

# Collecting and Utilizing Data About Community-Engaged Scholarship

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# Collecting Data about Community-Engaged Scholarship

- **1993 - 1995**

- 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 (continued)

- **1996 – 2004**

- *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* (1996), building attention for assessing engaged scholarship
  - Quality is assessed across the dimensions of significance, context, scholarship, and impact
- 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

# Collecting Data about Community-Engaged Scholarship (continued)

- **2005 - Present**

- MSU hosts representatives from over 60 universities in national invitational conference on Benchmarking University Engagement (2005)
- 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-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 & Engagement Community of Practice with an award for innovation (2007)
- Review and revisions to the Instrument questions (2010 – present)

# 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 [gemhelp@msu.edu](mailto:gemhelp@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.

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#### 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.

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#### 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.

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#### 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.

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#### 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.

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MICHIGAN STATE UNIVERSITY  
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: [gemhelp@msu.edu](mailto:gemhelp@msu.edu)  
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University Outreach and Engagement

# 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](mailto:oemihelp@msu.edu) or call 517-353-8977.

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## Michigan State University Survey 2010

**MICHIGAN STATE UNIVERSITY**

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

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### 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.

<a href="#">Estimate Overall Effort</a>	Complete
<a href="#">Select Social Issues</a>	Complete
<a href="#">Provide Issue Details</a>	
<a href="#">Describe Projects</a>	0 projects complete
<a href="#">Submit Survey and Provide Feedback</a>	Finish other parts first
<a href="#">View and Print Current and Prior Responses</a>	

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

Click the button below to begin.

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**MICHIGAN STATE UNIVERSITY**  
University Outreach and Engagement

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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](mailto:pemihelp@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**

### 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**

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## 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

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## Michigan State University Survey 2010

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MICHIGAN STATE UNIVERSITY

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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)

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Welcome	Menu	Overall Effort												
Issues	Details	Projects												
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<h2>Michigan State University Survey 2010</h2> <p>Engagement Activities from January 1, 2010 through December 31, 2010</p>														
<h3>Details</h3>														
<p>What percentage of your <i>total outreach/engagement effort</i> was devoted to the social issues that you chose in the previous question? For example, if you spent <b>60%</b> 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%.</p>														
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<p>Did the work contribute to achieving <a href="#">Boldness By Design</a> imperatives? Use the icon next to each question to see a longer description of each imperative.</p>														
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<p>Enhance the student experience <a href="#">?</a></p> <p>Expand international reach <a href="#">?</a></p> <p>Enrich community, economic, and family life <a href="#">?</a></p> <p>Increase research opportunities <a href="#">?</a></p> <p>Strengthen stewardship <a href="#">?</a></p>														
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<p>Did the work primarily focus on <b>urban issues</b>?</p> <p>Was the work designed to <b>promote diversity</b>?</p>														

# 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. ?

	Public Understanding and Adult Learning	Science and Technology
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
<b>Partner staff time:</b> 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.	<input type="text"/> hours x \$35.00 / hr. = \$ <input type="text"/>	<input type="text"/> hours x \$35.00 / hr. = \$ <input type="text"/>
<b>Volunteer time:</b> 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. ?	<input type="text"/> hours x \$18.50 / hr. = \$ <input type="text"/>	<input type="text"/> hours x \$18.50 / hr. = \$ <input type="text"/>
<b>Other materials:</b> Estimate the value of transportation, equipment, space, etc. provided by your partners.	\$ <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.*

# 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 [gemihelp@msu.edu](mailto:gemihelp@msu.edu) or call 517-353-8977.

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

**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

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---

**\*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  
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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 [cemihelp@msu.edu](mailto:cemihelp@msu.edu) or call 517-353-6977.

