

## Best Practices in Measuring University-Community Engagement

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This report examines the topic of measuring university-community engagement. The first section presents an introduction to the topic, common challenges, and recommendations. The second section reviews a number of current approaches and frameworks for measuring and assessing community engagement. The final section examines the engagement data collection and presentation approaches of several example institutions.

## Measuring University-Community Engagement

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### Introduction

As David Watson states in the introduction to his book *Managing Civic and Community Engagement*, “there is an international convergence of interest on issues about the purposes of universities and college and their role in a wider society.”<sup>1</sup> This interest is reflected in the Australian Universities Community Engagement Alliance’s (AUCEA) position paper, which emphasizes that community engagement is “a core responsibility of higher education” and that “Australia’s higher education sector must be recognised as a valuable intellectual resource that directly and intentionally contributes to national issues and priorities.”<sup>2</sup> The position paper goes on to define external communities as being composed of business, industry, schools, governments, non-governmental organisations, associations, indigenous and ethnic communities, and the general public. In essence, community engagement is:

A shared enterprise between universities and their community partners that involves an exchange of knowledge and expertise that produces mutual benefit...[expanding] the role of higher education from a passive producer of knowledge to an active participant in collaborative discovery activities that have diverse and immediate benefits to a variety of stakeholders.<sup>3</sup>

Given the agreed importance of university-community engagement, higher education institutions and organisations such as AUCEA have recognized the need to develop methods that measure and examine the scope, impact, and nature of university-community engagement. Nevertheless, in response to the Department of Education, Employment and Workplace Relations’ (DEEWR) discussion paper *An Indicator Framework for Higher Education Performance Funding*, which proposed a suite of performance measures for universities and colleges, the AUCEA stressed that “essential measures of engagement are absent from the suite [of indicators] and that this absence will be significant for the development of quality and the continuous improvement agenda in learning and teaching.”<sup>4</sup> This criticism of DEEWR’s proposed indicators reflects the increased focus on measuring community engagement as essential to ensuring continuous organisational improvement. Indeed, much of the emphasis on measuring engagement stems from increased pressure on institutions for accountability and the need to demonstrate their socio-economic and cultural contributions at the local, regional, and national level.

Despite much rhetoric surrounding the issue of university-community engagement and the consensus that it needs to be measured, it appears that the development of

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<sup>1</sup> Watson, D. 2007. *Managing Civic and Community Engagement*. Maidenhead: Open University Press. p.1.

<sup>2</sup> AUCEA. 2008. “Position Paper 2008-2010.” p.2.

[http://aucea.com.au/wp-content/uploads/2010/06/universities\\_CE\\_2008\\_2010.pdf](http://aucea.com.au/wp-content/uploads/2010/06/universities_CE_2008_2010.pdf)

<sup>3</sup> Ibid.

<sup>4</sup> AUCEA. 2010. “Response to the Discussion Paper: An Indicator Framework for Higher Education Performance Funding.” p.1. <http://aucea.com.au/wp-content/uploads/2010/06/Indicators-Final.pdf>

effective measurement approaches and tools is currently at a formative stage, as evidenced by the relative absence of the topic in recent literature. In 2010, a thorough literature search conducted by researchers at the University of Brighton resulted in 27 papers that were relevant to broader-level strategies for developing university-community engagement and processes for building partnerships. However, the researchers found that most of these papers did not focus on the evaluation of university-community engagement; only 13 papers “drew attention to an evaluative element that went beyond individual descriptions of specific projects and that might have transferability to other situations.”<sup>5</sup> Furthermore, the review noted another recent literature review on university-community partnering that did not mention evaluation.<sup>6</sup>

### Current Challenges to Measuring Engagement

While clear-cut best practices in effectively measuring university-community engagement have not yet emerged, prior literature on the subject has pointed to challenges associated with measuring engagement at the institutional level.

The University of Brighton literature review listed three current problems with measuring university-community engagement: a lack of focus on outcomes, a lack of standardised instruments and tools, and the variety of approaches currently being adopted.<sup>7</sup> The **lack of focus on outcomes and impact** is particularly prominent in the literature. For example, a 2004 review of measurement tools for evaluating community coalitions that promote community health found that tools that assess the impact and outcomes of community coalitions were least common among those examined.<sup>8</sup>

A 2009 briefing paper on public engagement auditing, benchmarking, and evaluating initiatives in higher education concluded that measurement approaches that include economic dimensions and impacts on community wellbeing “merit further development...if we are to successfully demonstrate the worth of public engagement.”<sup>9</sup> Furthermore, researchers at the University of Brighton, reflecting on the institution’s own experience in developing measurement approaches, recommended that institutions ultimately try to measure impact and change, not only engagement activity.<sup>10</sup>

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<sup>5</sup> Hart, A. and Northmore, S. 2010. “Auditing and Evaluating University-Community Engagement: Lessons from a UK Case Study.” *Higher Education Quarterly*. p.2.

[www.brighton.ac.uk/cupp/images/stories/Static/materials\\_and\\_resources/angie\\_simon\\_article.pdf](http://www.brighton.ac.uk/cupp/images/stories/Static/materials_and_resources/angie_simon_article.pdf)

<sup>6</sup> Ibid., p.3.

<sup>7</sup> Ibid., p.3.

<sup>8</sup> Granner, M.L. and Sharpe, P.A. 2004. “Evaluating Coalition Characteristics and Functioning: A Summary of Measurement Tools.” *Health Education Research*. p.1. <http://her.oxfordjournals.org/content/19/5/514.full.pdf+html>

<sup>9</sup> Hart, A., Northmore, S., and Gerhardt, C. 2009. “Briefing Paper: Auditing, Benchmarking, and Evaluating Public Engagement.” p.39. [www.publicengagement.ac.uk/sites/default/files/EvaluatingPublicEngagement\\_0.pdf](http://www.publicengagement.ac.uk/sites/default/files/EvaluatingPublicEngagement_0.pdf)

<sup>10</sup> Ibid., p.40.

Researchers at the University of Bradford have echoed the importance of measuring the impact of university-community engagement. The University's REAP approach to measuring and evaluating community engagement has four overarching principles, one of which is "externalities;" that is, the benefits of engagement that extend beyond partnership participants to broader society.<sup>11</sup> Nevertheless, the researchers acknowledge that measuring the broader impact of engagement outside of partnerships is very difficult and would require significant investment by institutions and local organisations in data collection.<sup>12</sup> The University of Brighton literature review points out that "long-term timescales are required for measuring both higher-level institutional outcomes and broader social/community outcomes," making this aspect of measurement more challenging.<sup>13</sup>

Anne Langworthy of Swinburne University, who has written extensively on the AUCEA engagement benchmarking pilot project, notes that approaches to measuring community engagement often focus on the process of engagement rather than outcomes because of the necessity to collect longitudinal data for the latter. Langworthy notes: "In an age of accountability and short political timelines, it is easy to be seduced by the easily measured. But are these measures an indication of what really matters and is the process enabling universities to improve and progress?"<sup>14</sup>

Another challenge related to developing measures of engagement is the difficulty in **defining** university-community engagement. First of all, there is a very wide variety of activities that could be categorized as community engagement. When attempting to develop performance indicators related to community engagement, researchers at RMIT University acknowledged that in general, performance indicators are developed in the context of existing institutional strategies and goals. Since the University did not have a formal institution-wide community engagement strategy or plan, a working group was established to develop measures of partnership and community engagement. The first major step in this process was to clarify stakeholder perceptions of the concepts of "community" and "community engagement."<sup>15</sup> Realizing that perceptions of the concept of community engagement differed widely among stakeholders, RMIT developed a framework that distinguished community service activities and engagement activities characterized by mutual benefit and learning.<sup>16</sup>

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<sup>11</sup> Pearce, J. and Pearson, M. 2007. "The Ivory Tower and Beyond: Bradford University at the Heart of Its Communities." p.2. [www.tufts.edu/talloiresnetwork/downloads/REAP\\_Report\\_Bradford\\_U.pdf](http://www.tufts.edu/talloiresnetwork/downloads/REAP_Report_Bradford_U.pdf)

<sup>12</sup> Ibid., p.4.

<sup>13</sup> Hart, A. and Northmore, S. 2010. Op. Cit. p.5.

<sup>14</sup> Langworthy, A. "The Challenge of Benchmarking Community Engagement: The AUCEA Pilot Project." p.1. [www.lilydale.swinburne.edu.au/crd/documents/LAN\\_1398.pdf](http://www.lilydale.swinburne.edu.au/crd/documents/LAN_1398.pdf)

<sup>15</sup> Adams, R. 2005. "The Value of Performance Indicators in Supporting a Community Engagement Agenda." p.1. [www.auqa.edu.au/auqf/pastfora/2005/program/papers/session\\_a1.pdf](http://www.auqa.edu.au/auqf/pastfora/2005/program/papers/session_a1.pdf)

<sup>16</sup> Ibid., p.2.

## Recommendations and Considerations

Higher education institutions and organisations have made a number of recommendations for institutions that are developing approaches to assess community engagement. These recommendations and other considerations are outlined below, in addition to several recommendations made by Hanover.

- ❖ A briefing paper published by the National Coordinating Centre for Public Engagement (NCCPE) in England suggests that institutions consider several basic questions when deciding on a measurement approach. For example, an institution should decide whether it wants to measure change over time, or simply take a snapshot of engagement at one point in time. It should consider whether to establish targets and then measure progress towards meeting those targets, and whether to try to measure engagement from a community perspective in addition to the institution's perspective. Perhaps most importantly, an institution should decide if it wants to measure what the whole institution is doing in terms of engagement, or to focus on individual projects and programmes.<sup>17</sup> However, the paper acknowledges that measuring engagement from a community perspective will likely be a complex task, and so focusing on the institution's own perspectives and activities may be most pragmatic at the outset.<sup>18</sup> Furthermore, the paper found that most current approaches do not attempt to focus on community perspectives on engagement.
- ❖ Researchers at the University of Brighton recommend that institutions eventually try to measure the impact and outcomes of engagement, in addition to activity. Institutions should not expect to be able to measure engagement perfectly, but should have a realistic understanding of the payoffs between completing the measurement process and being as comprehensive as possible. Collecting basic statistics at first, such as participation or usage data for programmes, activities, and services, should be the initial goal.<sup>19</sup>
- ❖ When measuring engagement, deciding whether to primarily use qualitative, quantitative, or a mixture of both types of measures is important. This decision is based on whether the institution prefers numbers and the ability to quickly convey data through graphs and charts, or more details and depth of knowledge on particular programmes and projects. Also, considering the goals of measuring engagement and the intended audience of the results is important. Using both types of measurement could be useful if there are multiple audiences; for example, in-depth qualitative measures might benefit

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<sup>17</sup> Hart, A., Northmore, S., and Gerhardt, C. 2009. "Briefing Paper: Auditing, Benchmarking, and Evaluating Public Engagement." Op. Cit. p.25.

