

Aligning a Research Intensive University with an Engagement Mission: Measures and Metrics

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Measuring Community-Engaged Scholarship: National Efforts

For over a decade, organizations and institutions have explored indicators and measures of community engagement and university outreach.

- Committee on Institutional Cooperation
- Association of Public and Land-grant Universities
- Carnegie Foundation Community Engagement Classification
- Engagement Academy: Monitoring and Measuring Community Engagement



Measuring Community-Engaged Scholarship: National Efforts (continued)

Committee on Institutional Cooperation (CIC) – Academic Side of the Big Ten

- In 2002, the CIC created its Committee on Engagement and charged it to:
 - Frame what is meant by engagement
 - Benchmark strategies for public engagement across the CIC
 - Identify performance measures
 - Advise CIC members on collaborative opportunities that could be included in the CIC strategic plan
- In 2003, the committee began partnering with the Council on Extension, Continuing Education, and Public Service (CECEPS) of the National Association of State Universities and Land Grant Colleges (NASULGC) to work on a set of indicators of engagement

Measuring Community-Engaged Scholarship: National Efforts (continued)

- The work resulted in the following recommended categories for benchmarks and outcome Indicators:
 1. Evidence of institutional commitment to engagement
 2. Evidence of institutional resource commitments to engagement
 3. Evidence that students are involved in engagement and outreach activities
 4. Evidence that faculty and staff are engaged with external constituents
 5. Evidence that institutions are engaged with their communities
 6. Evidence of assessing the impact and outcomes of engagement
 7. Evidence of resource/revenue opportunities generated through engagement

Measuring Community-Engaged Scholarship: National Efforts (continued)

Association of Public and Land-grant Universities (APLU) – formerly the National Association of State Universities and Land Grant Colleges (NASULGC)

- Over the past eight years, two separate groups within APLU have undertaken projects aimed at developing national metrics
 - Council on Engagement and Outreach – formerly the Council on Extension, Continuing Education, and Public Service
 - Commission on Innovation, Competitiveness, and Economic Prosperity – formerly the Commission on Outreach and Technology Transfer
- Given the differing missions and members of each group, the efforts have had somewhat different foci and curiously little connection to one another

Measuring Community-Engaged Scholarship: National Efforts (continued)

APLU Council on Engagement and Outreach (CEO)

Effort to identify measures that capture the full range of engagement activities undertaken by public universities.

- A benchmarking task force was formed in late 2003; reorganized as a committee in 2006
- The early work was a collaboration with the CIC Committee on Engagement
- In 2005, Council conducted a survey of member institutions to identify the types of existing data collected by institutions about engagement
 - Intended as a preliminary step to inform efforts to develop a set of national benchmarks for engagement
 - Survey was developed from a framework that organized metrics according to institutional inputs, institutional outputs or actions, and impacts or effects
 - Among other things, the survey asked institutions about what methods they employed to assess impacts, several questions about their motivations for collecting these data and how they were organized to do so, what national data collection efforts they participate in, where they look for best practices, and whether they had undertaken changes in promotion and tenure to accommodate faculty engagement
 - Forty-nine institutions participated in the survey

Measuring Community-Engaged Scholarship: National Efforts (continued)

- Informed by the survey results and a review of the CIC's recent work on benchmarks, the committee began to identify metrics for measuring engagement and outreach activities
- In 2007, six “engagement dimensions” were identified to serve as broad categories for organizing 30 specific metrics

1. Institutional Commitment to Engagement

A. Commitment is reflected through the institution's mission, leadership and administrative structure
1) Engagement/Outreach is a clearly stated component of the institution's core mission
2) An individual (or individuals) in central administration is (are) responsible for advancing engagement/outreach activities
3) Proportion of units (schools/colleges, academic departments, centers, institutes) that include Engagement/Outreach in their mission, structure or strategic plan
4) Proportion of Schools/Colleges where an individual (or individuals) is (are) responsible for advancing Engagement/Outreach activities.
B. Commitment is reflected in the reward structure for faculty and staff
1) Engagement/Outreach is a clearly identified component of the criteria for promotion and tenure
2) Engagement/Outreach is clearly identified component of annual faculty performance review
C. Commitment is reflected in financial support for engagement
1) Proportion of total institutional funds directed to Engagement/Outreach activities
2) Proportion of all full-time faculty and staff with significant Engagement/Outreach assignments
3) Amount of any awards or seed grants that support/recognize Engagement/Outreach activities and curricular innovations

2. Faculty and Staff are Involved in Engagement and Outreach Activities

A. Faculty & staff are involved in scholarly activities related to institution's engagement mission.
1) Proportion of faculty/academic staff engaged in collaborative research programs that are community-based
2) Proportion of faculty/academic staff that teach credit courses that contain a community-based or service learning component
3) Proportion of faculty who include outreach/engagement activities in tenure and promotion portfolios
4) Proportion of faculty/academic staff who participate in clinical, field-based or professional training programs

Measuring Community-Engaged Scholarship: National Efforts (continued)

B. Faculty and staff are engaged in initiatives that promote the well being of individuals and communities
1) Proportion of faculty/academic staff involved in activities that promote social, economic, physical and environmental well-being of communities
2) Proportion of faculty/academic staff involved in activities that promote civic engagement
3) Proportion of faculty/academic staff involved with technology transfer

3. Students are Involved in Engagement and Outreach Activities

1) Proportion of students enrolled in credit courses that contain a community-based or service learning component
2) Proportion of students who participate in study abroad programs
3) Proportion of students who participate in student/faculty/staff organized volunteer or civic engagement programs
4) Proportion of students who participate in clinical, field-based internships or professional training programs

4. Institution is reciprocally engaged with diverse individuals and communities

1) Proportion of faculty/staff/administrators that serve on external advisory, community, business boards & panels
2) Proportion of faculty//staff/ administrators that are engaged with national, state and local government officials.
3) Systematic efforts are made to assess community needs (locally, nationally, and internationally).
4) There are established mechanisms for the public to contact the institution with requests for assistance
5) The institution assesses community partners' satisfaction with processes and results of Engagement and Outreach activities.

5. The Impact and Outcomes of Engagement and Outreach Activities are Assessed

1) There are annual reporting requirements and performance standards for documenting the effectiveness of university-community partnerships
2) Assessment plans and tools are developed in collaboration with external partners
3) The outcomes and impacts of Continuing Education and Extension activities are evaluated
4) University has a method for assessing the economic impact of its various community engagement initiatives

6. Resource/Revenue Opportunities are generated through Engagement and Outreach Activities

1) The amount of external funding resulting from Engagement and Outreach activities

Measuring Community-Engaged Scholarship: National Efforts (continued)

- The committee also compared its emerging indicators with those of several other similar efforts, including:
 - MSU’s Outreach and Engagement Measurement Instrument (OEMI)
 - Higher Education Network for Community Engagement (HENCE)
 - Campus Compact
 - Carnegie Foundation’s Community Engagement Classification
 - National Survey of Student Engagement (NSSE)
 - College Portrait Voluntary System of Accountability (VSA)

Comparison of National Efforts: Focus Areas for Assessment

	Institutional Commitment	Faculty Involvement	Student Involvement	Community Involvement	Assessing Impacts	Resource & Revenue
CECEPS	*	*	*	*	*	*
OEMI		*	*	*	*	*
HENCE	*	*	*	*	*	*
Campus Compact	*	*	*	*	*	*
Carnegie	*	*	*	*	*	*
VSA/NSSE			*			

Comparison of National Efforts: Primary Goals of Assessment

	Internal Audit/ Program Enhancement	Benchmarking/ Institutional Distinction	Institutional Collaboration	Customer Info., Public Relations
CECEPS	*	*		
OEMI	*	*		*
HENCE	*		*	
Campus Compact	*			
Carnegie		*		*
VSA/NSSE				*

Measuring Community-Engaged Scholarship: National Efforts (continued)

- The committee indicated it would further work on the indicators and a plan for their dissemination
- In 2008, William Miller (University of Massachusetts – Amherst), a leading contributor to the committee's work, further refined the indicators, reducing the metrics from 30 to 23, but by that point the committee's efforts waned
- By 2008, the newly renamed council began to look more closely at the relationship of public universities and regional economies, holding joint meetings with the Commission on Innovation, Competitiveness, and Economic Prosperity
- The council subsequently shifted its focus from indicators and metrics to the more fundamental question of the centrality of engagement within higher education
- While the commission quickly organized a committee to work on metrics, given its narrower focus on economic development, it largely disregarded the previous work of the council

Measuring Community-Engaged Scholarship: National Efforts (continued)

APLU Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP)

Effort to identify measures that capture the contributions to regional economies made by public universities.