---

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

[National Collaborative for the Study of University Engagement](#)  
[University Outreach and Engagement](#) • Michigan State University  
Kellogg Center, Garden Level • East Lansing, MI 48824-1022  
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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 / 8	5	5	1	2	2	5	4	1,456	\$4,000	\$0	\$1,750
COLLEGE OF AGRICULTURE & NATURAL RESOURCES	48.78	\$4,008,941	132 / 228	183	158	111	158	154	43	65	285,988	\$30,801,505	\$119,806,957	\$2,142,317
COLLEGE OF ARTS AND LETTERS	9.39	\$844,298	58 / 85	72	71	38	44	50	18	58	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	\$7,218,653	\$50,000	\$10,800
COLLEGE OF ENGINEERING	5.07	\$487,110	28 / 41	24	31	20	28	18	4	20	31,702	\$4,442,162	\$858,000	\$110,895
COLLEGE OF HUMAN MEDICINE	4.83	\$468,297	15 / 23	14	13	11	13	12	6	10	10,344	\$1,480,002	\$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	\$378,821	35 / 59	35	48	25	37	28	1	20	12,488	\$803,028	\$478,491	\$30,805
COLLEGE OF NURSING	3.34	\$331,783	14 / 20	19	18	5	15	8	3	15	5,834	\$4,348,125	\$35,000	\$85,988
COLLEGE OF OSTEOPATHIC MEDICINE	8.31	\$880,803	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	\$2,360,118	85 / 135	117	94	57	104	83	48	75	87,050	\$15,015,345	\$3,555,988	\$1,702,706
COLLEGE OF VETERINARY MEDICINE	8.07	\$881,421	27 / 43	26	26	21	23	22	10	13	15,473	\$1,412,000	\$50,000	\$82,323
ELI BROAD COLLEGE OF BUSINESS	7.71	\$1,010,097	29 / 43	38	27	23	25	25	5	15	215,538	\$4,273,000	\$1,903,000	\$268,880
HONORS COLLEGE	0.27	\$23,385	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 / 8	5	6	4	3	4	0	5	1,940	\$200,000	\$0	\$181,920
JAMES MADISON COLLEGE	0.45	\$41,872	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	18	1	9	3,495	\$0	\$50,002	\$300
MICHIGAN STATE UNIVERSITY EXTENSION	5.00	\$382,820	9 / 18	15	7	5	7	11	4	6	8,689	\$1,380,387	\$84,818,700	\$181,335
NAT'L SUPERCONDUCTING CYCLOTRON LABORATORY	0.14	\$13,820	3 / 5	5	4	1	2	2	0	4	10,183	\$0	\$0	\$7,004
PROVOST AND OTHER CENTRAL OFFICES	23.87	\$1,859,741	52 / 80	72	55	31	61	44	24	48	779,510	\$8,635,917	\$3,715,000	\$5,981,059
<b>Total</b>	<b>173.50</b>	<b>\$14,576,003</b>	<b>575 / 925</b>	<b>726</b>	<b>669</b>	<b>401</b>	<b>598</b>	<b>548</b>	<b>191</b>	<b>419</b>	<b>1,863,502</b>	<b>\$111,814,472</b>	<b>\$205,712,405</b>	<b>\$15,349,447</b>

\*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	Interest Reach	Research Oppt.	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	\$667,930
Children, Youth, and Family (non-school related)	14.97	\$1,202,776	63	78	54	24	48	51	26	52	57,360	\$8,674,604	\$2,045,040	\$8,016,700
Community and Economic Development	11.64	\$1,025,077	76	72	57	38	48	47	32	42	124,916	\$5,034,875	\$6,977,300	\$413,638
Cultural Institutions and Programs	9.84	\$795,618	63	72	70	41	44	47	14	58	695,468	\$2,428,358	\$646,500	\$595,488
Education, Pre-Kindergarten through 12th Grade	22.83	\$1,537,981	131	101	115	39	64	72	34	77	135,322	\$9,520,908	\$3,074,518	\$2,208,985
Food, Fiber Production, and Safety	17.80	\$1,593,715	71	48	45	43	57	48	2	14	50,967	\$21,476,673	\$16,568,701	\$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	\$20,143,280	\$4,809,000	\$4,200,675
Labor Relations, Training, and Workplace Safety	2.89	\$225,958	10	6	4	4	3	5	3	6	11,201	\$4,275,305	\$106,306	\$53,600
Natural Resources, Land Use, and Environment	14.72	\$1,227,508	70	50	48	35	51	54	14	12	180,293	\$4,711,621	\$100,472,998	\$923,103
Public Safety, Security, and Corrections	4.79	\$409,114	13	9	11	2	11	8	5	5	4,871	\$1,623,862	\$525,000	\$168,300
Public Understanding and Adult Learning	12.11	\$1,010,685	68	75	68	40	54	46	12	46	352,816	\$6,607,738	\$57,502	\$140,885
Science and Technology	10.46	\$836,452	95	53	76	50	74	50	9	33	53,256	\$5,236,208	\$623,641	\$269,898
<b>Total</b>	<b>157.41</b>	<b>\$13,493,252</b>	<b>925</b>	<b>726</b>	<b>669</b>	<b>401</b>	<b>598</b>	<b>548</b>	<b>191</b>	<b>419</b>	<b>1,863,502</b>	<b>\$111,814,472</b>	<b>\$205,712,406</b>	<b>\$15,349,447</b>

