

Community Engagement Scholarship: Making the Connections with Bolder by Design

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COMMUNITY ENGAGED SCHOLARSHIP AND

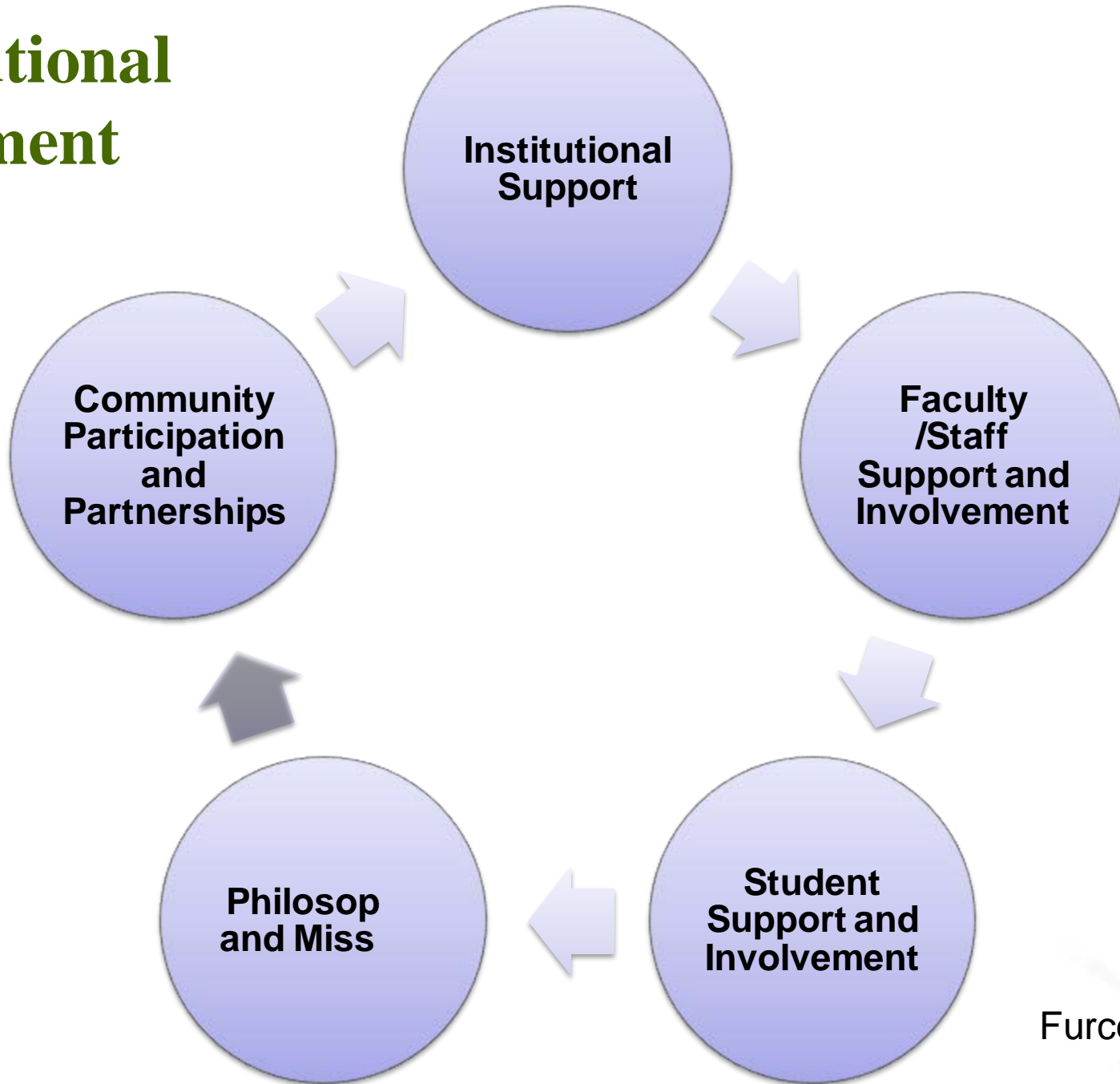


Workshop Outline/Learning Goals

In this workshop, you will have the opportunity to:

1. Name the types of community engaged scholarship that occur in your college, department, or unit
2. Connect your unit's community engaged scholarship to Bolder by Design
3. Consider how your unit's individual performance reviews (e.g. reappointment, promotion, and tenure; annual reviews) incorporate community engaged scholarship, including scholarly and public products
4. Think about how your unit incorporates community engaged scholarship into your academic (or other) planning processes, including metrics, planning, and budget requests

Institutional Alignment



Institutional Identity: Mission Statement

- our mission is to advance knowledge and transform lives by:
- providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them **to contribute fully to society as globally engaged citizen leaders**
- conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and **make a positive difference, both locally and globally**
- **advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world**

Presidential Leadership

"Integrating the attributes and strengths of all segments of society for the sustainable prosperity and well-being of peoples and nations throughout the world is a moral imperative we are called upon to share and lead."

***~Lou Anna K. Simon, Ph.D.
President, Michigan State University***

"Creating prosperity that goes well beyond finances and fortune is at the heart of Michigan State University's purpose, vision, and our twenty-first-century engaged scholarship."

***~Lou Anna K. Simon, Ph.D.
President, Michigan State University***

Michigan State's greatness is defined by its values and the passion and talent of its people.

OUR CORE VALUES

QUALITY Continually striving to be among the best in all we do and to be the best in key areas.

INCLUSIVENESS Building a vibrant, diverse community that values and embraces a full spectrum of experiences, viewpoints, and intellectual approaches.

CONNECTIVITY Aligning our assets to reinforce and enhance one another, building vital partnerships, and collaborating locally, nationally, and globally.

We will stay true to who we are and what we do, while radically transforming how we do it.

BOLDER BY DESIGN

Our shared strategic framework: six imperatives that commit us to delivering distinctive, high-value impact and experiences in everything we do:

1. **ENHANCE THE STUDENT EXPERIENCE** by expanding opportunities for where, when, and how students learn and increasing the value of an MSU degree.
2. **ENRICH COMMUNITY, ECONOMIC, AND FAMILY LIFE** through research, outreach, engagement, entrepreneurship, innovation, diversity, and inclusiveness.
3. **EXPAND INTERNATIONAL REACH** through academic, research and economic development initiatives, and strategic alliances.
4. **INCREASE RESEARCH OPPORTUNITIES** by expanding funding to support high-impact scholarship and research.
5. **STRENGTHEN STEWARDSHIP** by nurturing the university's financial assets, campus environment, infrastructure, and people.
6. **ADVANCE OUR CULTURE OF HIGH PERFORMANCE** by elevating the quality and effectiveness of every product and process.

What is MSU's definition of Community Engaged Scholarship?

At Michigan State University, Outreach and Engaged Scholarship is defined as “a scholarly endeavor that cuts across research [and creative activities], teaching, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.”

What Do We Mean By Community?

- **Geography:** (shared a physical place, such as neighborhood, city, or region)
- **Identity:** (shared race, gender, or other characteristics)
- **Affiliation or interest :** (shared a common set of values or concerns)
- **Circumstances:**(shared a common experience such as surviving a natural disaster or managing a specific disease)
- **Profession or practice:** (shared specific knowledge to occupation, skill, or trade)
- **Faith:** (shared belief system, customs, and religious or spiritual practice)
- **Kinship:** (shared relationships through family and/or marriage)

What Do We Mean By Engagement?

