Collecting and Utilizing Data About Community-Engaged Scholarship

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East Lansing, Michigan
July 27, 2011
Collecting Data about Community-Engaged Scholarship

- **1993 - 1995**
  - In its 1993 report, the Provost’s Committee on University Outreach formally recommends that MSU should establish a system for measuring, monitoring, and evaluating outreach. This system should have sufficient standardization to permit aggregation at the unit, college, and University levels, and also offer sufficient flexibility to accommodate important differences across disciplines, professions, and units. (p. 14)

  - Review and revisions are made to several university reporting forms
    - Faculty effort form (faculty time usage)
    - Professional accomplishments form (products/artifacts)
    - Contracts and grants transmittal documentation (proposed/received grants)

  - New reporting instruments are created and fielded
    - Annual off campus credit instruction report
    - Annual noncredit instruction report
    - Noncredit instruction module in the Course Load Instruction Funding and Modeling System (CLIFMS)
Collecting Data about Community-Engaged Scholarship (continued)

- **1996 – 2004**
    - Quality is assessed across the dimensions of significance, context, scholarship, and impact
  - UOE begins developing a university-wide data collection instrument
    - 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
  - MSU promotion and tenure guidelines are revised in 2001, aligning documentation with *Points of Distinction*
  - The Outreach and Engagement Measurement Instrument (OEMI), launched at MSU in 2004, has been used each year since
Collecting Data about Community-Engaged Scholarship (continued)

• 2005 - Present

  - MSU hosts representatives from over 60 universities in national invitational conference on Benchmarking University Engagement (2005)
  
  - Research partnerships for use of the OEMI with other institutions and a scholarly association are developed
    • University of Connecticut (2005, pilot study only)
    • University of Kentucky (2005 – present)
    • University of Tennessee system (2006 – 2008)
    • American Association of Colleges of Pharmacy (2007 – 2008, pilot-only)
    • Kansas State University (2007 – present)
    • Texas Tech University (2009 – present)

  - OEMI data used to support institution-wide accreditation and Carnegie classification in community engagement self-studies (2005)

  - OEMI receives the University Continuing Education Association Outreach & Engagement Community of Practice with an award for innovation (2007)

  - Review and revisions to the Instrument questions (2010 – present)
Outreach and Engagement Measurement Instrument (OEMI)

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

**Data on faculty effort**
- Time spent
- Social issues addressed
- University strategic imperatives
- Forms of outreach and engagement
- Location of intended impact
- Non-university participants
- External funding
- In-kind support

**Data on specific projects**
- Purposes
- Methods
- Involvement of partners, units, and students
- Impacts on external audiences
- Impacts on scholarship
- Creation of intellectual property
- Duration
- Evaluation
OEMI: Inside the Instrument

Outreach & Engagement Measurement Instrument

Michigan State University Survey 2010
Engagement Activities from January 1, 2010 through December 31, 2010

OEMI Main Menu

The buttons at the bottom of the page allow you to move from section to section. You will not be allowed to move to some sections until you respond to previous sections. For example, you must complete the Overall Effort section before proceeding with the survey.

Most questions in each section are required and must be answered before the section will be considered "completed." You may return to a completed section at any time prior to the close of the survey to change your responses; if this would have a significant impact on your other responses, the system will warn you about the impact.

If you are unable to complete a section you may return to it later after clicking the Logout link at the top of the page.

When you have completed all the required sections, a button will appear allowing you to submit your responses and provide feedback about the survey. Even after you've submitted your responses, you can still review, edit, or update them until the survey closes.

Estimate Overall Effort
Select Social Issues
Provide Issue Details
Describe Projects
Submit Survey and Provide Feedback
View and Print Current and Prior Responses

Complete
Complete
0 projects complete
Finish other parts first

All responses must be completed by Thursday, April 14, 2011 when the survey will be closed.
Click the button below to begin.

Begin Survey >

Michigan State University
University Outreach and Engagement
National Collaborative for the Study of University Engagement
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OEMI: Inside the Instrument (continued)

Outreach & Engagement Measurement Instrument

For this period, what percentage of your time did you expend in outreach/engagement work? Count all work that has an outreach/engagement component, namely, the portion of your teaching, research, and service that is conducted for the direct and immediate benefit of audiences external to the academy. Include your time spent in planning, advising, and assessing as it relates to outreach/engagement activity. Please enter the percentage of your time you spent in outreach/engagement work, not the percentage of your time that may have been formally assigned to this function by your department or college.

- I did not participate in any outreach/engagement activity during this period. To logout of the survey, select Next Section.
- I did participate in outreach/engagement activity from 1/1/2010 to 12/31/2010.