## #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	Interest Reach	Research Oppt.	Stewardship	Urban Issues	Diversity and Access		University	Partners	
Clinical Service	8.94	\$705,674	29	24	25	6	14	16	6	13	23,254	\$1,208,002	\$89,000	\$70,916
Experiential/Service-Learning	9.10	\$604,526	51	48	46	20	26	40	10	34	98,492	\$1,222,750	\$2,002,000	\$5,942,626
Outreach Instruction: Credit Courses and Programs	8.94	\$558,214	37	27	33	24	22	22	7	16	37,445	\$20,838,365	\$406,507	\$4,203,789
Outreach Instruction: Non-Credit Classes and Programs	24.79	\$1,853,615	110	91	81	36	56	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	115	70	73	77	28	64	609,419	\$5,605,055	\$4,506,500	\$273,431
Outreach Research and Creative Activity	55.49	\$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 Assistants	37.33	\$3,309,612	255	175	158	110	177	144	50	74	173,261	\$21,998,527	\$80,756,700	\$1,195,948
<b>Total</b>	<b>157.41</b>	<b>\$13,493,252</b>	<b>925</b>	<b>726</b>	<b>669</b>	<b>401</b>	<b>598</b>	<b>548</b>	<b>191</b>	<b>419</b>	<b>1,863,502</b>	<b>\$111,814,472</b>	<b>\$205,712,406</b>	<b>\$15,349,447</b>

\*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	\$21,688	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
<b>Total</b>	<b>30.41</b>	<b>\$2,360,116</b>	<b>85 / 135</b>	<b>117</b>	<b>94</b>	<b>57</b>	<b>104</b>	<b>83</b>	<b>48</b>	<b>75</b>	<b>97,050</b>	<b>\$15,015,345</b>	<b>\$3,555,956</b>	<b>\$1,702,706</b>

\*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 (BBD)** imperatives:

**76.5%** Enhanced the student experience

**79.8%** Enriched community, economic, and family life

**46.9%** Expanded international reach

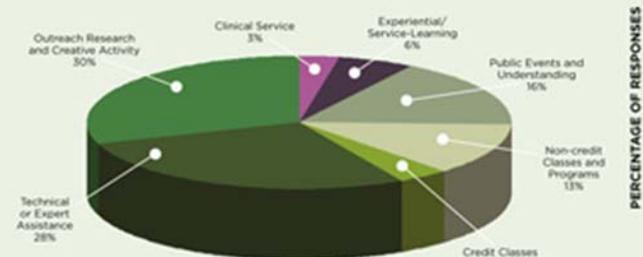
**66.4%** Increased research opportunities