<sup>18</sup> Ibid., p.10.

<sup>19</sup> Ibid., p.40.

faculty or programme managers more, whereas quantitative measures might be better fitted for funding, accreditation, or other purposes.<sup>20</sup>

- ❖ As part of a plan to institutionalize public engagement at the University of Minnesota, the University lays out a number of initial strategies for assessing engagement. These include:<sup>21</sup>
  - Identifying and reviewing current approaches that units, departments, and programmes are using to assess the scale and scope of their engagement initiatives
  - Identifying areas where engagement data can be aggregated across programmes and units
  - Working with institutional research offices and other appropriate units to identify places in which engagement survey items can be inserted into existing questionnaires and data collection processes
  - Mining existing data from engagement surveys and research and document areas of impacts that are being measured as well as gaps in knowledge

As these strategies indicate, it would be useful to first inventory data that is currently being collected at the institution that is related to engagement. This ensures that data collection is not duplicated and also helps to brainstorm and develop data types that can be collected and aggregated across the institution.

- ❖ A very important step before measuring community engagement across the institution is to clearly define what constitutes engagement activity and what does not. Institutions such as RMIT have acknowledged the importance and difficulty in consistently defining the concepts of “community” and “engagement.”<sup>22</sup> North Carolina State University aimed to measure the number and percentage of students who participated in service-learning courses, but first had to define “service-learning course.”<sup>23</sup> These definitions can be developed through consultation with various stakeholders on campus, as well as with community representatives. Clearly defining “community engagement” and specifying in detail what types of activities will be accounted for is essential to accurate data gathering and reporting.
- ❖ Considering the challenge and complexity of measuring institution-wide community engagement in aggregate terms, it may also be useful to select several exemplary programmes, projects, or partnerships and conduct in-depth case studies. The University of Bradford’s REAP tool is particularly useful for

<sup>20</sup> National Service-Learning Clearinghouse. “Tools and Methods for Evaluating Service-Learning in Higher Education.” [www.servicelearning.org/instant\\_info/fact\\_sheets/he\\_facts/tools\\_methods](http://www.servicelearning.org/instant_info/fact_sheets/he_facts/tools_methods)

<sup>21</sup> University of Minnesota. “Ten-Point Plan for Advancing & Institutionalizing Public Engagement.” p.4. [www.engagement.umn.edu/university/ope/documents/10point\\_v2.pdf](http://www.engagement.umn.edu/university/ope/documents/10point_v2.pdf)

<sup>22</sup> Adams, R. 2005. Op. Cit. p.2.

<sup>23</sup> Zuiches, J. “Attaining Carnegie’s Community Engagement Classification.” p.4. [www.carnegiefoundation.org/sites/default/files/elibrary/zuiches.pdf](http://www.carnegiefoundation.org/sites/default/files/elibrary/zuiches.pdf)

assessing the inputs and outputs of engagement activities and partnerships from a university and partnership perspective.

- ❖ In attempting to quantify engagement, some institutions calculate the economic value of community engagement activity by examining the costs of inputs that generally do not have a price, such as the cost of staff and participants' time. Michigan State University most notably uses this method by taking the amount of time staff and faculty spend on engagement activities (full-time equivalent, FTE), and multiplying this by an average hourly salary rate to estimate the total value of the engagement activity.

## Measuring University-Community Engagement: Approaches, Frameworks and Tools

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The diversity of community engagement activity in higher education has resulted in the development of numerous and diverse approaches to measuring and evaluating engagement at the institutional level. Many institutions and organisations have contributed to this development, such as AUCEA, the Carnegie Foundation, and the Higher Education Funding Council for England (HEFCE). The diversity of these approaches and the fact that the field is still in its formative stages is an indication that no single approach works better than the others, or is more appropriate for any given institution. Furthermore, there is still a discrepancy between locally-developed measures and indicators that are designed to evaluate specific engagement activities at a single institution, and measures that are designed to be used universally among all institutions.

This section of the report will present a number of current approaches and frameworks for measuring community engagement. It should be stressed that each of these approaches has its own strengths and purposes and has varying applicability to any given institution depending on the needs and goals in assessing engagement. The approaches are therefore presented here simply to provide ideas and potential foundations onto which an institution can build and customize to fit its needs.

### A Summary of Approaches: The NCCPE Briefing Paper

A 2009 briefing paper published by the National Coordinating Centre for Public Engagement (NCCPE) in England is a useful resource that provides an **overview of a number of measurement approaches and frameworks** that have been developed, highlighting the potential uses and overlapping aspects of each approach.<sup>24</sup> Due to the diversity of university-community engagement activity from institution to institution, the paper also outlines seven dimensions of engagement to help clarify the types of activities that universities might want to capture.

**Exhibit A** in the Appendix displays the seven dimensions of engagement, examples for each dimension, and possible higher-level outcomes associated with the types of engagement as presented in the briefing paper.

For each type of approach and framework, the NCCPE briefing paper lists various purposes for which the specific approach or tool is relevant or not relevant. The following table summarizes this analysis.<sup>25</sup> In addition, the briefing paper indicates which of the seven dimensions of engagement (presented in the Appendix) that each approach is useful for.<sup>26</sup>

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<sup>24</sup> Hart, A., Northmore, S., and Gerhardt, C. 2009. "Briefing Paper: Auditing, Benchmarking, and Evaluating Public Engagement." Op. Cit.

<sup>25</sup> Ibid., p.25-35.

<sup>26</sup> Ibid., p.35.

**Table 1: NCCPE Summary of Current Engagement Measurement Approaches**

Approach/Tool	Relevant For:	Not Relevant For:
<b>HEFCE Benchmarking Tool</b>	<ul style="list-style-type: none"> <li>• strategic planning at the level of individual universities and regionally</li> <li>• assessing regional development links with business and the community</li> <li>• devising benchmarking indicators</li> </ul>	<ul style="list-style-type: none"> <li>• assessing how well universities manage the implementation of their regional development strategy</li> <li>• evaluating success in educational or research terms</li> <li>• assessing or defining the benchmarks from a community perspective</li> </ul>
<b>HEFCE HE-BCI Survey</b>	<ul style="list-style-type: none"> <li>• getting information on national trends in the development of HEIs' capacity to respond to the needs of external partners</li> <li>• obtaining full data by institution, region and nation</li> <li>• international comparison: data from HE-BCI have been used by the UK funding councils and others to compare the UK's performance with both North America and Europe in exchanging knowledge with business and the community</li> <li>• using as an example from which ideas can be generated for indicators, audit, benchmarking or evaluation tools on public and/or business engagement</li> </ul>	<ul style="list-style-type: none"> <li>• assessing or defining the benchmarks from a community perspective</li> <li>• understanding the micro dynamics of public engagement between individual university personnel, students, community groups and community members</li> </ul>
<b>Higher Education Community Engagement Model</b>	<ul style="list-style-type: none"> <li>• developing benchmarking</li> <li>• systematic monitoring and to inform strategic planning</li> <li>• quantifiable evidence for senior managers to demonstrate the value of community engagement</li> <li>• public relations and marketing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• assessing or defining indicators from a community perspective</li> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> </ul>

Approach/Tool	Relevant For:	Not Relevant For:
<b>REAP</b> (University of Bradford)	<ul style="list-style-type: none"> <li>• developing an outcome evaluation framework for university-community engagement work</li> <li>• assessing the value added to the university and to local communities through community engagement activities</li> <li>• adapting to the specific circumstances of individual institutions</li> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> </ul>	<ul style="list-style-type: none"> <li>• measuring economic impact</li> <li>• collating institutional audit or benchmarking data</li> </ul>
<b>Work Foundation</b>	<ul style="list-style-type: none"> <li>• developing models of university public engagement that incorporate public perceptions of their value</li> <li>• developing mechanisms to capture outcomes that are generated by the combination of activities across multiple dimensions</li> </ul>	<ul style="list-style-type: none"> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> <li>• collating institutional audit or benchmarking data</li> </ul>
<b>SIMPLE</b>	<ul style="list-style-type: none"> <li>• developing impact measures for social enterprise</li> <li>• supporting strategic planning and decision making</li> <li>• accommodating all types of organisations and incorporating other measurement methodologies</li> <li>• contributing to university-level audit or benchmarking data</li> </ul>	<ul style="list-style-type: none"> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> <li>• assessing the relationship between the university and external organisations</li> </ul>
<b>University of Brighton Audit Tool</b>	<ul style="list-style-type: none"> <li>• capturing data on university-community engagement activities that are intended primarily to have a social impact</li> <li>• establishing baseline information</li> </ul>	<ul style="list-style-type: none"> <li>• measuring economic impact</li> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> <li>• assessing or defining baselines from a community perspective</li> </ul>