What percentage of your professional effort was devoted to outreach/engagement during this period? 25 %

Next Section >
Michigan State University Survey 2010

Engagement Activities from January 1, 2010 through December 31, 2010

Social Issues

On what one or two social issues did your outreach/engagement activities primarily focus? Select one or two issues from the list below. The term “social issues” as used in this survey refers to issues confronting society, not to academic disciplines or methodologies. The survey results are meant to be used to report the scope of MSU academic staff’s contributions to pressing social issues: enhancing educational outcomes, improving the economy through strengthening business and industry, etc. One vital social issue is increasing public understanding of how the findings of disciplinary study - in science, economics, cultural studies, communication - apply to people’s lives. Outreach/engagement activities focused primarily on that goal should be listed under Public Understanding and Adult Learning or Education: PK-12, depending on the predominant age range of the audience.

Note: Urban and diversity focus is asked in the next section.

Please note that we have provided definitions for these social issues that might need additional clarification. Use the icons to expand or collapse additional explanations of the issues.

- 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, 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

Next Section >
Michigan State University Survey 2010
Engagement Activities from January 1, 2010 through December 31, 2010

Social Issues

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Please note that we have provided definitions for these social issues that might need additional clarification. Use the icons to expand or collapse additional explanations of the issues.

- **Business and Industrial Development**: Engage activities seeking to enhance business and economic development, including but not limited to managerial, financial, technological, marketing, and public relations capacity of businesses, industries, associations, and governmental agencies. Efforts to help firms adopt new technologies should be included here as should provision of education and training to support economic competitiveness. Work with firms and agencies located primarily within the agricultural industry should be classified under "Food and Fiber Production and Safety."

- **Children, Youth, and Family (non-school related)**

- **Community and Economic Development**

- **Cultural Institutions and Programs**: Include cultural outreach and engagement programs, performances, and activities seeking to elevate quality of life by evoking pleasure, enjoyment, fulfillment, or sense of cultural identity; programming and provision of venues and resources for community-oriented cultural outreach and engagement; and activities that apply academic or professional expertise in seeking to enhance the capacity of museums, science centers, performance venues, libraries, and other institutions dedicated to the preservation of cultural heritage to serve their constituencies more effectively. Includediffusing new techniques and technologies, training of staff, developing of grant proposals, increasing breadth and accuracy of performance or exhibition, improving public communication about the institution. Do not include participation in efforts to raise money from the public unless that is an area of scholarly work for you.

- **Diversity and Historically Underserved Groups**

- **Economic Development**

- **Education, Pre-Kindergarten Through 12th Grade**
**Michigan State University Survey 2010**

**Engagement Activities from January 1, 2010 through December 31, 2010**

### Details

What percentage of your *total outreach/engagement effort* was devoted to the social issues that you chose in the previous question? For example, if you spent 60% of your time in outreach activity, and of that 60%, three-quarters of that time is focused on Children, Youth, and Family (non-school related), enter 75% in that column, not 45%. If the social issues you chose do not include all your outreach/engagement effort, the total entered should be less than 100%.

**Did the work contribute to achieving **Boldness By Design** imperatives?** Use the icon next to each question to see a longer description of each imperative.

<table>
<thead>
<tr>
<th>Imperative</th>
<th>Public Understanding and Adult Learning</th>
<th>Science and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance the student experience</td>
<td>Yes, No</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Expand international reach</td>
<td>Yes, No</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Enrich community, economic, and family life</td>
<td>Yes, No</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Increase research opportunities</td>
<td>Yes, No</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Strengthen stewardship</td>
<td>Yes, No</td>
<td>Yes, No</td>
</tr>
</tbody>
</table>

Did the work primarily focus on *urban issues*?

Was the work designed to *promote diversity*?
OEMI: Inside the Instrument (continued)

What form(s) did your work take? For each social issue, select the form(s) of your outreach/engagement. You can select multiple forms, if applicable. Use the icons to see examples of each form.

### Public Understanding and Adult Learning
- 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

After selecting one or more forms above, select one of them to be the primary form of engagement for this area of concern.

### Science and Technology
- 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
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After selecting one or more forms above, select one of them to be the primary form of engagement for this area of concern.
What form(s) did your work take? For each social issue, select the form(s) of your outreach/engagement. You can select multiple forms, if applicable. Use the icons to see examples of each form.

