

MICHIGAN STATE UNIVERSITY

FACULTY OUTREACH SURVEY



Conducted for the Evaluation Division, Institute of Public Policy and Social Research
as part of the evaluation of the W. K. Kellogg Lifelong Education grant to Michigan State University

by the Survey Research Division of

INSTITUTE FOR PUBLIC POLICY AND SOCIAL RESEARCH

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All responses to this questionnaire will be kept strictly confidential.
If you have any questions about the survey, please call: (517) 355-6672

PART I. FACULTY OUTREACH ACTIVITIES

Thank you for participating in this survey of faculty outreach-related attitudes, beliefs, values, and practices. Please consider the definition of university outreach developed by the Provost's Committee on University Outreach:

Outreach 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.

Practically speaking, outreach can take many forms. For the purposes of this study, we are interested primarily in outreach that can be classified as either knowledge extension or instructional extension.

Knowledge Extension--extension of the university's research capacity to nonacademic audiences; examples include:

- applied research and technical assistance designed to assist people in analyzing problems and developing responses to them;
- demonstration projects designed to introduce people to new techniques and practices;
- evaluation of ongoing programs;
- technology transfer;
- policy analysis designed to inform and shape the public policy process; and
- consulting undertaken in conjunction with the unit's programs or the advancement of a unit's mission.

Instructional Extension--extension in time and location of the campus instructional capacity through credit/noncredit courses, seminars, workshops, exhibits, and performances.

Use the definitions and examples as needed to respond to the questions that follow.

PART IA. KNOWLEDGE EXTENSION

Knowledge Extension--extension of the university's research capacity to nonacademic audiences; for example: applied research and technical assistance, demonstration projects, evaluation of ongoing programs, technology transfer, policy analysis, or consulting.

IA-1. HOW WOULD YOU EVALUATE YOUR COMMITMENT TO KNOWLEDGE EXTENSION?

- Not interested or committed 1
- Very little commitment 2
- Moderate commitment 3
- Fair commitment 4
- Significant and substantial commitment 5

IA-2. HOW BENEFICIAL IS IT FOR YOUR CAREER AT MSU TO BE KNOWN FOR ENGAGING IN KNOWLEDGE EXTENSION ACTIVITIES?

- Not beneficial at all 1
- Slightly beneficial 2
- Moderately beneficial 3
- Fairly beneficial 4
- Very beneficial 5

IA-3. FROM THE POINT OF VIEW OF YOUR DISCIPLINE OR PROFESSION,

(circle only one for each item)

TO WHAT EXTENT		No Extent	Slight Extent	Moderate Extent	Fair Extent	Great Extent	Not App.
a	is it beneficial to your career to be involved in knowledge extension?	1	2	3	4	5	8
b	does knowledge extension have historical prominence and value?	1	2	3	4	5	8
c	are there peer-reviewed outlets for the results of knowledge extension projects?	1	2	3	4	5	8
d	is knowledge extension important in promotion and tenure decisions at peer institutions of higher education?	1	2	3	4	5	8

IA-4. TO WHAT EXTENT DO OFF-CAMPUS ORGANIZATIONS, COMMUNITY GROUPS, OR GOVERNMENT AGENCIES

(circle only one for each item)

		No Extent	Slight Extent	Moderate Extent	Fair Extent	Great Extent	Not App
a	ask you to apply your knowledge?	1	2	3	4	5	8
b	expect you to apply your knowledge and expertise as part of your regular assignment?	1	2	3	4	5	8
c	offer opportunities to do paid consulting?	1	2	3	4	5	8

IA-5. TO WHAT EXTENT HAS THE VALUE PLACED ON KNOWLEDGE EXTENSION CHANGED OVER THE LAST FIVE YEARS FOR:

(circle only one for each item)

		Much Less Value	Slightly Less Value	No Change	Slightly More Value	Much More Value	Not App
a	you	1	2	3	4	5	8
b	your department chair/school director	1	2	3	4	5	8
c	your college dean	1	2	3	4	5	8

IA-6. TO WHAT EXTENT DO YOU VALUE EACH OF THE FOLLOWING ACTIONS?