Approach/Tool	Relevant For:	Not Relevant For:
<b>ACE</b>	<ul style="list-style-type: none"> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> <li>• using as a reflection tool for partnership processes</li> <li>• assessing or defining partnership activity from a community perspective</li> </ul>	<ul style="list-style-type: none"> <li>• capturing institutional change</li> <li>• establishing large data sets for comparative purposes</li> </ul>
<b>UPBEAT</b>	<ul style="list-style-type: none"> <li>• guiding academics/researchers who are interested in putting their research into practice but do not know where to start</li> <li>• staff development - the matrix looks at the skills/expertise of individuals in the project team and identifies areas of development</li> </ul>	<ul style="list-style-type: none"> <li>• capturing institutional change</li> <li>• assessing or defining partnership activity from a community perspective</li> </ul>
<b>Carnegie Classification</b>	<ul style="list-style-type: none"> <li>• providing guidance to universities wishing to develop and document their community engagement efforts</li> <li>• finding out whether a university has institutionalised community engagement in its identity, culture, and commitments</li> <li>• setting out a clear framework and comprehensive indicator sets</li> <li>• comparing international approaches</li> </ul>	<ul style="list-style-type: none"> <li>• assessing or defining partnership activity from a community perspective</li> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> <li>• assessing how well universities manage the implementation of their regional development strategy</li> </ul>
<b>Campus Compact</b>	<ul style="list-style-type: none"> <li>• measuring the impact of service-learning and civic engagement initiatives on students, faculty, the institution, and the community</li> <li>• providing a comparison of assessment methods, as well as sample assessment tools ranging from surveys to interviews to syllabus analysis guides</li> </ul>	<ul style="list-style-type: none"> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> <li>• assessing research impact for community benefit</li> </ul>

Approach/Tool	Relevant For:	Not Relevant For:
<b>Kellogg Commission</b>	<ul style="list-style-type: none"> <li>• an analysis of benchmarking progress within the context of US Extension Colleges</li> <li>• identifying problems in relation to reliability, validity, and aggregation of data</li> <li>• analysing ‘inputs-outputs-outcomes’ in relation to HEIs trying to measure their engagement with multiple stakeholders</li> <li>• providing a clear framework and categories of engagement</li> <li>• Comparing university achievements internationally</li> </ul>	<ul style="list-style-type: none"> <li>• assessing or defining partnership activity from a community perspective</li> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> </ul>
<b>Council of Independent Colleges</b>	<ul style="list-style-type: none"> <li>• assessing institutional effectiveness</li> <li>• an analysis of benchmarking progress within the context of CIC member universities</li> </ul>	<ul style="list-style-type: none"> <li>• assessing or defining partnership activity from a community perspective</li> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> </ul>
<b>Civic Engagement Task Force (University of Minnesota)</b>	<ul style="list-style-type: none"> <li>• defining institutional level outcomes for university-community engagement</li> <li>• a conceptual framework for understanding different types of university-community partnership</li> </ul>	<ul style="list-style-type: none"> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> </ul>
<b>AUCEA</b>	<ul style="list-style-type: none"> <li>• analysing types of assessment</li> <li>• providing a classification framework and comprehensive set of engagement indicators</li> <li>• comparing university achievements internationally</li> </ul>	<ul style="list-style-type: none"> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> <li>• assessing or defining partnership activity from a community perspective</li> </ul>

Approach/Tool	Relevant For:	Not Relevant For:
<b>Talloires Inventory Tool for Higher Education Civic Engagement</b>	<ul style="list-style-type: none"> <li>• benchmarking against these five sets of issues</li> <li>• providing a framework to drive a more detailed institutional baseline audit</li> <li>• comparing university achievements internationally</li> <li>• becoming part of a network with a specific programme of activity committed to civic engagement</li> </ul>	<ul style="list-style-type: none"> <li>• understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members</li> <li>• assessing or defining partnership activity from a community perspective</li> </ul>

Source: NCCPE

### The Kellogg Commission's "Engaged University" Matrices

The Kellogg Commission on the Future of State and Land-Grant Universities published a report on "The Engaged University," which provides two useful resources for developing and measuring community engagement: the Holland Matrix and the Gelmon Assessment Approach. Both of these tools are adapted from literature on the subject of community engagement and are detailed further in the tables below.<sup>27</sup>

**Table 2: The Holland Matrix for Community Engagement**

	Level One: Low Relevance	Level Two: Medium Relevance	Level Three: High Relevance	Level Four: Full Integration
<i>Mission</i>	No mention or undefined rhetorical reference	Service is part of what we do as citizens	Service is vital element of our academic agenda	Service is a central and defining characteristic
<i>Promotion, Tenure, Hiring</i>	Service to campus committees or to discipline	Community service mentioned; volunteerism or consulting may be included in portfolio	Formal guidelines for documenting and rewarding service	Community-based research and teaching are key criteria for hiring and evaluation
<i>Organisation Structure</i>	None focused on service or volunteerism	Units may exist to foster volunteerism	Centers and institutes are organized to provide service	Infrastructure includes flexible unit(s) to support widespread faculty and student participation
<i>Student Involvement</i>	Part of extracurricular student life activities	Organized support for volunteer activity	Opportunity for extra credit, internships, practicum experiences	Service-learning courses integrated in curriculum; student involvement in community-based research

<sup>27</sup> APLU, Kellogg Commission on Land-Grant Universities. "Returning to Our Roots: The Engaged Institution." p.56-57. [www.aplu.org/NetCommunity/Document.Doc?id=183](http://www.aplu.org/NetCommunity/Document.Doc?id=183)

	Level One: Low Relevance	Level Two: Medium Relevance	Level Three: High Relevance	Level Four: Full Integration
<i>Faculty Involvement</i>	Campus duties; committees; little interdisciplinary work	Pro bono consulting; community volunteerism	Tenured/senior faculty pursue community-based research; some teach service-learning courses	Community research and service-learning a high priority; interdisciplinary and collaborative work
<i>Community Involvement</i>	Random or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnership or part-time teaching	Community involved in defining, conducting, and evaluating community research and service
<i>Campus Publications</i>	Not an emphasis	Stories of student volunteerism or alumni as good citizens	Emphasis on Economic Impact, links between community and campus, centers/institutes	Community connection as central element; fundraising has community services as a focus

Source: Kellogg Commission on Land-Grant Universities

**Table 3: Gelmon Assessment Approach Indicators**

Issue	What Will We Look For?	What Will Be Measured?	How Will It Be Measured?
<i>University-Community Partnerships</i>	Establishment of Partnerships	Number/duration of partnerships	Survey, interview
	Role of community partners	Partners' contributions	Survey, interview, focus group
	Capacity to meet unmet needs	Types of services provided; number of clients served	Survey, interview, focus group, direct observation
<i>Impact of service learning on preparation of health professionals</i>	Type/variety of student activity	Content of service learning activities	Survey, interview, syllabus review
	Awareness of community needs	Knowledge of community conditions and characteristics	Survey, interview, focus group, journal
	Career Choice	Influence of service on career plans	Survey, interview, journal
<i>Faculty Commitment</i>	Role in service learning implementation	Number of faculty implementing and number of courses	Survey, syllabus analysis
	Commitment to service	Attitude toward involvement and participation	Survey, interview, focus group, direct observation
	Scholarly interest in service learning	Influence on articles, presentations, and scholarly activity	Survey, interview, vita

Issue	What Will We Look For?	What Will Be Measured?	How Will It Be Measured?
<i>Institutional Capacity</i>	Departmental involvement	Number of faculty involved; departmental service agenda	Survey, focus group
	Investment of resources	Investment in organisational infrastructure and faculty development	Survey, interview
	Commitment among academic leaders	Pattern of recognition/rewards	Survey, interview
<i>Impact on Community Partners</i>	Capacity to serve community	Number of clients and students	Survey, interview
	Economic benefits	Cost of services provided; funding opportunities	Survey, interview
	Satisfaction with Partnership	Changes in partner relations	Survey, interview, focus group

Source: Kellogg Commission on Land-Grant Universities

### University of Bradford's REAP Tool

The REAP tool is primarily a qualitative tool to assess progress of community engagement activities and partnerships. It is based on the four overarching engagement principles of **Reciprocity**, **Externalities**, **Access** and **Partnership**. Reciprocity involves the two-directional flow of knowledge, information, and benefits between universities and community partners. Externalities are benefits that extend to society outside of the partners. Access means that partners have access to university facilities and resources, and the partnership principle refers to the goal that partnerships deepen and strengthen over time.<sup>28</sup>

The tool is intended to allow partners to set their own milestones, indicators of achievement, and methodology for gathering evidence, and for creative planning, monitoring, and reviewing of collaborative projects.<sup>29</sup>

The following is the REAP self-assessment tool, as derived from University of Bradford documentation. The developers note that quantitative measures can be added as long as they are relevant.<sup>30</sup>

**Table 4: The REAP Tool**

<i>Summary of Activities</i>	<p>Of what activities will the project consist? Here information about the following could be included:</p> <p>What will the day-to-day activities of the project be?</p> <p>What are the different stages of the project?</p> <p>Who will be involved in the project?</p> <p>How will people be involved in the project?</p>
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<sup>28</sup> Pearce, J. and Pearson, M. 2007. Op. Cit. p.2.

<sup>29</sup> Ibid., p.60.

<sup>30</sup> Ibid., p.59, 62-64.