- Context
 - By 2007, the commission was renamed, Arizona State University President Michael Crow was appointed chair, and the mission was focused on economic development, entrepreneurship, and ecologies of innovation
 - Several national efforts began to focus on the role of universities in regional economies
 - The Transforming Regional Economies Roundtable is formed
 - Federal STaR Metrics initiative is attempting to measure job creation resulting from the federal investment in research
 - Association of University Technology Managers (AUTM) continues to explore measures that go beyond patents, license and royalties
 - National Research Council issued a report on University Management of Intellectual Property which included a call for better metrics (2010)

Measuring Community-Engaged Scholarship: National Efforts (continued)

- CICEP convened an NSF-funded workshop in February 2010 to identify new measures of university contributions to regional economies
- Since then, the commission has focused on identifying and investigating the efficacy of potential metrics in the broad areas of “Human Capital” and “Knowledge Capital”
- Indicators being investigated range from unfunded agreements between universities and industry (e.g., Material Transfer Agreements, Non-Disclosure Agreements) to student and faculty engagement in economic activities to the impacts of technical assistance provided by universities to various actors in the region’s economy
- A workshop with participants representing groups outside of APLU was organized in October 2011 offering external commentary on the emerging indicators; considerable critical feedback was provided and is informing further development
- Goal is to develop new indicators to distribute to APLU members at the association’s Annual Meeting in November 2011
- Observation: Since it began its work on metrics, and despite suggestions by individuals who participate in both CEO and CICEP, the commission has made no attempt to build upon the earlier work of council – despite the fact that the measures it is developing have broaden and now employ the word “engagement”

Measuring Community-Engaged Scholarship: National Efforts (continued)

Carnegie Foundation for the Advancement of Teaching Community Engagement Elective Classification

- Framework
 - Mix of qualitative and quantitative evidence is required, but more heavily qualitative
 - All institutions must meet foundational indicators (institutional history/culture and commitment)
 - Application asks for an indication of “systematic campus-wide assessment mechanisms to measure the impact[s] of institutional engagement” and key findings
 - Then, in 2006 and 2008, institutions had to meet the requirements of one or both Categories of Community Engagement; since then all must meet both
- Categories of Community Engagement
 - Curricular Engagement (2006 and 2008) includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration; interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution

Measuring Community-Engaged Scholarship: National Efforts (continued)

- Outreach and Partnerships (2006 and 2008) includes institutions that provided compelling evidence of one or both of two approaches to community engagement.
 - Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community
 - Partnerships focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).
- Curricular Engagement and Outreach and Partnerships (2006, 2008, and 2010) includes institutions with substantial commitments in both areas described above
- To date, 296 institutions have been classified
- In 2015 all previously classified institutions will be required to re-apply to retain the classification

Adapted from the descriptions of the classification retrieved from the Carnegie website at http://classifications.carnegiefoundation.org/descriptions/community_engagement.php, on 10/18/2011.

Measuring Community-Engaged Scholarship: National Efforts (continued)

Engagement Academy Programs at Virginia Tech

The successful Engagement Academy for University Leaders (EA) program has been expanded to offer other intensive professional development institutes on specific topics of interest to university leaders and teams.

- In Spring 2011, Virginia Tech launched an executive development program on Monitoring and Measuring Community Engagement
- The program strives to prepare participants to:
 - Clarify their goals with regard to monitoring and measurement
 - Explore examples of different methods for monitoring and measurement
 - Identify their institution's data needs based on perspectives and expectations of multiple constituencies
 - Understand how monitoring and measurement strategies build institutional capacity for engagement and can improve quality performance
 - Build participation and effectively communicate with audiences
- The program is offered annually; the next session is April 11-13, 2011

Collecting Data about Community-Engaged Scholarship at MSU

For quite some time, Michigan State University has worked toward defining, assessing, measuring, advocating, and supporting engaged scholarship and university outreach.

- Historical perspective
- Defining quality
- Outreach and Engagement Measurement Instrument (OEMI)
- Utilizing Data about Community-Engaged Scholarship
- New and Ongoing Strategic Initiatives



Collecting Data about Community-Engaged Scholarship at MSU (continued)

1993 – 1996

- 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 at MSU (continued)

1993 – 1996

- *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* (1996), building attention for assessing engaged scholarship
 - Quality is assessed across four dimensions:
 - Significance
 - Context
 - Scholarship
 - Impact

DIMENSION	COMPONENTS	SAMPLE QUESTIONS	EXAMPLES OF QUALITATIVE INDICATORS	EXAMPLES OF QUANTITATIVE INDICATORS
Significance	Importance of Issue/Opportunity to be Addressed	<ul style="list-style-type: none"> ■ How serious are the issues to the scholarly community, specific stakeholders, and the public? ■ Is the target audience at particular risk or open to new opportunity? ■ What social, economic, or human consequences could result from not addressing the issue? ■ What competing opportunities would be set aside by addressing this issue? 	<ul style="list-style-type: none"> ■ Documentation of issues and opportunities based on concrete information; e.g., opportunity assessment, social economic indicators, stakeholder testimony, previous work. ■ Leaders in the field or public figures addressing the issue, citing the need. ■ The magnitude of the issue; i.e., size, trends, future directions. ■ Description of competing opportunities set aside. 	<ul style="list-style-type: none"> ■ Indicators of demand/need. ■ Number of citations; issue addressed in the literature. ■ Financial and other resource contributions. ■ Number of participants. ■ Calculation of opportunity cost in terms of resources (i.e., people, projects, revenues).
	Goals/Objectives of Consequence	<ul style="list-style-type: none"> ■ Have all stakeholders agreed that the goals and objectives are valuable? ■ If the goals are accomplished, will there be a significant consequence or impact? ■ Will value be added? 	<ul style="list-style-type: none"> ■ Narrative discussing scope and potential impact. ■ All stakeholders understand the goals and objectives as stated. ■ Increased visibility in community or profession; new structures created; new skills developed and knowledge generated. 	<ul style="list-style-type: none"> ■ Projections of scope and potential impact. ■ Degree of opportunity to change the situation.

Collecting Data about Community-Engaged Scholarship at MSU (continued)

DIMENSION	COMPONENTS	SAMPLE QUESTIONS	EXAMPLES OF QUALITATIVE INDICATORS	EXAMPLES OF QUANTITATIVE INDICATORS
Context	Consistency with University/Unit Values and Stakeholder Interests	<ul style="list-style-type: none"> ■ To what extent is the project consistent with the university's/unit's mission? ■ To what extent is the project a high priority among the external stakeholders? ■ Does the plan recognize the relevance of ethical and professional standards for the initiative? ■ Does the project demonstrate sensitivity to diverse audiences and interests? ■ Is there an appropriate fit (consideration of the interests and well-being of all participants) between the target audiences and the goals and objectives? 	<ul style="list-style-type: none"> ■ Comparison with explicit mission statements and goals. ■ Plans recognizing ethical issues and regulations/guidelines to assure compliance. ■ Evidence of ability to work sensitively with external audiences and key groups. ■ Interviews with those potentially affected by the project. ■ Comparison with stakeholder reports, proposals, letters of inquiry. 	<ul style="list-style-type: none"> ■ Number of contacts and planning meetings of stakeholders. ■ Resources/methods used to promote program. ■ Profile of audience; i.e., demographic characteristics.
	Appropriateness of Expertise	<ul style="list-style-type: none"> ■ To what extent does the project fit with the individual's and the unit's available expertise and research? ■ To what extent does the project utilize appropriate expertise among the stakeholders and/or external sources? 	<ul style="list-style-type: none"> ■ Evidence of scholarship related to project or prior work in the field. ■ Narrative showing degree of fit between project needs and expertise deployed. ■ Relevant offices and organizations involved in the project. 	<ul style="list-style-type: none"> ■ Numbers and types of expertise involved; e.g., tenure-track faculty, academic staff, students, stakeholders, external consultants? ■ Number of stakeholders in leadership roles. ■ Related activities; e.g., years of experience, numbers of articles.
	Degree of Collaboration	<ul style="list-style-type: none"> ■ To what extent do all the stakeholders participate in planning, defining impacts, implementing, and assessing the project? ■ To what extent is communication and interaction open and multi-directional? ■ Does the nature of the collaboration lead to timely and effective decision-making? ■ What contribution does the collaboration make to capacity building and sustainability? 	<ul style="list-style-type: none"> ■ Language and structure of partnership agreements. ■ Identification, participation, and retention of all stakeholders. ■ Communication logs and minutes of meetings. ■ Progress report from stakeholders. 	<ul style="list-style-type: none"> ■ Number of partners or collaborative arrangements. ■ Number of intra-institutional linkages. ■ Number of inter-institutional linkages. ■ Number of planning meetings. ■ Percentage of deadlines met.
	Appropriateness of Methodological Approach	<ul style="list-style-type: none"> ■ Is there an appropriate approach underlying the design; i.e., developmental, participatory? ■ Does the project utilize an appropriate methodology? ■ How does the project recognize and accommodate for the variety of learning styles, ways of decision-making and taking action, and education levels of the stakeholders? ■ Does the project have a comprehensive and informative evaluation plan? ■ Is there a plan to determine whether or not the project/collaboration will/should continue? 	<ul style="list-style-type: none"> ■ Evidence of scholarship on the application of the method to related issues. ■ Evidence of adaptation during project implementation. ■ Evidence that audience education level and learning style were considered. ■ Process documentation by project director through journals, etc. 	<ul style="list-style-type: none"> ■ Number of instances of innovations in delivery; e.g., student involvement, use of technology.
	Sufficiency and Creative Use of Resources	<ul style="list-style-type: none"> ■ Are available resources sufficient to the scope of the effort? ■ To what extent are multiple sources and types of resources (i.e., human, financial, capital, volunteer, etc.) being utilized? ■ Are the goals/objectives realistic considering the context and available resources? 	<ul style="list-style-type: none"> ■ Evidence of integration and creative use of multiple types and sources of resources. ■ New funding sources identified and leveraged. 	<ul style="list-style-type: none"> ■ Amounts and types of the resources by source. ■ Changes in extramural funding for outreach activities.