**60.4%** Strengthened stewardship

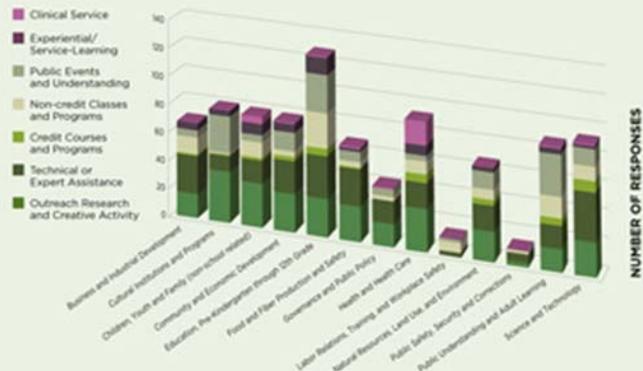
**700**

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 two 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 life**.  
 This work increased **research opportunities**.  
 This work strengthened **stewardship**.  
 Of my effort in this area, **50%** was directed at institution **Michigan**. Specifically, **50%** was directed at **Jackson**.  
 This work was designed to impact people and issues with **and Lenawee**.  
**190** people participated in this Outreach Research and  
 This work was instrumental in securing **\$300,000** in gifts, and/or fees for the University.

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

**Description of my outreach work: Project or Activity**  
 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 people and 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-traditional audiences. That effort constitutes an investment of approximately \$2.2M salary dollars that the University is making to insure that the University's knowledge resources are used fruitfully by the community. In addition, faculty and academic staff report that their outreach work has been instrumental in securing \$11,375,250 to the University to support that work and, further, that their outreach work has contributed to the generation of \$12,403,000 in grants and contracts awarded to their colleges and departments.

