Challenges and Benefits of Identifying and Reporting Quantitative Indicators of Faculty Engagement Across a Discipline

Burton A. Bargerstock  
Director, UOE Communication and Information Technologies  
Michigan State University

Diane L. Zimmerman  
Director, National Center for the Study of University Engagement  
Michigan State University

Hiram E. Fitzgerald  
Associate Provost for University Outreach and Engagement  
University Distinguished Professor, Psychology  
Michigan State University

Ruth E. Nemire  
Director, Community Engagement  
Associate Professor, Pharmacy Practice  
Nova Southeastern University
Defining Outreach and Engagement at Michigan State University

“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.”

Provost's Committee on University Outreach (1993)
University Outreach at Michigan State University: Extending Knowledge to Serve Society

• Scholarship
• Knowledge Model
• Direct Benefit to External Audiences
• Mutuality & Reciprocity for Engagement
Outreach and Engagement Knowledge Model

- Knowledge Generation
- Knowledge Application
- Knowledge Dissemination
- Knowledge Preservation
- University
- Community

IMPACT
# Engagement is Embedded in Scholarship

<table>
<thead>
<tr>
<th>Examples of Traditional Academic Activity</th>
<th>Scholarly Engagement Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>University faculty provide instruction to undergraduate and graduate students in campus classrooms and laboratories.</td>
<td>Engaged TEACHING occurs when…</td>
</tr>
<tr>
<td></td>
<td>…credit and noncredit learning opportunities are taken off campus, online, and to community-based settings to increase access; or when service-learning experiences advance students’ knowledge about social issues while contributing to the immediate goals of a project.</td>
</tr>
<tr>
<td>University faculty members pursue research studies according to their various professions and interests, and publish results in academic books and journals.</td>
<td>Engaged RESEARCH occurs when…</td>
</tr>
<tr>
<td></td>
<td>…a collaborative partnership conducts an investigation for the direct benefit of external partners; outcomes of the research lead to improved, evidence-based practice.</td>
</tr>
<tr>
<td>University faculty and students undertake departmental or college administrative duties and serve on committees.</td>
<td>Engaged SERVICE occurs when…</td>
</tr>
<tr>
<td></td>
<td>…a faculty member summarizes current research literature about an issue for working professionals or community organizations, offers research-based policy recommendations to legislators at a committee hearing, or provides medical or therapeutic services to the public.</td>
</tr>
</tbody>
</table>
Research/Discovery/Creative Works

- Applied research
- Community-based research
- Contractual research
- Demonstration projects
- Exhibitions/performances
- Needs assessments/evaluations
- Knowledge transfers and research
- Technical assistance
- Publications/presentations
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
Service/Citizenship

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

• Committee on Institutional Cooperation (CIC) - Committee on Engagement
  www.cic.uiuc.edu/groups/CommitteeOnEngagement/index.shtml

  “Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

  CIC - Committee on Engagement
  Defining and Benchmarking Engagement: Draft Report and Recommendations
  (revised February 14, 2005)

• National Association of State Universities and Land-Grant Colleges (NASULGC) - Council on Extension, Continuing Education, & Public Service (CECEPS) Benchmarking Taskforce
  www.nasulgc.org/councils_extension.htm

• Carnegie Foundation Community Engagement Classification
  http://www.carnegiefoundation.org/classifications/index.asp?key=1213
Contribution to National Efforts

• MSU Benchmarking Conference
  www.ncsue.msu.edu/conf2005/postConflInfo.asp

• National Center for the Study of University Engagement (NCSUE)
  www.ncsue.msu.edu

• Higher Education Network for Community Engagement (HENCE)
  www.henceonline.org
Work at Michigan State University

• Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach
  outreach.msu.edu/pod.pdf
  Dimensions of quality outreach:
  • Significance
  • Context
  • Scholarship
  • Impact

• Reappointment, Promotion, & Tenure

• Outreach and Engagement Measurement Instrument (OEMI)
  • Institutional partnerships: Consideration of national data sets
  • Faculty interview project: Impact on scholars & scholarship
Why Measure Engagement Activities?