Collecting Data about Community-Engaged Scholarship at MSU (continued)

DIMENSION	COMPONENTS	SAMPLE QUESTIONS	EXAMPLES OF QUALITATIVE INDICATORS	EXAMPLES OF QUANTITATIVE INDICATORS
Scholarship	Knowledge Resources	<ul style="list-style-type: none"> ■ To what extent is the project shaped by knowledge that is up-to-date, cross-disciplinary, and appropriate to the issue? ■ Is knowledge in the community or among the stakeholders utilized? ■ To what extent is there an awareness of competing methodologies, replicable models, expertise, and/or writing related to the project? 	<ul style="list-style-type: none"> ■ Annotated narrative showing what sources of knowledge are used; i.e., community assessments, previous works, and applied theory. ■ Quality and fit of the citations, outside experts, or consultants. ■ Assessment of experience and accomplishments of major project participants external to the university. 	<ul style="list-style-type: none"> ■ Number of cross-disciplinary resources utilized. ■ Number of years in positions. ■ Dates of citations. ■ Number of experts cited, participating.
	Knowledge Application	<ul style="list-style-type: none"> ■ How well are the project and its objectives defined? ■ Is the project design appropriate to the context and does it recognize the scope, complexity, and diversity? ■ To what extent is there innovation in the application of knowledge and methodologies? ■ Does the plan foresee a potential new application of knowledge gained for use in specific settings? ■ Does the plan include provision for ongoing documentation of activities, evaluation, and possible midstream modification? 	<ul style="list-style-type: none"> ■ Professional feedback on the clarity of the project. ■ Input from community, stakeholders, students, etc., attesting that the project plan is clear, appropriate, inclusive, and understandable. ■ Reflective narrative, rationale for project, and documentation of the design process. 	<ul style="list-style-type: none"> ■ Number of in-house communications related to the project; e.g., in-house documents, interim reports, newsletters, e-mail messages, chat rooms, bulletin boards. ■ Number of citations from the literature circulated within the project.
	Knowledge Generation	<ul style="list-style-type: none"> ■ Does the project plan pose a new model or hypothesis in addressing the issues? ■ Was new knowledge generated; i.e., program hypotheses confirmed or revised, outcomes creatively interpreted, new questions for scholarship asked? ■ Were unanticipated developments appropriately incorporated into the final interpretation of the results? 	<ul style="list-style-type: none"> ■ Lessons learned documented. ■ Assessment of scholarly merit by internal peer review process. ■ External review of performance by stakeholders relative to innovation, satisfaction with approach and results. ■ Project garnered awards, honors, citations relative to its scholarship. 	<ul style="list-style-type: none"> ■ Number of times project cited, recognized. ■ Number of acceptances for publications, speaking engagements. ■ Number of requests for consulting. ■ Number of programs, curricula influenced by scholarly results. ■ Publications in refereed journals. ■ Professional speaking engagements.
	Knowledge Utilization	<ul style="list-style-type: none"> ■ Are the stakeholders and potential interest groups involved in understanding and interpreting the knowledge generated? ■ Is the knowledge generated by the project available for dissemination, utilization, and possible replication? ■ In what ways is the knowledge being recorded, recognized, and rewarded? 	<ul style="list-style-type: none"> ■ Stakeholder feedback. ■ Project generated a replicable, innovative model. ■ Nature of groups or institutions applying knowledge generated. ■ Case studies or examples of utilization. 	<ul style="list-style-type: none"> ■ Scope of involvement in interpretation and dissemination; e.g., numbers and types of participants. ■ Number of different avenues chosen to communicate results.

Collecting Data about Community-Engaged Scholarship at MSU (continued)

DIMENSION	COMPONENTS	SAMPLE QUESTIONS	EXAMPLES OF QUALITATIVE INDICATORS	EXAMPLES OF QUANTITATIVE INDICATORS
Impact	Impact on Issues, Institutions, and Individuals	<ul style="list-style-type: none"> ■ To what extent were the project goals and objectives met? ■ Did the products or deliverables meet the planning expectations? ■ Were intended, unintended, and potential impacts documented and interpreted? ■ Was that documentation rigorous, thorough, understandable, and defensible? ■ Were stakeholders satisfied? Did they value the results and apply the knowledge? ■ Is the project affecting public policy? Has it improved practice or advanced community knowledge? ■ Do impacts have commercial, societal, or professional value? ■ How effectively are the products or results reaching the intended interest groups? 	<ul style="list-style-type: none"> ■ Description of impacts (i.e., significance and scope of benefits) on the issue, stakeholders, and beneficiaries, to include: <ul style="list-style-type: none"> Needs fulfilled, issues addressed, population or group involved in process. Institutional processes changed. Replicable innovation developed. ■ Documentation such as program evaluations, surveys, letters, testimonials, and media coverage. ■ Testimony and validation from peer review. ■ Referrals to others and expression of interest by new groups. ■ Assessments on learning outcomes by individuals, students, and stakeholders. ■ Benefits resulting from changes in practice; e.g., knowledge applied, processes or approaches more efficient, circumstances improved. ■ Result of changes in institutional and/or public policy. ■ Evidence that knowledge is used in subsequent research, projects, or public discussion. 	<ul style="list-style-type: none"> ■ Changes from benchmark or baseline measurements. ■ Number of appropriate products generated for practitioners and public (e.g. technical reports, bulletins, books, monographs, chapters, articles, presentations, public performances, testimony, training manuals, software, computer programs, instructional videos, etc.). ■ Number of products distributed. ■ Number and percentage of beneficiaries reached. ■ Number of contracts, patents, copyrights.
	Sustainability and Capacity Building	<ul style="list-style-type: none"> ■ To what extent did the project build capacity for individuals, institutions, or social infrastructure; i.e., financial, technological, leadership, planning, technical, professional, collaborative, etc.? ■ To what extent did the project develop mechanisms for sustainability? ■ To what extent did the project leverage additional resources for any partners? ■ To what extent were undesired dependencies eliminated? 	<ul style="list-style-type: none"> ■ Inventory of new or developed skills. ■ Technology adopted and maintained. ■ Surveys or reports of changed behaviors or attitudes. ■ Activities and processes institutionalized. ■ Networks activated. ■ Cross-disciplinary linkages activated. ■ Continued or alternative resources secured; e.g., funding, facilities, equipment, personnel. ■ Planned degree of disengagement or continuing partnership achieved. 	<ul style="list-style-type: none"> ■ Quantitative changes in skills, technologies, behaviors, activities, etc. ■ Amount of resources generated to sustain the project. ■ Amount of resources leveraged. ■ List of facilities, equipment, personnel available. ■ Number of sites and cross-site linkages established.
	University-Community Relations	<ul style="list-style-type: none"> ■ To what extent did the stakeholders come to understand and appreciate each others' values, intentions, concerns, and resource base? ■ To what extent was mutual satisfaction derived from the project? ■ To what extent did the project broaden access to the university? ■ To what extent did the project broaden access to the community? 	<ul style="list-style-type: none"> ■ Co-authored reports and presentations. ■ Opportunities for new collaborations established. ■ Testimonials from partners. ■ Community partner participation in grading students, evaluating faculty/staff efforts. ■ Expansion of university/unit constituency. ■ Role flexibility and changes that provide for greater university/community interaction. 	<ul style="list-style-type: none"> ■ Number of new collaborations considered or established. ■ Number of off-campus courses offered with syllabus modifications to accommodate nontraditional students. ■ Evidence of increased demand placed on the unit or faculty for outreach.
	Benefit to the University	<ul style="list-style-type: none"> ■ How does the project offer new opportunities for student learning and professional staff development? ■ How does the project lead to innovations in curriculum? ■ How does the project inform other dimensions of the university mission? ■ How does the project increase cross-disciplinary collaborations within the university? ■ How does the project increase collaboration with other institutions? ■ How does the project assist the unit's or faculty member's progress in developing outreach potential and in using that potential to improve the institution's operations and visibility? 	<ul style="list-style-type: none"> ■ Changes in quality or scope of student experiences. ■ Curricular changes (e.g. new syllabi, courses, curricular revisions). ■ Teaching or research activities benefiting from outreach involvement, including cross-disciplinary research or program innovations. ■ Enhanced unit reputation. ■ Recognition in reward and accountability systems. 	<ul style="list-style-type: none"> ■ Amount of increased student support. ■ Number of employment offers to students. ■ Number of new courses and programs approved. ■ Number of new cross-disciplinary or inter-university collaborative efforts. ■ Increased engagement of faculty or students in outreach. ■ Amount of increased external or university support for outreach. ■ Revenue generated.

Collecting Data about Community-Engaged Scholarship at MSU (continued)

1997 – 2005

- MSU receives the University Continuing Education Association Innovations in Continuing Education Award for *Points of Distinction* (1998)
- 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
- MSU hosts representatives from over 60 universities in national invitational conference on Benchmarking University Engagement (2005)

Collecting Data about Community-Engaged Scholarship at MSU (continued)

2005 - present

- 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 study 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 and Engagement Community of Practice with an award for innovation (2007)
- Review and revisions to the Instrument questions (2010 – present)

Collecting Data about Community-Engaged Scholarship at MSU (continued)

Data Collection with the OEMI (2004 – 2010)

- 2,855 distinct (non-duplicative) respondents have completed the survey
 - During this period the size of the faculty and academic staff has remained relatively stable, currently approximately 4,900
- 82% of respondents report that they have participated in some form of outreach and engagement
- The work reported by these respondents represents a collective investment by Michigan State University of \$124,279,705 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)
- Respondents have submitted 6,546 project reports

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 Measurement Instrument

OEMI

For help with the survey or how to complete it, see our [Frequently Asked Questions](#). Contact us at gamihelp@msu.edu or call 517-353-8977.