Public Understanding and Adult Learning

- Outreach Research and Creative Activity
  - May include applied research, capacity building, evaluation studies, policy analysis, and demonstration projects. Such activities are considered outreach when they are conducted in collaboration or partnership with schools, health organizations, nonprofit organizations, businesses, industries, government agencies, and other external constituents. Most generally they are intended to directly impact external entities or constituents while developing new knowledge. Such research conducted specifically for academic purposes or that is shared solely with academic audiences does not constitute outreach research.

- Technical or Expert Assistance
  - Activities where MSU personnel respond to requests from individuals, programs, or agencies and organizations external to the university by sharing their knowledge, expertise, and skills in order to help those entities build capacity to achieve their goals. MSU personnel provide this assistance through direct interaction with the external constituency (as opposed to responding by delivering a pamphlet or reference to a Web site or the like). Activities may focus on using expertise to address or improve the effectiveness and efficiency of the organization or to improve knowledge and skills. This category includes such activities as consulting work that is performed for the benefit of the constituent, expert testimony, and other forms of legal advice, and assistance to individual constituents with management and operational tasks. Technical assistance includes, but is much broader than providing technology-based assistance.

- Outreach Instruction: Credit Courses and Programs
  - Courses and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are not traditional campus degree seekers or campus staff. Such courses and programs are often scheduled at times and in places convenient to the working adult. Examples include a weekend MBA program, an off-campus Master's program in Nursing offered in a rural area, an online certificate in medical technology for laboratory professionals, etc.

- Outreach Instruction: Non-Credit Classes and Programs
  - Classes and instructional programs, marketed specifically to those who are neither degree seekers nor campus staff that are designed to meet planned learning outcomes, but for which academic credit hours are not offered. In lieu of academic credit, these programs sometimes provide certificates of completion or continuing education units, or meet requirements of occupational licensure. Examples include a short-course for engineers on the use of new composite materials, a summer writing camp for high school children, a personal enrichment program in gardening, leisure learning tours of Europe, etc. Programs designed for and targeted at MSU faculty and staff (such as professional development programs) or MSU degree-seeking students (such as career preparation or study skills classes) are not included.

- Outreach Instruction: Public Events and Understanding
  - Resources designed for the public include managed learning environments (e.g., museums, libraries, gardens, galleries, exhibits); expositions, demonstrations, fairs, and performances; and educational materials and products (e.g., pamphlets, Web sites, educational broadcasting, and software). Most of these experiences are short-term and learner-directed.

- Experiential / Service-Learning
  - Civic or community service that MSU students perform in conjunction with an academic course or program and that incorporates frequent, structured, and disciplined reflection on the linkages between the activity and the content of the academic experience. Other forms of experiential learning may include career-oriented practice and internships, or volunteer community service.

- Clinical Service
  - All direct and patient (human and animal) care provided by university faculty through unit-sponsored group practice or as part of clinical instruction and by medical and graduate students as part of their professional education. For example, this may include medical/veterinary clinical practice, counseling or crisis center services, and tax or legal clinic services.

After selecting one or more forms above, select one of them to be the primary form of engagement for this area of concern.
How many people were directly involved in or directly served by your outreach/engagement programs or activities? For example, count research partners; participants in your non-credit classes and programs and in your off-campus courses and programs; attendees at exhibits and performances; MSU students participating in experiential/service learning and those with whom they worked directly at their placements; clinical clients; and partner-organization staff and clients with whom you worked. Do not count those indirectly served such as those whom your client or partner served.

| Number of people physically present at programs or activities: |
| Number of people not physically present but participating through technology (websites, etc.): |

<table>
<thead>
<tr>
<th>Public Understanding and Adult Learning</th>
<th>Science and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>
OEMI: Inside the Instrument (continued)

Was your outreach/engagement directed specifically at institutions or individuals within Michigan? Please specify the percentage of your overall outreach/engagement effort that was directed at Michigan by each of the social issues you selected. If none of your work for an issue was directed at Michigan, please enter 0 as the percentage.

Public Understanding and Adult Learning

0  %

Science and Technology

100  %

Was your outreach/engagement work directed at specific Michigan cities? Indicate any of the cities from the list below by each of the social issues you selected.

Public Understanding and Adult Learning

List of Michigan cities  ☑️ None of my work was directed at any of the listed cities in Michigan

Science and Technology

List of Michigan cities  ☐ None of my work was directed at any of the listed cities in Michigan

Was your outreach/engagement work directed at specific Michigan counties? Indicate any of the counties from the list below by each of the social issues you selected.

