

## Scholarship and Tenure

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**WINGSPREAD: BUILDING A FEDERATION FOR ACTION**  
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# Outreach and Engagement is Scholarship Based



# OUTREACH (and Engagement)

“ ... 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.”

*Provost's Committee on University Outreach,  
1993*



# Teaching and Learning

- Service Learning
- Study abroad programs
- Distance education and off-campus instruction
- Continuing education
- Contract courses or programs designed for specific audiences
- Conferences, seminars and workshops
- Educational programs for alumni
- Participatory curriculum development



# Research/Discovery/Creative Works

- Applied research
- Community based research
- Contractual research
- Demonstration projects
- Exhibitions/performances
- Needs assessments/evaluation
- Knowledge transfer and research
- Technical assistance
- Publications/presentations



# Service/Citizenship

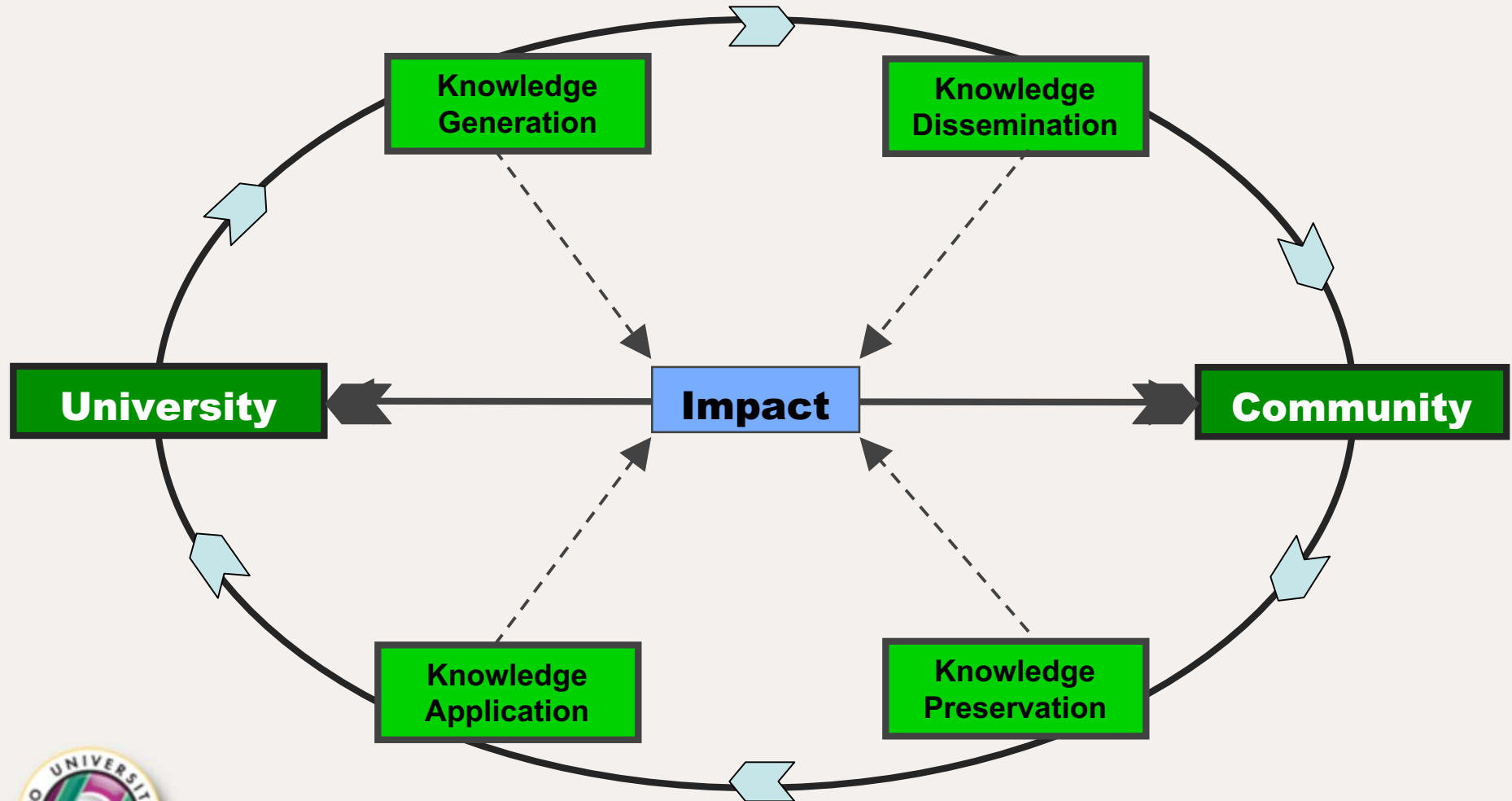
- **Clinical services**
- **Consulting**
- **Policy analysis**
- **Service to community-based institutions**
- **Knowledge transfer and workshops**
- **Expert testimony**
- **Technical assistance**
- **Contributions to managed systems**
- **Leading professional societies and associations**
- **Commercialization of discoveries**
- **New business ventures**



