The Outreach Engagement Measurement Instrument (OEMI): A Review

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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

Outreach/engagement is a term that refers to a variety of activities conducted by faculty, staff, and students to engage external audiences. The OEMI collects data on faculty and academic staff outreach and engagement activities, including time spent, social issues addressed, University strategic imperatives, forms of outreach and engagement, location of intended impact, non-university participants, external funding, and in-kind support.

The survey also asks for descriptive information about specific projects, including purposes, methods, involvement of partners, units, and students, impacts on external audiences, and impacts on scholarship. The survey also collects data on the creation of intellectual property, duration, and evaluation.

The OEMI is a valuable tool for assessing faculty and academic staff outreach and engagement activities and for identifying areas for improvement.
Why Was the OEMI Developed?

• To support the Institution
  – Fill a gap in university-wide data collection by documenting MSU’s contribution to public good through outreach and engagement activity
  – Promote value of outreach and engagement among faculty and academic staff
  – Generate information to monitor effort and inform strategic planning
  – Provide documentation for accreditation and other self-studies

• To increase public support
  – Inform the public, legislators, donors, and other stakeholders about the breadth and depth of MSU’s contributions to the public good

• To lead the nation
  – Inform the national discourse about university engagement
  – Provide leadership to other higher education institutions in documenting engagement activities on their campuses
  – Develop a national data mine for researchers
Development of the OEMI

1993 - 1995

• In its 1993 report, the Provost’s Committee on University Outreach formally recommended that MSU 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 existing university reporting forms
  – Faculty effort form
  – Professional accomplishments form
  – Contracts and grants transmittal documentation

• New reporting instruments are created and fielded
  – Off campus credit instruction report
  – Noncredit instruction report
  – Course Load Instruction Funding and Modeling System (CLIFMS)
Development of the OEMI (continued)

1996 – 2004

• *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* (1996), building attention for assessing engaged scholarship

• UOE develops a university-wide data collection instrument
  – Iterative development process drawing on:
    o Findings from pilot tests with departments from different colleges, a whole college, faculty from across MSU working in Lansing, recipients from other universities of a national award for engaged scholarship
    o Input from leaders and writers about outreach and engagement from universities across the U.S. who participated in an invitational workshop at MSU

• The Outreach and Engagement Measurement Instrument (OEMI), launched at MSU in 2004, has been used each year since
Development of the OEMI (continued)

2005 - Present

• Research partnerships for use of the OEMI with others
  – University of Connecticut (2005, pilot study only)
  – University of Kentucky (2005 – present)
  – University of Tennessee system (2006 – 2008)
  – Kansas State University (2007 – present)
  – Texas Tech University (2009 – present)

• Receives the UCEA Outreach & Engagement Community of Practice with an award for innovation (2007)

• OEMI 2.0 software platform developed and launched (2009)

• Review and consider revisions to the Instrument questions (2010)
Observations of the MSU OEMI 2004-2009

- The OEMI response rate has remained stable, hovering around 1,000/year
- Since first administered campus-wide, 2,725 distinct (non-duplicative) respondents have participated in the survey
- 83% of respondents have reported participating in some form of outreach and engagement
- The aggregate effort reported by respondents represents a collective investment by Michigan State University of $108,361,208 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)
- In addition to reporting their overall effort devoted to outreach and engagement, respondents filed 5,890 reports of specific projects and activities
How is OEMI data used?

Centralized data about a university’s outreach and engagement can serve a variety of purposes

- Documenting the University’s investment in scholarship for the public good
- Responding to accreditation and other institutional self-studies
- Supporting faculty development efforts
- Possible cross-institutional analyses and benchmarking
- Research studies
- Telling the engagement story on and off campus
  - Communication and recognition programs
  - Identifying good stories and exemplars
#1a: University-wide Summary