(circle only one for each item)

	No Extent	Slight Extent	Moderate Extent	Fair Extent	Great Extent	Not App
a developing specific applications of knowledge?	1	2	3	4	5	8
b collaborating in knowledge extension with off-campus organizations, community groups, or government agencies?	1	2	3	4	5	8
c engaging in sustained knowledge extension projects?	1	2	3	4	5	8

IA-7. CATEGORIZE THE EXTENT OF YOUR INVOLVEMENT IN KNOWLEDGE EXTENSION IN EACH OF THE FOLLOWING TIME PERIODS.

(circle only one for each item)

	No Extent	Slight Extent	Moderate Extent	Fair Extent	Great Extent	Not App
a three years ago	1	2	3	4	5	8
b within last 12 months	1	2	3	4	5	8
c three years from now	1	2	3	4	5	8

IA-8. IN THE NEXT THREE YEARS, HOW LIKELY ARE YOU TO*(circle only one for each item)*

	Very Unlikely	Slight Chance	Moderate Chance	Very Likely	Not App
a spend time in an off-campus knowledge extension activity?	1	2	3	4	8
b begin a knowledge extension project that will require you to invest a substantial block of time?	1	2	3	4	8
c seek out off-campus partners in a knowledge extension project?	1	2	3	4	8
d apply for an on-campus outreach initiation grant for a knowledge extension project?	1	2	3	4	8

IA-9. IN THE LAST THREE YEARS, HOW MANY

(circle only one for each item)

		Number of Occurrences					
		0	1-2	3-4	5-6	7+	NA
a	knowledge extension projects have you been involved in	0	1-2	3-4	5-6	7+	NA
b	applied/practitioner conferences have you presented results from knowledge extension activities?	0	1-2	3-4	5-6	7+	NA
c	monthly contacts--on average--have you had with individuals from off-campus organizations, community groups, or governmental agencies?	0	1-2	3-4	5-6	7+	NA
d	basic research grants have you applied for?	0	1-2	3-4	5-6	7+	NA
e	knowledge extension-type research grants have you applied for?	0	1-2	3-4	5-6	7+	NA
f	knowledge extension-type research grants have you applied for in collaboration with off-campus non-academic partners?	0	1-2	3-4	5-6	7+	NA
g	submissions have you made to peer-reviewed disciplinary or professional journals?	0	1-2	3-4	5-6	7+	NA
h	submissions have you made to peer-reviewed knowledge extension-type journals?	0	1-2	3-4	5-6	7+	NA
i	times have you turned down an opportunity to undertake a knowledge extension project?	0	1-2	3-4	5-6	7+	NA

IA-10. WHAT TYPE OF IMPACT DO THE FOLLOWING HAVE ON YOUR INVOLVEMENT IN KNOWLEDGE EXTENSION?

(circle only one for each item)

		Major Barrier	Partial Barrier	No Impact	Partially Facilitates	Greatly Facilitates	Not App
a	financial resources	1	2	3	4	5	8
b	career goals	1	2	3	4	5	8
c	department/college norms	1	2	3	4	5	8
d	availability of campus-based	1	2	3	4	5	8
e	familiarity with off-campus	1	2	3	4	5	8
f	colleagues	1	2	3	4	5	8
g	departmental/school mentors	1	2	3	4	5	8

PART IB. INSTRUCTIONAL EXTENSION

In answering the questions in this part, please use the following definition:

Instructional Extension--extension in time and location of the campus instructional capacity through credit/noncredit courses, seminars, workshops, exhibits, or performances.

IB-1. FROM THE POINT OF VIEW OF THE FOLLOWING, TO WHAT EXTENT IS IT BENEFICIAL TO YOU TO BE INVOLVED IN INSTRUCTIONAL EXTENSION?

