Community Engagement Scholarship: Making the Connections with Bolder by Design

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Michigan State University
East Lansing, Michigan
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COMMUNITY ENGAGED SCHOLARSHIP
AND
BOLDER BY DESIGN
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 Support
- Faculty/Staff Support and Involvement
- Student Support and Involvement
- Philosop and Miss
- Community Participation and Partnerships

Furco (2010)
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
"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.
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.”

Michigan State University (1993)
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.

Fitzgerald, Smith, Book, & Rodin (2005)
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**

*Jordan (2007)*
In Other Words... CES is

- Scholarship informs community engagement
- Community engaged work
- Scholarship is generated by community engagement
- Academic Audiences
- Public Audiences

In Collaboration with Community Partners
(incl. local, indigenous, or practitioner knowledge)
Types of CES

- Research and Creative Activities
- Teaching and Learning
- Commercialized Activities
- Service
<table>
<thead>
<tr>
<th>CE Research Creative Activities</th>
<th>CE Teaching Learning</th>
<th>CE Service</th>
<th>CE Commercialized Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• discovery of new knowledge</td>
<td>• sharing of knowledge with public audiences</td>
<td>• uses university expertise to address specific issues identified by individuals, organizations, or communities</td>
<td>• translates university knowledge into commercial applications for public good</td>
</tr>
<tr>
<td>• development of new insights</td>
<td>• formal or informal arrangements</td>
<td>• for credit or not for credit</td>
<td></td>
</tr>
<tr>
<td>• creation of new artistic or literary performances, expressions</td>
<td>• guided by a teacher or self-directed</td>
<td>• guided by a teacher or self-directed</td>
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</tr>
</tbody>
</table>

Activities:
- discovery of new knowledge
- development of new insights
- creation of new artistic or literary performances, expressions
- sharing of knowledge with public audiences
- formal or informal arrangements
- for credit or not for credit
- guided by a teacher or self-directed
- uses university expertise to address specific issues identified by individuals, organizations, or communities
- may be ad-hoc or long-term
- translates university knowledge into commercial applications for public good
<table>
<thead>
<tr>
<th>CE-Research Creative Activity</th>
<th>CE-Teaching Learning</th>
<th>CE-Service</th>
<th>CE-Commercialized Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use inspired basic research</td>
<td>• Service learning</td>
<td>• Technical assistance</td>
<td>• Copyrights</td>
</tr>
<tr>
<td>• Applied research</td>
<td>• Community engaged research in classes</td>
<td>• Consulting</td>
<td>• Patents</td>
</tr>
<tr>
<td>• Community based research</td>
<td>• Study abroad with community engagement</td>
<td>• Policy analysis</td>
<td>• Licenses for commercial use</td>
</tr>
<tr>
<td>• Demonstration projects</td>
<td>• Online &amp; off campus education</td>
<td>• Expert testimony</td>
<td>• Innovation and entrepreneurship activities</td>
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<tr>
<td>• Needs &amp; asset assessments</td>
<td>• Continuing education</td>
<td>• Legal advice</td>
<td>• University-managed or sponsored business ventures</td>
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<tr>
<td>• Program evaluations</td>
<td>• Pre-College Programs</td>
<td>• Diagnostic or clinical services</td>
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<tr>
<td>• Demonstration projects</td>
<td>• Noncredit classes &amp; programs</td>
<td>• Human and animal patient care</td>
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</tr>
<tr>
<td>• Exhibitions, performances, and other creative activity</td>
<td>• Educational enrichment for public</td>
<td>• Advisory boards, related to disciplinary expertise</td>
<td></td>
</tr>
</tbody>
</table>
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
Percentage of Faculty Reporting at least one O&E activity

- Business, Industry, & Commodity Group Research: 30%
- Non-Profit, Foundation, & Government Research: 47%
- Other Research: 39%
- Creative Activities: 6%
- Credit Instruction: 14%
- Non-Credit Instruction: 70%
- Public Understanding: 69%
- Technical Assistance & Expert Testimony: 56%
- Patient & Clinical Services: 8%
- Other Service: 35%
- Commercialized Activities: 13%
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
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
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.

http://imaginingamerica.org/research/tenure-promotion/whole-figure-eight/
### Range of Scholarly and Public Products