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to

- address critical societal issues
- enrich scholarship and research
- enhance curricular content and process
- endorse democratic values and civic responsibility
- prepare citizen scholars
- contribute to the public good



Engagement is scholarly, community-based, collaborative, responsive, mutually beneficial, capacity-building, systemic, for the public good.

What Do We Mean By Scholarship?

- 1. Requires a high level of inter-, trans-, or disciplinary expertise**
- 2. Uses appropriate methodology**
 - Conducted in a scholarly manner
 - Clear goals
 - Adequate preparation
- 3. Is appropriately and effectively documented and disseminated to (academic and community) audiences, with reflective critique about significance, processes, and lessons learned**

4. Has significance beyond the individual context

- Breaks new ground or is innovative
- Can be replicated and elaborated

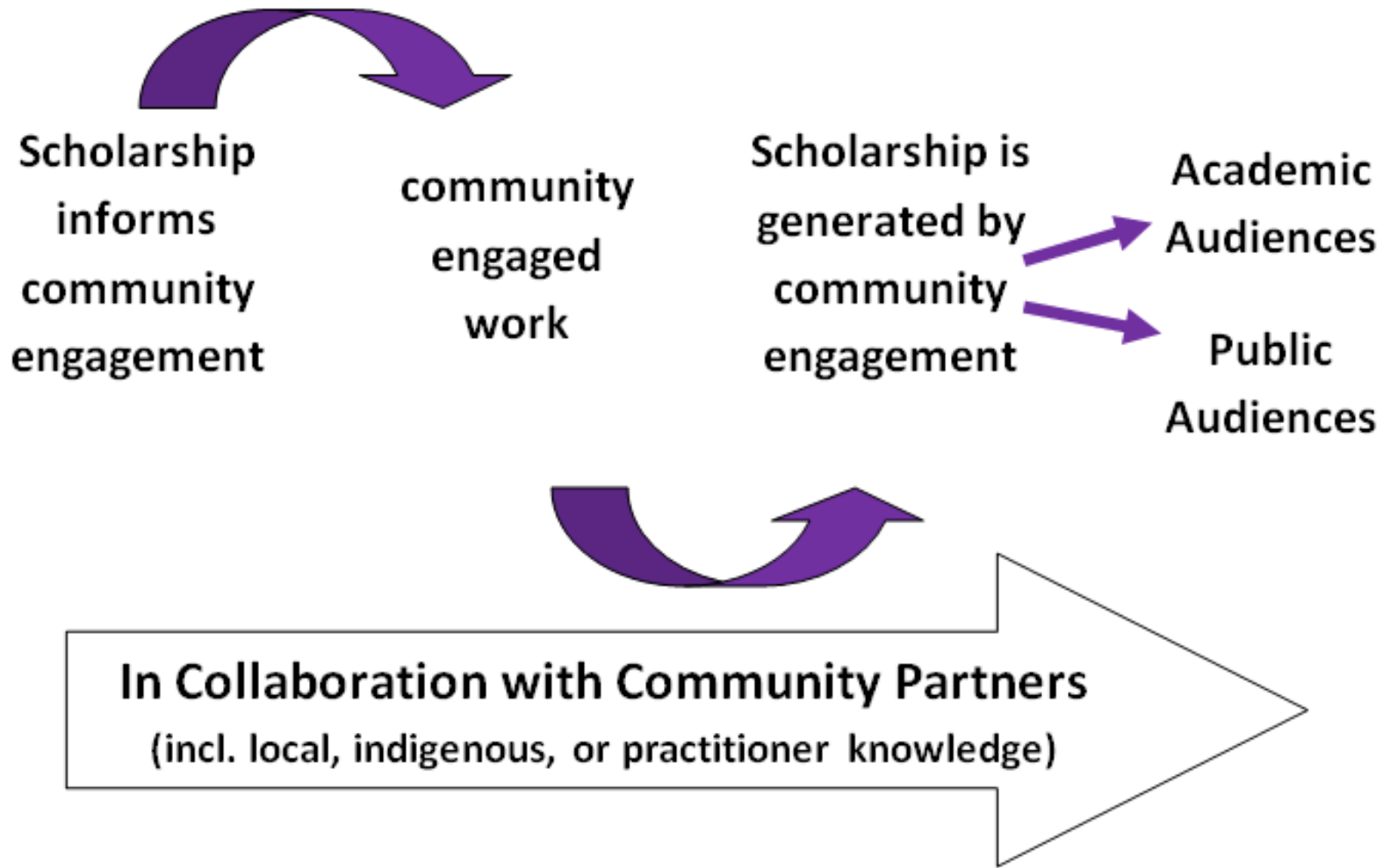
5. Is judged to be significant and meritorious (product, process, and/or results) by panel of peers

Added by CCPH

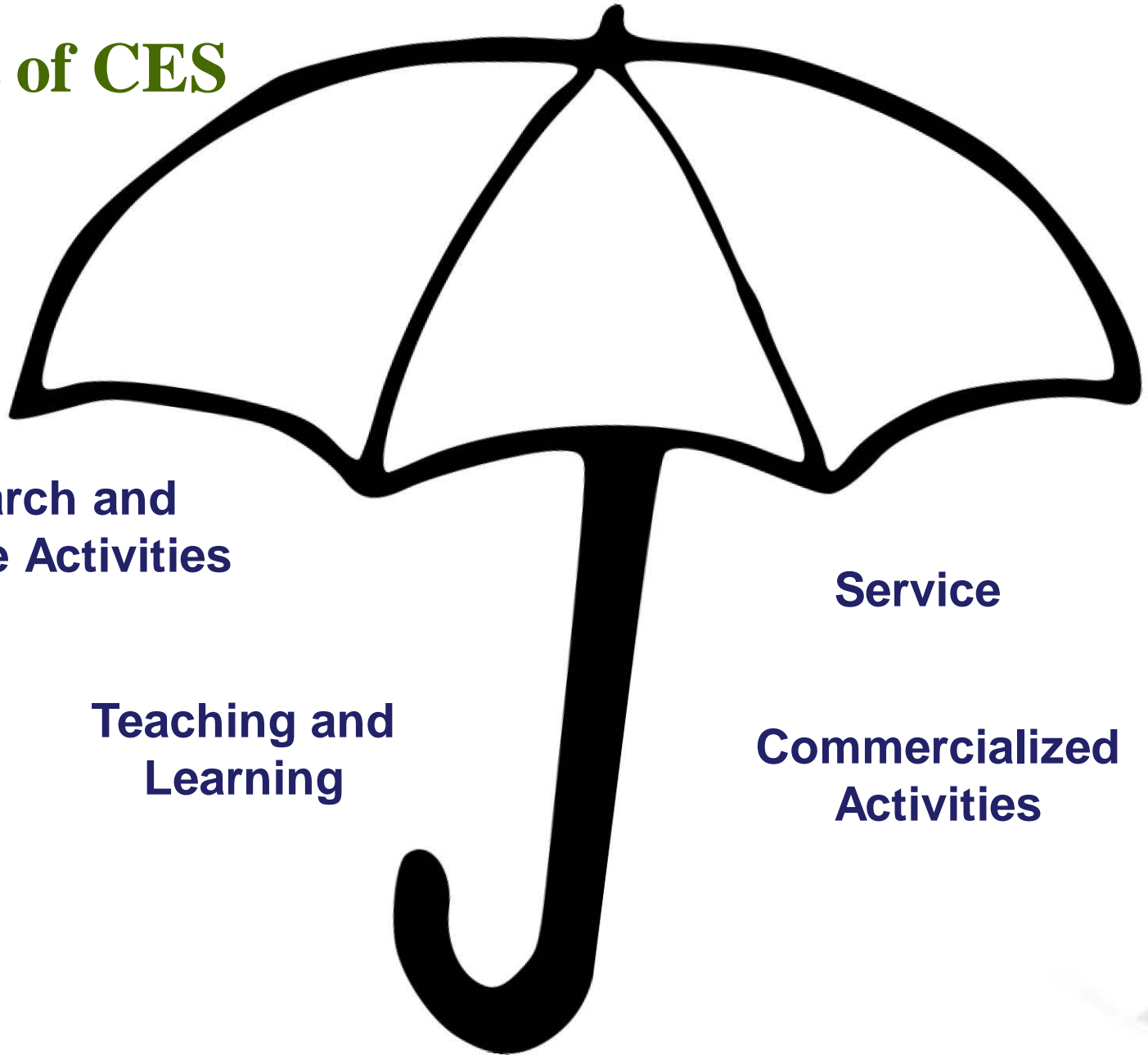
6. Demonstrates consistently ethical practice, adhering to codes of conduct in research, teaching, and the discipline