Public Understanding and Adult Learning

List of Michigan counties  ☑️ None of my work was directed at any specific counties in Michigan

Science and Technology

List of Michigan counties  ☐ None of my work was directed at any specific counties in Michigan
Was your outreach/engagement directed specifically at institutions or individuals within Michigan? Please specify the percentage of your overall outreach/engagement effort that was directed at Michigan by each of the social issues you selected. If none of your work for an issue was directed at Michigan, please enter 0 as the percentage.

**Public Understanding and Adult Learning**

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

**Science and Technology**

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

Was your outreach/engagement work directed at specific Michigan cities? Indicate any of the cities from the list below by each of the social issues you selected.

**Public Understanding and Adult Learning**

- List of Michigan cities

**Science and Technology**

- Battle Creek
- Detroit
- East Lansing
- Flint
- Grand Rapids
- Jackson
- Kalamazoo
- Lansing
- Marquette
- Muskegon
- Traverse City
- Saginaw

- None of my work was directed at any of the listed cities in Michigan

- None of my work was directed at any of the listed cities in Michigan
OEMI: Inside the Instrument (continued)

### Was your outreach/engagement work directed at specific Michigan counties?
Indicate any of the counties from the list below by each of the social issues you selected.

**Public Understanding and Adult Learning**

<table>
<thead>
<tr>
<th>List of Michigan counties</th>
<th>None of my work was directed at any specific counties in Michigan</th>
</tr>
</thead>
</table>

**Science and Technology**

<table>
<thead>
<tr>
<th>Close list of Michigan counties</th>
<th>None of my work was directed at any specific counties in Michigan</th>
</tr>
</thead>
</table>

### Was your outreach/engagement directed specifically at institutions or individuals internationally?
Indicate any of the countries from the list below by each of the social issues you selected. NOTE: By default only a list of the most populous countries is shown, but you can use “show longer list” to get a complete list.

**Public Understanding and Adult Learning**

<table>
<thead>
<tr>
<th>List of countries</th>
<th>None of my work was directed internationally</th>
</tr>
</thead>
</table>

**Science and Technology**

<table>
<thead>
<tr>
<th>Close list of countries</th>
<th>None of my work was directed internationally</th>
</tr>
</thead>
</table>

*Show longer list*
OEMI: Inside the Instrument (continued)

Did your outreach/engagement activity:

Bring into MSU any revenue from gifts, grants, contracts, tuition, or fees? If yes, specify how many contracts and estimate the dollar value of all gifts, grants, contracts, tuition, and fees. Include all monies contracted for during this period, even if they will be spent later.

To help us with our research, please list the MSU account numbers associated with the above-mentioned revenue, if any. Please omit punctuation, entering only digits, one per line (e.g., 21999).

Help your outreach partners generate any gifts, grants, contracts, tuition, or fees? If yes, estimate the dollar value.

Did your outreach/engagement activity benefit from in-kind contributions provided by off-campus groups and organizations involved with you in your outreach work? If yes, estimate the value of such contributions in the three areas below.

Partner staff time: Estimate the hours partner staff devoted to helping you in your work. A dollar value will be automatically calculated based on a standard rate of $35.00/hour. You have the option to change the estimated dollar value if you wish.

Volunteer time: Estimate the hours off-campus volunteers devoted to helping you in your work. A dollar value will be automatically calculated based on a standard rate of $18.50/hour. You have the option to change the estimated dollar value if you wish.

Other materials: Estimate the value of transportation, equipment, space, etc. provided by your partners.

NOTE: Please use the button below to save your data and proceed to the next section of the survey. If you do not use the button, the data you have entered will not be saved.

Next section
OEMI: Inside the Instrument (continued)

Michigan State University Survey 2010
Engagement Activities from January 1, 2010 through December 31, 2010

Describe a Project

1. Project or activity title (maximum 250 characters):

2. Please select the social issue(s) for this project or activity. Select all that apply:
   - 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, 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

3. What actions did you take; for whom, about what issue, opportunity, or problem, and why? Include research conducted, classes held, technology used, goals of the project, etc.
OEMI: Inside the Instrument (continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. What was the length of this project or activity?</td>
<td>(select a length from the list)</td>
</tr>
<tr>
<td>In what year did the project start?</td>
<td></td>
</tr>
<tr>
<td>In what year did the project end or do you expect it to end (if applicable)?</td>
<td></td>
</tr>
<tr>
<td>5. For this project, was your outreach/engagement directed at any specific counties within Michigan?</td>
<td>List of Michigan counties</td>
</tr>
<tr>
<td>6. Were any of the following sponsors and/or participants involved in the work?</td>
<td>University units other than your own</td>
</tr>
<tr>
<td></td>
<td>Graduate and/or professional students</td>
</tr>
<tr>
<td></td>
<td>Undergraduate students</td>
</tr>
<tr>
<td>7. List the primary partners external to MSU that were involved in the work:</td>
<td></td>
</tr>
</tbody>
</table>
8. If external collaborators and/or sponsors were involved, what were their roles? Select all that apply.
- Identified issues or problems addressed
- Assisted in planning and management
- Participated in research, evaluation or teaching
- Shared responsibility for the dissemination of products or practices
- Contributed to identifying resources to support the efforts
- Other, describe below:

9. Please classify the sources of funding for the project or activity. Select all that apply.
- Internal institutional grants
- Private industry
- Private foundations
- Governmental agencies (federal, state, and local)
- Nonprofit organizations (if not reflected by other categories)
- Other
- None

10. What types of formal evaluation did the project or activity include? Select all that apply.
- Summative
- Formative
- Other
- None

Provide description (optional):
11. What were the outcomes and impacts of the project or activity, or if the project has not ended what are the intended outcomes and impacts? For example, describe:
- External results or impacts (e.g., changes in public policy, organizational changes, environmental improvement, capacity building).
- Sustained or continued collaborative efforts resulting from this work.

12. What forms of intellectual property did the project or activity enable you to create? Select all that apply.
- Publications
- Software
- Presentations
- Reports
- Performances/exhibitions
- Training materials
- Web sites
- Inventions/patents
- Other
- None

Provide description (optional):
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 13. Did the project or activity have any impact on your own scholarly or | - Yes
| teaching practices (such as new areas of research or inquiry and new   | - No
| pedagogical practices)? If yes, please describe.                        |                                                                         |
| 14. Have you created any scholarly work that assesses or describes how  | - Yes
| you went about your outreach work? If yes, please describe.             | - No
| 15. Please provide any additional comments you have about this project  |                                                                         |
| or activity.                                                            |                                                                         |

Note: Please use either button to save your data. Use the first if you wish to describe another project, and the second if you are finished with this survey. If you do not use one of the buttons, the data you have entered will not be saved.
**OEMI: Inside the Instrument (continued)**

**Outreach & Engagement Measurement Instrument (OEMI)**

For help with the survey or how to complete it, see our Frequently Asked Questions. Contact us at comhelp@msu.edu or call 517-353-6577.

**Michigan State University Survey 2010**

**Engagement Activities from January 1, 2010 through December 31, 2010**

**Submit Survey and Provide Feedback**

- I am finished with this survey.
- Thank you for participating in this survey. Your feedback will help us to improve this survey for the future. Please provide any comments you have about this survey and how it works.

**Comments (optional)**

You can obtain a printable copy of your responses using the link on the main menu at any time, even after the deadline for survey submissions. Until that deadline, you can change your responses, including entering additional projects.

**Michigan State University**

National Collaborative for the Study of University Engagement
University Outreach and Engagement • Michigan State University
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Utilizing Data about Community-Engaged Scholarship

• Centralized data about a university’s outreach and engagement can serve a variety of purposes
  – Describing the university's outreach and engagement activity (telling the engagement story)
    • Communicating examples across disciplines
      – 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
  – Documenting the salary investment of a university’s contributions of scholarship for the public good
  – Responding to accreditation and other institutional self-studies
  – Assessment and strategic planning
  – Supporting faculty development efforts
  – Possible cross-institutional analyses and benchmarking
  – Research studies
Utilizing Data about Community-Engaged Scholarship: Institutional Reports