<i>Costs</i>	<p>What are the costs of the project calculated by adding: The hours worked by:</p> <ul style="list-style-type: none"> <li>• University staff (including the time spent by the Community associate)</li> <li>• Community Partner staff</li> <li>• Other volunteers</li> </ul> <p>And costs incurred in running the project</p>
<i>Sources of Income</i>	<p>Are there any sources of income:</p> <ul style="list-style-type: none"> <li>• external to the project? (grants, donations, internal funds from the University or community partner);</li> <li>• generated from the project itself?</li> </ul>
<b>Inputs</b>	
<i>Partners</i>	Who are the partners involved in the project?
<i>Agreed Objectives</i>	What objectives for the project have you set together? It is very important that these objectives are carefully thought through and rigorously debated if they are to be useful in guiding the project and useful in assessing the outcomes at a later stage in the process.
<i>Milestones</i>	What are the milestones envisaged in the life of the project? How will it be clear that the project is proceeding in the direction you want it to?
<i>University's Input</i>	<p>What will the University contribute to the project in:</p> <ul style="list-style-type: none"> <li>• tangible terms (i.e. expertise, conference or seminar facilities, mentoring, lectures, writing, editing, consultancy)</li> <li>• intangible terms (i.e. credibility for a funding proposal, a level of intellectual rigour, confidence to explore issues)</li> </ul>
<i>Community Partner's Input</i>	<p>What will the Community partner contribute to the project in:</p> <ul style="list-style-type: none"> <li>• tangible terms (i.e. community knowledge, organisational capacity, access to network of people)</li> <li>• intangible terms (i.e. trust of people, knowledge of local community, knowledge of recent trends in community, credibility)</li> </ul>
<i>Anticipated Generated Value for the University</i>	<p>What will the partnership provide:</p> <ul style="list-style-type: none"> <li>• university staff?</li> <li>• university students?</li> <li>• overarching university strategy that they would not have had access to had it not been for this partnership? Why is this important?</li> </ul>
<i>Anticipated Generated Value for Community Partners</i>	What will the partnership provide that the community partner would not otherwise be able to do?
<i>Access to the University Afforded</i>	How will this partnership help to change the perceptions of a university and make it more accessible? (i.e. how does it change the perception of the university as an 'ivory tower' or at least give people more confidence to navigate and understand the 'ivory tower'?)
<b>Outputs</b>	
<i>Outputs</i>	What will the countable achievements of this project be? (Number of seminars, number of people attending seminars/meetings/conferences, numbers of people trained, video produced, number of training packs produced)

<i>Outcomes</i>	What will the unquantifiable achievements of the project be? (improved relationships, greater trust, more confidence in higher education, etc)
<i>Indicators</i>	What are the indicators the project will use as measures of change of the uncountable dynamics? For example, what are the indicators of increased trust? Or improved relationships?
<i>Evidence</i>	What evidence will need to be gathered throughout the project to use to evaluate, using the indicators above, what the project has achieved? For example, an indicator of increased trust might be an increase, over time, in the frequency with which particular groups meet with each other. One way to gather evidence of this increased frequency of groups meeting would be to ask the groups to keep a diary as evidence.

Source: The University of Bradford

### AUCEA Benchmarking Pilot

In 2005, the AUCEA began to develop a benchmarking framework in order to “provide universities with a basic capacity to make ongoing comparisons with other universities throughout Australia,” and to “provide the core elements for each university to tailor a more comprehensive local benchmarking process that will best fit their particular mission and community context.”<sup>31</sup> A working group developed the final draft framework by collecting input from a number of institutions and comparing to other benchmarking frameworks such as the Talloires and Carnegie benchmarking frameworks. To refine and narrow the indicators to be included, a series of questions were applied to each indicator, such as whether the measure is valid, can be represented by a graph and show trends over time, is comparable between universities, and can be easily measured.<sup>32</sup>

The benchmarking was piloted at a number of institutions in Australia. Data was collected through an institutional questionnaire that required self-assessment, and a partner survey. However, the pilot revealed a number of challenges. For example, indicators that were expected to be measured easily, such as those that required institutions to count the number of partnerships and the number of students participating in engaged learning, were actually difficult to assess. Secondly, universities participating in the pilot agreed that some measures may have questionable value, because they simply count the number of something related to engagement, but do not assess the quality of engagement activity.<sup>33</sup>

Nevertheless, many of the indicators are potentially straightforward to measure and are **quantifiable**. The benchmarking framework was organized into five strategies, each with proposed measures. Measures include the percent of budget allocated to

<sup>31</sup> Langworthy, A. “Indicators of University Community Engagement: Learning from the AUCEA Benchmarking Pilot.” p. 2. [www.auqa.edu.au/files/auqf/paper/paper\\_11\\_paper.pdf](http://www.auqa.edu.au/files/auqf/paper/paper_11_paper.pdf)

<sup>32</sup> Langworthy, A. “The Challenge of Benchmarking Community Engagement: The AUCEA Pilot Project.” p.2. [www.lilydale.swinburne.edu.au/crd/documents/LAN\\_1398.pdf](http://www.lilydale.swinburne.edu.au/crd/documents/LAN_1398.pdf)

<sup>33</sup> Langworthy, A. “Indicators of University Community Engagement: Learning from the AUCEA Benchmarking Pilot.” Op. Cit. p.3.

engagement activity as a proportion of total budget, the number of community representatives on course advisory committees, the number of courses that involve service learning, practical placements, and field trips, and the number of grants received for projects and programmes undertaken with industry and the community.<sup>34</sup>

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<sup>34</sup> Langworthy, A. "The Challenge of Benchmarking Community Engagement: The AUCEA Pilot Project." *Op. Cit.* p. 3-6.

## Measuring and Reporting University-Community Engagement: Institutional Examples

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### The University of Brighton (Brighton, England)

A large portion of the University's community engagement activity is coordinated and promoted through its Community-University Partnership Programme (CUPP), which aims to "tackle disadvantage and promote sustainable development through partnership working."<sup>35</sup>

The programme is currently involved in four areas of engagement:<sup>36</sup>

- ❖ The CUPP Helpdesk - Point of entry to the university for local community, voluntary and statutory organisations enquiring about research and any other possible collaborative opportunities.
- ❖ Community Knowledge Exchange - Activities bring together the knowledge of local communities, voluntary organisations, practitioners and university academics to share their different understandings and perspectives on issues of common interest.
- ❖ Student-Community Engagement - All community engaged work by students of the University of Brighton undertaken in community settings as part of their accredited curriculum.
- ❖ Research and Development – The initiative offers a range of local, national and international support to other universities and civil society organisations to explore the potential for partnership working in their local context.

### *Evaluation of CUPP*

A three-stage external evaluation of CUPP's work was conducted, each focusing on three of the above areas of work with which the programme is involved. The first stage was conducted shortly after implementation of the programme and examined how internal processes were working. The second step examined the progress and activities of three of the above areas of engagement. The third step of the evaluation aimed to assess the impact of the programme.<sup>37</sup>

According to a report by leaders of the CUPP programme, the three-stage evaluation "was not on a large scale, but aimed to take an overview of CUPP projects and activities, focusing on the experiences of those involved."<sup>38</sup> Information was gathered through face-to-face interviews, focus groups, and questionnaires. For the first two stages of the evaluation, interviews were primarily used to collect data and therefore

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<sup>35</sup> University of Brighton. "About CUPP." [www.brighton.ac.uk/cupp/about-cupp.html](http://www.brighton.ac.uk/cupp/about-cupp.html)

<sup>36</sup> University of Brighton. "What We Do." [www.brighton.ac.uk/cupp/whatwedo.html](http://www.brighton.ac.uk/cupp/whatwedo.html)

<sup>37</sup> Hart, A., Northmore, S., and Gerhardt, C. 2009. "Briefing Paper: Auditing, Benchmarking, and Evaluating Public Engagement." Op. Cit. p.37.

<sup>38</sup> Ibid.

were primarily **qualitative** in nature, focusing on the perceptions and experiences of individuals directly involved with the programme.

The second stage of the evaluation relied on interviews with university and community members involved with projects of CUPP, covering the following topics: how the project came about, aims of the project, highlights and positive aspects, difficulties and issues, and future plans.<sup>39</sup> The second stage also conducted a case study of the CUPP Helpdesk through an interview with the Helpdesk manager and phone interviews with three community members who had used the Helpdesk extensively.<sup>40</sup> Results for the second stage of the evaluation are composed of quotes from university and community members, as well as additional qualitative analysis of the interviews.

The third stage of the evaluation was more focused on **quantitative** impacts of CUPP. Data was collected through a survey of key university and community partners of the programme, using separate questionnaires for community partners and university partners. A total of 14 individuals—seven from each group—responded to the questionnaire. The questionnaire asked respondents to provide a numerical answer to some questions (such as the number of contacts they have had with the Helpdesk), while other questions asked them to rate the impact of CUPP on various aspects, graded on a one-to-five scale (1= “No impact”/ 5= “Significant impact”).<sup>41</sup> The following table shows the quantitative and impact rating questions of the survey for community partners and university partners. Note that questions that do not ask for a number are impact rating questions.<sup>42</sup>

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<sup>39</sup> Roker, D. “evaluation of CUPP: Stage 2 Report.” p.10.

<sup>40</sup> Ibid.

<sup>41</sup> University of Brighton. “The Impact of CUPP Projects and Activities: Results of a Final Survey.” p.1. [www.brighton.ac.uk/cupp/images/stories/Static/about-cupp/evaluation/impact07.pdf](http://www.brighton.ac.uk/cupp/images/stories/Static/about-cupp/evaluation/impact07.pdf)

<sup>42</sup> Ibid., p.2-5.

**Table 5: University of Brighton CUPP Impact Survey Elements**

Community Partners	University Partners
<ul style="list-style-type: none"> <li>❖ Number of new contacts that you have made with individuals at the university</li> <li>❖ Number of contacts you have had with the Research Helpdesk</li> <li>❖ Number of CUPP activities that you've been involved in other than Helpdesk</li> <li>❖ Number of university-run events attended by your staff or volunteers</li> <li>❖ Number of contributions to university teaching sessions</li> <li>❖ Improved quality of own work</li> <li>❖ Improved quality of service provided to users</li> <li>❖ Greater use of research and evidence in developing services</li> <li>❖ The effect of CUPP on raising your organisation's profile</li> <li>❖ Number of grant/funding applications made as a result of CUPP links</li> <li>❖ Numbers of grants received as a result of CUPP project / links</li> <li>❖ The total value of any grants/funding received as a result of CUPP links</li> <li>❖ The amount of influence that your organisation has had on local strategy and planning</li> <li>❖ Improvements to your organisation's efficiency and planning</li> <li>❖ Number of new contacts with strategic planners and policy-makers</li> <li>❖ Influence of CUPP project / activities on the development of new services</li> <li>❖ Improved involvement and engagement with service users</li> </ul>	<ul style="list-style-type: none"> <li>❖ Numbers of new contacts made within the community</li> <li>❖ Numbers of connections made with new university staff through CUPP work</li> <li>❖ Number of new teaching sessions developed, or teaching on modules not taught on before</li> <li>❖ Number of new modules validated related to CUPP work</li> <li>❖ Numbers of students involved in the teaching sessions related to CUPP work</li> <li>❖ Number of grant applications developed from CUPP activities/links</li> <li>❖ Number of new grants secured</li> <li>❖ Value of grants secured</li> <li>❖ Number of student dissertations based on / developed out of CUPP work</li> <li>❖ Number of students involved in work experience in community organisations, following the development of new links</li> <li>❖ Influence on research directions in your school or unit</li> <li>❖ Number of community partners or service users involved in teaching and/or research</li> <li>❖ Effect of CUPP on your national or international profile</li> <li>❖ Dissemination activities undertaken as a result of CUPP links and work: presentations, journals, books, book chapters</li> </ul>

Source: University of Brighton

It is notable that the University of Brighton evaluated the impact of CUPP by equally focusing on the quantitative data and opinions of community partners as well as university partners. Although the information gathered by the questionnaire was by no means exhaustive but was rather a small-scale snapshot of the impact of the programme, the results “indicate that in many ways involvement in CUPP had a significant impact on individuals and organisations.”<sup>43</sup>

<sup>43</sup> Ibid., p.6.