(circle only one for each item)

	No Extent	Slight Extent	Moderate Extent	Fair Extent	Great Extent	Not App.
a your career	1	2	3	4	5	8
b your discipline/profession	1	2	3	4	5	8
c your department	1	2	3	4	5	8
d your college	1	2	3	4	5	8
e Michigan State University	1	2	3	4	5	8

IB-2. TO WHAT EXTENT DO YOU VALUE THE FOLLOWING ACTIONS?

(circle only one for each item)

	No Extent	Slight Extent	Moderate Extent	Fair Extent	Great Extent	Not App
a instruction to non-traditional audiences?	1	2	3	4	5	8
b collaborating in the design of instructional programs with external constituencies?	1	2	3	4	5	8
c making a long-term commitment to an off-campus degree program?	1	2	3	4	5	8

IB-3. TO WHAT EXTENT HAS THE VALUE PLACED ON INSTRUCTIONAL EXTENSION CHANGED OVER THE LAST FIVE YEARS FOR:

(circle only one for each item)

	Much Less Value	Slightly Less Value	No Change	Slightly More Value	Much More Value	Not App
a you	1	2	3	4	5	8
b your department chair/school director	1	2	3	4	5	8
c your college dean	1	2	3	4	5	8

IB-4. WHAT TYPE OF IMPACT DO THE FOLLOWING HAVE ON YOUR INVOLVEMENT IN INSTRUCTIONAL EXTENSION?

(circle only one for each item)

		Major Barrier	Somewhat of a Barrier	No Impact	Somewhat Facilitates	Greatly Facilitates	Not App
a	familiarity with non-traditional learners	1	2	3	4	5	8
b	financial resources	1	2	3	4	5	8
c	career goals	1	2	3	4	5	8
d	department/college norms	1	2	3	4	5	8
e	availability of distance learning technology	1	2	3	4	5	8
f	familiarity with distance learning technology	1	2	3	4	5	8
g	colleagues	1	2	3	4	5	8
h	departmental/school mentors	1	2	3	4	5	8

IB-5. CATEGORIZE THE EXTENT OF YOUR INVOLVEMENT IN INSTRUCTIONAL EXTENSION IN EACH OF THE FOLLOWING TIME PERIODS:

		No Extent	Slight Extent	Moderate Extent	Fair Extent	Great Extent	Not App
a	three years ago	1	2	3	4	5	8
b	within last 12 months	1	2	3	4	5	8
c	three years from now	1	2	3	4	5	8

IB-6. IN THE LAST THREE YEARS, HOW MANY

(circle only one for each item)

IN THE LAST THREE YEARS, HOW MANY		Number of Occurrences					
a	separate instructional extension activities have you been involved in?	0	1-2	3-4	5-6	7+	NA
b	applied/practitioner conferences (at the international, national, state, or local level) have you presented results from instructional extension activities?	0	1-2	3-4	5-6	7+	NA
c	grants have you received for instructional extension-type research?	0	1-2	3-4	5-6	7+	NA
d	instructional extension projects involving collaboration with other MSU faculty members?	0	1-2	3-4	5-6	7+	NA
e	time have you turned down an opportunity to undertake instructional extension?	0	1-2	3-4	5-6	7+	NA

IB-7. HOW WOULD YOU EVALUATE YOUR COMMITMENT TO INSTRUCTIONAL EXTENSION.

- Not interested or committed 1
- Very little commitment 2
- Moderate commitment 3
- Fair commitment 4
- Significant and substantial commitment 5

IB-8. WOULD YOU BE INTERESTED IN ANY TYPE OF TRAINING TO MAKE IT EASIER TO ENGAGE IN INSTRUCTIONAL EXTENSION?

- Yes 1
- No 5
- Don't Know 8

IB-9. TO WHAT EXTENT DOES YOUR INVOLVEMENT IN INSTRUCTIONAL EXTENSION BENEFIT YOUR ON-CAMPUS INSTRUCTION?

- None 1
- Slightly beneficial 2
- Moderately beneficial 3
- Fairly beneficial 4
- Very beneficial 5
- Not Applicable 8

PART II. CONTEXT FOR OUTREACH

Outreach is undertaken in the context of your other professional obligations and duties. In this section, we ask you to compare outreach to basic research and on-campus teaching around a number of important issues.