# Outreach and Engagement involves Campus-Community Partnerships



# Outreach & Engagement Knowledge Model





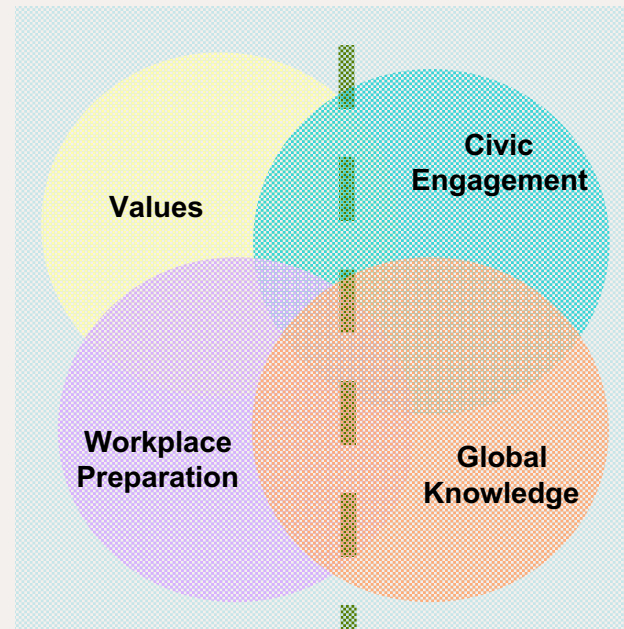
Higher Education has a special role to engage its students/faculty, instructional and research resources to:



## Educated Person

Campus Focus

- Strengthen commitment to democracy/diversity
- Improve workplace practice and economic strength



- Strengthen citizen participation and civic responsibility to improve outcomes for community members
- Globalize perspectives and contacts

Community Focus



## Educated Community/World



**Outreach and Engagement involves  
Interdisciplinary Collaboration and  
Networking**



# Interdisciplinary Collaborations

**Positive outcomes for children, youth and families**  
**K-12 reform: Literacy, math and science education**  
**Needs of 0-5 year-old children and their families**  
**Safe schools and communities**  
**Technology usability and accessibility**  
**Family functioning and diversity**  
**Community and economic development**  
**Urban and regional development**  
**Land use and built environments**  
**Sustainable agriculture**  
**Food and water safety**  
**Environmental health**  
**Public health and public policy**



**Outreach and Engagement can be  
Measured:**

**Faculty Performance Evaluation for  
Promotion and Tenure**



## 1996 Points Of Distinction Matrix for Evaluating Outreach Research, Outreach Teaching, and Outreach Service

<i>Dimension</i>	<i>Components</i>	<i>Sample Questions</i>	<i>Qualitative Indicators</i>	<i>Quantitative Indicators</i>
Significance				
Context				
Scholarship				
Impact				



## Outreach & Engagement Measurement Instrument

This Instrument (OEMI) has been developed by the Office of University Outreach and Engagement in order to help increase understanding of Michigan State University's outreach and engagement efforts. The Instrument gathers numerical data about your outreach activities along six dimensions:

- the **time spent** on those activities
- the **areas of concern** on which those activities focus
- the **forms** those activities take
- the **locations** to which those activities are directed
- the number of **non-university participants** in those activities
- the amount of **external funding and in-kind support** generated for those activities

The data will be aggregated at the unit, college, and university levels. However, because outreach activities are so varied - in purpose, method, and impact - an aggregate set of numbers will fail to capture the full picture of MSU engagement with those outside the academy. To develop a more balanced picture, the final section of the instrument asks for additional descriptive information about purposes, methods, disciplinary and interdisciplinary perspectives, impacts on ongoing research, and impacts on the external audiences. Providing this information takes more time, but it will enable the University to showcase its faculty's contributions to the public that supports it.