<table>
<thead>
<tr>
<th>CE-Research Creative Activities</th>
<th>CE-Teaching and Learning</th>
<th>CE-Service</th>
<th>CE-Commercialized Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research articles</td>
<td>Revised curriculum</td>
<td>Technical analysis and reports</td>
<td>Copyrights</td>
</tr>
<tr>
<td>Research reports</td>
<td>New syllabi</td>
<td>Policy analysis and reports</td>
<td>Patents</td>
</tr>
<tr>
<td>Books</td>
<td>New learning or reflection activities</td>
<td>Legislation</td>
<td>Licenses</td>
</tr>
<tr>
<td>Book chapters</td>
<td>Community partnerships for learning</td>
<td>Expert testimony</td>
<td>New business plans</td>
</tr>
<tr>
<td>Monographs</td>
<td>Service learning placements</td>
<td>Legal advice or opinions</td>
<td>New business ventures</td>
</tr>
<tr>
<td>Bulletins</td>
<td>Summer camps</td>
<td>Diagnostic or clinical services delivered</td>
<td>Community partnerships for economic and entrepreneurial development</td>
</tr>
<tr>
<td>Community partnerships for research</td>
<td>Seminars, workshops, colloquia</td>
<td>Human and Animal patient care</td>
<td></td>
</tr>
<tr>
<td>Art and Exhibits</td>
<td>Websites</td>
<td>Advice given through advisory boards</td>
<td></td>
</tr>
<tr>
<td>Scores, Recordings</td>
<td>Curated and self-directed learning materials</td>
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<tr>
<td>Performances</td>
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<tr>
<td>Creative Writing</td>
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<tr>
<td>Community partnerships for creative activities</td>
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</tbody>
</table>
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

- **Accessible, Credible Data**: Data can be acquired with modest effort from a source people trust.
- **Common Interpretation**: People in your unit recognize what the metric means.
- **Actionable**: Necessary actions to take are clear when metric is down, flat, or off target.
- **Transparent, Simple to Calculate**: How the metric is generated is shared and easily understood.

A perfect metric is one that aligns with all these characteristics.
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
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
FOUR DIMENSIONS OF QUALITY OUTREACH

Significance

Context

Scholarship

Impact

The Matrix
## Matrix Layout

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>COMPONENTS</th>
<th>SAMPLE QUESTIONS</th>
</tr>
</thead>
</table>
| 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
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

<table>
<thead>
<tr>
<th>Geographical Analysis</th>
<th>Countries</th>
<th>Areas of Interest</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Germany</td>
<td>Science and Technology</td>
</tr>
<tr>
<td></td>
<td>Hoffmann-Senning, Susanne</td>
<td>Health and Health Care</td>
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<td></td>
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<td>Vithani, Meenakshi</td>
<td>Business and Industrial Development</td>
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<td>Science Cafe presentations</td>
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<td>Education, Pre-Kindergarten through 12th Grade</td>
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</tbody>
</table>

Depending on your unit’s work, these data might help you report on Bolder by Design Imperative “Expand International Reach.”
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 MEE 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 pilot the instrument with nine departments in the areas of applied social and behavioral sciences (including the fields of communication and business but not education). All faculty and academic staff in those departments were invited 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 scholarly skills to helping communities address pressing issues facing those organizations and communities. These faculty and academic staff also reported that they had invested and offered time and effort to non-traditional audiences. That effort has resulted in the University of Michigan, and in particular the University’s knowledge resources, being used fairly by the community. In addition, faculty and academic staff report that their outreach work brought in $11,375,260 to the University to support their work and, further, that their outreach work:

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. 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.
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).
Institutional Reports (continued)

Mapping Geographic Data about Community-Engaged Scholarship

GIS Prototype with Sample Data

Interactive Map of UK Engagement (EMI Data) © University of Kentucky

MSU Partnerships in Detroit

Interactive Map of UK Engagement (EMI Data) © University of Kentucky
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 (NCUE), 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, 3,904 distinct (non-duplicative) respondents have reported their outreach and engagement through the OEMI. For this snapshot, OEMI data are augmented with data from the service-learning and civic engagement student registration system.

OEMI results for 2012 include the following:

$11,347,649
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 (BBD) imperatives:

75.1%
Enhanced the student experience

70.0%
Enriched community, economic, and family life

43.4%
Expanded international reach

63.7%
Increased research opportunities

56.7%
Strengthened stewardship

448
Number of specific projects/activities reported

Of the respondents who described specific projects/activities:

84.4%
Reported working with external partners

63.3%
Reported having created intellectual property and scholarly outcomes

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

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

Forms of Outreach Cross-Tabulated with Societal Concerns for 2012

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

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?
References


Contact Information

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