Collecting and Utilizing Data About Community-Engaged Scholarship

Burton A. Bargerstock
Director, Communication and Information Technology
Co-Director, National Collaborative for the Study of University Engagement
bargerst@msu.edu

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Collecting Data about Community-Engaged Scholarship

- **1993 - 1995**

  – In its1993 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

OEMI: Inside the Instrument

OEMI: Inside the Instrument (continued)

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   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
- [x] Public Understanding and Adult Learning ?
- [x] Science and Technology ?

Next Section >

OEMI: Inside the Instrument (continued)

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OEMI | Welcome | Menu | **Overall Effort** | **Issues** | **Details** | **Projects**

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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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Michigan State University Survey 2010

MICHIGAN STATE UNIVERSITY

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

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
	____ %	____ %

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 ?	○ Yes	○ No	○ Yes	○ No
Expand international reach ?	○ Yes	○ No	○ Yes	○ No
Enrich community, economic, and family life ?	○ Yes	○ No	○ Yes	○ No
Increase research opportunities ?	○ Yes	○ No	○ Yes	○ No
Strengthen stewardship ?	○ Yes	○ No	○ Yes	○ No

	Public Understanding and Adult Learning		Science and Technology	
Did the work primarily focus on **urban issues?**	○ Yes	○ No	○ Yes	○ No
Was the work designed to **promote diversity?**	○ Yes	○ No	○ Yes	○ 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/engagment 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.

	Public Understanding and Adult Learning	Science and Technology
Number of people physically present at programs or activities:		
Number of people not physically present but participating through technology (websites, etc.):		

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

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

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

[Show longer list]

OEMI: Inside the Instrument (continued)

Did your outreach/engagement activity:

	Public Understanding and Adult Learning	Science and Technology
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.	○ Yes ○ No $ _____	○ Yes ○ No $ _____
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.	○ Yes ○ No $ _____	○ Yes ○ No $ _____

	Public Understanding and Adult Learning	Science and Technology
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. 🔲	○ Yes ○ No	○ Yes ○ No
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.	_____ hours x $35.00 / hr. = $ _____	_____ hours x $35.00 / hr. = $ _____
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. 🔲	_____ hours x $18.50 / hr. = $ _____	_____ hours x $18.50 / hr. = $ _____
Other materials: Estimate the value of transportation, equipment, space, etc. provided by your partners.	$ _____	$ _____

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)

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.

[Add another project] [Submit survey and provide feedback]

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)

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 respon-dents / number of responses*	Boldness by Design: # of responses intdicating outreach contributed to...					# responses indicating activity focused on...		Attendees or Partici-pants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community Econmic & Family Issues	Student Experience	Internat'l Reach	Research Opps.	Steward-ship	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 / 228	163	156	111	156	154	43	65	295,968	$30,601,605	$119,906,957	$2,142,317
COLLEGE OF ARTS AND LETTERS	9.39	$644,296	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	18	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	$206,211	7 / 11	10	10	2	6	7	1	8	10,730	$335,613	$49,500	$124,693
COLLEGE OF NATURAL SCIENCE	4.46	$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	$66,986
COLLEGE OF OSTEOPATHIC MEDICINE	6.31	$660,603	19 / 29	24	21	7	18	22	2	10	16,916	$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	216,538	$4,273,000	$1,903,000	$266,880
HONORS COLLEGE	0.27	$23,395	3 / 5	4	4	1	4	2	1	3	1,200	$25,000	$10,000	$6,630
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	6	8	1	0	6	201,399	$273,000	$0	$10,500
LYMAN BRIGGS COLLEGE	0.70	$63,413	11 / 21	19	18	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	$84,818,700	$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	$1,969,741	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 seperate 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	Internet Reach	Research Opps	Steward-ship	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	83	78	54	24	48	51	28	52	57,350	$8,674,594	$2,046,640	$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	$413,838
Cultural Institutions and Programs	9.84	$796,616	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	$1,560,715	71	48	45	43	57	49	2	14	50,967	$21,476,673	$16,588,701	$571,788
Governance and Public Policy	5.04	$549,432	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	$4,885,000	$4,200,575
Labor Relations, Training, and Workplace Safety	2.89	$228,558	10	8	4	4	3	5	3	8	11,231	$4,275,305	$106,306	$53,800
Natural Resources, Land Use, and Environment	14.72	$1,227,906	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	$408,114	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	88	40	54	46	12	48	352,816	$6,807,738	$57,502	$140,885
Science and Technology	10.46	$838,452	95	93	76	50	74	50	9	33	53,256	$5,238,208	$823,641	$269,898
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	Internet Reach	Research Opps	Steward-ship	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	$70,918
Experiential/Service-Learning	9.10	$504,526	51	48	46	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	$20,838,365	$409,507	$4,203,769
Outreach Instruction: Non-Credit Classes and Programs	24.79	$1,953,615	110	91	81	36	58	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	84	609,419	$5,605,056	$4,566,500	$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	$115,951,392	$1,647,645
Technical or Expert Assistance	37.33	$3,309,612	255	179	158	110	177	144	50	74	173,261	$21,998,527	$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 respon-dents / number of responses*	Boldness by Design: # of responses intdicating outreach contributed to...					# responses indicating activity focused on...		Attendees or Partici-pants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community, Econmic & Family Issues	Student Experience	Internat'l Reach	Research Opps.	Steward-ship	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
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 seperate 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

