<td>1 response</td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
<tr>
<td>Jackson</td>
<td>2 responses</td>
</tr>
<tr>
<td>Morrissey, David J</td>
<td>Area: Public Understanding and Adult Learning</td>
</tr>
<tr>
<td>Morrissey, David J</td>
<td>Project: Science Café presentations</td>
</tr>
<tr>
<td>Shiloh</td>
<td>1 response</td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Countries</th>
<th>1 response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td></td>
</tr>
<tr>
<td>Dentius, Marcos</td>
<td>Area: Business and Industrial Development</td>
</tr>
<tr>
<td>Brazil</td>
<td>1 response</td>
</tr>
<tr>
<td>Severin, Kathryn G</td>
<td>Area: Education, Pre-Kindergarten through 12th Grade</td>
</tr>
</tbody>
</table>
Institutional Reports (cont.)

Future: Mapping Geographic Data about Community-Engaged Scholarship
Institutional Reports (cont.)

Data Collected by the MSU Service-Learning and Civic Engagement Registration System

Number of Student Registrations for Service-Learning Received and Accommodated (2002-2012)

Faculty Respondent Reports

Outreach and Engagement report for HIRAM E FITZGERALD
Printed on Tuesday, December 04, 2007
January 1, 2006 to December 31, 2006

Overall Effort
77% of my total professional effort during this time period involved outreach activity.

Data about my Outreach and Engagement work in Children, Youth, and Family (non-school related)
60% of my outreach and engagement activities (that is, 46% of my professional effort)
primarily took the form of Outreach Research and Creative Activity addressing
Children, Youth, and Family (non-school related) issues.

Data about my Outreach and Engagement work in Children, Youth, and Family (non-school related) issues.
This work enriched community, economic and family issues.
This work strengthened stewardship.
Of my effort in this area, 50% was directed at institutes in Lenawee and Jackson.
198 participants participated in this Outreach Research and Creative Activity.
This was instrumental in securing $300,000 in gifts and/or fees for the University.

Data about my Outreach and Engagement work in Children, Youth, and Family (non-school related) issues.
40% of my outreach and engagement activities (that is, 46% of my professional effort)
primarily took the form of Outreach Research and Creative Activity addressing
Children, Youth, and Family (non-school related) issues.

Data about my Outreach and Engagement work in Children, Youth, and Family (non-school related) issues.
This work enriched community, economic and family issues.
This work strengthened stewardship.
2,500 participants participated in this Outreach Research and Creative Activity.
This was instrumental in securing $120,000 in gifts and/or fees for the University.

Description of my outreach work: Project or Activity
I am describing my outreach work in Children, Youth, and Family (non-school related).

Analysis of Data Collected through the Outreach Measurement Instrument
September, 2003

Pilot Test of the Outreach Measurement Instrument (OMI)
The Office of University Outreach and Engagement has developed a survey instrument
that faculty can use to measure their scholarly skills to helping organizations address pressing issues facing them in Michigan and beyond. The survey is ongoing and is designed to gather quantitative and qualitative data about the impact of the OMI.

Results of the Pilot Survey
Return on Investment
In 2003, the pilot survey recorded that in nearly 32% of their overall effort, faculty engaged in activities that contributed to the well-being of the community. In addition, faculty and academic staff report that their outreach work brought in $11,375,230 to the University to support that work and, further, that their outreach work contributed to the overall well-being of the community.

Tailored Briefing Materials

MSU Activities in SE Michigan
Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne Counties
For President Simmons' Presentation in Detroit on February 24, 2009

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Name/Department</th>
<th>Description</th>
<th>Project Duration</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Business And Industrial Development</td>
<td>Brand Community Outreach</td>
<td>Omura, Glenn S. Marketing and Supply Chain Management</td>
<td>Ongoing</td>
<td>21 counties including Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw and Wayne</td>
</tr>
<tr>
<td>Business And Industrial Development</td>
<td>Ford Motor Company Usability Workshop</td>
<td>Effridge, Calvin Accessibility Center</td>
<td>Ongoing</td>
<td>Wayne Ford Motor Company</td>
</tr>
<tr>
<td>Business And Industrial Development</td>
<td>Internship Development</td>
<td>Good, Linda K. Department of Advertising</td>
<td>Ongoing</td>
<td>9 counties including Macomb, Oakland, and Washtenaw</td>
</tr>
<tr>
<td>Business And Industrial Development</td>
<td>Intergovernmental Information Systems Integration Through Industry-Wide IS Standardization</td>
<td>Steinfield, Charles Telecom, Information Studies &amp; Media</td>
<td>Mahanoy 2007</td>
<td>Wayne IAAG, NIST, and GM for automotive; PCSC for retail; MSBMM for mortgage</td>
</tr>
</tbody>
</table>
Institutional Reports (cont.)