### University-wide Summary Data

<table>
<thead>
<tr>
<th>College</th>
<th>Academic staff time committed to outreach</th>
<th>Number of respondents / number of responses*</th>
<th>Holdiness by Design: # of responses indicating outreach contributed to...</th>
<th># responses indicating activity focused on...</th>
<th>Attorneys or Participants</th>
<th>Activity helped generate revenue for</th>
<th>Value of partners’ in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS &amp; HUMANITIES, RESIDENTIAL COLLEGE</td>
<td>1.33</td>
<td>$37,894</td>
<td>4.1</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>COLLEGE OF AGRICULTURE &amp; NATURAL RESOURCES</td>
<td>48.78</td>
<td>$4,006,541</td>
<td>132 / 122</td>
<td>183</td>
<td>165</td>
<td>111</td>
<td>166</td>
</tr>
<tr>
<td>COLLEGE OF ARTS AND LETTERS</td>
<td>9.39</td>
<td>$943,259</td>
<td>39 / 30</td>
<td>72</td>
<td>11</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>COLLEGE OF COMMUNICATION ARTS AND SCIENCES</td>
<td>5.78</td>
<td>$5,673,47</td>
<td>25 / 13</td>
<td>40</td>
<td>35</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>COLLEGE OF EDUCATION</td>
<td>5.15</td>
<td>$477,634</td>
<td>13 / 17</td>
<td>9</td>
<td>14</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>COLLEGE OF ENGINEERING</td>
<td>5.27</td>
<td>$476,110</td>
<td>29 / 14</td>
<td>24</td>
<td>31</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>COLLEGE OF HUMAN MEDICINE</td>
<td>4.83</td>
<td>$469,257</td>
<td>15 / 23</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>COLLEGE OF MUSIC</td>
<td>2.83</td>
<td>$295,657</td>
<td>11 / 2</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>COLLEGE OF NATURAL SCIENCE</td>
<td>4.48</td>
<td>$378,821</td>
<td>35 / 50</td>
<td>35</td>
<td>48</td>
<td>25</td>
<td>37</td>
</tr>
<tr>
<td>COLLEGE OF NURSING</td>
<td>3.34</td>
<td>$331,363</td>
<td>14 / 20</td>
<td>19</td>
<td>18</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>COLLEGE OF OSTEOPATHIC MEDICINE</td>
<td>8.31</td>
<td>$8,803,803</td>
<td>19 / 15</td>
<td>24</td>
<td>21</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>COLLEGE OF SOCIAL SCIENCE</td>
<td>30.41</td>
<td>$2,363,118</td>
<td>85 / 30</td>
<td>117</td>
<td>94</td>
<td>57</td>
<td>104</td>
</tr>
<tr>
<td>COLLEGE OF VETERINARY MEDICINE</td>
<td>0.10</td>
<td>$88,121</td>
<td>27 / 43</td>
<td>38</td>
<td>28</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>ELLIS BROAD COLLEGE OF BUSINESS</td>
<td>7.7</td>
<td>$81,997</td>
<td>29 / 40</td>
<td>38</td>
<td>27</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>HOPKINS COLLEGE</td>
<td>0.27</td>
<td>$23,395</td>
<td>3 / 5</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>INTERNATIONAL STUDIES AND PROGRAMS</td>
<td>1.36</td>
<td>$145,197</td>
<td>7 / 11</td>
<td>9</td>
<td>5</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>JAMES MADISON COLLEGE</td>
<td>0.45</td>
<td>$41,372</td>
<td>7 / 11</td>
<td>9</td>
<td>5</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>LYNN BRIGGS COLLEGE</td>
<td>0.70</td>
<td>$63,411</td>
<td>11 / 17</td>
<td>16</td>
<td>16</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>MICHIGAN STATE UNIVERSITY EXTENSION</td>
<td>0.20</td>
<td>$322,020</td>
<td>9 / 14</td>
<td>19</td>
<td>9</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>NATL SUPERCONDUCTING CYCLOTRON LABORATORY</td>
<td>0.14</td>
<td>$9,100</td>
<td>3 / 5</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PRINCE/OTHER CENTRAL OFFICES</td>
<td>23.97</td>
<td>$1,969,741</td>
<td>52 / 10</td>
<td>72</td>
<td>55</td>
<td>31</td>
<td>61</td>
</tr>
</tbody>
</table>

Total: 172,901 $148,876,602 775,000 726,610 401 858 543 191 419 1,861,902 $111,844,727 255,772,406 $16,733,447

*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.”
Institutional Reports (continued)

### #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>Elaborateness by Design: # of responses indicating outreach contributed to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community Economic &amp; Family Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FTE</td>
</tr>
<tr>
<td>Business and Industrial Development:</td>
<td>13.53 $1,421,620</td>
<td>85</td>
<td>47</td>
</tr>
<tr>
<td>Children, Youth, and Family (pre-school aged)</td>
<td>14.27 $2,320,716</td>
<td>85</td>
<td>36</td>
</tr>
<tr>
<td>Community and Economic Development:</td>
<td>15.56 $1,026,617</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Cultural Institutions and Programs:</td>
<td>9.64 $756,618</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Education, Pre-Kindergarten through 12th Grade</td>
<td>20.45 $1,630,084</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Food, Fiber Production, and Safety:</td>
<td>17.81 $1,306,712</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Governance and Public Policy:</td>
<td>9.54 $540,422</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Health and Health Care:</td>
<td>10.72 $1,110,741</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Labor-Related, Training, and Workplace Safety</td>
<td>9.22 $2,085,500</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Natural Resources, Land Use, and Environment:</td>
<td>14.72 $2,227,308</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Public Safety, Security, and Corrections:</td>
<td>4.39 $246,114</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Public Understanding and Adult Learning:</td>
<td>12.11 $1,015,085</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Science and Technology:</td>
<td>10.46 $260,468</td>
<td>83</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>157.41 $13,493,252</td>
<td>925</td>
<td>726</td>
</tr>
</tbody>
</table>