### *The Community Engagement Audit*

The University's Community Engagement Report provides an example of how engagement activity was assessed and documented across the entire institution. An audit was conducted in order to determine the range and volume of community engagement during a single sample year (2006-2007), to test a methodology for collecting this kind of information, and to provide baseline data that future progress could be compared against.<sup>44</sup> This first attempt at auditing engagement at the University aimed to record the breadth and depth of engagement by collecting quantitative data as well as qualitative accounts of community engagement programmes and initiatives, presented as case studies. This information was collected from faculty, departments, and schools throughout the institution, which achieved a 90% response rate.<sup>45</sup>

First, the scope and definition of "community engagement" had to be determined before carrying out the audit. As a result, the audit asked faculty and departments to collate data on work that was primarily intended to have a social impact rather than an economic one, involved people, groups, and organisations based within the immediate region, and took place during the previous academic year. In addition, the audit provided specific definitions for the terms "local community," "community engagement," "social impact," "community sector organisations," "community partnership," and "community support" in order to ensure the relevance of the data collected.<sup>46</sup>

The audit report presented the following types of data:<sup>47</sup>

- ❖ Teaching and Learning - the number of modules/units of study which involve students in direct community engagement
- ❖ Modules delivered by community organisations validated by the University
- ❖ Research and other activities - community partnerships within research and related activities
- ❖ Dissemination Activities - information on publications, including journal articles and books and conference papers which directly related to the process of local community engagement
- ❖ Staff Community Support Activities – the number of hours that staff contribute their expertise to local communities at a reduced rate or free of charge
- ❖ Staff volunteering outside of working hours including Governance roles
- ❖ Student Volunteering

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<sup>44</sup> University of Brighton. "Community Engagement Report 2006-2007." p.2.  
[www.brighton.ac.uk/cupp/images/stories/Static/about-cupp/evaluation/Communityuniversityengagement2006-7.pdf](http://www.brighton.ac.uk/cupp/images/stories/Static/about-cupp/evaluation/Communityuniversityengagement2006-7.pdf)

<sup>45</sup> Ibid.

<sup>46</sup> Ibid., p.8-9.

<sup>47</sup> Ibid., p.13-21.

- ❖ Public Events
- ❖ Goods and facilities provided to local organisations
- ❖ Fundraising and Donations

*Sample tables presenting this data in the audit report are provided in Exhibit C in the Appendix.*

### **Michigan State University (East Lansing, Michigan)**

For the past couple of decades, Michigan State University (MSU) has been at the forefront of national and international discussions regarding university-community engagement and outreach. This is manifested in the University's establishment of its University Outreach and Engagement (UOE) office in the late 1980s and the numerous reports and recommendations on engagement and outreach that have been produced by the institution, including a guidebook on planning and evaluating quality outreach in 1996.<sup>48</sup> Furthermore, the University established a collaborative, the National Collaborative for the Study of University Engagement (NCSUE), which is involved in developing measurement and benchmarking criteria, defining outreach and engagement, investigating institutional policies and practices, studying the process and impact of university-community collaborations, and other activities.<sup>49</sup>

#### *Tools for Measuring Outreach and Engagement*

Development of the Outreach and Engagement Measurement Instrument (OEMI) is perhaps one of the most significant contributions that MSU has made in the effort to effectively measure and benchmark outreach and engagement activities at universities. Launched in 2004, the online OEMI survey “provides rich data for analysis and comparison about faculty effort, types of engagement, social issues, geography, and partnering characteristics.”<sup>50</sup> The survey is administered annually to faculty and academic staff, who report on teaching, research, and service that directly benefit external audiences and stakeholders. The data is used to describe the University's engagement activities to the public, to assess how and to what extent individual academic units are contributing to the University's engagement mission over time, to allow faculty to document their activities for merit reviews, and to provide a basis for cross-institutional comparisons.<sup>51</sup>

The OEMI is comprised of two main parts. The first part gathers numerical data about faculty outreach and engagement activities and effort, while the second part gathers descriptive information about the purposes, methods, and impacts of specific projects. More detailed information on the OEMI tool and how the University

<sup>48</sup> Michigan State University. “Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach.” [www.ncsue.msu.edu/publications/points.aspx](http://www.ncsue.msu.edu/publications/points.aspx)

<sup>49</sup> Michigan State University. “About the Collaborative.” [www.ncsue.msu.edu/about.aspx](http://www.ncsue.msu.edu/about.aspx)

<sup>50</sup> Ibid.

<sup>51</sup> Michigan State University. “The Outreach and Engagement Measurement Instrument.” [www.ncsue.msu.edu/measure.aspx](http://www.ncsue.msu.edu/measure.aspx)

measures and reports outreach and engagement activities have been provided in a number of presentations by the UOE office.<sup>52</sup>

### *Gathering Data*

Generally speaking, the OEMI measures **faculty effort** across a number of dimensions:<sup>53</sup>

- ❖ 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

It also gathers 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

More specifically, the survey asks respondents to report on their engagement activities from the previous year by answering a series of questions. Descriptions of these questions and the data gathered by the survey are summarized in the table below.<sup>54</sup>

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<sup>52</sup> Michigan State University. "PowerPoint Presentations and Posters." <http://ncsue.msu.edu/presentations.aspx>

<sup>53</sup> Michigan State University. "Measuring Engaged Scholarship: The OEMI." P.2. [http://outreach.msu.edu/documents/OEMI\\_PRESENTATION\\_AUSTIN\\_\\_HEF\\_06222010\\_final2.pdf](http://outreach.msu.edu/documents/OEMI_PRESENTATION_AUSTIN__HEF_06222010_final2.pdf)

<sup>54</sup> Ibid., p.5-20.

**Table 6: OEMI Survey Questions and Data Types**

Data on Faculty Effort	Data on Projects
<ul style="list-style-type: none"> <li>❖ The percentage of total time devoted to engagement work.</li> <li>❖ Social issues that engagement activities focus on. Respondents choose up to two issues from a list.</li> <li>❖ The percentage of effort devoted to each social issue.</li> <li>❖ Did the work contribute to achieving “Boldness by Design” imperatives? (University strategic goals that include enhancing the student experience, enriching community, economic, and family life, increasing research opportunities, etc.)</li> <li>❖ Forms of engagement activities. Respondents choose from a list including technical assistance, outreach instruction for credit and non-credit, service-learning, and clinical service.</li> <li>❖ The number of people directly involved with or served by the engagement activity.</li> <li>❖ Location of impact. Respondents select local cities, counties, and international locations towards which their engagement activities are directed.</li> <li>❖ Revenue generated for MSU or for outreach partners from gifts, grants, contracts, tuition, and fees as a result of engagement activities.</li> <li>❖ Did the engagement activity benefit from in-kind contributions provided by off-campus entities – estimated hours of time contributed and the dollar amount of labor and materials.</li> </ul>	<ul style="list-style-type: none"> <li>❖ The title of the project.</li> <li>❖ Social issues related to the project.</li> <li>❖ Description of actions taken, for whom, and for what issue, opportunity, or problem.</li> <li>❖ The length of the project.</li> <li>❖ Geographic focus of project.</li> <li>❖ Respondents indicate whether other University units, graduate students, or undergraduate students were involved with the project.</li> <li>❖ Primary external partners involved with the project.</li> <li>❖ From a list, respondents select the roles of external collaborators or sponsors.</li> <li>❖ Respondents classify the sources of funding for the project.</li> <li>❖ Respondents select the types of formal evaluation included in the project.</li> <li>❖ A description of outcomes and impacts of the project.</li> <li>❖ Respondents select the types of intellectual property created through the project.</li> <li>❖ Impacts of the project on scholarly or teaching practices.</li> </ul>

Source: Michigan State University

*To view sample images from the online OEMI survey, please refer to Exhibit B in the Appendix.*

### *Reporting Data*

Data collected from the OEMI survey are summarized and communicated through a variety of reports and publications. According to a presentation by the Associate Provost for University Outreach and Engagement, centralized data about the University’s engagement activity, such as those collected through the OEMI survey, serve multiple purposes. These data help to document the institutional investment of the University’s scholarship for the public good, help describe an institution’s engagement activity to the public, contribute to accreditation and other self-studies,

facilitate strategic planning, support faculty development efforts, and can contribute to cross-institutional benchmarking.<sup>55</sup>

Aggregate data from the OEMI are presented in institutional reports that provide a university-level or college-level picture of outreach and engagement at MSU. The reports include aggregate data on the **amount of time dedicated to outreach** by academic staff, expressed in full-time equivalent (FTE) and salary value, the **number of responses indicating outreach activity** related to the different strategic goals, the **number of participants or attendees**, and the **value of revenue and in-kind contributions** resulting from outreach. The reports are organized by college, the social issue the engagement activity addresses, or the form of engagement. A sample image of MSU's institutional OEMI report is displayed below. Note that the image below only contains a portion of the entire institutional report, and therefore excludes data for a number of colleges and engagement types that are normally represented in the report.<sup>56</sup>