II-1. HOW SUPPORTIVE ARE THE CONDITIONS AT MICHIGAN STATE UNIVERSITY OF YOUR INDIVIDUAL SCHOLARSHIP IN ON-CAMPUS TEACHING, BASIC RESEARCH, KNOWLEDGE EXTENSION, AND INSTRUCTIONAL EXTENSION?

(Circle Only One for Each Group)

	Not at all Supportive	Not Very Supportive	Somewhat Supportive	Very Supportive
a On-Campus Teaching	1	2	3	4
b Basic Research	1	2	3	4
c Knowledge Extension	1	2	3	4
d Instructional Extension	1	2	3	4

II-2. PLEASE INDICATE HOW SUPPORTIVE EACH OF THE FOLLOWING KINDS OF INDIVIDUALS ARE OF YOUR SCHOLARLY ACTIVITIES LISTED BELOW:

(Circle Only One for Each Group)

	Not At All Supportive	Not Very Supportive	Somewhat Supportive	Very Supportive	Not Applicable
BASIC RESEARCH					
a Department Colleagues	0	1	2	3	9
b Department Chair	0	1	2	3	9
c College Dean	0	1	2	3	9
d Provost	0	1	2	3	9
e University President	0	1	2	3	9
ON-CAMPUS TEACHING					
f Department Colleagues	0	1	2	3	9
g Department Chair	0	1	2	3	9
h College Dean	0	1	2	3	9
i Provost	0	1	2	3	9
j University President	0	1	2	3	9

	Not At All Supportive	Not Very Supportive	Somewhat Supportive	Very Supportive	Not Applicable
KNOWLEDGE EXTENSION					
k Department Colleagues	0	1	2	3	9
l Department Chair	0	1	2	3	9
m College Dean	0	1	2	3	9
n Provost	0	1	2	3	9
o University President	0	1	2	3	9
INSTRUCTIONAL EXTENSION					
p Department Colleagues	0	1	2	3	9
q Department Chair	0	1	2	3	9
r College Dean	0	1	2	3	9
s Provost	0	1	2	3	9
t University President	0	1	2	3	9

II-3. IN YOUR OPINION, DOES THE REWARD SYSTEM FOR EACH OF THE TYPES OF PROFESSIONAL ACTIVITIES NEED TO BE CHANGED TO REWARD THE ACTIVITIES MORE OR LESS THAN THEY ARE CURRENTLY, OR IS NO CHANGE NEEDED?

(Circle Only One for Each Activity)

	Needs to be Rewarded LESS	No Change Needed	Needs to be Rewarded MORE	Do Not Know
a Basic Research Activities	1	2	3	8
b On-Campus Teaching Activities	1	2	3	8
c Knowledge Extension Activities	1	2	3	8
d Instructional Extension Activities	1	2	3	8

II-4. PLEASE INDICATE HOW IMPORTANT SCHOLARLY ACTIVITIES IN BASIC RESEARCH, ON-CAMPUS TEACHING, KNOWLEDGE EXTENSION, AND INSTRUCTIONAL EXTENSION ARE TO THE FOLLOWING DECISIONS.

(Circle Only One for Each Group)

	Not Important At All	Not Very Important	Somewhat Important	Very Important	Not Applicable
BASIC RESEARCH					
a Tenure/Promotion to Associate	0	1	2	3	9
b Promotion to Full Professor	0	1	2	3	9
c Merit Salary	0	1	2	3	9
ON-CAMPUS TEACHING					
d Tenure/Promotion to Associate	0	1	2	3	9
e Promotion to Full Professor	0	1	2	3	9
f Merit Salary	0	1	2	3	9
KNOWLEDGE EXTENSION					
g Tenure/Promotion to Associate	0	1	2	3	9
h Promotion to Full Professor	0	1	2	3	9
i Merit Salary	0	1	2	3	9
INSTRUCTIONAL EXTENSION					
j Tenure/Promotion to Associate	0	1	2	3	9
k Promotion to Full Professor	0	1	2	3	9
l Merit Salary	0	1	2	3	9

PART III. BACKGROUND QUESTIONS

The next few questions are about your background and are for statistical purposes only. You will not be identified as an individual in any way.