### What to Report

Please take a comprehensive view of outreach & engagement as you complete this form. Outreach 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, preK-12 schools, labor organizations, and the like. Outreach occurs when members of the University make their expertise available in formats different from those most often found on campus: for example, by scheduling instruction at times and in places convenient to the working adult, or by communicating research results in ways that the external audience finds both understandable and usable. At its best engagement involves shared goals, expertise, and resources and results in mutually identified benefits.

Outreach is an aspect of many different kinds of scholarly work, not a separate sphere of activity distinct from teaching or research, nor is it identical with "service." Most outreach & engagement activities conducted by university faculty occur as an aspect of the faculty member's teaching or research activities. It is very likely that you will include on this form data on activities that you may have reported in other places as instruction or research. Thus, the first question on this survey mirrors the final question on the Faculty Effort Form: What percentage of your total effort across all the categories of your academic work (*i.e.*, instruction, advising, research and creative activity, service, and administration) has an outreach component?

### Outreach/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.

[University Outreach at Michigan State University, 1993](#)

... the partnership of university knowledge and resources with those of the public and private sectors

- to enrich scholarship and research,
- to enhance curricular content and process,
- to prepare citizen scholars,
- to endorse democratic values and civic responsibility,
- to address critical societal issues,
- and in general to contribute to the public good.

[Adapted from the CIC Committee on Engagement](#)

Enter your loginID and password. Note: your web browser must accept cookies to log into this site. See the [troubleshooting](#) page for more information.

LoginID:

Password:



### Outreach Research

[Close](#)

May include applied research, capacity-building, evaluation studies and services, policy analysis, consulting and technical assistance, and technology transfer. 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.

### Outreach Instruction: Credit Courses and Programs

[Close](#)

Courses and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor 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

[Close](#)

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.

### Experiential/Service-Learning

[Close](#)

Civic or community service that 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 practica and internships, or volunteer community service.

### Clinical Service

[Close](#)

All client 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.

### Public Events and Information

[Close](#)

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, websites, educational broadcasting, and software). Most of these experiences are short-term and learner-directed.

### Contributions provided by off-campus groups and organizations

[Close](#)

Calculate the contributions provided by off-campus groups and organizations that enabled you to advance knowledge through your outreach activity. Some of what they provided, of course, is "beyond price" and cannot be quantified in dollars and cents: the endorsement of a respected community organization, access to special populations, or access to confidential or proprietary materials, for instance. But some can be quantified: for example, did your partners spend time working to make your project successful, time that your partners would otherwise have devoted to other responsibilities? Did the partners provide equipment, space, transportation, or other material necessary to complete your work?

### Volunteer time

[Close](#)

Volunteer assistance may include such activities as data gathering (e.g., distributing surveys) and other activities such as advisory groups and the like. Do not, however, count the time that volunteers may have spent in completing data gathering instruments.





**To Achieve Diversity in Outreach and Engagement as a Component of Faculty Performance, Promotion and Tenure, O & E must be an Institutional Value**





# Institutional Value

**Outreach and Engagement is**

**Across the mission**

**Teaching**

**Research**

**Service**

**Anchored in knowledge**

**generation**

**application**

**dissemination**

**preservation**



## Sample Table Page

Natural Resources, Land Use, & Environment (largest)	30 FTEs/128 responses
Children, Youth, Families	28 FTEs/122 responses
Health & Health Care	24 FTEs/153 responses
Food & Fiber Production & Safety	23 FTEs/80 responses
Education, PreK-12 (of these, only 7 FTE's from College of Education)	22 FTEs/168 responses

## Contact Information

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