• A management and planning tool for ensuring that academic units contribute to the institution’s overall engagement commitment
• Evidence of organizational support for engagement
• A means of assessing an institution’s fulfillment of its engagement/public service mission
• Economic development and technology transfer data
• A basis for telling the engagement story and building support for higher education among legislators, donors, and the public
• A new engagement rubric for comparing peer institutions nationally
Evidence Provided by Benchmarks of Engagement

Benchmarks of engagement show that:

• Reward systems for faculty and staff include an engagement dimension
• Student engagement experiences have an impact on classroom performance
• The institution disseminates research findings and attends to the transfer of knowledge
• Meaningful engagement with communities occurs
• There is evidence of partnership impacts
Outreach & Engagement Measurement Instrument: Section Two
Scope of Your Outreach & Engagement Work from January 1, 2005 to December 31, 2005

On what areas of social concern did your outreach & engagement activities primarily focus? Select one or two areas from the list below. The term "areas of social concern" as used in this survey refers to issues confronting society, not specific academic disciplines or methodologies. The survey results are meant to be used to report the scope of MSU faculty and staff's contributions to pressing social issues, enhancing educational outcomes, improving the economy through strengthening businesses and industry, etc. One vital social concern is increasing public understanding of how the findings of disciplinary study - in science, economics, cultural studies, communication - apply to their lives. Outreach and 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.

Please note that we have provided definitions for those areas of concern that might be misinterpreted. For clarification of the scope of these areas, click on their names to see fuller definitions.

Areas of Social Concern

1. Business and Industrial Development
2. Children, Youth and Family (non-school related)
3. Community and Economic Development
4. Cultural Institutions and Programs
5. Education, Pre-Kindergarten through 12th Grade
6. Food and Fiber Production and Safety
7. Governance and Public Policy
8. Health and Health Care
9. Labor Relations, Training, and Workplace Safety
10. Natural Resources, Land Use, and Environment
11. Public Safety, Security and Corrections
12. Public Understanding and Adult Learning
13. Science and Technology
14. No second area
**Outreach & Engagement Measurement Instrument: Section Three**
Scope of Your Outreach & Engagement Work from January 1, 2005 to December 31, 2005

Note: This section uses pop-up windows for some data input and definitions. If you have problems entering data please disable your pop-up blocker.

What percentage of your total outreach & engagement effort was devoted to the areas of concern that you chose in the previous question? You indicated that you spent 85% of your time in outreach activity. Of that 85%, if three-quarters of that time is focused on Children, Youth, and Family (non-school related), enter 75% in that column, not 63.75%. If the areas of concern you chose do not include all your outreach & engagement activity, the total entered should be less than 100%.

<table>
<thead>
<tr>
<th>Children, Youth, and Family (non-school related)</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% %</td>
<td>50 %</td>
</tr>
</tbody>
</table>

**Did the activity focus significantly on international development and understanding?**

**Did the activity primarily focus on urban issues?**

**Was the activity designed to promote diversity?**

<table>
<thead>
<tr>
<th>Children, Youth, and Family (non-school related)</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

What forms of outreach & engagement activities did you engage in? In each area of concern, choose a primary form and as many other forms as apply. Click the name of any form to see its definition.