**Figure 1: MSU Outreach & Engagement Measurement Instrument Report**

College	Academic staff time committed to outreach		Number of responses / number of responses*	Boldness by Design: # of responses indicating outreach contributed to...						# responses indicating activity focused on...	Attendees or Participants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community, Economic & Family Issues	Student Experience	Internat'l Reach	Research Opts	Stewardship	University			Partners		
ARTS & HUMANITIES, RESIDENTIAL COLLEGE IN	1.33	\$37,664	4 / 6	6	5	1	2	2	5	4	1,455	\$4,600	\$0	\$1,750
COLLEGE OF AGRICULTURE & NATURAL RESOURCES	48.78	\$4,009,941	132 / 226	163	156	111	156	154	43	65	205,066	\$30,601,505	\$119,908,957	\$2,142,317
COLLEGE OF ARTS AND LETTERS	9.30	\$644,296	96 / 85	72	71	38	44	50	18	56	58,445	\$846,493	\$4,083,830	\$202,235
COLLEGE OF COMMUNICATION ARTS AND SCIENCES	5.78	\$540,373	25 / 43	40	35	12	24	29	8	16	24,448	\$8,151,202	\$395,030	\$193,415
COLLEGE OF EDUCATION	5.81	\$477,834	13 / 17	9	14	10	12	10	7	9	60,687	\$7,216,653	\$50,000	\$10,800
Area of Concern	Academic staff time committed to outreach		Number of responses*	Boldness by Design: # of responses indicating outreach contributed to...						# responses indicating activity focused on...	Attendees or Participants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community, Economic & Family Issues	Student Experience	Internat'l Reach	Research Opts	Stewardship	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	\$607,930
Children, Youth, and Family (non-school related)	14.97	\$1,202,776	83	78	54	24	48	51	28	52	67,350	\$8,674,584	\$2,945,940	\$5,016,700
Community and Economic Development	11.64	\$1,026,077	76	72	57	38	48	47	32	42	124,918	\$5,034,875	\$6,677,300	\$413,638
Cultural Institutions and Programs	8.64	\$766,616	83	72	70	41	44	47	14	58	695,468	\$2,428,358	\$846,500	\$696,488
Education, Pre-Kindergarten through 12th Grade	22.83	\$1,937,961	131	101	119	39	64	72	34	77	135,322	\$9,520,808	\$3,074,566	\$2,208,985
Food, Fiber Production, and Safety	17.90	\$1,568,715	71	45	45	43	57	49	2	14	50,967	\$21,476,673	\$16,580,701	\$571,788
Governance and Public Policy	5.04	\$548,432	44	32	23	17	32	29	10	13	35,254	\$2,603,601	\$2,606,001	\$217,660
Health and Health Care	16.72	\$1,710,741	95	80	94	31	70	52	18	44	41,629	\$28,143,390	\$4,089,000	\$4,200,675
Form of Engagement the activity took	Academic staff time committed to outreach		Number of responses*	Boldness by Design: # of responses indicating outreach contributed to...						# responses indicating activity focused on...	Attendees or Participants	Activity helped generate revenue for		Value of partners' in-kind contribution
	FTE	Salary Value		Community, Economic & Family Issues	Student Experience	Internat'l Reach	Research Opts	Stewardship	University			Partners		
Clinical Service	6.94	\$765,674	29	24	25	6	14	16	6	13	23,254	\$1,200,002	\$80,000	\$70,918
Experiential/Service-Learning	9.10	\$804,626	51	48	48	20	26	40	10	34	98,402	\$1,222,750	\$2,662,000	\$5,042,620
Outreach Instruction: Credit Courses and Programs	8.94	\$956,214	37	27	33	24	22	22	7	16	37,445	\$20,836,365	\$400,507	\$4,203,769
Outreach Instruction: Non-Credit Classes and Programs	24.79	\$1,953,615	110	91	81	36	50	65	17	62	75,163	\$11,475,365	\$1,274,307	\$2,015,109
Outreach Instruction: Public Events and Understanding	13.83	\$1,052,440	148	119	116	70	73	77	28	84	609,419	\$5,605,056	\$4,566,500	\$273,431
Outreach Research and Creative Activity	66.49	\$5,211,172	294	242	209	136	236	184	72	136	942,468	\$49,472,407	\$116,951,392	\$1,647,645
Technical or Expert Assistance	37.33	\$3,356,612	255	175	159	110	177	144	50	74	173,261	\$21,986,527	\$80,759,700	\$1,195,948

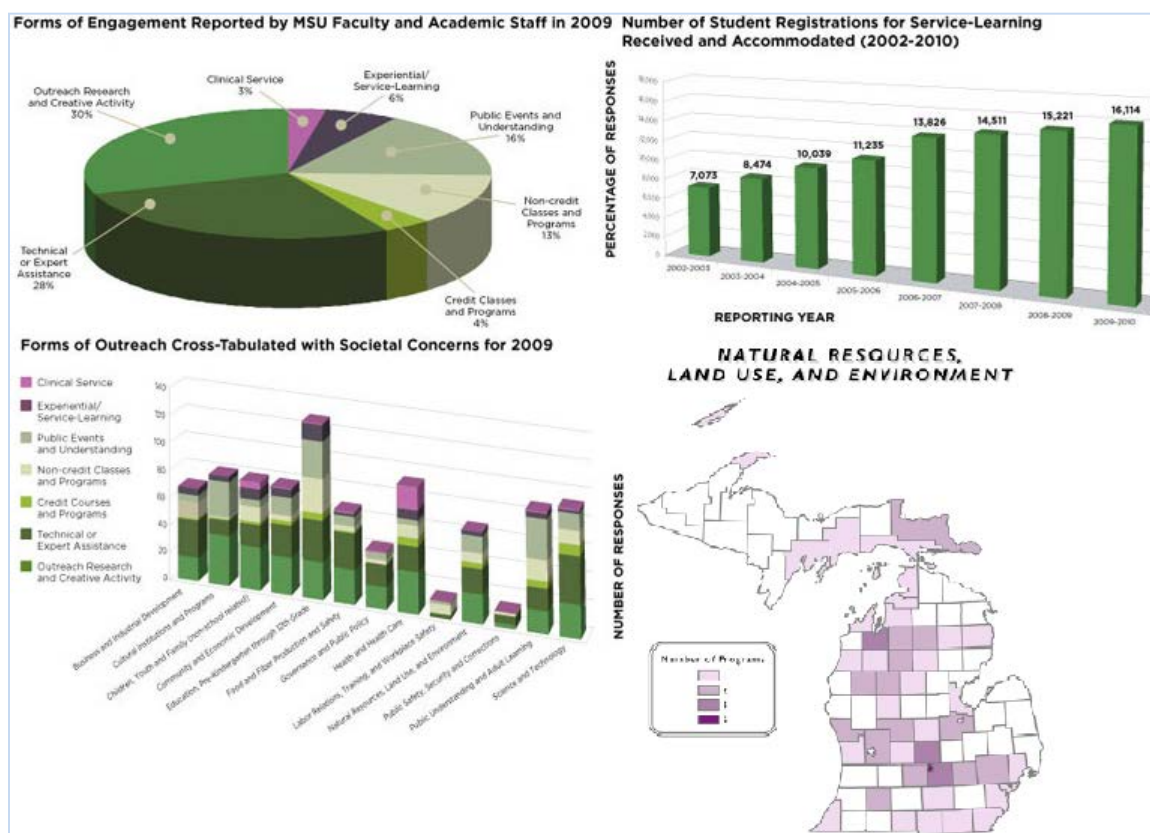
Source: Michigan State University

<sup>55</sup> Michigan State University. "Measuring Engaged Scholarship." p.9.  
[http://outreach.msu.edu/documents/IOWA\\_OEMI\\_HEF\\_102010.pdf](http://outreach.msu.edu/documents/IOWA_OEMI_HEF_102010.pdf)

<sup>56</sup> Ibid., p.10-11.

In addition to these university-wide summaries, MSU reports on OEMI results and other indicators of engagement activity via publications for academic staff, community leaders, and other stakeholders such as the University's *Engaged Scholar Magazine*, which is published annually, and the e-newsletter version, which is published on a quarterly basis.<sup>57</sup> Using data from OEMI and the service-learning student registration system, these publications feature graphics that provide a broader overview of engagement activity at MSU. Data visualizations include **pie charts that display the types of engagement** reported by academic staff, bar graphs showing the **types of engagement in relation to the social issues they address**, trends in the **number of student registrations for service-learning**, and the geographic distribution of local engagement activities. The map in Figure 2 shows the number of engagement programmes related to the issue of natural resources and environment, by county within the state of Michigan.<sup>58</sup>

**Figure 2: MSU Engagement Activity Data Visualizations**



Source: Michigan State University

<sup>57</sup> Ibid., p.16-17.

<sup>58</sup> Michigan State University. "Outreach and Engagement at MSU." *Engaged Scholar Magazine*. <http://engagedscholar.msu.edu/magazine/volume5/oemi.aspx>

*The MSU Carnegie Classification Study*

Another useful resource that demonstrates how MSU measures its engagement with the community is its 2005 self-study for the Carnegie Foundation for the Advancement of Teaching, which at the time was developing a new Community Engagement classification for institutions of higher education. With twelve other institutions, MSU helped develop a set of indicators and framework for the new classification, and in turn submitted a self-study report that demonstrates how institutions can assess and document university-community engagement in-depth.<sup>59</sup> The Carnegie report is extensive, and therefore we will only briefly summarize several key indicators that the University used to document its engagement with the community. It is recommended to review the original document in order to gain a full understanding of how MSU measured and documented engagement for the Carnegie classification study.

As of 2005, the pilot Carnegie reporting framework included five main categories and indicators of engagement: (1) institutional identity, (2) institutional commitment, (3) curricular engagement, (4) continuing education, public information, and shared resources, and (5) collaborations.<sup>60</sup> The following are examples of documentation and data that are used to demonstrate curricular engagement, continuing education, public information, shared resources, and collaborations.<sup>61</sup> It should be noted that much of this documentation is supported by data collected through the OEMI survey.

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<sup>59</sup> Michigan State University. "Documents." <http://outreach.msu.edu/documents.aspx>

<sup>60</sup> Michigan State University. "Carnegie Reclassification Pilot Study." p.3-8.  
<http://outreach.msu.edu/documents/carnegiereport.pdf>

<sup>61</sup> Ibid.