## Tailored Briefing Materials

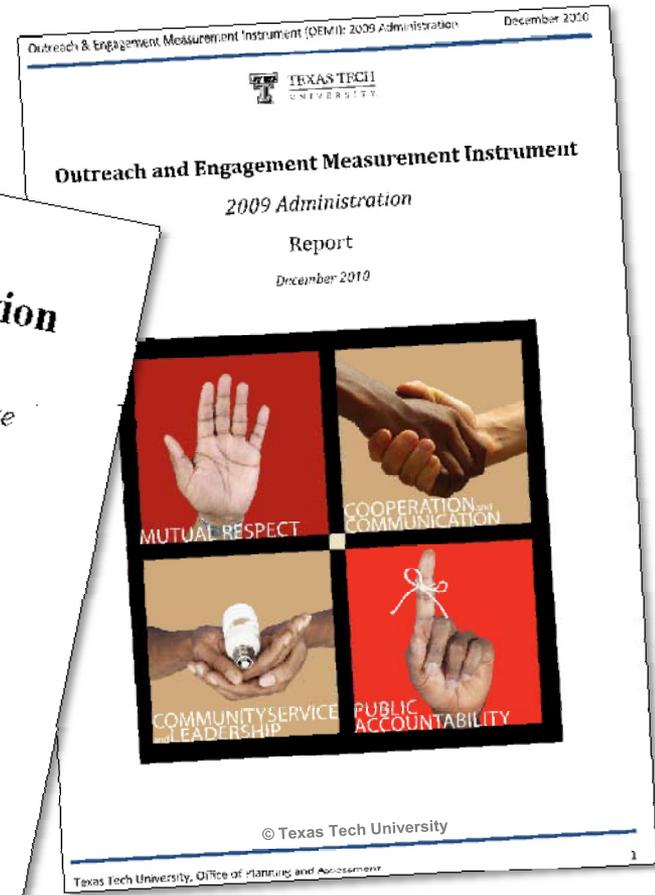
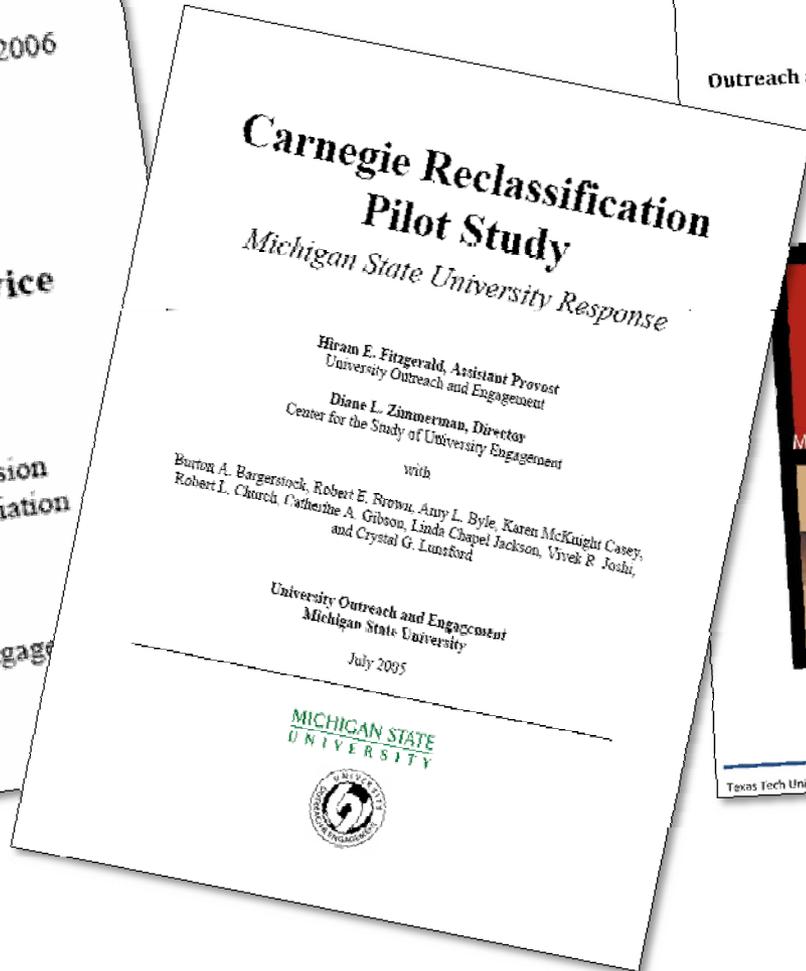
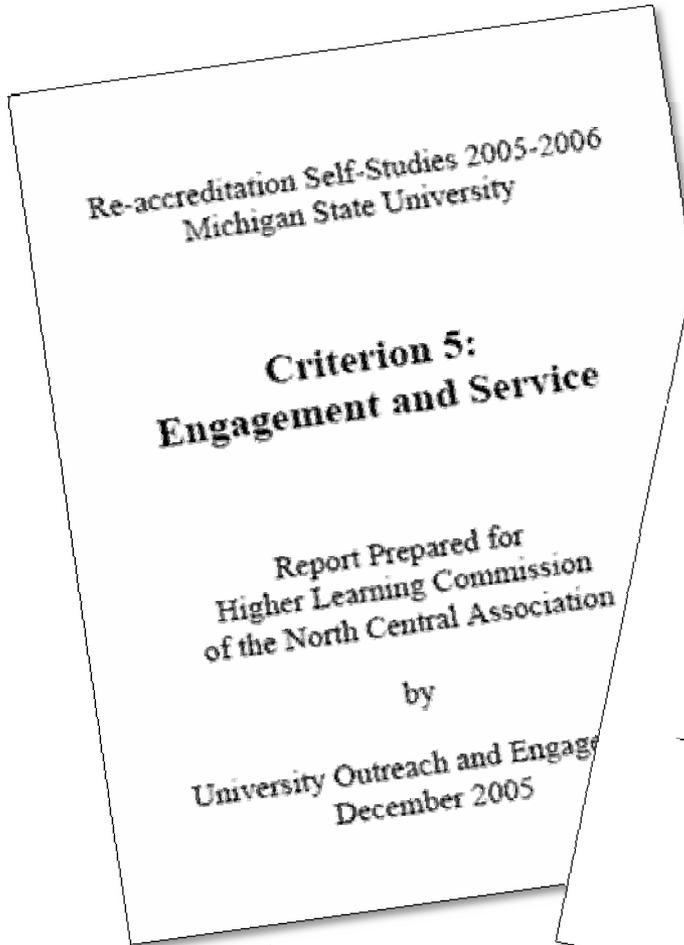
1 of 27