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

<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>Elaborateness by Design: # of responses indicating outreach contributed to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community Economic &amp; Family Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FTE</td>
</tr>
<tr>
<td>Clinical Service:</td>
<td>8.94 $1,075,914</td>
<td>49</td>
<td>36</td>
</tr>
<tr>
<td>Experiential/Earned Learning:</td>
<td>8.18 $504,256</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>Outreach/Induction: Credit Courses and Programs</td>
<td>8.64 $580,244</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>Outreach/Induction: Non-Credit Courses and Programs</td>
<td>24.79 $1,810,303</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>Outreach/Induction: Public Events and Understanding</td>
<td>13.63 $1,002,440</td>
<td>49</td>
<td>36</td>
</tr>
<tr>
<td>Outreach/Induction: Research and Creative Activity</td>
<td>56.49 $3,211,172</td>
<td>49</td>
<td>36</td>
</tr>
<tr>
<td>Technical/Expert Assistance:</td>
<td>17.30 $52,808</td>
<td>215</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>157.41 $13,493,252</td>
<td>925</td>
<td>726</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 occurring within two Areas of Concern, each such description was 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 (continued)

**College-level Summary Data**

<table>
<thead>
<tr>
<th>DEPARTMENT</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></td>
<td>FTE</td>
<td>Salary</td>
<td>Value</td>
<td>Community, Economic &amp; Family Issues</td>
<td>Student Experience</td>
<td>Interdisc. Reach</td>
<td>Research Opportunities</td>
</tr>
<tr>
<td>ANTHROPOLOGY SOCIAL SCIENCE</td>
<td>1.88</td>
<td>$149,951</td>
<td>12 / 20</td>
<td>17</td>
<td>17</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>CRIMINAL JUSTICE</td>
<td>5.40</td>
<td>$421,541</td>
<td>8 / 13</td>
<td>12</td>
<td>9</td>
<td>5</td>
<td>11</td>
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<tr>
<td>CTR FOR ADV OF INTL DEVELOPMENT - CSS</td>
<td>0.40</td>
<td>$21,688</td>
<td>1 / 2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>0.27</td>
<td>$36,196</td>
<td>3 / 6</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>FAMILY &amp; CHILD ECOLOGY - CSS</td>
<td>4.00</td>
<td>$209,817</td>
<td>9 / 14</td>
<td>14</td>
<td>9</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>2.05</td>
<td>$115,538</td>
<td>3 / 6</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GLOBAL URBAN STUDIES</td>
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<td>1 / 1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<tr>
<td>HISTORY</td>
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<td>3 / 4</td>
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<td>4</td>
<td>1</td>
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<tr>
<td>INST FOR PUBLIC POLICY AND SOCIAL RESEARCH</td>
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<td>$66,665</td>
<td>1 / 2</td>
<td>0</td>
<td>1</td>
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<td>POLITICAL SCIENCE</td>
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<td>2</td>
<td>1</td>
<td>2</td>
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<tr>
<td>PSYCHOLOGY SOCIAL SCIENCE</td>
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<td>5 / 8</td>
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<td>6</td>
<td>2</td>
<td>5</td>
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<tr>
<td>PUBLIC UTILITIES INSTITUTE</td>
<td>1.00</td>
<td>$136,016</td>
<td>1 / 2</td>
<td>2</td>
<td>0</td>
<td>2</td>
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<tr>
<td>SCHOOL OF PLANNING, DESIGN &amp; CONSTRUCTION</td>
<td>0.10</td>
<td>$8,778</td>
<td>1 / 2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>SOCIAL SCIENCE DEAN</td>
<td>0.50</td>
<td>$40,592</td>
<td>1 / 2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>SOCIAL WORK</td>
<td>9.76</td>
<td>$633,477</td>
<td>32 / 47</td>
<td>42</td>
<td>34</td>
<td>16</td>
<td>35</td>
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<tr>
<td>SOCIOLOGY SOCIAL SCIENCE</td>
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<td>$78,490</td>
<td>2 / 3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30.41</strong></td>
<td><strong>$2,360,116</strong></td>
<td><strong>85 / 135</strong></td>
<td><strong>117</strong></td>
<td><strong>94</strong></td>
<td><strong>57</strong></td>
<td><strong>104</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 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.”*
Institutional Reports (continued)

Snapshot of Outreach and Engagement at Michigan State University, 2009

Sponsored by MSU’s National Collaborative for the Study of University Engagement (NCSUE), the Outreach and Engagement Measurement Instrument (OEMI) gathers data about the outreach activities of MSU faculty and academic staff. The information is self-reported and participation in the annual survey is voluntary. Data for 2009 were collected between January and March 2010 and represent the sixth year of data collection. 827 faculty and academic staff responded to the survey. Since 2004, 2,725 distinct (non-duplicative) respondents have reported their outreach and engagement through the OEMI. For this snapshot, OEMI data are augmented with data from the service-learning and civic engagement student registration system.