In Other Words...CES is



Types of CES



**Research and
Creative Activities**

**Teaching and
Learning**

Service

**Commercialized
Activities**

Definitions

CE Research Creative Activities	CE Teaching Learning	CE Service	CE Commercialized Activities
<ul style="list-style-type: none">• discovery of new knowledge• development of new insights• creation of new artistic or literary performances, expressions	<ul style="list-style-type: none">• sharing of knowledge with public audiences• formal or informal arrangements• for credit or not for credit• guided by a teacher or self-directed	<ul style="list-style-type: none">• uses university expertise to address specific issues identified by individuals, organizations, or communities• may be ad-hoc or long-term	<ul style="list-style-type: none">• translates university knowledge into commercial applications for public good

Types of Activities

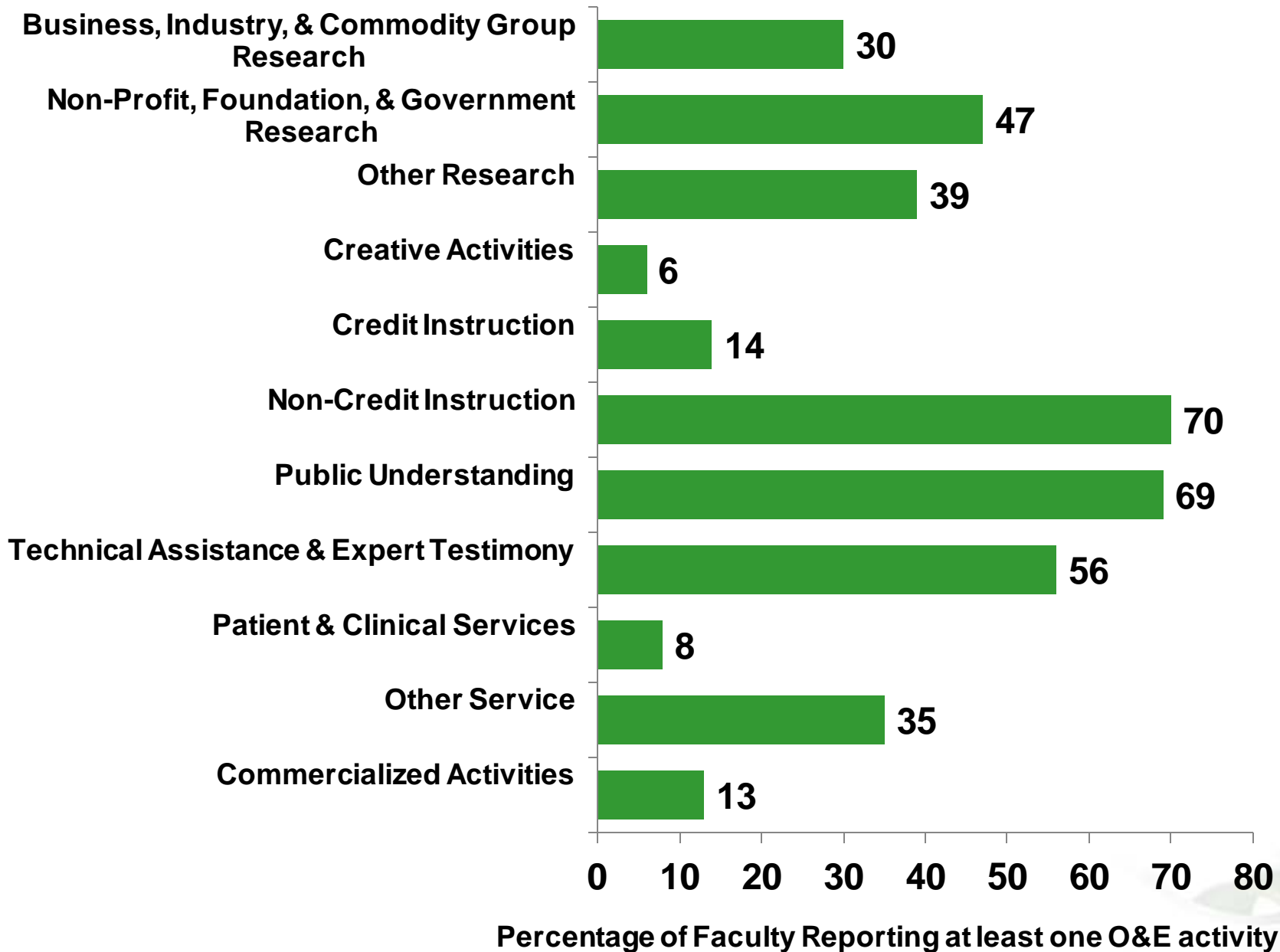
CE-Research Creative Activity	CE-Teaching Learning	CE-Service	CE-Commercialized Activities
<ul style="list-style-type: none">• Use inspired basic research• Applied research• Community based research• Demonstration projects• Needs & asset assessments• Program evaluations• Demonstration projects• Exhibitions, performances, and other creative activity	<ul style="list-style-type: none">• Service learning• Community engaged research in classes• Study abroad with community engagement• Online & off campus education• Continuing education• Pre-College Programs• Noncredit classes & programs• Educational enrichment for public	<ul style="list-style-type: none">• Technical assistance• Consulting• Policy analysis• Expert testimony• Legal advice• Diagnostic or clinical services• Human and animal patient care• Advisory boards, related to disciplinary expertise	<ul style="list-style-type: none">• Copyrights• Patents• Licenses for commercial use• Innovation and entrepreneurship activities• University-managed or sponsored business ventures

From our institutional research, we know that units on our campus approach community engaged scholarship in very different ways.

Variations

- disciplinary or practice field
- types of community engaged scholarship
- intensity of that activity
- degree of engagement
- scholarly and public product generated

Type of Outreach & Engagement Activity



ACTIVITY 1:

Individual & Small Group Work (20 mins)

Work on your own first and then share at your table.

1. In general, what types of community engaged scholarship are common in your unit—research & creative activities, teaching & learning, service, and/or commercialized activities?
2. More specifically, what are the types of community engaged scholarship in your unit?
3. Of those many types, which ones are more important for achieving your unit's vision, mission, and goals?
4. In your unit, how do you connect your priority types of community engaged scholarship to the Bolder by Design imperatives.