Re-accreditation Self-Studies 2005-2006
Michigan State University

Criterion 5:
Engagement and Service

Report Prepared for
Higher Learning Commission
of the North Central Association
by
University Outreach and Engage
December 2005

Carnegie Reclassification
Pilot Study
Michigan State University Response

Wm. F. Fitzgerald, Assistant Provost
University Outreach and Engagement
Shane L. Zimmerman, Director
Center for the Study of University Engagement

Boston: A. Bergstrom, Robert E. Brown, Kay L. Rule, Kevin McElhose Clemson,
Robert L. Chirch, Catherine A. Glinos, Kristy Chapell Johnson, Verne K. Luke,
and Cynthia G. Loewald

University Outreach and Engagement
Michigan State University
July 2003

Outreach and Engagement Measurement Instrument (OEMI) 2009 Administration
December 2010

Accreditation and Institutional Self-studies
Communication

The Engaged Scholar Magazine
engagedscholar.msu.edu

• Published annually
  – Distributed to MSU faculty and academic staff, community leaders, legislators, and others (local through international subscribers)

• Goals of the publication:
  – Encourage faculty to do outreach/engagement work, with emphasis on community-engaged research
  – Provide examples of what community-engaged scholarship can look like across disciplines
  – Provide information about resources available to support this work
  – Explore/elucidate theories and models (scholarly basis for the work)
Communication (cont.)

Data Visualizations for MSU Publications
The Engaged Scholar E-Newsletter

- Published four times during the academic year to supplement *The Engaged Scholar Magazine*
  - More frequent publication schedule allows for timely stories and announcements, and updates about upcoming events, partnership and funding opportunities
- Each issue contains:
  - Two MSU engaged scholar stories
  - A story about MSU's priority for community and economic development in the 21st century
  - Announcements and events
- **Engaged Scholar** stories are now also linked through social networks
Recognition Programs

Michigan State University Outreach Scholarship Community Partnership Award

- Recognition of a faculty member and his/her partner
- Joint presentation and shared stipend
- Conferred annually since 2006
Recognition Programs (cont.)

Outreach Scholarship W.K. Kellogg Foundation Engagement Award

• Competitive recognition program organized by the Association for Public and Land-grant Universities (APLU)
• Awarded annually since 2007
• MSU projects recognized as regional recipients in 2009 and 2011
• Recipients compete for the C. Peter Magrath Community Engagement Award

The Adolescent Diversion Project
William S. Davidson, Jr.
University Distinguished Professor,
Department of Psychology
College of Social Science

Working Together to Improve the Lives of People Affected by Epilepsy in Zambia
Gretchen L. Birbeck
Associate Professor and Director,
International Neurologic and Psychiatric Epidemiology Program
College of Human Medicine and
College of Osteopathic Medicine
Public Access

Catalog Websites of Opportunities and Resources for the Public

- **MSU Statewide Resource Network**
  - Developed for working professionals
  - Catalog of MSU expert assistance and information continuing professional education programs
  - Searchable by topic, geography, program type, and keyword

- **Spartan Youth Programs**
  - Developed for the parents of pre-k through middle school children and high school students
  - Catalog of MSU precollege programs, camps, activities, and other resources for children and youth
  - Searchable by topic and grade level

msustatewide.msu.edu

spartanyouth.msu.edu
OEMI Demo

Guest accounts for a fully functioning demonstration version of the OEMI are available. To request one, visit http://oemi.msu.edu/requestguestaccount.aspx and complete the form.

Contact Information

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E-mail: bargerst@msu.edu

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Michigan State University
Kellogg Center
219 S. Harrison Rd., Rm. 93
East Lansing, MI 48824
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Fax: (517) 432-9541
E-mail: outreach@msu.edu
Web: outreach.msu.edu
PDF of this presentation: outreach.msu.edu/presentations.aspx