**Outreach Research**

**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**
Institutional Reports


#1d: University-wide summary by Focus Area/Form of Engagement

<table>
<thead>
<tr>
<th>Focus Area towards which the activity was directed</th>
<th>Number of responses</th>
<th>Clinical Service</th>
<th>Experiential Service Learning</th>
<th>Outreach Instruction: Credit Courses and Programs</th>
<th>Outreach Instruction: Non-Credit Classes and Programs</th>
<th>Outreach Instruction: Public Events and Information</th>
<th>Outreach Research</th>
<th>Technical or Expert Assistance</th>
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</thead>
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<tr>
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<td>0</td>
<td>7</td>
<td>13</td>
<td>29</td>
<td>5</td>
<td>37</td>
<td>35</td>
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<tr>
<td>Children, Youth, and Family (non-school related)</td>
<td>90</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>14</td>
<td>13</td>
<td>31</td>
<td>33</td>
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<td>1</td>
<td>3</td>
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<tr>
<td>Cultural Institutions and Programs</td>
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<td>5</td>
<td>6</td>
<td>26</td>
<td>13</td>
<td>17</td>
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<td>Education, Pre-Kindergarten through 12th Grade</td>
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<td>12</td>
<td>11</td>
<td>49</td>
<td>32</td>
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<td>12</td>
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<td>Labor Relations, Training, and Workplace Safety</td>
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<td>2</td>
<td>11</td>
<td>1</td>
<td>3</td>
<td>5</td>
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<tr>
<td>Natural Resources, Land Use, and Environment</td>
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<td>4</td>
<td>0</td>
<td>9</td>
<td>12</td>
<td>20</td>
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<td>2</td>
<td>1</td>
<td>2</td>
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<td>6</td>
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<tr>
<td>Public Understanding and Adult Learning</td>
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<td>9</td>
<td>12</td>
<td>20</td>
<td>60</td>
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<tr>
<td>Science and Technology</td>
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<td>2</td>
<td>8</td>
<td>13</td>
<td>23</td>
<td>32</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>38</strong></td>
<td><strong>57</strong></td>
<td><strong>77</strong></td>
<td><strong>192</strong></td>
<td><strong>212</strong></td>
<td><strong>269</strong></td>
<td><strong>321</strong></td>
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</tbody>
</table>

*: Since the Form of Engagement is specified after the Focus Area in the Survey, the total number of responses for all the Form of Engagement aggregated over a Focus Area will be less than or equal to the total number of responses for that Focus Area.
## Individual Summaries For College X

<table>
<thead>
<tr>
<th>Focus Area towards which the activity was directed</th>
<th>Primary Form of Engagement the activity took</th>
<th>Academic staff time committed to outreach FTE</th>
<th>Salary Value</th>
<th>Activity focused on</th>
<th>Attendeess</th>
<th>Activity helped generate revenue for</th>
<th>Value of partner's in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Promoting diversity</td>
<td></td>
<td>University</td>
<td>Partner</td>
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<td></td>
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<td></td>
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<td>Intl. development</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Urban issues</td>
<td></td>
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<td>A Dept A</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>ABEL, LINDA</td>
<td>SPECIALIST-TEACHER</td>
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<td>$81,159</td>
<td>No</td>
<td>0</td>
<td>100</td>
<td>90</td>
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<tr>
<td>Business and Industrial Management</td>
<td>Outreach Instruction: Non-Credit Classes and Programs</td>
<td>0.05</td>
<td>$257</td>
<td>No</td>
<td>0</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>ALAN, RAN</td>
<td>ASC PROFESSOR</td>
<td>0.05</td>
<td>$81,159</td>
<td>No</td>
<td>0</td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>Business and Industrial Management</td>
<td>Outreach Research</td>
<td>0.05</td>
<td>$257</td>
<td>No</td>
<td>0</td>
<td>20</td>
<td>90</td>
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<tr>
<td>BLAIR, JOE</td>
<td>ASC PROFESSOR</td>
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<td>$81,159</td>
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<td>20</td>
<td>90</td>
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<tr>
<td>Arts and Humanities</td>
<td>Outreach Research</td>
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<td>20</td>
<td>90</td>
</tr>
<tr>
<td>DOE, JOE A</td>
<td>PROFESSOR</td>
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<td>$223,462</td>
<td>No</td>
<td>0</td>
<td>1,000</td>
<td>$10,000</td>
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<tr>
<td>Business and Industrial Management</td>
<td>Outreach Instruction: Non-Credit Classes and Programs</td>
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<td>$223,462</td>
<td>No</td>
<td>0</td>
<td>1,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>ELAN, JEN B</td>
<td>SPECIALIST-ADVISEOR</td>
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<td>$670</td>
<td>Yes</td>
<td>0</td>
<td>90</td>
<td>90</td>
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<tr>
<td>Community and Economic Development</td>
<td>Outreach Research</td>
<td>0.01</td>
<td>$670</td>
<td>Yes</td>
<td>0</td>
<td>90</td>
<td>90</td>
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<tr>
<td>GREEN, STEVEN A</td>
<td>ASC PROFESSOR</td>
<td>0.05</td>
<td>$7,224</td>
<td>No</td>
<td>0</td>
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<tr>
<td>Business and Industrial Management</td>
<td>Outreach Research</td>
<td>0.05</td>
<td>$7,224</td>
<td>No</td>
<td>0</td>
<td>15</td>
<td>90</td>
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<tr>
<td>Technology Transfer and Diffusion</td>
<td>Outreach Research</td>
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<tr>
<td>HANS, JONATHAN</td>
<td>DISTINGUISHED PROF</td>
<td>0.20</td>
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<td>120</td>
<td>90</td>
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<td>Natural Resources, Land Use, and Environment</td>
<td>Outreach Research</td>
<td>0.20</td>
<td>$155,899</td>
<td>No</td>
<td>0</td>
<td>120</td>
<td>90</td>
</tr>
</tbody>
</table>
Individual Faculty Reports