Michigan State University Survey 2010

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

MICHIGAN STATE
UNIVERSITY

What is outreach and engagement?

Outreach/engagement occurs when a person's research, teaching, or service activity significantly engages that person's scholarly or professional expertise with communities and/or organizations outside the academy with the direct goal of improving outcomes for those who live and work in them. That is, outreach/engagement 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/engagement is often like other faculty work that occurs on campus, but may differ in format; for example, by scheduling instruction at times and in places convenient to a working adult, or by communicating research results in ways that an external audience finds both understandable and usable. At its best engagement involves shared goals, expertise, resources, and results in mutually identified benefits.

What is the OEMI?

In order to help increase public understanding of Michigan State University's outreach/engagement effort, the Provost's Office collects data annually on faculty activities. The OEMI gathers numerical data about your outreach/engagement along seven dimensions:

- Time spent
- Social issues
- Boldness By Design imperatives
- Forms of activity
- Locations
- Non-university participants
- External funding and in-kind support

The survey also asks for descriptive information about purposes, methods, impacts on scholarship, and impacts on the external audiences for individual projects/activities. This information enables the University to showcase its faculty's contributions to the public that supports it.

Who should complete the OEMI?

All faculty, academic specialists, research associates, campus-based extension specialists, and visiting faculty should complete the OEMI. Adjunct faculty, graduate assistants, administrative professionals, and other MSU employees are not included at this time.

If you did **NOT** participate in any outreach/engagement activities during this period, please log in and select "I did not participate in any outreach/engagement activity during this period." in the first question.

What to report?

Outreach/engagement is an aspect of many different kinds of scholarly work, neither a separate sphere of activity distinct from teaching or research nor identical with "service." **It is very likely that you will include activities on the OEMI that you may have reported in other places as instruction, research, or creative activities. Thus, the first question on this survey asks you to identify the percentage of your total outreach effort across all the categories of your academic work (i.e., instruction, advising, research and creative activity, service, and administration).** This work can take the form of:

- 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 [?](#)

Note: Throughout the survey, use the help icons ([?](#)) for definitions and examples.

How to begin the survey?

To start the survey, proceed to the [login page](#).

You will need your MSUNetID and password to log in. If you have trouble logging into the survey, contact the Administrative Information Services (AIS) Help Desk at 517-353-4420, ext. 311.

MICHIGAN STATE
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University Outreach
and Engagement

National Collaborative for the Study of University Engagement
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: gamihelp@msu.edu
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OEMI: Inside the Instrument

Outreach & Engagement Measurement Instrument LOG OUT

OEMI Welcome Menu Overall Effort Issues Details Projects

For help with the survey or how to complete it, see our [Frequently Asked Questions](#). Contact us at oemihelp@msu.edu or call 517-353-8977.

Michigan State University Survey 2010

MICHIGAN STATE UNIVERSITY

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	Complete
Select Social Issues	Complete
Provide Issue Details	
Describe Projects	0 projects complete
Submit Survey and Provide Feedback	Finish other parts first
View and Print Current and Prior Responses	

All responses must be completed by *Thursday, April 14, 2011* when the survey will be closed.

Click the button below to begin.

MICHIGAN STATE UNIVERSITY University Outreach and Engagement	<small>National Collaborative for the Study of University Engagement 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: oemihelp@msu.edu © 2011 Michigan State University Board of Trustees MSU is an affirmative-action, equal-opportunity employer.</small>
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OEMI: Inside the Instrument (continued)

Outreach & Engagement Measurement Instrument LOG OUT

OEMI

Welcome	Menu	Overall Effort	Issues	Details	Projects
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For help with the survey or how to complete it, see our [Frequently Asked Questions](#). Contact us at pemihelp@msu.edu or call 517-353-8977.

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

Overall Effort

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? %

OEMI: Inside the Instrument (continued)

Outreach & Engagement Measurement Instrument LOG OUT

OEMI

Welcome	Menu	Overall Effort	Issues	Details	Projects
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Michigan State University Survey 2010 MICHIGAN STATE UNIVERSITY
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 those 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 

OEMI: Inside the Instrument (continued)

Outreach & Engagement Measurement Instrument LOG OUT

OEMI Welcome Menu Overall Effort Issues Details Projects

For help with the survey or how to complete it, see our [Frequently Asked Questions](#). Contact us at oeimhelp@msu.edu or call 517-353-8977.

Michigan State University Survey 2010 **MICHIGAN STATE UNIVERSITY**

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 those social issues that might need additional clarification. Use the  icons to expand or collapse additional explanations of the issues.

- Business and Industrial Development 
 - Engagement activities seeking to enhance business and economic development, including but not limited to managerial, financial, technological, marketing, advertising, 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 
 - Include engagement activities that involve community-based efforts to enhance the cohesiveness, attractiveness, safety, leadership, or viability of communities. Efforts aimed specifically at cultural training, support, or enhancement should be considered "Cultural Institutions and Programs".
- 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. Include diffusing 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.
- Education, Pre-Kindergarten through 12th Grade

OEMI: Inside the Instrument (continued)

Outreach & Engagement Measurement Instrument		LOG OUT
OEMI	Welcome	Menu
	Overall Effort	Issues
	Details	Projects

For help with the survey or how to complete it, see our [Frequently Asked Questions](#). Contact us at oemihelp@msu.edu or call 517-353-8977.

Michigan State University Survey 2010

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

MICHIGAN STATE UNIVERSITY

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%.

Public Understanding and Adult Learning	Science and Technology
<input type="text"/> %	<input type="text"/> %

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.

	Public Understanding and Adult Learning	Science and Technology
Enhance the student experience ?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Expand international reach ?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Enrich community, economic, and family life ?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Increase research opportunities ?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Strengthen stewardship ?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

	Public Understanding and Adult Learning	Science and Technology
Did the work primarily focus on urban issues ?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Was the work designed to promote diversity ?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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 ?
- 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.

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 

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. 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 assisting agencies and other entities 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 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 

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 practica and internships, or volunteer community service.
- Clinical Service 

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.

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

OEMI: Inside the Instrument (continued)

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.):

Public Understanding and Adult Learning	Science and Technology
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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

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

[Close list of Michigan cities](#)

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

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

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

[List of Michigan counties](#)

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

Science and Technology

[Close list of Michigan counties](#)

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

- | | | | | | | |
|----------------------------------|-------------------------------------|--|--|--------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Alcona | <input type="checkbox"/> Calhoun | <input type="checkbox"/> Genesee | <input type="checkbox"/> Isabella | <input type="checkbox"/> Mackinac | <input type="checkbox"/> Muskegon | <input type="checkbox"/> Saginaw |
| <input type="checkbox"/> Alger | <input type="checkbox"/> Cass | <input type="checkbox"/> Gladwin | <input type="checkbox"/> Jackson | <input type="checkbox"/> Macomb | <input type="checkbox"/> Newaygo | <input type="checkbox"/> Sanilac |
| <input type="checkbox"/> Allegan | <input type="checkbox"/> Charlevoix | <input type="checkbox"/> Gogebic | <input type="checkbox"/> Kalamazoo | <input type="checkbox"/> Manistee | <input type="checkbox"/> Oakland | <input type="checkbox"/> Schoolcraft |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Cheboygan | <input type="checkbox"/> Grand Traverse | <input type="checkbox"/> Kalkaska | <input type="checkbox"/> Marquette | <input type="checkbox"/> Oceana | <input type="checkbox"/> Shiawassee |
| <input type="checkbox"/> Antrim | <input type="checkbox"/> Chippewa | <input type="checkbox"/> Gratiot | <input checked="" type="checkbox"/> Kent | <input type="checkbox"/> Mason | <input type="checkbox"/> Ogemaw | <input type="checkbox"/> St. Clair |
| <input type="checkbox"/> Arenac | <input type="checkbox"/> Clare | <input type="checkbox"/> Hillsdale | <input type="checkbox"/> Keweenaw | <input type="checkbox"/> Mecosta | <input type="checkbox"/> Ontonagon | <input type="checkbox"/> St. Joseph |
| <input type="checkbox"/> Baraga | <input type="checkbox"/> Clinton | <input checked="" type="checkbox"/> Houghton | <input type="checkbox"/> Lake | <input type="checkbox"/> Menominee | <input type="checkbox"/> Osceola | <input type="checkbox"/> Tuscola |
| <input type="checkbox"/> Barry | <input type="checkbox"/> Crawford | <input type="checkbox"/> Huron | <input type="checkbox"/> Lapeer | <input type="checkbox"/> Midland | <input type="checkbox"/> Oscoda | <input type="checkbox"/> Van Buren |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Delta | <input type="checkbox"/> Ingham | <input type="checkbox"/> Leelanau | <input type="checkbox"/> Missaukee | <input type="checkbox"/> Otsego | <input type="checkbox"/> Washtenaw |
| <input type="checkbox"/> Benzie | <input type="checkbox"/> Dickinson | <input type="checkbox"/> Ionia | <input type="checkbox"/> Lenawee | <input type="checkbox"/> Monroe | <input type="checkbox"/> Ottawa | <input type="checkbox"/> Wayne |
| <input type="checkbox"/> Berrien | <input type="checkbox"/> Eaton | <input type="checkbox"/> Iosco | <input type="checkbox"/> Livingston | <input type="checkbox"/> Montcalm | <input type="checkbox"/> Presque Isle | <input type="checkbox"/> Wexford |
| <input type="checkbox"/> Branch | <input type="checkbox"/> Emmet | <input type="checkbox"/> Iron | <input type="checkbox"/> Luce | <input type="checkbox"/> Montmorency | <input type="checkbox"/> Roscommon | |