**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	<b>Brand Consortium</b> <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	<b>Ford Motor Company Usability Workshop</b> <i>Elledge, Michael</i> <i>Usability &amp; 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	<b>Internship Development</b> <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	<b>Interorganizational Information Systems Integration Through Industry-Wide IS Standardization</b> <i>Steinfeld, Charles</i> <i>Telecom, Information Studies &amp; 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

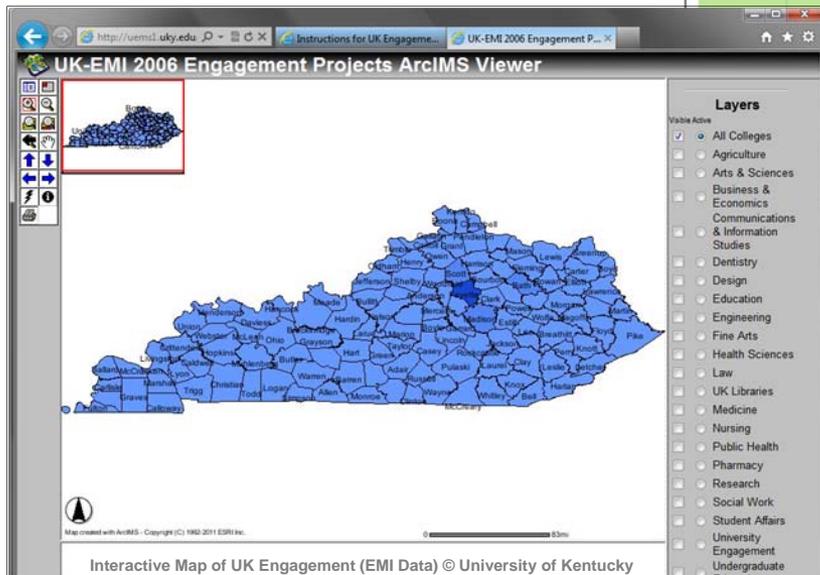
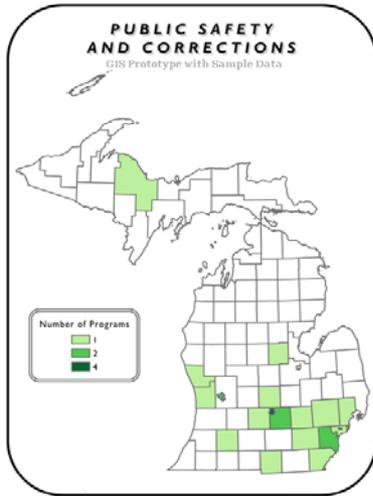
## College/Unit Level Analyses

# Institutional Reports (continued)



Accreditation and Institutional Self-studies

# Institutional Reports (continued)



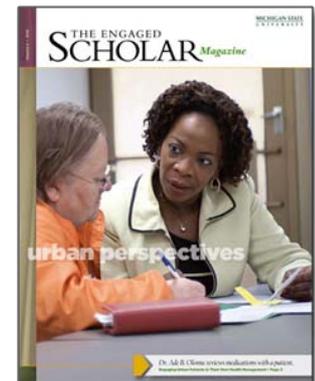
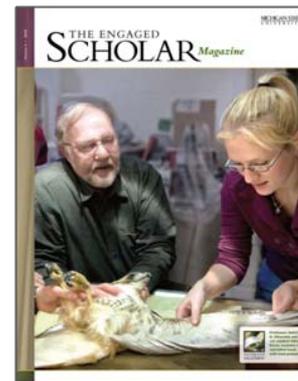
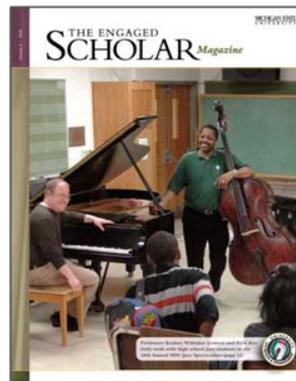
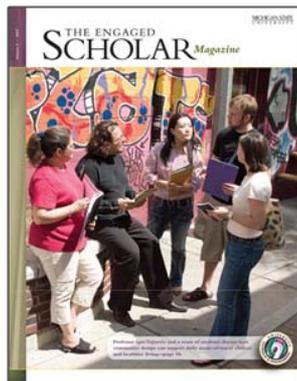
**Future: Mapping Geographic Data about Community-Engaged Scholarship**