Reporting Out (10 mins)

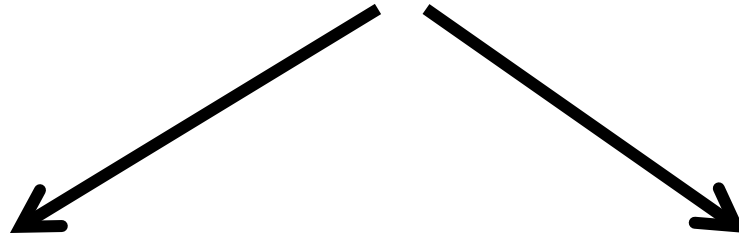
From your table, select 2 examples to share with the entire group.



COMMUNITY ENGAGED SCHOLARSHIP AND INDIVIDUAL REVIEWS



One of the main ways to achieve institutional alignment is to make sure our internal systems encourage, recognize, and reward quality, excellence, and achievement in key areas, such as community engaged scholarship and Bolder by Design.



Faculty in the reappointment, promotion and tenure system

Other faculty and staff with annual performance reviews


2001 Reappointment, Tenure, Promotion Revised

This decision to embed scholarly outreach and engagement (versus to add in a special section) reflected the institution's definition and commitment to outreach and engagement as forms of scholarship, cutting across institutional missions—teaching, research, and service.

As a result of this decision, the entire form, including instructions, needed to be reconsidered and revised.



RPT Revisions to Instruction and Form

- 1. Emphasize multiple definitions of scholarship**
 - 2. Promote use of evidence to document the quality of scholarship**
 - 3. Embed opportunities to report outreach and engagement throughout the form**
 - 4. Distinguish among service to the university, profession, and broader community**
 - 5. Include new questions focused on the scholarship of integration**
 - 6. Broaden the list of examples of scholarship and scholarly products in each section of the form**
- 



Points of Distinction

A Guidebook for Planning & Evaluating Quality Outreach

MICHIGAN STATE
UNIVERSITY

Committee on Evaluating Quality Outreach:

- Mary Andrews
- Robert Banks
- Bruce Burke
- Frank Fear
- Hiram Fitzgerald
- Les Manderschied
- Patrick McConeghy
- Merry Morash
- Charles Ostrom
- Lorilee Sandmann
- Susan Smalley
- Diane Zimmerman

Documenting the Quality of Scholarship

Scholarship – To what extent is the effort consistent with the methods and goals of the field and shaped by knowledge and insight that is current or appropriate to the topic? To what extent does the effort generate, apply, and utilize knowledge?

Significance – To what extent does the effort address issues that are important to the scholarly community, specific constituents, or the public?

Impact – To what extent does the effort benefit or affect fields of scholarly inquiry, external issues, communities, or individuals? To what extent does the effort inform and foster further activity in instruction, research and creative activities, or service?

Attention to Context – To what extent is the effort consistent with the University Mission Statement, issues within the scholarly community, the constituents' needs, and available resources?

Broadening the List of Examples of Scholarship and Scholarly Products

ACADEMIC AUDIENCES

scholarly community of practice—the academic field—with its own questions, debates, validation procedures, communication practices, and so on.



PUBLIC AUDIENCES

scholarly work with the public—with community partners, in collaborative problem-solving groups, through projects that connect knowledge with choices and action.

Range of Scholarly and Public Products

CE-Research Creative Activities	CE-Teaching and Learning	CE-Service	CE-Commercialized Activities
<ul style="list-style-type: none"> • <i>Research articles</i> • <i>Research reports</i> • <i>Books</i> • <i>Book chapters</i> • <i>Monographs</i> • <i>Bulletins</i> • <i>Community partnerships for research</i> • <i>Art and Exhibits</i> • <i>Scores, Recordings</i> • <i>Performances</i> • <i>Creative Writing</i> • <i>Community partnerships for creative activities</i> 	<ul style="list-style-type: none"> • <i>Revised curriculum</i> • <i>New syllabi</i> • <i>New learning or reflection activities</i> • <i>Community partnerships for learning</i> • <i>Service learning placements</i> • <i>Summer camps</i> • <i>Seminars, workshops, colloquia</i> • <i>Websites</i> • <i>Curated and self-directed learning materials</i> 	<ul style="list-style-type: none"> • <i>Technical analysis and reports</i> • <i>Policy analysis and reports</i> • <i>Legislation</i> • <i>Expert testimony</i> • <i>Legal advice or opinions</i> • <i>Diagnostic or clinical services delivered</i> • <i>Human and Animal patient care</i> • <i>Advice given through advisory boards</i> 	<ul style="list-style-type: none"> • <i>Copyrights</i> • <i>Patents</i> • <i>Licenses</i> • <i>New business plans</i> • <i>New business ventures</i> • <i>Community partnerships for economic and entrepreneurial development</i>

Other Performance Reviews

Academic Specialist—Advisor

Community Engaged Research & Creative Activities

- *Encouraged advisees to work with their faculty mentors and present community engaged research as posters at the Undergraduate Research & Arts Forum [posters]*
- *Wrote scholarship recommendation letters for advisees for industry internships that included community engaged research [internship placements, project report]*

Community Engaged Teaching and Learning

- *Served on a committee to develop a senior capstone requirement that includes service learning or community engaged research [revised curriculum]*
- *Encouraged students to enroll in departmental study abroad programs that include community engagement [study abroad enrollment]*

Community Engaged Service

- *Acted as an advisor for a registered student organization that has a community service orientation [service projects completed, hours, volunteers]*

ACTIVITY 2:

Individual & Small Group Work (20 minutes)

Work on your own and then share at your table.

1. What are scholarly and public products associated with community engaged scholarship in your unit?
2. What evidence of quality and excellence are you looking for in your unit's community engaged scholarship?

Reporting Out (10 minutes)

From your table, select 2 scholarly products and/or criteria to share with the whole group.