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

[List of countries](#)

None of my work was directed internationally

Science and Technology

[Close list of countries](#)

None of my work was directed internationally

- | | | | | | |
|--------------------------------------|---|---------------------------------------|--------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Afghanistan | <input type="checkbox"/> Dem Rep of Congo | <input type="checkbox"/> Iraq | <input type="checkbox"/> Morocco | <input type="checkbox"/> Saudi Arabia | <input type="checkbox"/> Uganda |
| <input type="checkbox"/> Algeria | <input type="checkbox"/> Egypt | <input type="checkbox"/> Italy | <input type="checkbox"/> Nepal | <input type="checkbox"/> South Africa | <input type="checkbox"/> Ukraine |
| <input type="checkbox"/> Argentina | <input type="checkbox"/> Ethiopia | <input type="checkbox"/> Japan | <input type="checkbox"/> Nigeria | <input type="checkbox"/> Spain | <input type="checkbox"/> United Kingdom |
| <input type="checkbox"/> Bangladesh | <input type="checkbox"/> France | <input type="checkbox"/> Kenya | <input type="checkbox"/> Pakistan | <input type="checkbox"/> Sudan | <input type="checkbox"/> United States |
| <input type="checkbox"/> Brazil | <input type="checkbox"/> Germany | <input type="checkbox"/> Korea, North | <input type="checkbox"/> Peru | <input type="checkbox"/> Taiwan | <input type="checkbox"/> Uzbekistan |
| <input type="checkbox"/> Burma | <input type="checkbox"/> Ghana | <input type="checkbox"/> Korea, South | <input type="checkbox"/> Philippines | <input type="checkbox"/> Tanzania | <input type="checkbox"/> Venezuela |
| <input type="checkbox"/> Canada | <input type="checkbox"/> India | <input type="checkbox"/> Malaysia | <input type="checkbox"/> Poland | <input type="checkbox"/> Thailand | <input type="checkbox"/> Vietnam |
| <input type="checkbox"/> China | <input type="checkbox"/> Indonesia | <input type="checkbox"/> Mexico | <input type="checkbox"/> Russia | <input type="checkbox"/> Turkey | <input type="checkbox"/> Yemen |
| <input type="checkbox"/> Colombia | <input type="checkbox"/> Iran | | | | |

[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.

Public Understanding and Adult Learning	Science and Technology
<input type="radio"/> Yes <input type="radio"/> No \$ <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No \$ <input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="radio"/> Yes <input type="radio"/> No \$ <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No \$ <input type="text"/>

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/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.

Public Understanding and Adult Learning	Science and Technology
<input type="radio"/> Yes <input type="radio"/> No <input type="text"/> hours x \$35.00 / hr. = \$ <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No <input type="text"/> hours x \$35.00 / hr. = \$ <input type="text"/>
<input type="text"/> hours x \$18.50 / hr. = \$ <input type="text"/>	<input type="text"/> hours x \$18.50 / hr. = \$ <input type="text"/>
\$ <input type="text"/>	\$ <input type="text"/>

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)

Outreach & Engagement Measurement Instrument LOG OUT

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Michigan State University Survey 2010

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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)

4. What was the length of this project or activity?

(select a length from the list) ▾

In what year did the project start?

In what year did the project end or do you expect it to end (if applicable)?

5. For this project, was your outreach/engagement directed at any specific counties within Michigan?

[List of Michigan counties](#)

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

6. Were any of the following sponsors and/or participants involved in the work?

University units other than your own

Yes No

Graduate and/or professional students

Yes No

Undergraduate students

Yes No

7. List the primary partners external to MSU that were involved in the work:

OEMI: Inside the Instrument (continued)

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):

OEMI: Inside the Instrument (continued)

***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):



OEMI: Inside the Instrument (continued)

***13. Did the project or activity have any impact on your own scholarly or teaching practices** (such as new areas of research or inquiry and new pedagogical practices)? If yes, please describe.

Yes No

***14. Have you created any scholarly work that assesses or describes how you went about your outreach work?** If yes, please describe.

Yes 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.

MICHIGAN STATE
UNIVERSITY

University Outreach
and Engagement

National Collaborative for the Study of University Engagement
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: oemihelp@msu.edu

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OEMI: Inside the Instrument (continued)

Outreach & Engagement Measurement Instrument						LOG OUT
OEMI	Welcome	Menu	Overall Effort	Issues	Details	Projects

For help with the survey or how to complete it, see our [Frequently Asked Questions](#). Contact us at uemihelp@msu.edu or call 517-353-8977.

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 University Outreach and Engagement	<small>National Collaborative for the Study of University Engagement 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: uemihelp@msu.edu © 2011 Michigan State University Board of Trustees MSU is an affirmative-action, equal-opportunity employer.</small>
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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

Michigan State University Outreach & Engagement Measurement Instrument Report

1/1/2009 - 12/31/2009

#1a: University-wide Summary

College	Academic staff time committed to outreach		Number of respondents / number of responses*	Boldness by Design: # of responses indicating outreach contributed to...					# responses indicating activity focused on...		Attendees or Participants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community, Economic & Family Issues	Student Experience	Internat'l Reach	Research Opps.	Stewardship	Urban Issues	Diversity and Access.		University	Partners	
ARTS & HUMANITIES, RESIDENTIAL COLLEGE IN	1.33	\$37,884	4 / 6	6	5	1	2	2	5	4	1,455	\$4,000	\$0	\$1,750
COLLEGE OF AGRICULTURE & NATURAL RESOURCES	48.78	\$4,006,941	132 / 226	163	156	111	156	154	43	65	295,966	\$30,601,505	\$119,906,957	\$2,142,317
COLLEGE OF ARTS AND LETTERS	9.39	\$644,298	56 / 85	72	71	38	44	50	18	56	58,445	\$846,443	\$4,083,800	\$209,235
COLLEGE OF COMMUNICATION ARTS AND SCIENCES	5.78	\$540,373	25 / 43	40	35	12	24	29	8	18	24,448	\$8,161,292	\$365,000	\$199,415
COLLEGE OF EDUCATION	5.61	\$477,834	13 / 17	9	14	10	12	10	7	9	60,687	\$7,216,653	\$50,000	\$10,800
COLLEGE OF ENGINEERING	5.07	\$467,110	26 / 41	24	31	20	28	16	4	20	31,702	\$4,442,162	\$656,000	\$110,695
COLLEGE OF HUMAN MEDICINE	4.83	\$468,297	15 / 23	14	13	11	13	12	6	10	10,344	\$1,460,002	\$400,000	\$107,755
COLLEGE OF MUSIC	2.80	\$205,211	7 / 11	10	10	2	5	7	1	8	10,730	\$335,613	\$49,500	\$124,693
COLLEGE OF NATURAL SCIENCE	4.48	\$376,821	35 / 59	35	48	25	37	28	1	20	12,486	\$903,028	\$478,491	\$30,805
COLLEGE OF NURSING	3.34	\$331,783	14 / 20	19	18	6	15	8	3	15	5,834	\$4,348,125	\$35,000	\$85,986
COLLEGE OF OSTEOPATHIC MEDICINE	6.31	\$680,603	19 / 29	24	21	7	18	22	2	10	16,918	\$22,301,000	\$5,585,000	\$3,907,140
COLLEGE OF SOCIAL SCIENCE	30.41	\$2,360,116	85 / 135	117	94	57	104	83	48	75	97,050	\$15,015,345	\$3,555,956	\$1,702,706
COLLEGE OF VETERINARY MEDICINE	6.07	\$681,421	27 / 43	26	26	21	23	22	10	13	15,473	\$1,412,000	\$50,000	\$92,323
ELI BROAD COLLEGE OF BUSINESS	7.71	\$1,010,097	29 / 43	38	27	23	25	25	5	15	215,536	\$4,273,000	\$1,903,000	\$285,880
HONORS COLLEGE	0.27	\$23,395	3 / 5	4	4	1	4	2	1	3	1,200	\$25,000	\$10,000	\$5,830
INTERNATIONAL STUDIES AND PROGRAMS	1.35	\$103,357	3 / 6	5	6	4	3	4	0	5	1,940	\$200,000	\$0	\$181,920
JAMES MADISON COLLEGE	0.46	\$41,672	7 / 11	9	8	8	8	1	0	6	201,399	\$273,000	\$0	\$10,500
LYMAN BRIGGS COLLEGE	0.70	\$63,413	11 / 21	19	16	7	7	16	1	9	3,495	\$0	\$50,002	\$300
MICHIGAN STATE UNIVERSITY EXTENSION	5.00	\$382,620	9 / 16	15	7	5	7	11	4	6	8,699	\$1,360,387	\$64,818,700	\$181,335
NAT'L SUPERCONDUCTING CYCLOTRON LABORATORY	0.14	\$13,020	3 / 5	5	4	1	2	2	0	4	10,183	\$0	\$0	\$7,004
PROVOST AND OTHER CENTRAL OFFICES	23.67	\$1,959,741	52 / 80	72	55	31	61	44	24	48	779,510	\$8,635,917	\$3,715,000	\$5,951,059
Total	173.50	\$14,876,003	575 / 925	726	669	401	598	548	191	419	1,863,502	\$111,814,472	\$205,712,406	\$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 either one or two Areas of Concern -- each such description is counted as a separate response. Therefore, there may be more "responses" than "respondents."