Institutional Reports (continued)

Faculty Respondent Reports

Tailored Briefing Materials

College/Unit Level Analyses

Analysis of Data Collected throug 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 faculty can report how they are involved in applying their scholarly skills to helping peo organizations address pressing issues facing them in Michigan and beyond. This survey the Office's overall effort to gather information that will allow MSU to "tell its story" ab myriad ways it serves the public which supports it. The survey is designed to collect bot quantitative 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 an informativeness.

Results of the Pilot Survey

Return on Investment

Responses to the spring 2003 pilot survey revealed that in nearly 32% of their overall eff faculty and academic staff in these departments were engaged with organizations and gr 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-t audiences. That effort constitutes an investment of approximately $2.2M salary dollars t University is making to insuring that the University's knowledge resources are used frui the community. In addition, faculty and academic staff report that their outreach work b $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 co
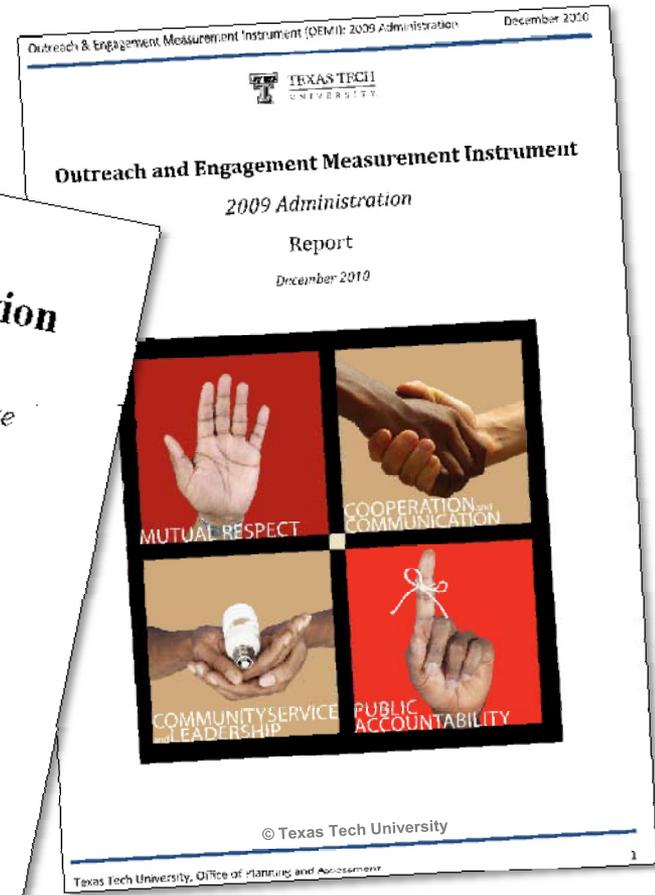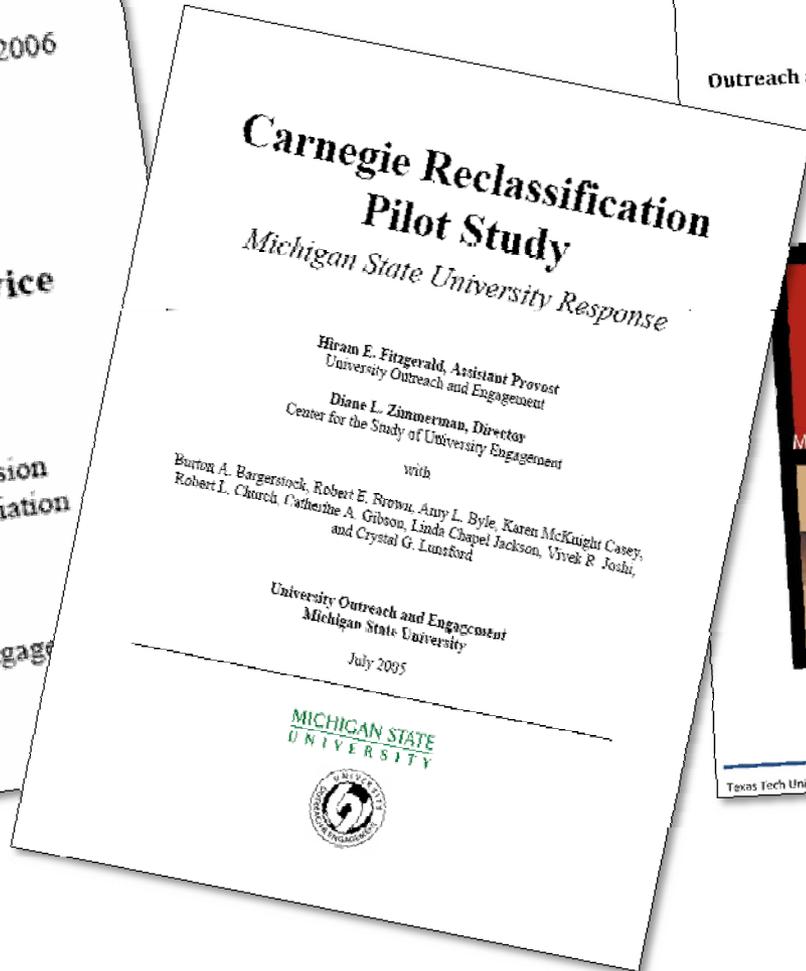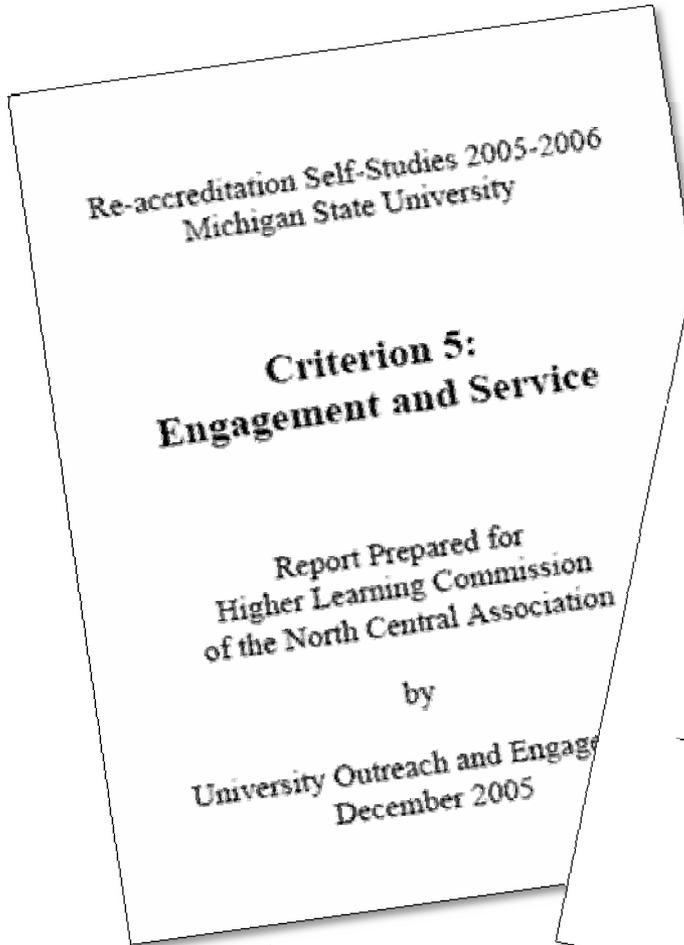
MSU Activities in SE Michigan
(Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne Counties)
For President Simon's Presentation in Detroit on February 24, 2009