<table>
<thead>
<tr>
<th>College</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>If 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>ARTS &amp; HUMANITIES, RESIDENTIAL COLLEGE IN</td>
<td>1.48 /1</td>
<td>586,975</td>
<td>5 / 8</td>
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<td>5</td>
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<td>727 /273</td>
<td>165</td>
<td>157</td>
<td>113</td>
<td>159</td>
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<td>78 /26</td>
<td>72</td>
<td>71</td>
<td>38</td>
<td>44</td>
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<td>32 /60</td>
<td>43</td>
<td>35</td>
<td>12</td>
<td>24</td>
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<td>$477,824</td>
<td>17 /21</td>
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<td>14</td>
<td>10</td>
<td>12</td>
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<td>31</td>
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<td>20 /28</td>
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<td>13</td>
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<td>10</td>
<td>2</td>
<td>5</td>
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<td>58 /78</td>
<td>35</td>
<td>48</td>
<td>25</td>
<td>37</td>
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<td>18</td>
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<td>$710,891</td>
<td>28 /40</td>
<td>24</td>
<td>21</td>
<td>7</td>
<td>19</td>
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<td>COLLEGE OF SOCIAL SCIENCE</td>
<td>31.41 /2</td>
<td>$2,416,712</td>
<td>188 /168</td>
<td>117</td>
<td>94</td>
<td>57</td>
<td>104</td>
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<td>COLLEGE OF VETERINARY MEDICINE</td>
<td>6.24 /2</td>
<td>$500,769</td>
<td>55 /51</td>
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<td>26</td>
<td>21</td>
<td>23</td>
</tr>
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<td>ELI BROAD COLLEGE OF BUSINESS</td>
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<td>$1,018,503</td>
<td>43 /54</td>
<td>38</td>
<td>27</td>
<td>23</td>
<td>25</td>
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<td>$23,395</td>
<td>7 /9</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>4</td>
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<td>INTERNATIONAL STUDIES AND PROGRAMS</td>
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<td>$147,184</td>
<td>6 /9</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>JANES MADISON COLLEGE</td>
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<td>$41,672</td>
<td>8 /12</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>9</td>
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<tr>
<td>LYMNN BRIDGE COLLEGE</td>
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<td>16</td>
<td>7</td>
<td>17</td>
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<td>1 /1</td>
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<td>0</td>
<td>0</td>
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<td>2 /2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MSU DUBAI</td>
<td>0.00 /2</td>
<td>$0</td>
<td>0 /2</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>MSU SUPERCONECUTING CYCLOTRON LABORATORY</td>
<td>0.14 /2</td>
<td>$13,020</td>
<td>8 /10</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>2</td>
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<tr>
<td>PROVOST AND OTHER CENTRAL OFFICES</td>
<td>24.73 /2</td>
<td>$2,151,886</td>
<td>83 /114</td>
<td>72</td>
<td>55</td>
<td>31</td>
<td>61</td>
</tr>
</tbody>
</table>

Total: 182.29 /2 | $15,739,755 | 820 /1190 | 728 | 670 | 403 | 601 | 550 | 191 | 421 | 1,521,758 | $11,314,472 | 208,712,406 | $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 one or two Areas of Concern – each such description is counted as a separate response. Therefore, there may be more “responses” than “respondents.”
### #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>Business and Industrial Development</td>
<td>14 FTE</td>
<td>70</td>
<td>49 24 36 43 39</td>
<td>10 18</td>
<td>121,227</td>
<td>$11,275,229 $65,000 000</td>
<td>$567,300</td>
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<tr>
<td>Children, Youth, and Family (non-school related)</td>
<td>17 FTE</td>
<td>89</td>
<td>78 54 24 48 51</td>
<td>28 52</td>
<td>57,300</td>
<td>$8,674,984 $2,045,943</td>
<td>$5,016,700</td>
</tr>
<tr>
<td>Community and Economic Development</td>
<td>12 FTE</td>
<td>80</td>
<td>72 57 36 48 47</td>
<td>32 42</td>
<td>124,916</td>
<td>$5,038,675 $6,077,300</td>
<td>$413,618</td>
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<tr>
<td>Cultural Institutions and Programs</td>
<td>2 FTE</td>
<td>85</td>
<td>72 70 41 44 47</td>
<td>14 58</td>
<td>306,266</td>
<td>$2,428,358 $8,46,500</td>
<td>$596,488</td>
</tr>
<tr>
<td>Education, Pre-Kindergarten through 12th Grade</td>
<td>25 FTE</td>
<td>140</td>
<td>101 115 39 64 72</td>
<td>34 77</td>
<td>135,322</td>
<td>$9,529,068 $3,074,516</td>
<td>$2,208,965</td>
</tr>
<tr>
<td>Food, Fiber Production, and Safety</td>
<td>19 FTE</td>
<td>75</td>
<td>48 45 43 57 49</td>
<td>2 14</td>
<td>59,953</td>
<td>$21,746,673 $1,08,701</td>
<td>$51,798</td>
</tr>
<tr>
<td>Governance and Public Policy</td>
<td>5 FTE</td>
<td>47</td>
<td>32 23 17 33 29</td>
<td>10 13</td>
<td>36,254</td>
<td>$2,403,601 $2,806,001</td>
<td>$217,664</td>
</tr>
<tr>
<td>Health and Health Care</td>
<td>17 FTE</td>
<td>101</td>
<td>83 64 31 70 52</td>
<td>18 44</td>
<td>41,629</td>
<td>$28,143,280 $4,890,000</td>
<td>$4,209,976</td>
</tr>
<tr>
<td>Labor Relations, Training, and Workplace Safety</td>
<td>2 FTE</td>
<td>13</td>
<td>8 4 4 3 5</td>
<td>3 6</td>
<td>11,321</td>
<td>$4,265,353 $1,05,360</td>
<td>$53,603</td>
</tr>
<tr>
<td>Natural Resources, Land Use, and Environment</td>
<td>16 FTE</td>
<td>75</td>
<td>51 19 36 52 55</td>
<td>14 13</td>
<td>138,453</td>
<td>$7,711,821 $199,972,909</td>
<td>$923,103</td>
</tr>
<tr>
<td>Public Safety, Security, and Corrections</td>
<td>4 FTE</td>
<td>13</td>
<td>9 11 2 11 8</td>
<td>5 5</td>
<td>4,671</td>
<td>$1,923,852 $52,000</td>
<td>$168,300</td>
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<tr>
<td>Public Understanding and Adult Learning</td>
<td>13 FTE</td>
<td>94</td>
<td>75 68 40 54 46</td>
<td>12 46</td>
<td>326,614</td>
<td>$6,907,738 $57,504</td>
<td>$140,801</td>
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<tr>
<td>Science and Technology</td>
<td>11 FTE</td>
<td>96</td>
<td>53 76 50 74 50</td>
<td>9 33</td>
<td>53,206</td>
<td>$5,238,288 $823,641</td>
<td>$269,608</td>
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<td><strong>Total</strong></td>
<td><strong>171.92</strong></td>
<td><strong>980</strong></td>
<td><strong>728 670 403 601 550</strong></td>
<td><strong>191 421</strong></td>
<td><strong>1,521,758</strong></td>
<td><strong>$11,114,472 205,712,465</strong></td>
<td><strong>$15,349,447</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 each of the two Areas of Concern.