University-wide Summary Data

Institutional Reports (continued)

Michigan State University Outreach & Engagement Measurement Instrument Report

1/1/2009 - 12/31/2009

#1b: University-wide Summary by Area of Concern:

Area of Concern	Academic staff time committed to outreach		Number of responses*	Boldness by Design: # of responses indicating outreach contributed to...					# responses indicating activity focused on...		Attendees or Participants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community, Economic & Family Issues	Student Experience	Internat'l Reach	Research Opps.	Stewardship	Urban Issues	Diversity and Access.		University	Partners	
Business and Industrial Development	13.53	\$1,421,620	66	48	34	37	42	38	10	17	120,727	\$11,275,239	\$65,800,000	\$567,930
Children, Youth, and Family (non-school related)	14.97	\$1,202,778	83	78	54	24	48	51	28	52	57,350	\$8,674,594	\$2,945,940	\$5,016,700
Community and Economic Development	11.64	\$1,026,077	76	72	57	38	48	47	32	42	124,918	\$5,034,875	\$6,977,300	\$413,638
Cultural Institutions and Programs	9.84	\$766,616	83	72	70	41	44	47	14	58	695,468	\$2,428,358	\$846,500	\$596,488
Education, Pre-Kindergarten through 12th Grade	22.83	\$1,537,981	131	101	115	39	64	72	34	77	135,322	\$9,520,908	\$3,074,516	\$2,208,985
Food, Fiber Production, and Safety	17.90	\$1,566,715	71	48	45	43	57	49	2	14	50,967	\$21,476,673	\$16,588,701	\$571,788
Governance and Public Policy	5.04	\$548,432	44	32	23	17	32	29	10	13	35,254	\$2,403,601	\$2,605,001	\$217,660
Health and Health Care	16.72	\$1,710,741	95	80	64	31	70	52	18	44	41,829	\$28,143,290	\$4,889,000	\$4,200,675
Labor Relations, Training, and Workplace Safety	2.89	\$228,558	10	8	4	4	3	5	3	6	11,231	\$4,275,305	\$106,306	\$53,600
Natural Resources, Land Use, and Environment	14.72	\$1,227,506	70	50	48	35	51	54	14	12	180,293	\$4,711,821	\$100,472,999	\$923,103
Public Safety, Security, and Corrections	4.79	\$409,114	13	9	11	2	11	8	5	5	4,071	\$1,823,862	\$525,000	\$168,300
Public Understanding and Adult Learning	12.11	\$1,010,665	88	75	68	40	54	46	12	46	352,616	\$6,807,738	\$57,502	\$140,885
Science and Technology	10.46	\$836,452	95	53	76	50	74	50	9	33	53,258	\$5,238,208	\$823,641	\$269,698
Total	157.41	\$13,493,252	925	726	669	401	598	548	191	419	1,863,502	\$111,814,472	\$205,712,406	\$15,349,447

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

Form of Engagement the activity took	Academic staff time committed to outreach		Number of responses*	Boldness by Design: # of responses indicating outreach contributed to...					# responses indicating activity focused on...		Attendees or Participants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community, Economic & Family Issues	Student Experience	Internat'l Reach	Research Opps.	Stewardship	Urban Issues	Diversity and Access.		University	Partners	
Clinical Service	6.94	\$705,674	29	24	25	6	14	16	6	13	23,254	\$1,206,002	\$89,000	\$70,918
Experiential/Service-Learning	9.10	\$604,528	51	48	48	20	26	40	10	34	98,492	\$1,222,750	\$2,662,000	\$5,942,629
Outreach Instruction: Credit Courses and Programs	8.94	\$556,214	37	27	33	24	22	22	7	16	37,445	\$20,836,365	\$409,507	\$4,203,769
Outreach Instruction: Non-Credit Classes and Programs	24.79	\$1,953,615	110	91	81	36	50	65	17	62	79,163	\$11,475,365	\$1,274,307	\$2,015,109
Outreach Instruction: Public Events and Understanding	13.83	\$1,052,440	149	119	116	70	73	77	28	84	609,419	\$5,605,056	\$4,566,500	\$273,431
Outreach Research and Creative Activity	56.49	\$5,311,172	294	242	208	135	236	184	73	136	842,468	\$49,472,407	\$115,951,362	\$1,647,645
Technical or Expert Assistance	37.33	\$3,309,612	255	175	158	110	177	144	50	74	173,261	\$21,996,527	\$80,759,700	\$1,195,948
Total	157.41	\$13,493,252	925	726	669	401	598	548	191	419	1,863,502	\$111,814,472	\$205,712,406	\$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 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 two Areas of Concern.

Institutional Reports (continued)

Michigan State University Outreach & Engagement Measurement Instrument Report

1/1/2009 - 12/31/2009

#2: Summary by Dept for:

COLLEGE OF SOCIAL SCIENCE

DEPARTMENT	Academic staff time committed to outreach		Number of respondents / number of responses*	Boldness by Design: # of responses indicating outreach contributed to...					# responses indicating activity focused on...		Attendees or Participants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community, Economic & Family Issues	Student Experience	Internat'l Reach	Research Opps.	Stewardship	Urban Issues	Diversity and Access.		University	Partners	
ANTHROPOLOGY SOCIAL SCIENCE	1.88	\$149,951	12 / 20	17	17	9	16	9	8	14	12,045	\$47,000	\$47,500	\$198,710
CRIMINAL JUSTICE	5.40	\$421,541	8 / 13	12	9	5	11	8	4	6	13,015	\$5,578,805	\$400,000	\$149,000
CTR FOR ADV STUDY OF INTL DEVELOPMENT - CSS	0.40	\$21,888	1 / 2	2	2	2	2	2	0	2	24	\$0	\$0	\$0
ECONOMICS	0.27	\$38,916	3 / 6	6	2	2	4	4	4	0	500	\$0	\$0	\$35,000
FAMILY & CHILD ECOLOGY - CSS	4.00	\$208,817	9 / 14	14	9	6	13	10	6	11	7,145	\$1,490,145	\$146,516	\$11,513
GEOGRAPHY	2.05	\$115,538	3 / 6	6	4	2	5	6	0	0	2,600	\$0	\$0	\$0
GLOBAL URBAN STUDIES	0.15	\$25,740	1 / 1	1	0	1	1	0	1	0	200	\$0	\$0	\$0
HISTORY	0.92	\$43,881	3 / 4	0	2	4	1	0	1	1	24,652	\$805,000	\$0	\$0
INST FOR PUBLIC POLICY AND SOCIAL RESEARCH	0.70	\$66,665	1 / 2	0	1	0	2	1	0	0	175	\$1,350,000	\$0	\$0
POLITICAL SCIENCE	0.20	\$27,546	2 / 3	1	2	1	2	0	0	0	14,520	\$50,000	\$0	\$0
PSYCHOLOGY SOCIAL SCIENCE	2.33	\$339,480	5 / 8	7	6	2	5	7	5	5	2,658	\$1,923,000	\$1,450,000	\$182,450
PUBLIC UTILITIES INSTITUTE	1.00	\$139,016	1 / 2	2	0	2	2	2	2	0	1,300	\$744,000	\$0	\$120,000
SCHOOL OF PLANNING, DESIGN & CONSTRUCTION - CSS	0.10	\$8,778	1 / 2	2	2	2	0	2	2	0	45	\$0	\$0	\$0
SOCIAL SCIENCE DEAN	0.50	\$40,592	1 / 2	2	2	2	2	2	0	2	150	\$500,000	\$0	\$37,400
SOCIAL WORK	9.76	\$633,477	32 / 47	42	34	16	35	28	12	32	17,953	\$2,527,395	\$1,511,940	\$968,634
SOCIOLOGY SOCIAL SCIENCE	0.75	\$78,490	2 / 3	3	2	1	3	2	3	2	68	\$0	\$0	\$0
Total	30.41	\$2,360,116	85 / 135	117	94	57	104	83	48	75	97,050	\$15,015,345	\$3,555,956	\$1,702,706

*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-level Summary Data

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 (BDD)** imperatives:

76.5% Enhanced the student experience

79.8% Enriched community, economic, and family life

46.9% Expanded international reach

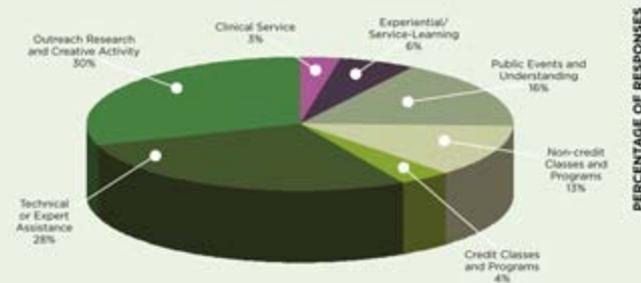
66.4% Increased research opportunities

60.4% Strengthened stewardship

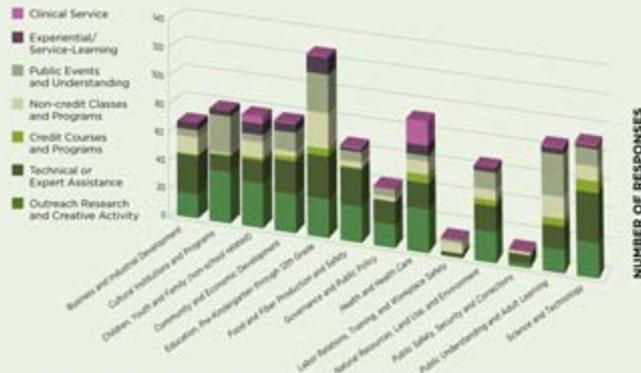
700

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



The number of "responses" is greater than the number of "respondents." Respondents were given the opportunity to describe their engagement activities for up to five areas of social concern; each description was counted as a separate response.