COMMUNITY ENGAGED SCHOLARSHIP AND UNIT REPORTING



Evaluating Quality of CES at the Unit Level

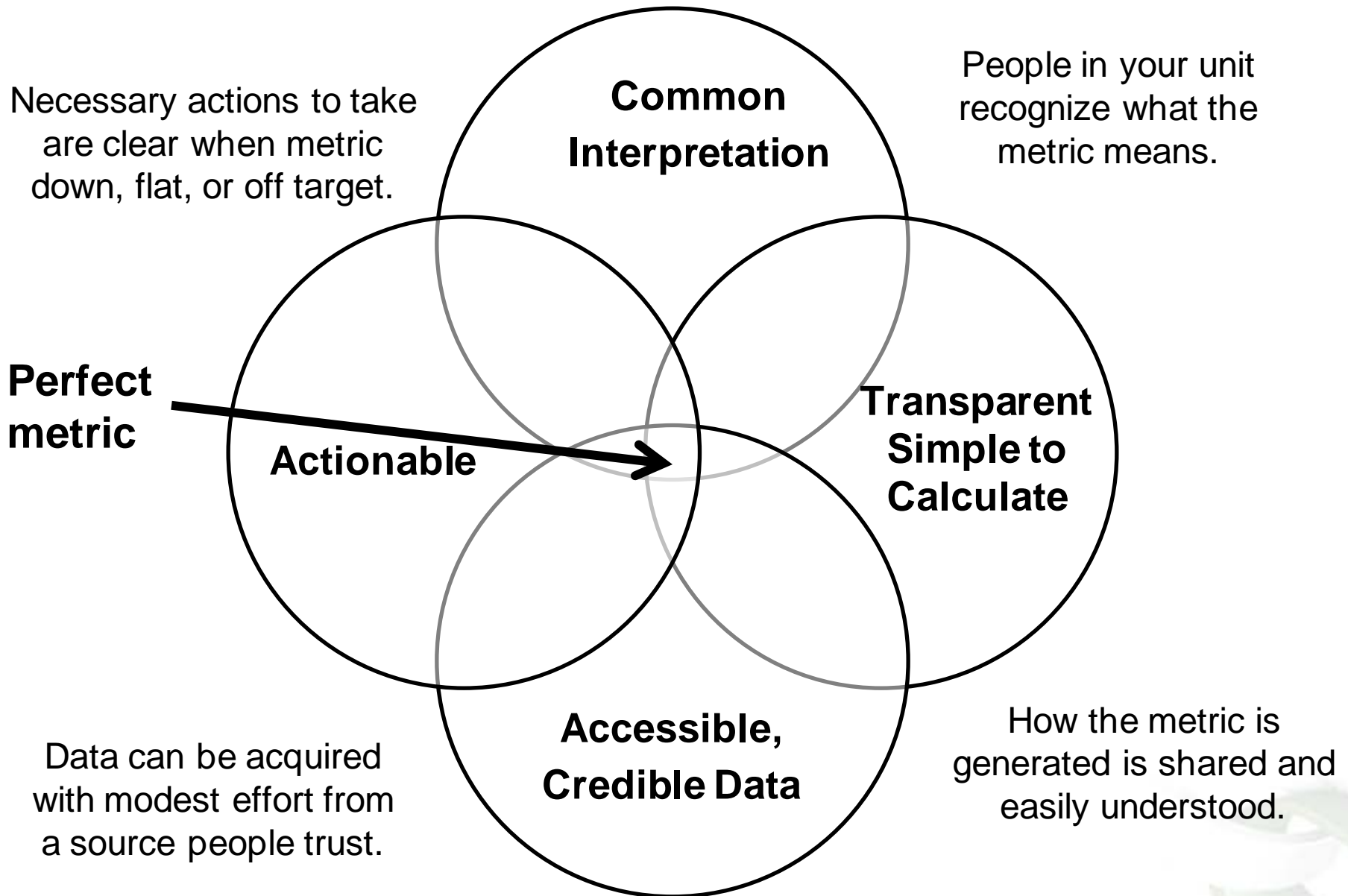
- CES Projects/Activities
 - Number and type
 - Significance, Context, Scholarship, and Impact
 - Alignment with Bolder by Design imperatives
 - Alignment with unit goals and resources
- Personnel
 - Capacity for CES
 - Professional development for CES
 - Staff devoted to facilitating CES

Evaluating Quality of CES at the Unit Level

- Infrastructure
 - Policies and procedures that recognize and reward CES
 - Resources and technology to support CES
 - Seed funding for CES
- Recognition
 - External recognition for CES
 - Success of students as community-engaged scholars and practitioners



Characteristics of a Good Metric



Boldness by Design

Strategic Positioning of Michigan State University



Boldness by Design

At a Glance

Innovating Our Future,
Building on our Past

Key Strategies and Focus Areas

Task Force Reports

Special Reports

Patterns of Progress

Key Accountability Indicators

Measures and Indicators

Annual Progress Reports

Related Materials

Shaping the Future

All PDF files will open in a
new window.

Key Accountability Indicators

1. Retention and time to graduation of undergraduates and graduate students
2. Student and alumni ratings of the quality of their educational experience at MSU
3. Placement rates and employer and graduate school assessments of the quality of MSU graduates
4. Quality and inclusiveness profiles of entering undergraduates and graduate students
5. Level of student indebtedness upon graduation
6. Proportions of regular faculty engaged in undergraduate and graduate education
7. Student participation in active learning opportunities
8. Student access to small classes
9. Student/faculty ratio
10. Rankings of undergraduate and graduate programs
11. Inclusiveness of MSU student body, faculty and staff
12. Proportions of undergraduates and graduate students from out of state and abroad
13. Number and diversity of students in learning activities abroad
14. Range, availability and enrollments in courses and curricula with international/global content





Boldness by Design

Strategic Positioning of Michigan State University



15. Dollar value growth above inflation of contracts and grants
16. Research expenditures per faculty FTE
17. Dollar value of contracts and grants per faculty FTE and indirect cost recovery per faculty FTE
18. Revenue from licensing patents
19. Research productivity rankings (e.g., publications, citations, research dollars, peer ranks, competitive federal grants)
20. National academy memberships and other national/international faculty awards/recognition
21. Postdoctoral appointees and visiting scholars
22. Benefits to families, communities and for development and jobs (in Michigan, nationally, and globally) from MSU research
23. Benefits to people, families and communities (in Michigan, nationally, and globally) from outreach engagement
24. Total endowment dollars raised for scholarships, fellowships, and named chairs
25. Amount of annual giving and overall size of endowment

Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach

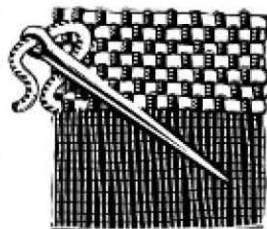
- Purpose: to assist the university community in planning, monitoring, and evaluating its outreach efforts...
- Section I: Unit Planning & Evaluation of CES
- Section II: Faculty Planning & Evaluation of CES
- Section III: Project Planning & Evaluation of CES
 - **The Matrix: Indicators of Quality CES (p. 19)**
- Appendix: Tools for Defining, Planning & Evaluating CES

The Matrix

FOUR DIMENSIONS OF QUALITY OUTREACH



Significance



Context



Scholarship



Impact

Matrix Layout

DIMENSION

COMPONENTS

SAMPLE QUESTIONS

Significance

Importance of Issue/Opportunity to be Addressed

- How serious are the issues to the scholarly community, specific stakeholders, and the public?
- Is the target audience at particular risk or open to new opportunity?
- What social, economic, or human consequences could result from not addressing the issue?
- What competing opportunities would be set aside by addressing this issue?

Goals/Objectives of Consequence

- Have all stakeholders agreed that the goals and objectives are valuable?
- If the goals are accomplished, will there be a significant consequence or impact?
- Will value be added?




EXAMPLES OF QUALITATIVE INDICATORS

- Documentation of issues and opportunities based on concrete information; e.g., opportunity assessment, social economic indicators, stakeholder testimony, previous work.
- Leaders in the field or public figures addressing the issue, citing the need.
- The magnitude of the issue; i.e., size, trends, future directions.
- Description of competing opportunities set aside.

-
- Narrative discussing scope and potential impact.
 - All stakeholders understand the goals and objectives as stated.
 - Increased visibility in community or profession; new structures created; new skills developed and knowledge generated.

EXAMPLES OF QUANTITATIVE INDICATORS

- Indicators of demand/need.
- Number of citations; issue addressed in the literature.
- Financial and other resource contributions.
- Number of participants.
- Calculation of opportunity cost in terms of resources (i.e., people, projects, revenues).