### #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>(No response provided)</td>
<td>14 FTE</td>
<td>55</td>
<td>2 1 2 3 3 0 2</td>
<td>2 700</td>
<td>$9 50 50</td>
<td>$1,206,022 $80,304</td>
<td>$70,918</td>
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<td>Clinical Service</td>
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<td>20</td>
<td>24 25 6 16 16</td>
<td>6 13</td>
<td>29,254</td>
<td>$1,222,759 $2,042,429</td>
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<tr>
<td>Experiential/Service Learning</td>
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<td>51</td>
<td>48 48 20 25 40</td>
<td>10 34</td>
<td>98,462</td>
<td>$4,304,365 $3,08,245</td>
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</tr>
<tr>
<td>Outreach Instruction: Credit Courses and Programs</td>
<td>8 FTE</td>
<td>37</td>
<td>27 23 42 22 22</td>
<td>7 16</td>
<td>37,485</td>
<td>$28,906,635 $490,507</td>
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<tr>
<td>Outreach Instruction: Non-Credit Courses</td>
<td>24 FTE</td>
<td>170</td>
<td>91 81 36 52 55</td>
<td>17 52</td>
<td>79,153</td>
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<td>Outreach Instruction: Public Events and Understanding</td>
<td>13 FTE</td>
<td>140</td>
<td>119 110 70 73 27</td>
<td>20 84</td>
<td>568,976</td>
<td>$6,005,656 $4,96,500</td>
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<td>Outreach Research and Creative Activity</td>
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<td>282 238 130 236 194</td>
<td>73 136</td>
<td>542,467</td>
<td>$49,472,407 $115,351,292</td>
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<tr>
<td>Technical or Expert Assistance</td>
<td>33 FTE</td>
<td>362</td>
<td>175 158 110 177 144</td>
<td>50 74</td>
<td>173,261</td>
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<td><strong>Total</strong></td>
<td><strong>171.92</strong></td>
<td><strong>980</strong></td>
<td><strong>728 670 403 601 550</strong></td>
<td><strong>191 421</strong></td>
<td><strong>1,521,758</strong></td>
<td><strong>$11,114,472 205,712,465</strong></td>
<td><strong>$15,349,447</strong></td>
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</tbody>
</table>
#2: Summary by Dept for:

COLLEGE OF SOCIAL SCIENCE

<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>Attendants or Participants</th>
<th>Activity helped generate revenue for</th>
<th>Value of partners' (in-kind) contribution</th>
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<tbody>
<tr>
<td></td>
<td>FT</td>
<td>Salary Value</td>
<td></td>
<td>Community, Economy &amp; Family Issues Student Experience Internet Reach Research Ops. Stewardship</td>
<td>Urban Issues Diversity and Access</td>
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<td>$149,951</td>
<td>13 / 21</td>
<td>17 17 9 15 16 9 8 14</td>
<td>12,045</td>
<td>$47,000 $47,000</td>
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<td>$212,541</td>
<td>11 / 16</td>
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<td>0</td>
<td>$0 $0 $0</td>
<td>$0</td>
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<td>ECONOMICS</td>
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<td>12 / 18</td>
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<td>$0</td>
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<td>3 / 4</td>
<td>0 2 4 1 0</td>
<td>1</td>
<td>24,652 $805,000 $.00</td>
<td>$0</td>
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<tr>
<td>INST FOR PUBLIC POLICY AND SOCIAL RESEARCH</td>
<td>0.70</td>
<td>$68,005</td>
<td>1 / 2</td>
<td>0 1 0 2 1 0 0</td>
<td>175</td>
<td>$130,000 $0</td>
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<td>POLITICAL SCIENCE</td>
<td>0.20</td>
<td>$27,566</td>
<td>5 / 6</td>
<td>1 2 1 2 0 2 0</td>
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<td>$1,530 $50,000 $.00</td>
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<td>2.30</td>
<td>$230,460</td>
<td>5 / 6</td>
<td>7 0 2 5 7 5 5</td>
<td>2,688</td>
<td>$1,921,000 $1,459,000</td>
<td>$182,450</td>
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<tr>
<td>PUBLIC UTILITIES INSTITUTE</td>
<td>1.00</td>
<td>$120,176</td>
<td>1 / 2</td>
<td>2 0 2 2 2 2 2 0</td>
<td>1,000</td>
<td>$749,000 $0</td>
<td>$120,000</td>
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<td>SCHOOL OF PLANNING, DESIGN &amp; CONSTRUCTION CSS</td>
<td>0.00</td>
<td>$8,776</td>
<td>1 / 2</td>
<td>2 2 2 0 2 0</td>
<td>45</td>
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<td>$0</td>
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<tr>
<td>SOCIAL SCIENCE DEAN</td>
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<td>$40,322</td>
<td>3 / 4</td>
<td>2 2 2 2 2 0 0</td>
<td>160</td>
<td>$500,000 $0</td>
<td>$37,400</td>
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<td>SOCIAL WORK</td>
<td>0.88</td>
<td>$63,171</td>
<td>3 / 5</td>
<td>4 2 4 16 35 28</td>
<td>7,993</td>
<td>$2,527,315 $1,521,940</td>
<td>$988,634</td>
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<tr>
<td>SOCIOLOGY SOCIAL SCIENCE</td>
<td>1.15</td>
<td>$104,169</td>
<td>3 / 5</td>
<td>3 2 3 3 2 2</td>
<td>68</td>
<td>$0 $0 $0</td>
<td>$0</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>3.41</strong></td>
<td><strong>$2,416,783</strong></td>
<td><strong>115 / 166</strong></td>
<td><strong>117</strong> <strong>94</strong> <strong>57</strong> <strong>164</strong> <strong>93</strong> <strong>46</strong> <strong>75</strong></td>
<td><strong>97,059</strong></td>
<td><strong>$15,015,345</strong> <strong>$3,555,596</strong></td>
<td><strong>$1,792,765</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."
College/Unit Level Analyses

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) as the school.
This work enriched community, economic and family life.
This work increased research opportunities.
This work strengthened stewardship.
Of my effort in this area, 50% was directed at institutions and 50% at others in Michigan. Specifically, 50% was directed at Jackson.
This work was designed to impact people and issues within Michigan and Lenawee.
108 people participated in the Outreach Research and Creative Activity.
This work was instrumental in securing $200,000 in gifts, grants, and/or fees for the University.

Data about my Outreach and Engagement work in Health Education
40% of my outreach and engagement activities (that is, 31% of my professional effort) primarily took the form of Outreach Research and Creative Activity addressing Health Education and Care.
This work increased community, economic and family life.
This work increased research opportunities.
This work strengthened stewardship.
2,500 people participated in this Outreach Research and Creative Activity.
This work was instrumental in securing $120,000 in gifts, grants, and/or fees for the University.