**Table 7: MSU Carnegie Self-Study Indicators and Documentation Examples**

Curricular Engagement	Continuing Education, Public Information, Shared Resources	Collaborations
<ul style="list-style-type: none"> <li>❖ Infrastructure, staff positions, resources and budget, and faculty/student development programs</li> <li>❖ Goals and syllabi of community engagement among various majors, general education programs, and campus-wide programs</li> <li>❖ Number and percent of service learning courses relative to all courses, number and percent of student in community engagement courses, number and percent of majors with service-learning courses or requirements, etc.</li> <li>❖ Student and faculty research, presentations and publications</li> <li>❖ Incentives/rewards for faculty engagement scholarship</li> </ul>	<ul style="list-style-type: none"> <li>❖ Infrastructure, staff positions, resources and budget, and faculty/student development programs</li> <li>❖ Learning centers, tutoring and summer programs, non-credit courses</li> <li>❖ Publications, workshops, speaking events, and seminars</li> <li>❖ Co-curricular volunteers, attendance data for cultural, athletic, and library services, and faculty consultation and assistance activities</li> <li>❖ Collaborative publications and presentations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Infrastructure, staff positions, resources and budget, and faculty/student development programs</li> <li>❖ Memorandums of agreement, professional development centers, clinics, and resource centers</li> <li>❖ Development of surveys and other assessments, impact analyses, and needs assessments for partners</li> <li>❖ Partnerships for access to higher education with community colleges and secondary schools and co-sponsored programs</li> <li>❖ Joint grant applications, blended resources and budgets, political alliances, and land use planning</li> <li>❖ Co-planned events, fairs, cultural and civic activities, institutes, programs and workshops</li> <li>❖ Faculty serving on community boards and councils, community representatives serving on University boards, community representatives co-teaching or participating in courses and activities</li> </ul>

Source: Michigan State University

### The University of Western Sydney

In the area of documenting community engagement activity, the University of Western Sydney (UWS) is notable for developing its online Tracking and Improvement System. The system allows university and community members to search for and examine University partnership activities through keyword searches, or by search filters including the location, academic unit involved, purpose of the activity, primary focus of the activity, or the partner organisation. Leaders of engagement activities can add new data or edit and update existing information on

engagement. Engagement activities are divided between academic partnership activities and public service activities.<sup>62</sup>

The search function of the tracking system results in a list of activities, each of which is hyperlinked. Selecting an activity opens a new page with a brief description of the activity, main purpose and primary focus, location, partner organisations (which are also hyperlinked to homepages), and other related Internet pages.<sup>63</sup>

UWS reports aggregate institution-wide engagement data that is gathered from colleges and divisions of the University. Currently, the University provides the number of engagement projects that are underway or completed in a given timeframe, and the relative percent frequency of engagement projects by academic unit, community partner type, primary activity, outcome, and several other categories. Examples tables from the 2000-2005 Community Engagement Analysis are provided below.<sup>64</sup>

**Table 8: UWS Community Engagement Analysis Report Data Examples**

	Frequency	Percent
<b>Partners Reported Most Often</b>		
NSW Department of Education and Training (DET) and public schools in GWS	20	1.7
Penrith City Council	18	1.5
Sydney West Area Health Service	15	1.3
<b>Type of Activity</b>		
Joint / commissioned research	448	38.2
Student practicum placement or equivalent	237	20.2
Community service	116	9.9

Source: University of Western Sydney

### **The University of Texas – Austin (Austin, Texas)**

The Division of Diversity and Community Engagement (DDCE) at the University of Texas at Austin provides an example of how institutions quantify the performance of community engagement activities. In its Impact Report 2009, the institution outlined data relating to the accomplishments of each of its outreach programmes. For example, it recorded the total number of individuals served by programmes like the Regional Foundation Library, Neighborhood Longhorns Program, and University Outreach Centers. For its Pre-College Youth Development and Student Academic Initiatives, the University provided figures relating to the retention rate and academic

<sup>62</sup> University of Western Sydney. "Tracking and Improving Community Engagement." <https://engagement.uws.edu.au/default.aspx>

<sup>63</sup> University of Western Sydney. "Lucy Mentoring Program." <https://engagement.uws.edu.au/SearchAcademicResultsDetail.aspx?activityCtr=275>

<sup>64</sup> University of Western Sydney. "UWS Community Engagement Analysis." [www.uws.edu.au/\\_\\_data/assets/pdf\\_file/0010/7003/Community\\_Engagement\\_Analysis.pdf](http://www.uws.edu.au/__data/assets/pdf_file/0010/7003/Community_Engagement_Analysis.pdf)

performance of students in its programme. Quantified outcomes from all of the University's outreach efforts are provided in the table below.<sup>65</sup>

**Table 9: University of Texas DDCE Impact Report**

Programme	Outcomes
<i>Thematic Initiatives and Community Engagement</i>	<ul style="list-style-type: none"> <li>❖ 7 thematic hires in Art History, Music, Law, Counseling Psychology, Spanish and Portuguese, Anthropology, and Asian American Studies</li> <li>❖ 1,900 patrons served by the Regional Foundation Library (RFL)</li> <li>❖ 320 secondary school students served by the RFL: 90% of these were students from underrepresented groups</li> <li>❖ 48 out of 52 COBRA and VOICES seniors accepted to college</li> <li>❖ Over 800 college, middle school, and high school students served by the outreach activities of the Multicultural Information Center (MIC)</li> <li>❖ 330 attendees at this year's MIC Latino Leadership Symposium</li> <li>❖ 20,000 online visitors to the Volunteer Service Learning Center's (VSLC) online volunteer search database</li> <li>❖ 47 service learning courses established with the help of the VSLC in one year at UT</li> <li>❖ 900 UT students took part in the Project 2009, completing 50 service projects in east Austin</li> <li>❖ 34 events produced or cosponsored by the Gender and Sexuality Center (GSC)</li> <li>❖ 2,829 students, faculty, staff, and community members served through GSC-planned events</li> <li>❖ 100 people checked out approximately 490 books and movies from the GSC Library</li> <li>❖ 981 phone calls from students, faculty, staff, and community members received by the GSC</li> </ul>

<sup>65</sup> University of Texas. "Impact Report 2009." p.64-65. [www.utexas.edu/diversity/pdf/DDCE\\_ImpactReport.pdf](http://www.utexas.edu/diversity/pdf/DDCE_ImpactReport.pdf)

Programme	Outcomes
<i>Pre-College Youth Development and Student Academic Initiatives</i>	<ul style="list-style-type: none"> <li>❖ 240 high school students served by the ChemBridge Program</li> <li>❖ 82% of ChemBridge participants received college credit for CH304</li> <li>❖ 81% of ChemBridge participants received college credit for CH305</li> <li>❖ 259 high school students served by the SPURS Program</li> <li>❖ 93.3% of SPURS students submitting rhetorical analysis essays received college-level evaluation ratings of —proficient    or above</li> <li>❖ 92% first-year retention rate for Gateway Scholars participants</li> <li>❖ 2.9 GPA for the 2008–2009 Gateway Scholars cohort, up from 2.79 for the previous year's cohort</li> <li>❖ 3.91 cohort GPA for 2008 Preview Scholars</li> <li>❖ 3.23 GPA for 2009 Summer Scholars—entering freshmen students whose SAT scores were about 400 points below the average of all other entering freshmen</li> <li>❖ 11 out of 12 McNair Scholars were accepted into graduate programs</li> <li>❖ 3,100 secondary school students served by University Outreach Centers (UOC)</li> <li>❖ 100% of seniors from the 2008 UOC class graduated from high school</li> <li>❖ 80% of seniors from 2008 UOC class enrolled in college</li> <li>❖ 5,000 Austin elementary and middle school students served by Neighborhood Longhorns Program (NLP)</li> <li>❖ 87% of students participating in NLP improved their grades</li> <li>❖ 1,500 UT students were served by the Longhorn Center for Academic Excellence (LCAE) programs</li> <li>❖ 136 total entries were submitted to the Barbara Jordan Historical Essay Contest (BJHEC)</li> <li>❖ 17 BJHEC regional finalists from across the state recognized at an awards ceremony at UT</li> <li>❖ \$5,000 in scholarships were awarded to three BJHEC essay winners</li> </ul>
<i>Institutional Equity</i>	<ul style="list-style-type: none"> <li>❖ 194 people served by the Equal Opportunity Services (EOS) office</li> <li>❖ 115,041 hits recorded on the UT Disability Web site</li> <li>❖ 265 participants received training on EEO and diversity issues</li> </ul>
<i>Intellectual Entrepreneurship</i>	<ul style="list-style-type: none"> <li>❖ Over 200 undergraduates participated in the Pre-Grad Internship program</li> <li>❖ Over 100 graduate students served as mentors in the Pre-Grad Internship program</li> <li>❖ 40 UT departments and 12 UT schools and colleges participated in the Pre-Grad Internship program</li> <li>❖ 50% of Pre-Grad Interns were students from underrepresented populations</li> <li>❖ 70% of Pre-Grad Interns were women 50% of Pre-Grad Interns attended graduate school</li> <li>❖ 20 academic and non-academic publications featured articles about the IE program</li> </ul>
<i>School Partnerships</i>	<ul style="list-style-type: none"> <li>❖ 35 bills researched by the Texas Center for Education Policy (TCEP)</li> <li>❖ 17 invitations for TCEP to make appearances and provide expert testimony to the Texas legislature</li> <li>❖ 18 presentation proposals for upcoming academic conferences submitted by TCEP</li> <li>❖ 4 oral histories collected by the east Austin Oral History Project</li> </ul>