Institutional Reports (continued)

Faculty Respondent Reports

[Main Menu](#) | [View Detailed Report](#) | [Print this page](#) | [Log out](#) Survey of MSU Faculty and Academic Staff

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 social issue.
 This work enriched **community, economic and family** in **Michigan**.
 This work increased **research opportunities**.
 This work strengthened **stewardship**.
 Of my effort in this area, **50%** was directed at institutions in **Michigan**. Specifically, **50%** was directed at **Jackson**.
 This work was designed to impact people and issues with **and Lenawee**.
198 people participated in this **Outreach Research and Creative Activity**.
 This work was instrumental in securing **\$300,000** in gifts and/or fees for the University.

Data about my Outreach and Engagement work in Health Care
40% of my outreach and engagement activities (that is, **30%** of my professional effort) primarily took the form of **Outreach Research and Creative Activity** addressing **Health Care** as the social issue.
 This work enriched **community, economic and family** in **Michigan**.
 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 and/or fees for the University.

Description of my outreach work: Project or Activity (non-school related)
 I am describing my outreach work in **Children, Youth, and Family (non-school related)**.

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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 that faculty can report how they are involved in applying their scholarly skills to helping peer organizations address pressing issues facing them in Michigan and beyond. This survey is the Office's overall effort to gather information that will allow MSU to "tell its story" in a myriad ways it serves the public which supports it. The survey is designed to collect both quantitative data and narrative description.

In the spring of 2003, University Outreach and Engagement piloted the instrument with departments in the areas of applied social and behavioral science (including the fields of communications and business but not education). All faculty and academic staff in those departments were asked to complete the survey as a pilot test of the survey's usability and informativeness.

Results of the Pilot Survey

Return on Investment

Responses to the spring 2003 pilot survey revealed that in nearly 32% of their overall effort, faculty and academic staff in these departments were engaged with organizations and groups outside the academy in applying their scholarship to address pressing issues facing those organizations and communities and/or offering credit and non-credit instruction to non-audiences. That effort constitutes an investment of approximately \$2.2M salary dollars. The University is making to insuring that the University's knowledge resources are used for the benefit of the community. In addition, faculty and academic staff report that their outreach work was instrumental in securing \$11,375,250 to the University to support that work and, further, that their outreach work contributed to the generation of \$12,403,000 in grants and contracts awarded to their departments.

Tailored Briefing Materials

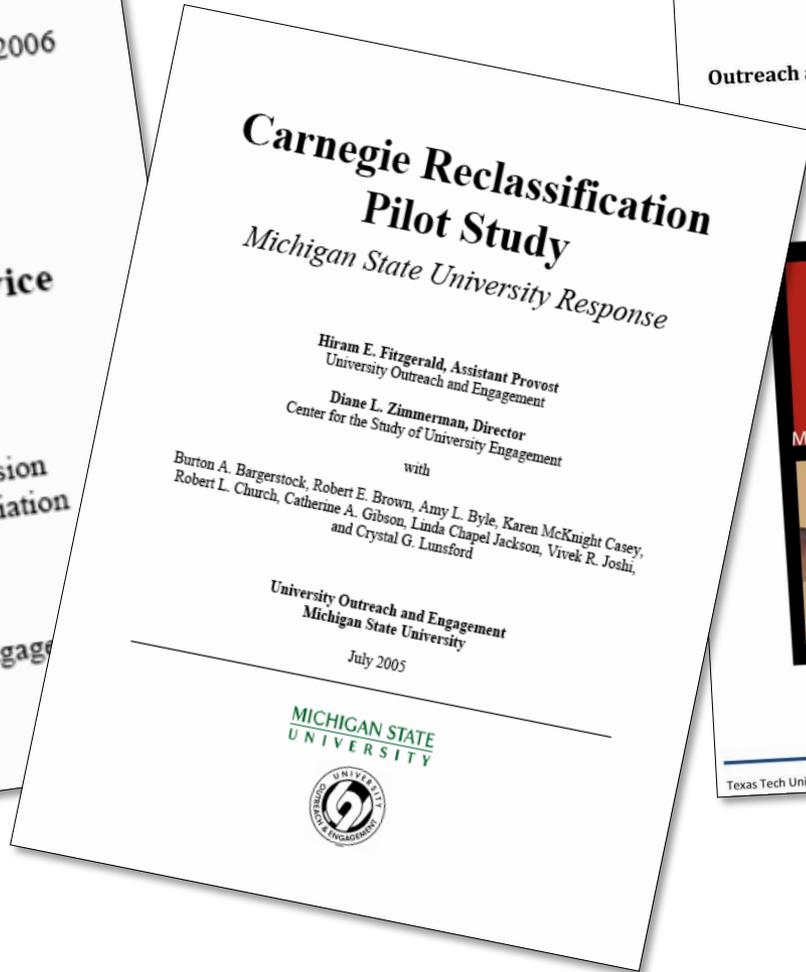
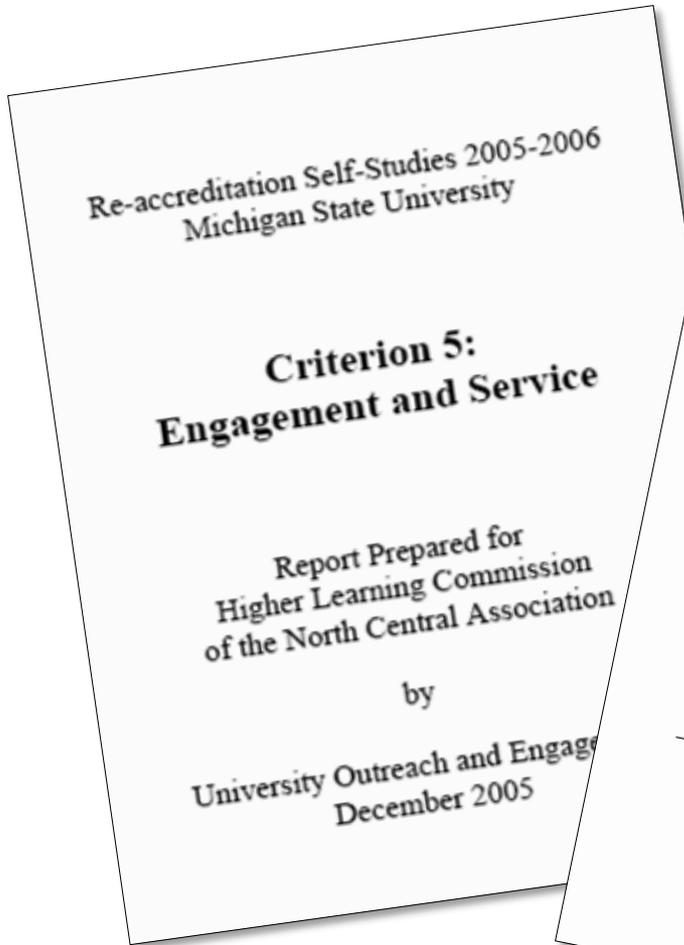
1 of 27

**MSU Activities in SE Michigan
 (Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne Counties)
 For President Simon's Presentation in Detroit on February 24, 2009**