-
- Projections of scope and potential impact.
 - Degree of opportunity to change the situation.
- 

Outreach and Engagement Measurement Instrument (OEMI)

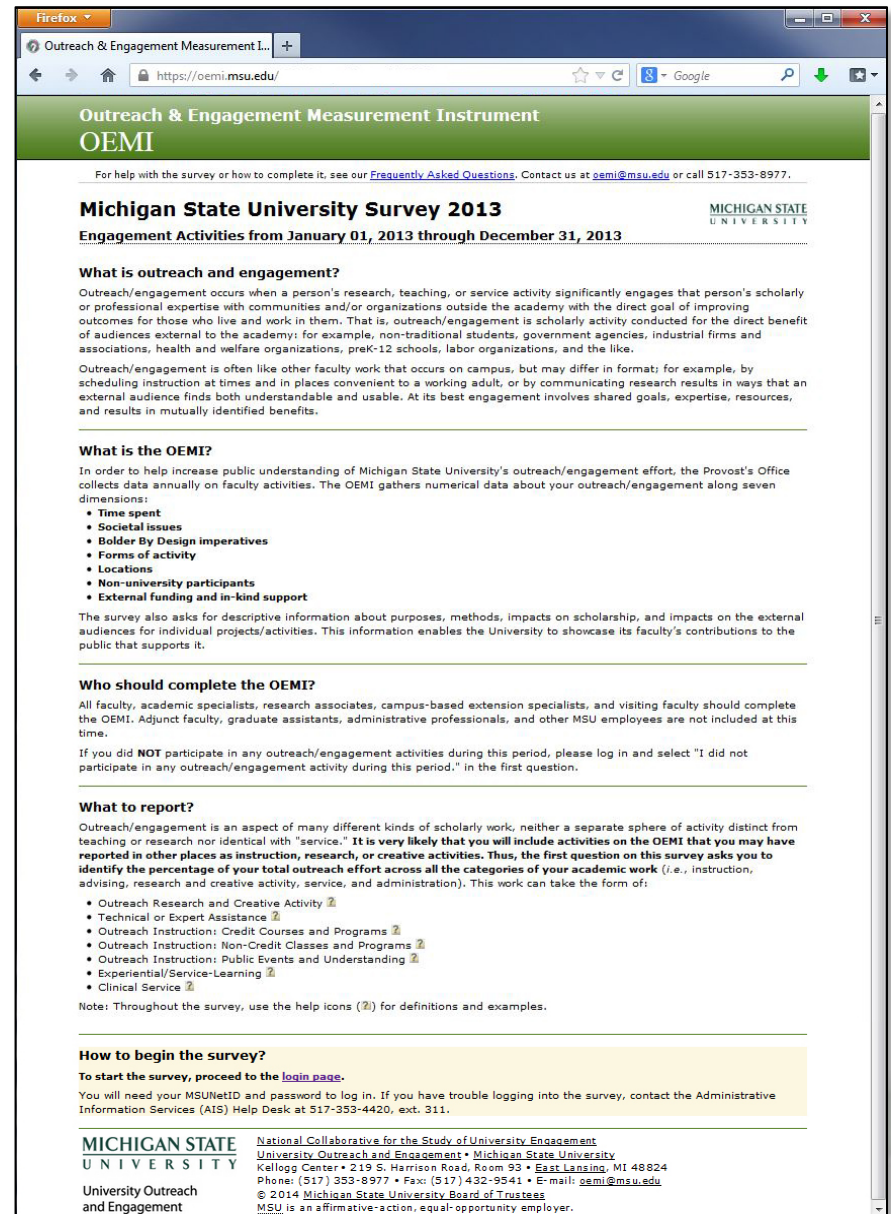
The OEMI is an institutional survey that collects data on faculty and academic staff outreach and engagement activities.

Process

- Conducted annually
- Institution-wide
- Online, open 24x7, January-March
- Reporting on effort in the previous calendar year

Respondents

- Individuals, not units
- Faculty and academic staff



The screenshot shows a Firefox browser window displaying the Michigan State University Outreach & Engagement Measurement Instrument (OEMI) survey page. The browser address bar shows the URL <https://oemi.msu.edu/>. The page title is "Outreach & Engagement Measurement Instrument OEMI". The page content includes a header with the MSU logo and the text "Michigan State University Survey 2013 Engagement Activities from January 01, 2013 through December 31, 2013". The main content is organized into sections: "What is outreach and engagement?", "What is the OEMI?", "Who should complete the OEMI?", "What to report?", and "How to begin the survey?". The "What to report?" section lists various categories of outreach and engagement activities, such as "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", and "Clinical Service". The "How to begin the survey?" section provides instructions on how to start the survey, including the need for an MSUNetID and password, and a link to the login page. The footer of the page includes the Michigan State University logo and contact information for the National Collaborative for the Study of University Engagement.

Outreach & Engagement Measurement Instrument
OEMI

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

Michigan State University Survey 2013
Engagement Activities from January 01, 2013 through December 31, 2013

What is outreach and engagement?
Outreach/engagement occurs when a person's research, teaching, or service activity significantly engages that person's scholarly or professional expertise with communities and/or organizations outside the academy with the direct goal of improving outcomes for those who live and work in them. That is, outreach/engagement is scholarly activity conducted for the direct benefit of audiences external to the academy; for example, non-traditional students, government agencies, industrial firms and associations, health and welfare organizations, preK-12 schools, labor organizations, and the like.
Outreach/engagement is often like other faculty work that occurs on campus, but may differ in format; for example, by scheduling instruction at times and in places convenient to a working adult, or by communicating research results in ways that an external audience finds both understandable and usable. At its best engagement involves shared goals, expertise, resources, and results in mutually identified benefits.

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

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

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

Who should complete the OEMI?
All faculty, academic specialists, research associates, campus-based extension specialists, and visiting faculty should complete the OEMI. Adjunct faculty, graduate assistants, administrative professionals, and other MSU employees are not included at this time.
If you did **NOT** participate in any outreach/engagement activities during this period, please log in and select "I did not participate in any outreach/engagement activity during this period." in the first question.

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

- Outreach Research and Creative Activity [?](#)
- Technical or Expert Assistance [?](#)
- Outreach Instruction: Credit Courses and Programs [?](#)
- Outreach Instruction: Non-Credit Classes and Programs [?](#)
- Outreach Instruction: Public Events and Understanding [?](#)
- Experiential/Service-Learning [?](#)
- Clinical Service [?](#)

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

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

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

MICHIGAN STATE UNIVERSITY
University Outreach and Engagement

National Collaborative for the Study of University Engagement
University Outreach and Engagement • Michigan State University
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Outreach and Engagement Measurement Instrument (OEMI)

The OEMI is a survey that collects data on faculty and academic staff outreach and engagement activities

Data on faculty effort

- Time spent
- Societal 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

Data Collection with the OEMI at MSU: 2004-2012

- 3,104 distinct (non-duplicative) respondents have completed the survey
 - During this period the size of the faculty and academic staff has remained relatively stable (currently approximately 4,700)
- 82% of respondents report that they have participated in some form of outreach and engagement
- The work reported by these respondents represents a collective investment by Michigan State University of \$148,185,141 in faculty and academic staff time devoted to addressing the concerns of the state, nation, and world through engaged scholarship (based on the actual salary value of time spent, as reported by respondents)
- Respondents have submitted 7,581 project reports

Utilizing OEMI Data as Source for Your Reporting and Planning

Centralized data can serve a variety of purposes

- Describing the university's outreach and engagement activity (telling the engagement story)
 - Communicating examples across disciplines and sectors
 - 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

Using OEMI Data (con't)