III-1. WHAT IS YOUR GENDER?

(Circle Only One)

- Male 1
- Female 2

III-2. WHICH CATEGORY BEST DESCRIBES YOUR RACIAL OR ETHNIC BACKGROUND?

(Circle Only One)

- African - American 1
- Asian or Pacific Islander 2
- Hispanic 3
- Native American 4
- White 5
- Other, *(please specify)* _____ 7

III-3. WHAT IS YOUR CURRENT FACULTY RANK?

(Circle Only One)

- Assistant Professor 1
- Associate Professor 2
- Professor 3

III-4. DO YOU HAVE THE TERMINAL DEGREE IN YOU FIELD?

(Circle Only One)

- Yes 1
- No 5

III-5. HOW MANY YEARS HAVE YOU BEEN A FACULTY MEMBER AT MICHIGAN STATE UNIVERSITY?

(Circle Only One)

- 1-5 Years 1
- 5 - 9 Years 2
- 10 - 19 Years 3
- 20 or More Years 4

III-6. HOW MANY YEARS HAVE YOU BEEN A FACULTY MEMBER IN YOUR CAREER?

(Circle Only One)

- 1-5 Years 1
- 5 - 9 Years 2
- 10 - 19 Years 3
- 20 or More Years 4

III-7. HOW MANY YEARS WERE YOU EMPLOYED IN A NON-ACADEMIC FIELD RELATED TO CURRENT FIELD OF EXPERTISE?

(Circle Only One)

- None 1
- 1-5 Years 2
- 6 - 10 Years 3
- 10 or More Years 4

III-8. THE NEXT SET OF QUESTIONS ASKS FOR SPECIFIC INFORMATION ABOUT YOUR APPOINTMENT(S). PLEASE CIRCLE THE NUMBER FOR EACH APPROPRIATE RESPONSE.

(Circle One for Each)

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| a. Do you have an administrative appointment
(e.g., Chairperson, Assistant Dean, etc.)? | 1 | 5 |
| b. Are you supported in whole or in part by the Michigan
Agricultural Experiment Station? | 1 | 5 |
| c. Are you supported in whole or in part by MSU Extension? | 1 | 5 |
| d. Do you have an appointment with an Institute/Center | 1 | 5 |

III-9. WHICH OF THE FOLLOWING DO YOU MOST CONSIDER TO BE YOUR SCHOLARLY 'HOME'? THAT IS, WHICH DO YOU CONSIDER TO BE THE SOURCE OF YOUR PROFESSIONAL IDENTITY AND THE PLACE WHICH FOSTERS THAT IDENTITY?

(Circle Only One)

- a. Your Department 1
- b. The College 2
- c. The University as a Whole 3
- d. Your Academic Discipline 4
- e. Other, *(Please specify)* _____ 5

III-10. WAS YOUR DEGREE TRAINING EITHER INTERDISCIPLINARY OR MULTI-DISCIPLINARY?

(Circle Only One)

- Yes 1
- No 5

III-11. DID YOU HAVE ANY OUTREACH EXPERIENCES AS A GRADUATE STUDENT?

(Circle Only One)

- Yes 1
- No 5

III-12. HAVE YOU APPLIED FOR A CAMPUS-BASED OUTREACH GRANT (E.G., AUOG)?

(Circle Only One)

- Yes 1
- No 5

III-13. HAVE YOU RECEIVED A CAMPUS-BASED OUTREACH GRANT (E.G., AUOG)?

(Circle Only One)

- Yes 1
- No 5

Part IV.

That is all the questions. We very much appreciate your cooperation in completing this questionnaire. Thank you.

If you have any additional comments, please feel free to write them in the space below.