Outreach & Engagement report for Vivek Joshi
Printed on Tuesday, January 03, 2006
January 1, 2005 to December 31, 2005

Overall Effort
85% of my total professional effort during this time period involved outreach activity.

Data about my Outreach & Engagement work in Children, Youth, and Family (non-school related)
25% of my outreach & engagement activities (that is, 42% of my professional effort) primarily took the form of Outreach Research addressing Children, Youth, and Family (non-school related) as the area of concern.
Some of my work in this area also took the form of Technical or Expert Assistance.
This work focused significantly on international development and understanding.
This work was designed to promote diversity.
Of my effort in this area, 80% was directed at institutions and individuals within Michigan. Specifically, 50% was directed within the City of Detroit and 10% was directed within the City of Grand Rapids.
100 people participated in this Outreach Research activity.
This work was instrumental in securing $5,080,800 in gifts, grants, contracts, tuition and/or fees for the University.
This work benefited from in-kind contributions of Partner staff time estimated at $70,000 and Volunteer time estimated at $925.

Data about my Outreach & Engagement work in Health and Health Care
20% of my outreach & engagement activities (that is, 42% of my professional effort) primarily took the form of addressing Health and Health Care.
This work had a significant urban focus.
This work was designed to impact people and issues internationally.
250 people participated in this activity.
This work was instrumental in securing $20,600 in gifts, grants, contracts, tuition and/or fees for the University.
This work helped enable my external partners with whom I was engaged to secure additional revenue from gifts, grants, contracts, tuition or fees.
This work benefited from in-kind contributions of Partner staff time estimated at $3,500 and other materials estimated at $5,900.

Description of my outreach work: Project or Activity 1
I am describing an ongoing activity in Health and Health Care titled Blood Lead Level Measurement & Testing.
It entailed: BLL testing data was collected for children under the age of 5 years. This data was then matched up with their demographic characteristics to generate a model to predict BLL. This model was further refined using Census data to predict the age of the home and hence the composition of materials used in construction.
This work which began in 2003 involved:
• Under other than my own.
• Graduate and/or professional students.

The primary partners external to MSU involved in the work included: MDCH

The external collaborator/and or sponsor roles included:
• Identifying issues or problems addressed.
• Participating in research, evaluation, or teaching.
• Sharing responsibility for the dissemination of products or practices.

The following were the funding sources for this work:
• Internal MSU grants.
• Governmental agencies (federal, state, and local).
Accreditation and Other Self-Studies

Primary Form of Engagement for activities focusing significantly on international development and understanding, by percentage of respondents:

- Outreach Research: 33%
- Outreach Instruction: 34%
- Public Events and Information: 25%
- Clinical Service: 4%
- Experiential/Service-Learning: 4%
Rapid Response Briefing Materials

Briefing Material
Examples of MSU Outreach and Engagement in Detroit and Southeast Michigan
(Prepared at the request of University Development)

Examples are drawn from data collected through the annual Outreach and Engagement Measurement Instrument survey of MSU faculty and academic staff, the continuing management of the MSU Statewide Resource Network and Spartan Youth Programs Web site catalogs, and referrals from University Outreach and Engagement staff. Attempts were made to confirm that examples reflect current or very recent activities. Contact information is provided for each.