# Utilizing Data about Community-Engaged Scholarship: Communication

## The Engaged Scholar Magazine

[engagedscholar.msu.edu](http://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 21<sup>st</sup> 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 header includes the title and navigation links: Home, Magazine, E-Newsletter, Speaker Series, About, and Contact. The main content is organized into several sections:

- The Engaged Scholar Magazine:** Features a cover image for 'Urban Perspectives' and a brief description: 'Volume No. 5 features collaborative partnerships and research on the diverse issues facing urban areas.' It also mentions the 'Next Issue's Focus: Economic Development. Available Fall 2011.'
- Announcements:** Includes a 'Journal of Community Engagement and Scholarship' deadline for manuscripts (August 31, 2011) and 'Tools of Engagement Learning Modules' available for use by MSU faculty.
- MSU Graduate Certificate in Community Engagement:** A program preparing graduate students for academic careers that integrate scholarship with community engagement.
- In This Issue (April 2011):**
  - Featured MSU Engaged Scholars:** Projects by Birbeck and DeLind represent MSU for prestigious regional and national awards; Denise Holmes and Tracy Thompson: Helping Kids Make Healthy Choices in Grand Rapids.
  - MSU Priorities:** Transforming Transportation Research Corridor Consortium.
  - In Every Issue:** Upcoming Events, Looking for Project Partners?, ES '360' Feedback...
- Featured MSU Engaged Scholars:** Profiles of Gretchen L. Birbeck, M.D., M.P.H., D.T.M.H., FAAN (Director, International Neurologic and Psychiatric Epidemiology Program) and Laura B. DeLind, Ph.D. (Senior Academic Specialist, Department of Anthropology).
- Projects by Birbeck and DeLind Represent MSU for Prestigious Regional and National Awards:** A detailed story about their selection for a national award program recognizing university-community partnerships.
- Helping Kids Make Healthy Choices in Grand Rapids:** A story about Denise Holmes' project aimed at addressing childhood obesity in Michigan.

The screenshot shows a Twitter feed for the account 'MSU\_UE'. The profile information includes the name 'MSU\_UE', location 'Michigan State University', and website 'http://roadback.msu.edu'. The feed contains several tweets, including one about a 'Restaurant Incubator Project' and another about 'Transforming Landfills into Landscapes'.

# Communication (continued)



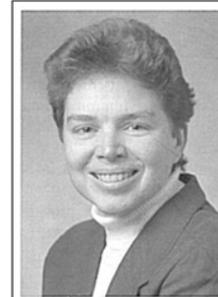
## Public Access Catalog Websites

- **MSU Statewide Resource Network**
  - Developed for working professionals
  - Catalog of MSU expert assistance and information continuing professional education programs
  - Searchable by topic, geography, program type, and keyword
- **Spartan Youth Programs**
  - Developed for the parents of pre-k through middle school children and high school students
  - Catalog of MSU precollege programs, camps, activities, and other resources for children and youth
  - Searchable by topic and grade level

# 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

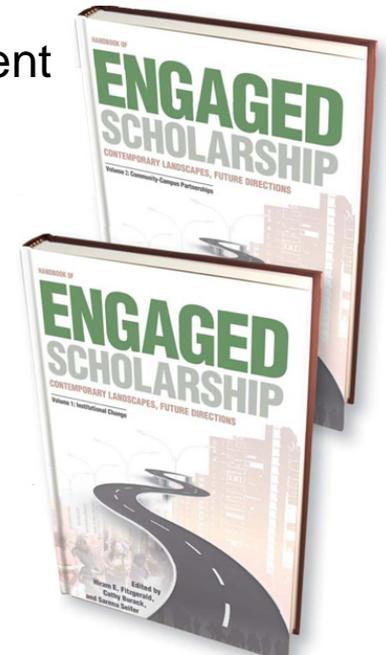


# New and Ongoing Strategic Initiatives

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

# 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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