- Responding to accreditation and other institutional self-studies
 - Benchmarking and exploring cross-institutional analyses
 - Conducting assessments and strategic planning
 - Documenting the salary investment of a university's contributions of scholarship for the public good
 - Mapping the locations of partnerships
 - Assisting faculty networking efforts in particular communities and/or around specific topics
 - Supporting faculty development efforts
 - Cataloging engagement opportunities and outreach programs to promote public access
 - Source of data for original research studies
- 

OEMI Data Summaries & Analysis

Each year, after OEMI survey closes, data summaries and analyses are prepared and sent to Deans, including

- College level data, with comparisons to university wide data
 - Percentage of FTEs
 - Links to Bolder by Design Imperatives
 - # of responses addressing issues of urban areas, diversity and access
 - Revenue generated
 - Value of partners in-kind contributions

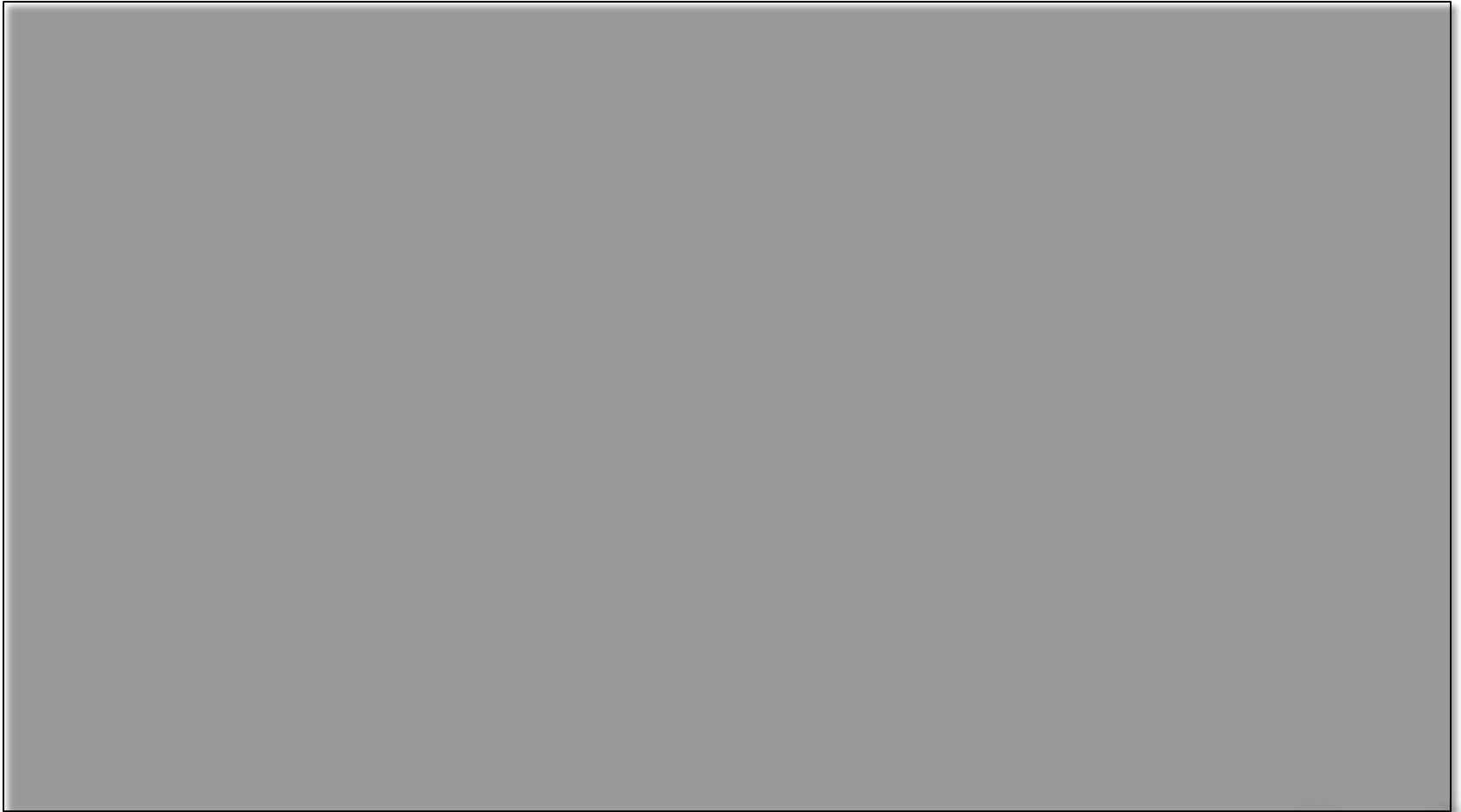
- Departmental data

- Summaries by geographic area
 - including breakdowns by cities, counties, and countries

- Individual faculty summaries

Institutional Reports

College-level Data Summaries



Institutional Reports (continued)

Geographic Analysis

Outreach & Engagement Measurement Instrument (OEMI)

Michigan State University Survey 2011

MICHIGAN STATE
UNIVERSITY

Engagement Activities from January 1, 2011 through December 31, 2011

Summary reports by geographic areas

Reports on this page include responses based on effort and projects.

Summary for Geography for College Of Natural Science

Outreach and Engagement conducted between 1/1/2011 and 12/31/2011

College Of Natural Science

Biochemistry & Molecular Biology Cns

Countries

Germany 1 response
Hoffmann-Benning, Susanne Area: Science and Technology

Biological Science Program

No users in this group reported any outreach directed at any geographic locations.

Biomedical Laboratory Diagnostics Program

Cities or other places of interest

Grand Rapids 2 responses
Gerlach, John Adam Area: Science and Technology
Gerlach, John Adam Area: Health and Health Care

Countries

Brazil 2 responses
Gerlach, John Adam Area: Science and Technology
Gerlach, John Adam Area: Health and Health Care

Chemistry

Cities or other places of interest

East Lansing 3 responses
Dantus, Marcos Area: Business and Industrial Development
Morrissey, David J Area: Public Understanding and Adult Learning
Severin, Kathryn G Area: Education, Pre-Kindergarten through 12th Grade

Jackson 1 response
Morrissey, David J Area: Public Understanding and Adult Learning

Counties

Barry 1 response
Severin, Kathryn G Area: Education, Pre-Kindergarten through 12th Grade

Calhoun 1 response
Severin, Kathryn G Area: Education, Pre-Kindergarten through 12th Grade

Clinton 1 response
Severin, Kathryn G Area: Education, Pre-Kindergarten through 12th Grade

Eaton 1 response
Severin, Kathryn G Area: Education, Pre-Kindergarten through 12th Grade

Ingham 6 responses
Dantus, Marcos Area: Business and Industrial Development
Morrissey, David J Area: Education, Pre-Kindergarten through 12th Grade
Morrissey, David J Area: Public Understanding and Adult Learning
Morrissey, David J Project: High School Oral examiner
Morrissey, David J Project: Science Cafe presentations
Severin, Kathryn G Area: Education, Pre-Kindergarten through 12th Grade

Ionia 1 response
Severin, Kathryn G Area: Education, Pre-Kindergarten through 12th Grade

Jackson 2 responses
Morrissey, David J Area: Public Understanding and Adult Learning
Morrissey, David J Project: Science Cafe presentations

Shiawassee 1 response
Severin, Kathryn G Area: Education, Pre-Kindergarten through 12th Grade

Countries

Australia 1 response
Dantus, Marcos Area: Business and Industrial Development

Brazil 1 response

Depending on your unit's work, these data might help you report on Bolder by Design Imperative "Expand International Reach."