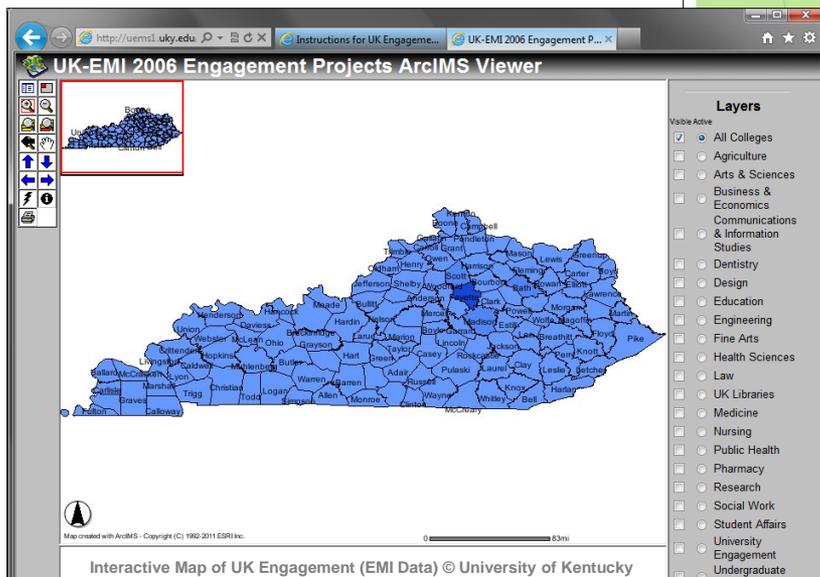
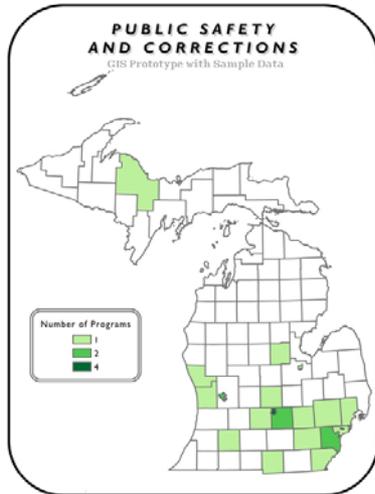
OEMI Issue(s)	Project Title Name/Department Description	Project Duration	Location	Partners
Business And Industrial Development	Brand Consortium <i>Omura, Glenn S.</i> <i>Marketing and Supply Chain Management</i> Glenn Omura created, designed, and implemented this program.	Ongoing	21 counties including Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw and Wayne	Kelloggs, Achatz Pie Company, Veterinary Clinic
Business And Industrial Development	Ford Motor Company Usability Workshop <i>Elledge, Michael</i> <i>Usability & Accessibility Center</i> Michael Elledge presented usability workshop to 9 members of Ford Motor Company Creative Services Department. It was a highly interactive session that introduced the usability tools and techniques of the UAC to Ford, leading to discussion of their own policies and procedures.		Wayne	Ford Motor Company
Business And Industrial Development	Internship Development <i>Good, Linda K.</i> <i>Department of Advertising</i> Linda Good developed opportunities for students to engage in co-curricular and internship type activities with companies in Michigan. In a lagging economy, students are having trouble identifying appropriate co-curricular activities.	Ongoing	9 counties including Macomb, Oakland, and Washtenaw	Kohl's, Target, Macy's, JCPenney, and Sears
Business And Industrial Development	Interorganizational Information Systems Integration Through Industry-Wide IS Standardization <i>Steinfeld, Charles</i> <i>Telecom, Information Studies & Media</i> Investigators are conducting detailed cases studies of standards-making efforts in three industries: automotive, retail (apparel), and mortgage. The focus is on information systems standards, to see what factors enable industry participants to overcome competitive issues and develop industry-wide standards that can support greater use of e-commerce.	Multiyear began 2007	Wayne	AIAG, NIST, and GM for automotive; EPCIS for retail; MISMO for mortgage

College/Unit Level Analyses

Institutional Reports (continued)



Institutional Reports (continued)



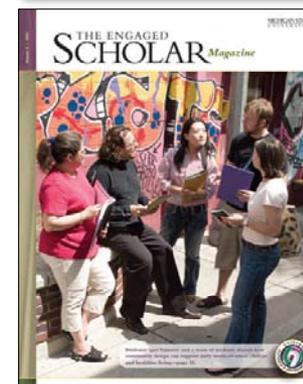
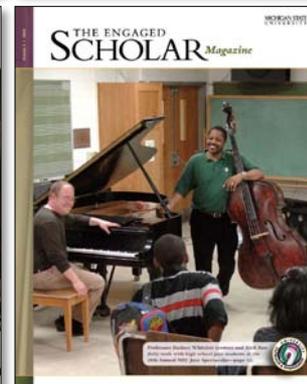
Future: Mapping Geographic Data about Community-Engaged Scholarship

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

The screenshot displays the website for 'THE ENGAGED SCHOLAR E-Newsletter' from Michigan State University. The site features a navigation bar with links for Home, Magazine, E-Newsletter, Speaker Series, About, and Contact. The main content area is divided into several sections: 'The Engaged Scholar Magazine' with a cover image and 'Urban Perspectives' article; 'In This Issue' for April 2011, listing featured MSU engaged scholars and MSU priorities; 'In Every Issue' listing upcoming events; 'Featured MSU Engaged Scholars' with profiles of Gretchen L. Birbeck and Laura B. DeLind; 'Announcements' regarding the Journal of Community Engagement and Scholarship; 'Tools of Engagement Learning Modules'; and 'MSU Graduate Certificate in Community Engagement'. A Twitter feed is overlaid on the bottom left, showing tweets from MSU_UOE. A second screenshot on the right shows a 'Projects by Birbeck and DeLind Represent MSU for Prestigious Regional and National Awards' section, detailing their work on childhood obesity in Grand Rapids.

Communication (continued)

msustatewide.msu.edu

StateWIDE RESOURCE NETWORK

Linking the University's knowledge, expertise, and resources to Michigan's citizens, communities, and organizations

This site links Michigan's professionals and practitioners to MSU's vast resource network, including continuing professional education programs and expert assistance and information. You'll find links to current programs and project summaries with complete contact information.

Search by keyword: Match all words

Enter search terms here

Browse by topic:

- [Agriculture](#)
- [Animal Health & Well-being](#)
- [Arts & Letters](#)
- [Business, Labor, & Industry](#)
- [Children, Youth, & Families](#)
- [Community Development](#)
- [Education](#)
- [Engineering](#)
- [Environment](#)
- [Government & Law](#)
- [Health & Medicine](#)
- [Natural Sciences](#)

spartanyouth.msu.edu

Spartan Youth Programs

Programs and Activities for Pre-K through 12th Grades

What is SYP?

Michigan State University's Spartan Youth Programs Web site displays a wide range of exciting opportunities for youth to improve their knowledge and skills in specific subject areas. Programs are available to serve all age ranges from pre-kindergarten to high school.

Featured Program

Physics of Atomic Nuclei

If you are interested in the extremely small domain of atomic nuclei, the Joint Institute for Nuclear Astrophysics (JINA) and the National Superconducting Cyclotron Laboratory (NSCL) offer the Physics of Atomic Nuclei (PAN) Program. This week long summer program for high school students features lectures and hands-on experiments led by the NSCL faculty and senior staff. The program, room, and board are free to all participants... [View about physics of atomic nuclei \(PAN\)](#)

BROWSE PROGRAMS

Check areas of interest and click the button below:

- All grades
- Pre-kindergarten
- K-2nd grade
- 3rd-5th grade
- 6th-8th grade
- 9th-12th grade
- All topics
- Agriculture
- Animal Care
- Art, Drama, & Music
- Business
- Career Preparation
- Computers
- Engineering
- The Environment
- Leadership Skills
- Math & Science
- Social Studies
- Sports & Fitness
- Writing & Language

Optional search features:

- Courses for college credit
- Available in summer
- Possible overnight stay
- Financial assistance

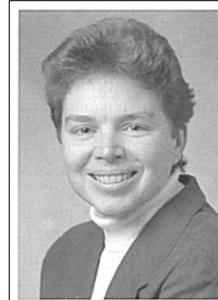
Public Access Catalog Websites

- **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



Cris M. Sullivan
Department of
Psychology, College of
Social Science



Suzanne Coats
Turning Point, Inc.

The Outreach Scholarship Community Partnership Award honors Cris M. Sullivan, professor of psychology, and Suzanne Coats, executive director of Turning Point, Inc. Turning Point, Inc., a service agency based in Mt. Clemens, Michigan, provides programs and resources to help victims and survivors of domestic violence, sexual assault, and homelessness regain control of their lives. The partnership is an exemplary model of campus-community collaboration that applies rigorous research methods to assess the quality of interventions designed to assist victims of domestic violence and sexual assault.



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

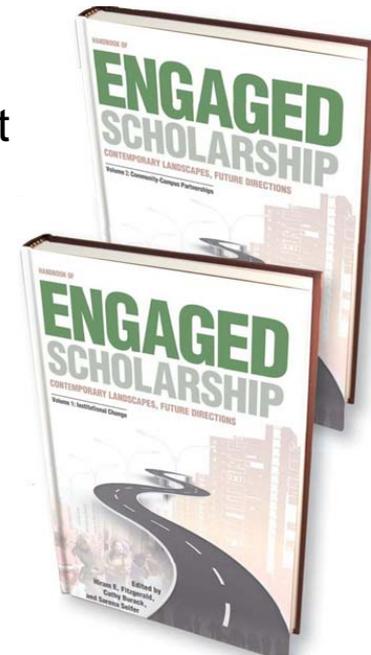


New and Ongoing Strategic Initiatives

- 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
 - Engagement Scholarship Consortium (ESC)
 - Board of Directors
 - National Outreach Scholarship Conference Implementation Committee
 - Emerging Engagement Scholars Workshop Planning Committee
 - Committee of Institutional Cooperation (CIC)
 - Committee on Engagement
 - University Professional and Continuing Education Association (UPCEA)
 - Outreach and Engagement Community of Practice
 - Academy of Community Engagement Scholars (ACES)

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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