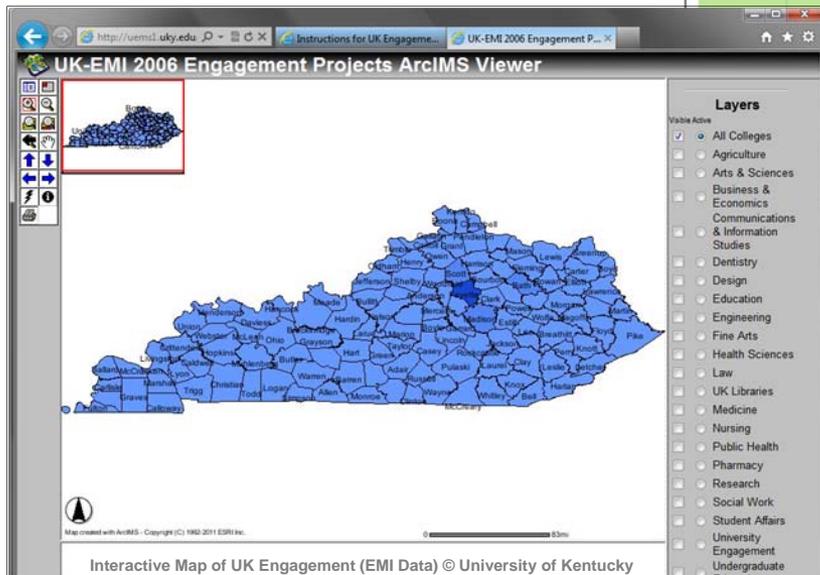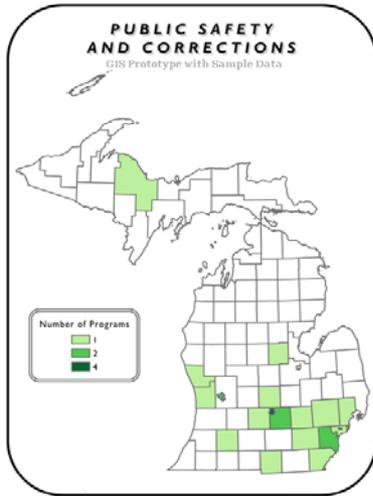| OEMI Issue(s)	Project Title Name/Department Description	Project Duration	Location	Partners
Business And Industrial Development	**Brand Consortium** *Omura, Glenn S.* *Marketing and Supply Chain Management* Glenn Omura created, designed, and implemented this program.	Ongoing	21 counties including Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw and Wayne	Kelloggs, Achatz Pie Company, Veterinary Clinic
Business And Industrial Development	**Ford Motor Company Usability Workshop** *Elledge, Michael* *Usability & Accessibility Center* 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** *Good, Linda K.* *Department of Advertising* 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** *Steinfield, Charles* *Telecom, Information Studies & Media* 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

Institutional Reports (continued)