City of Detroit

ABCS Coaches Institute
Provisions of the federal No Child Left Behind Act of 2001 require schools that are not making “adequate yearly progress” criteria to hire outside assistance to help with school improvement plans. In order to increase the state’s capacity to provide such assistance, the Michigan Department of Education issued a competitive grant to MSU’s Office of K-12 Outreach to create an Academic Coaches Institute. The MSU team partnered with the Alliance for Building Capacity in Schools (ABCS) to develop the curriculum, screen, recruit, select and train a cohort of coach candidates over a three-month period, culminating in a detailed candidate assessment process using outside evaluators who had experience working with high priority schools. The result is a registry of over 90 coaches who are available to work with high priority schools across the state. The development phase of the project was completed in 2004, but the MSU team continues to give technical support to the coaches. Primary target areas include Detroit, Flint, Lansing, and Kalamazoo. Contact: Christopher Remmann, College of Education. Phone: (517) 353-3350. Email: remmann@msu.edu

Broad Partnership Opportunities for Urban Educators
MSU’s College of Education and the Detroit Public Schools have formed a partnership with the Broad Foundation to develop highly trained urban educators for service in Detroit Schools. The Broad Foundation has committed $6 million to funding this initiative. The Broad Partnership offers three program opportunities:

- **Broad Summer High School Scholars Program.** Targeting 10th and 11th grade students from Detroit Public Schools, this three-week residential program on the campus of Michigan State University offers students precollege preparation and readiness experiences and in-depth academic skill development, with a focus on a career in education.
- **Broad Future Teachers Award.** Available only to graduates of the Detroit Public Schools who pursue a bachelor’s degree and teacher certification at MSU, this award is a loan-forgiveness opportunity that provides financial support to cover the full cost of attendance at MSU’s highly regarded College of Education. Students who are awarded
Faculty Development and University Relations Publications
Public Catalogs of Engagement Opportunities

msustatewide.msu.edu

Information Technology: Center for Leadership of the Digital Enterprise - Industry Partnerships

MSU's Center for Leadership of the Digital Enterprise, within the Eli Broad Graduate School of Management, is a research center studying how firms can become successful digital enterprises, i.e., how they can creatively and successfully combine information technologies (IT) with business processes, business models, and extended business partnership networks to continually generate superior performance and competitive advantage. Toward this end, the Center encourages partnerships between senior researchers at MSU and practitioners from premiere companies as a way to shape and prioritize research topics that aim to address business innovation through information technology. While these partnerships are key to the Center's success, they also benefit the corporations involved, through participation on the Center's Advisory Board, company sponsored research projects, representation on Steering Teams, attendance at annual conferences, and first access to the insights emerging from the Center's research.

For more information:
Frederick Rodhammer
Email: rodhammer@buss.msu.edu
Call: (517) 353-4381 ext 264
Web: http://www.buss.msu.edu/rodham
Website open in new window
Visualizing Engagement Data

External Partnerships

<table>
<thead>
<tr>
<th>Type of Partner</th>
<th>Average</th>
<th>Total Number of Respondents*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Service</td>
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<td>18</td>
</tr>
<tr>
<td>Community Organization</td>
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<td>27</td>
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<tr>
<td>Professional Organization</td>
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<td>Business</td>
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<td>University</td>
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<tr>
<td>Foundation</td>
<td>1.46</td>
<td>13</td>
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<td>Other</td>
<td>1.89</td>
<td>27</td>
</tr>
</tbody>
</table>

Collaborative Activities

<table>
<thead>
<tr>
<th>Indicator of Engagement</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint planning and assessment</td>
<td>39</td>
</tr>
<tr>
<td>Needs assessment</td>
<td>26</td>
</tr>
<tr>
<td>Sustained relationships</td>
<td>60</td>
</tr>
<tr>
<td>Future plans for sustainability</td>
<td>57</td>
</tr>
<tr>
<td>Dissemination of knowledge to the public</td>
<td>54</td>
</tr>
<tr>
<td>Community/partner capacity building</td>
<td>30</td>
</tr>
</tbody>
</table>
Next Steps: Inquiry Into Faculty Engagement Across a Discipline

Modest proposal to pilot the OEMI with colleges and schools of pharmacy

- Currently being used at two universities with colleges of pharmacy
- Pilot with 2-3 additional colleges in the central U.S.
- Explore opportunities to fund expansion of the study with colleges from across the country
Contact Information

University Outreach and Engagement
Michigan State University
Kellogg Center, Garden Level
East Lansing, MI 48824-1022
Phone: (517) 353-8977
Fax: (517) 432-9541
E-mail: outreach@msu.edu
Web site: outreach.msu.edu