Description of my outreach work: Project or Activity 1
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 to measure student engagement and activity. This effort was instrumental in securing $200,000 in gifts, grants, and/or fees for the University.

Results of the Pilot Survey

Return on Investment
Returns on the spring 2008 pilot survey revealed that nearly 52% of the responses indicated a positive return on investment. The majority of respondents indicated that the University received a positive return on investment in terms of increased research opportunities and increased student engagement.

Tailored Briefing Materials

Development
Elledge, Michael
Usability & Accessibility Center
Washington, DC

Business And Industrial Development
Internship Development
Linda Good
Department of Advertising

Business And Industrial Development
Interorganizational Information Systems Integration Through Industry-Wide IS Standardization

Multiyear began 2007
Wayne
AIAG, NIST, and OACF for automotive; EPICS for retail; MEMSO for mortgage

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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

Hylas F. Fitzgerald, August Report
University Outreach and Engagement
Brian L. Timmerman, Director Center for the Study of University Engagement


University Outreach and Engagement Michigan State University
July 2005

Accreditation and Institutional Self-studies
Institutional Reports (continued)

Snapshot of Outreach and Engagement at Michigan State University, 2008

Sponsored by MSU’s National Center 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 2008 was collected between January and March 2009 and represents the fifth year of data collection. 1,101 faculty and academic staff responded to the survey. Since 2004, 2,539 distinct (non-duplicative) respondents have reported their outreach and engagement through the OEMI. For this snapshot, OEMI data is augmented with data from the service-learning and civic engagement student registration system.

OEMI results for 2008 include the following:

$19,637,429.71
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)

98.1%
Respondents whose outreach contributed to achieving boldness by design (BBD) imperatives:

78.2% Enhanced the student experience
75.4% Enriched community, economic, and family life
47.8% Expanded international reach
68.8% Increased research opportunities
57.0% Strengthened stewardship

1,151
Number of specific projects/activities reported

Data Visualizations: Charts and Figures
Institutional Reports (continued)

Data Visualizations: Potential Geographic Information System (GIS) Applications
Communication and Recognition Programs

The Engaged Scholar Magazine

**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
- Let them know about resources available to support this work
- Elucidate/publicize the “MSU Model” (scholarly basis for the work)

**Each annual issue contains:**
- A little bit about theory and models (scholarship of engagement)
- Examples/stories of engaged scholars and their projects (engaged scholarship)

engagescholar.msu.edu
Communication and Recognition Programs (continued)

The Engaged Scholar E-Newsletter

• Published four times during the academic year to supplement The Engaged Scholar Magazine
  – The 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 now also linked through social networks
Communication and Recognition Programs (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
University-Wide Awards

- **MSU Outreach Scholarship Community Partnership Award**
  - Recognition of faculty member and her/his community partner
  - Awarded each year since 2006

- **C. Peter Magrath University/Community Engagement Award**
  - National competition
  - 2009 regional award recipient
New and Ongoing Strategic Initiatives

• Expanding OEMI Institutional Partnerships
  – Inquiries from across the U.S., South Africa, the UK, and Australia
  – Demonstration system with guest accounts available

• Keeping MSU connected to national discourse on engagement
  – Network development
    • Committee of Institutional Cooperation (CIC)
      – Committee on Engagement
    • National Outreach Scholarship Conference Partnership (NOSC)
    • University Professional and Continuing Education Association (UPCEA)
      – Outreach and Engagement Community of Practice
    • Working group studying the feasibility of a National Academy of Engaged Scholars
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
  – Continue to contribute to scholarship about measurement and metrics
    • Chapter on measurement and the OEMI in the upcoming, first-ever *Handbook of Engaged Scholarship* (MSU Press, 2010)
    • Build on long 10+ years of presentations/publications
Why review and revise the OEMI?

• Improve validity of data
  – Duplication of reporting (e.g. attendance, financials)
  – Respond to five years of user feedback

• Better address the needs of various stakeholders
  – MSU administration and units
  – Partner institutions
  – Public

• Increase the response rate among faculty and academic staff
  – Reduce length of survey
  – Minimize duplication of questions
General Questions for Discussion

• How do you currently use information about MSU outreach and engagement?

• Is the information provided by University Outreach and Engagement helpful?

• What additional outreach and engagement data would you find helpful?

• In what ways could we redesign the instrument to better meet your needs?
Contact Information

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Web: outreach.msu.edu