Institutional Reports (continued)

College/Unit Level Analyses

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 on which 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 part of the Office's overall effort to gather information that will allow MSU to "tell its story" about the 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 nine 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 brought in \$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 community.

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 institutions and individuals within

Michigan. Specifically, **50%** was directed at **Jackson**.

This work was designed to impact people and issues within Michigan in **Hillsdale, Jackson and Lenawee**.

198 people participated in this **Outreach Research and Creative Activity** activity.

This work was instrumental in securing **\$300,000** in gifts, grants, contracts, tuition and/or fees for the University.

Data about my Outreach and Engagement work in Health and Health Care

40% of my outreach and engagement activities (that is, **31%** of my professional effort) primarily took the form of **Outreach Research and Creative Activity** addressing **Health 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 Creative Activity** activity.

This work was instrumental in securing **\$120,000** in gifts, grants, contracts, tuition and/or fees for the University.

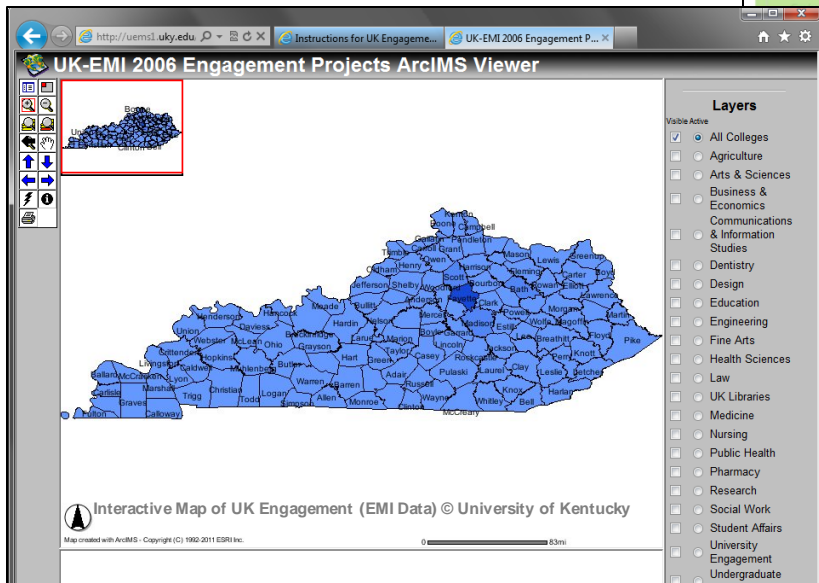
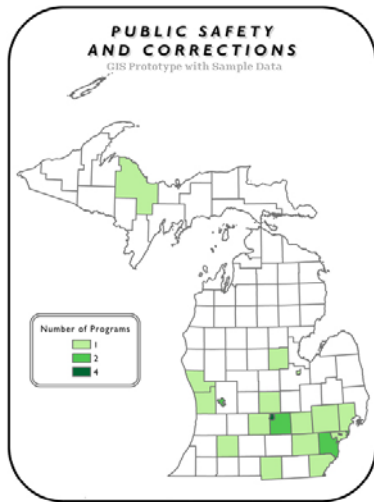
Description of my outreach work: Project or Activity 1

I am describing my outreach work in **Children, Youth, and Family (non-school related)**.

Copyright © 2007 Michigan State University

Institutional Reports (continued)

Mapping Geographic Data about Community-Engaged Scholarship



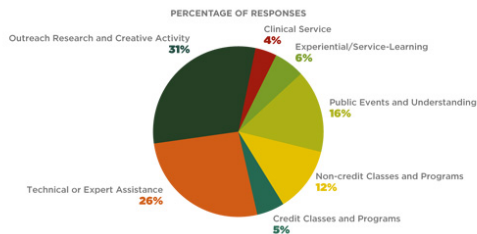
Other OEMI uses

Data Visualizations for MSU Publications

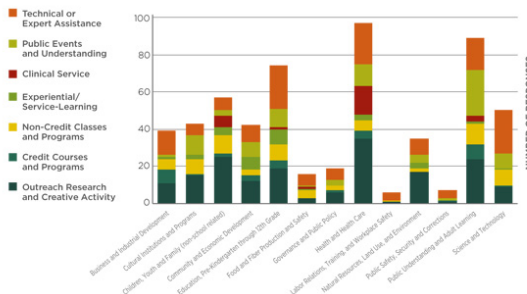
2012 Data Snapshot of Outreach and Engagement at Michigan State University

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 2012 were collected between January and April 2013 and represent the ninth year of data collection; 568 faculty and academic staff responded to the survey. Since 2004, 3,104 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.

Forms of Engagement Reported by MSU Faculty and Academic Staff in 2012

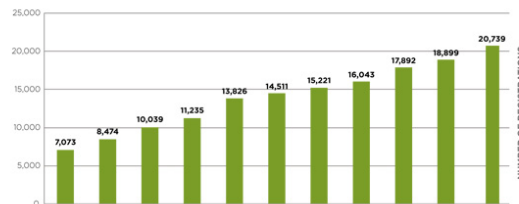


Forms of Outreach Cross-Tabulated with Societal Concerns for 2012



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.

Number of Student Registrations for Service-Learning Received and Accommodated (2002-2012)



OEMI results for 2012 include the following:

\$11,347,469

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)

95.9%

Respondents whose outreach contributed to achieving Boldness by Design (BDD) imperatives:

75.1% Enhanced the student experience

78.0% Enriched community, economic, and family life

43.4% Expanded international reach

63.7% Increased research opportunities

56.1% Strengthened stewardship

448

Number of specific projects/activities reported

Of the respondents who described specific projects/activities:

84.4% Reported working with external partners

83.3% Reported having created intellectual property and scholarly outcomes

80.5% Reported that their outreach work impacted their scholarly or teaching practices

Outreach & Engagement Measurement Instrument OEMI

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

Michigan State University Survey 2013

MICHIGAN STATE
UNIVERSITY

Engagement Activities from January 01, 2013 through December 31, 2013

What is outreach and engagement?

Outreach/engagement occurs when a person's research, teaching, or service activity significantly engages that person's scholarly or professional expertise with communities and/or organizations outside the academy with the direct goal of improving outcomes for those who live and work in them. That is, outreach/engagement is scholarly activity conducted for the direct benefit of audiences external to the academy: for example, non-traditional students, government agencies, industrial firms and associations, health and welfare organizations, preK-12 schools, labor organizations, and the like.

Outreach/engagement is often like other faculty work that occurs on campus, but may differ in format; for example, by scheduling instruction at times and in places convenient to a working adult, or by communicating research results in ways that an external audience finds both understandable and usable. At its best engagement involves shared goals, expertise, resources, and results in mutually identified benefits.

What is the OEMI?

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

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

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

Who should complete the OEMI?

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

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

**Survey is
open until
March 31st.**

ACTIVITY 3:

To Recap—we've reviewed

- Boldness by Design indicators
- Points of Distinction Indicators—the Matrix
- Indicators embedded in OEMI

Individual & Small Group Work (15 mins)

Work first on your own and then share at your table.

1. What metrics would you use for community engaged scholarship in your unit?

Reporting Out (10 mins)

Select examples from different tables to share with the broader group.



Wrap Up and Questions and Answers

**What are
YOUR
questions
about
today's
workshop?**



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