OEMI results for 2009 include the following:

$15,944,218
Value of salary investment by MSU faculty and academic staff in addressing issues of public concern (data from those reporting outreach activities on the OEMI)

97.3%
Respondents whose outreach contributed to achieving Boldness by Design (BBD) imperatives:

76.5% Enhanced the student experience
79.8% Enriched community, economic, and family life
46.9% Expanded international reach
66.4% Increased research opportunities
60.4% Strengthened stewardship

700
Number of specific projects/activities reported

Forms of Engagement Reported by MSU Faculty and Academic Staff in 2009

Forms of Outreach Cross-Tabulated with Societal Concerns for 2009

Data Visualizations for MSU Publications
Institutional Reports (continued)

Faculty Respondent Reports

Outreach and Engagement report for HIRAM E FITZGERALD
Printed on Tuesday, December 04, 2007
January 1, 2008 to December 31, 2008

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)
50% 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) as the social science.

This work increased community, economic and family life. It also strengthened community, economic, and family life. This work enriched community, economic and family life. This work enriched community, economic and family life.

196 people participated in the Outreach Research and 2,000 people participated in this Outreach Research.

Description of my outreach work (include any other activities)
A description of my outreach work in Children, Youth, and Family (non-school related).

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Tailored Briefing Materials

College/Unit Level Analyses
Institutional Reports (continued)

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 Engagement
December 2005

Carnegie Reclassification
Pilot Study
Michigan State University Response

Hiram E. Fitzgerald, Associate Provost
University Outreach and Engagement

Hiram L. Zimmerman, Director
Center for the Study of University Engagement

with


University Outreach and Engagement
Michigan State University
July 2006

Accreditation and Institutional Self-studies
Institutional Reports (continued)

Future: Mapping Geographic Data about Community-Engaged Scholarship
Utilizing Data about Community-Engaged Scholarship: Communication

The Engaged Scholar Magazine
engagedscholar.msu.edu

- Published annually
  - Distributed to MSU faculty and academic staff, community leaders, and others
- 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 (continued)

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
Communication (continued)

Public Access Catalog Websites

- **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
Utilizing Data about Community-Engaged Scholarship: Recognition Programs

Michigan State University Outreach Scholarship Community Partnership Award

- Recognition of a faculty member and his/her partner
- Annually awarded since 2006
Recognition Programs (continued)

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 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
New and Ongoing Strategic Initiatives

• Expanding OEMI Institutional Partnerships
  – Inquiries from universities and university systems across the U.S., the UK, Australia, and South Africa
  – Discussions with partners and others about national data warehouse
  – Implemented a demonstration OEMI system with guest account functionality, at: http://oemi.msu.edu/requestguestaccount.aspx

• Keeping MSU connected to national discourse on engagement
  – Network development
    • Committee of Institutional Cooperation (CIC)
      – Committee on Engagement
    • National Outreach Scholarship Conference Partnership (NOSC)
      – Board of Directors
      – Implementation Committee
      – Emerging Engagement Scholars Workshop Planning Committee
    • University Professional and Continuing Education Association (UPCEA)
      – Outreach and Engagement Community of Practice
New and Ongoing Strategic Initiatives (continued)

- Keeping MSU connected to national discourse on engagement (continued)
  - Specific efforts focused on benchmarks and metrics for engagement
    - Association of Public and Land-grant Universities (APLU)
      - Council on Engagement and Outreach
      - Commission on Innovation, Competitiveness, and Economic Prosperity
    - Carnegie Foundation for the Advancement of Teaching
      - Task Force on Elective Classification on Community Engagement
  - Continue to contribute to scholarship about measurement and metrics
    - Chapter on measurement and the OEMI in the *Handbook of Engaged Scholarship* (MSU Press, 2010)
    - Build on long 10+ years of presentations/publications
Contact Information

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Kellogg Center, Garden Level
East Lansing, MI 48824-1022
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E-mail: outreach@msu.edu
Web: outreach.msu.edu