Re-accreditation Self-Studies 2005-2006
Michigan State University

Criterion 5:
Engagement and Service

Report Prepared for
Higher Learning Commission
of the North Central Association

by

University Outreach and Engag
December 2005

Carnegie Reclassification
Pilot Study
Michigan State University Response

Hiram E. Fitzgerald, Assistant Provost
University Outreach and Engagement

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

with

Burton A. Bargerstock, Robert E. Brown, Amy L. Byle, Karen McKnight Casey,
Robert L. Church, Catherine A. Gibson, Linda Chapel Jackson, Vivek P. Joshi,
and Crystal G. Lunsford

University Outreach and Engagement
Michigan State University

July 2005

MICHIGAN STATE
UNIVERSITY

Outreach & Engagement Measurement Instrument (OEMI): 2009 Administration   December 2010

TEXAS TECH
UNIVERSITY

Outreach and Engagement Measurement Instrument

2009 Administration

Report

December 2010

MUTUAL RESPECT   COOPERATION and COMMUNICATION

COMMUNITYSERVICE and LEADERSHIP   PUBLIC ACCOUNTABILITY

© Texas Tech University

Texas Tech University, Office of Planning and Assessment

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

- **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)
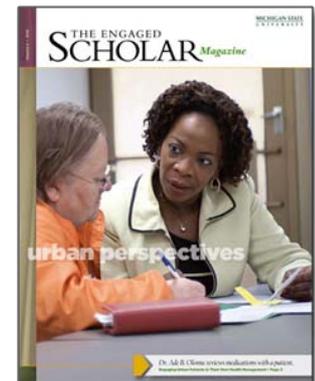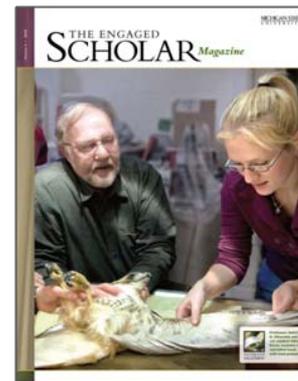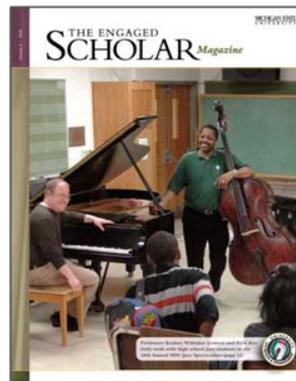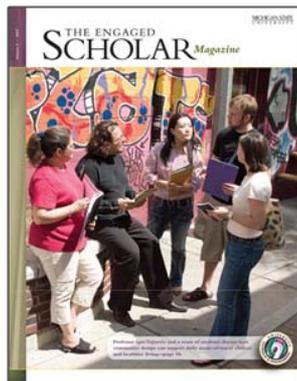
Communication (continued)

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**

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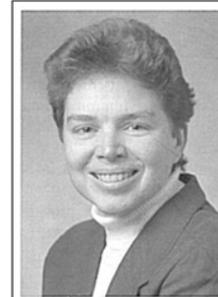
Cris M. Sullivan
Department of Psychology, College of Social Science

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
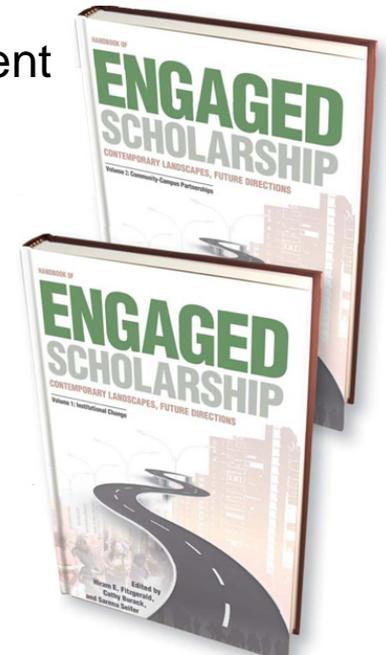
Contact Information

University Outreach and Engagement

Michigan State University

Kellogg Center, Garden Level

East Lansing, MI 48824-1022

Phone: (517) 353-8977

Fax: (517) 432-9541

E-mail: outreach@msu.edu

Web: outreach.msu.edu