Programme	Outcomes
<i>Charitable Gifts Received</i>	<p>\$4,757,914: Charitable giving to DDCE programs and initiatives (September 1, 2007 through January 7, 2010)–Total cash gifts from individuals, corporations, foundations, associations, and government</p> <p>\$218,308: Charitable giving to DDCE programs and initiatives (September 1, 2007 through January 7, 2010)–Total value of in-kind donations from individuals, corporations, foundations, associations, and government</p>
<i>Diversity Education Institute</i>	<ul style="list-style-type: none"> <li>❖ 109 individuals participated in diversity workshops offered through the Diversity Education Institute (DEI) and UTPD partnership</li> <li>❖ 512 participants attended the 2009 Diversity Conference, a partnership between Pflugerville ISD and the DDCE</li> <li>❖ 40 people attended the Diversity Education Institute summer brown bag for diversity educators</li> </ul>
<i>Hogg Foundation for Mental Health</i>	<ul style="list-style-type: none"> <li>❖ \$7.9 million: Total funded in 8 three-year grants to improve mental health services for children and families in geographic areas of need in Houston/Harris County</li> <li>❖ \$456,565: Six grants for influential mental health policy project in Texas</li> <li>❖ \$259,092: Grant to create a statewide online learning community on integrated health care</li> <li>❖ \$40,000: Two fellowships for doctoral studies of human trauma caused by hurricanes</li> <li>❖ \$25,000: Five scholarships for graduate students of social work pursuing mental health careers</li> <li>❖ 400 Texans attended the Foundation's two-day conference on integrated health care</li> <li>❖ 29 full-tuition scholarships awarded to bilingual graduate students of social work at 11 Texas colleges</li> </ul>
<i>Services for Students with Disabilities</i>	<ul style="list-style-type: none"> <li>❖ 1,262 UT students served by Services for Students with Disabilities (SSD)</li> <li>❖ 6,800 hours of American Sign Language interpretation services provided by SSD</li> <li>❖ 55 faculty and staff members honored with student-nominated SSD Clock Awards</li> </ul>
<i>Special Projects</i>	<ul style="list-style-type: none"> <li>❖ 75 student organisations participated in the 6th annual Campus Fusion</li> <li>❖ \$631,125: Amount raised during Hearts of Texas Charitable Campaign</li> <li>❖ 80 DDCE staff members volunteered at Explore UT</li> <li>❖ Over 1,200 attendees at the dedication and unveiling of the Barbara Jordan statue on the UT campus</li> <li>❖ 52 student organisations received funding or in-kind support from DDCE</li> <li>❖ 10,000 roses were distributed by the White Rose Society in remembrance of Holocaust victims</li> </ul>

Source: University of Texas

While no standard system appears to govern the collection of data within these programmes, it is clear that the University has placed a priority on outreach assessment by reporting on any possible quantifiable data emerging from outreach programmes. Of course, as stated earlier in this section, these data will inevitably vary depending on the outreach programme involved and what it seeks to accomplish.

Community engagement programmes with the goal of educating pre-college youth have the distinct ability to monitor progress by examining academic performance of

participants, using figures such as grade point average and graduation rate. Meanwhile, diversity or equal opportunity initiatives may examine the levels of participation among women or those from underrepresented groups. Especially for institutions located in urban areas, many programmes address violence, poverty, diversity, health, and other complex urban issues. For each of these issues, extensive data are traditionally available to support the need for outreach programmes, but the impact of these programmes is not always evident upon examination of these data from year to year. An anti-violence programme may not drastically influence a city's overall crime rate, but an institution can show the number of individuals served by the programme and the volume of the resources distributed.

Many community engagement activities involve providing resources to individuals in need, and therefore the simple collection of data regarding the distribution and use of these resources is vital. Certainly, for institutions seeking to display the value of their programmes beyond presenting event headcounts and various other participation figures, the assessment process may require some creativity. In the case of the Gender and Sexuality Center at the University of Texas, the institution provides data on the number of events held and the number of students, faculty, and staff served through the programme, but also discloses the number of books checked out from the Center's library and the number of phone calls received by the Center during the year. These kinds of additional data points may seem insignificant to other types of organisations, but here they help to build an impression of the Center as an active and thriving initiative with resources that are in high demand.

## Appendix

### Exhibit A: National Coordinating Centre for Public Engagement Briefing Paper - Seven Dimensions of University Public Engagement<sup>66</sup>

Dimension of Public Engagement	Examples of Engagement	Possible Higher Level Outcomes
<b>1 Public access to facilities</b>	<ul style="list-style-type: none"> <li>• Access to university libraries</li> <li>• Access to university buildings and physical facilities e.g. for conferences, meetings, events, accommodation, gardens, etc.</li> <li>• Shared facilities e.g. museums, art galleries</li> <li>• Public access to sports facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased public support for the institution</li> <li>• Better informed public</li> <li>• Improved health and wellbeing</li> </ul>
<b>2 Public access to knowledge</b>	<ul style="list-style-type: none"> <li>• Access to established university curricula</li> <li>• Public engagement events e.g. science fairs; science shops</li> <li>• Publicly accessible database of university expertise</li> <li>• Public involvement in research</li> </ul>	<ul style="list-style-type: none"> <li>• Increased quality of life and wellbeing</li> <li>• Increased social capital/ social cohesion/ social inclusion</li> <li>• Enhanced public scholarship</li> </ul>
<b>3 Student engagement</b>	<ul style="list-style-type: none"> <li>• Student volunteering</li> <li>• Experiential learning e.g. practice placements; collaborative research projects</li> <li>• Curricular engagement</li> <li>• Student-led activities e.g. arts, environment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student sense of civic engagement</li> <li>• Increased political participation</li> </ul>
<b>4 Faculty engagement</b>	<ul style="list-style-type: none"> <li>• Research centres draw on community advisers for support/direction</li> <li>• Volunteering outside working hours e.g. on trustee boards of local charities</li> <li>• Staff with social/community engagement as a specific part of their job</li> <li>• Promotion policies that reward social engagement</li> <li>• Research helpdesk/advisory boards</li> <li>• Public lectures</li> <li>• Alumni services</li> </ul>	<ul style="list-style-type: none"> <li>• Social benefit to the community</li> <li>• Increased staff sense of civic engagement</li> <li>• Institutionalised faculty engagement</li> <li>• More 'grounded' research</li> </ul>

<sup>66</sup> Hart, A., Northmore, S., and Gerhardt, C. 2009. "Briefing Paper: Auditing, Benchmarking, and Evaluating Public Engagement." Op. Cit. p.14-15.

Dimension of Public Engagement	Examples of Engagement	Possible Higher Level Outcomes
<b>5 Widening participation</b> (equalities and diversity)	<ul style="list-style-type: none"> <li>• Improving recruitment and success rate of students from non-traditional backgrounds through innovative initiatives e.g. access courses, financial assistance, peer mentoring</li> <li>• A publicly available strategy for encouraging access by students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Improved recruitment and retention of undergraduates, especially from excluded communities</li> </ul>
<b>6 Encouraging economic regeneration and enterprise in social engagement</b>	<ul style="list-style-type: none"> <li>• Research collaboration and technology transfer</li> <li>• Meeting regional skills needs and supporting SMEs</li> <li>• Initiatives to expand innovation and design e.g. bringing together staff, students and community members to design, develop and test Assistive Technology for people with disabilities</li> <li>• Business advisory services offering support for community-university collaborations (e.g. social enterprises)</li> <li>• Prizes for entrepreneurial projects</li> </ul>	<ul style="list-style-type: none"> <li>• Local/regional economic regeneration</li> <li>• Social and economic benefit to the community</li> </ul>
<b>7 Institutional relationship and partnership building</b>	<ul style="list-style-type: none"> <li>• University division or office for community engagement</li> <li>• Collaborative community-based research programmes responsive to community-identified needs</li> <li>• Community-university networks for learning/ dissemination/ knowledge exchange</li> <li>• Community members on Board of Governance</li> <li>• Public ceremonies, awards, competitions and events</li> <li>• Website with community pages</li> <li>• Policies on equalities; recruitment; procurement of goods and services; environmental responsibility</li> <li>• International links</li> <li>• Conferences with public access and public concerns</li> <li>• Helpdesk facility</li> <li>• Corporate social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• More effective strategic investment of resources</li> <li>• Conservation of natural resources and reduced environmental footprint</li> <li>• Expanded and effective community partnerships</li> <li>• Social and economic benefit to the community</li> </ul>

Source: NCCPE

## Exhibit B: Michigan State University – OEMI Survey Instrument<sup>67</sup>

The following are sample images of the OEMI survey instrument, preceded by descriptions of the corresponding dimensions for which data are gathered.

Social Issues – Respondents select up to two social issues that their outreach/engagement activities focus on. The survey includes detailed descriptions of the social issues that respondents can choose from.

**Michigan State University Survey 2009**  
Engagement Activities from January 1, 2009 through December 31, 2009

**Social Issues**

On what one or two social issues did your outreach/engagement activities primarily focus? Select one or two issues from the list below. The term "social issues" as used in this survey refers to issues confronting society, not to academic disciplines or methodologies. The survey results are meant to be used to report the scope of MSU academic staff's contributions to pressing social issues: enhancing educational outcomes, improving the economy through strengthening business and industry, etc. One vital social issue is increasing public understanding of how the findings of disciplinary study - in science, economics, cultural studies, communication - apply to people's lives. Outreach/engagement activities focused primarily on that goal should be listed under Public Understanding and Adult Learning or Education: PK-12, depending on the predominant age range of the audience.

Note: Urban and diversity focus is asked in the next section.

Please note that we have provided definitions for those social issues that might need additional clarification. Use the ? icons to expand or collapse additional explanations of the issues.

- ☐ Business and Industrial Development ?  
Engagement activities seeking to enhance business and economic development, including but not limited to managerial, financial, technological, marketing, advertising, and public relations capacity of businesses, industries, associations, and governmental agencies. Efforts to help firms adopt new technologies should be included here as should provision of education and training to support economic competitiveness. Work with firms and agencies located primarily within the agricultural industry should be classified under "Food and Fiber Production and Safety."
- ☐ Children, Youth, and Family (non-school related)
- ☐ Community and Economic Development ?  
Include engagement activities that involve community-based efforts to enhance the cohesiveness, attractiveness, safety, leadership, or viability of communities. Efforts aimed specifically at cultural training, support, or enhancement should be considered "Cultural Institutions and Programs".
- ☐ Cultural Institutions and Programs ?  
Include cultural outreach and engagement programs, performances, and activities seeking to elevate quality of life by evoking pleasure, enjoyment, fulfillment, or sense of cultural identity; programming and provision of venues and resources for community-oriented cultural outreach and engagement; and activities that apply academic or professional expertise in seeking to enhance the capacity of museums, science centers, performance venues, libraries and other institutions dedicated to the preservation of cultural heritage to serve their constituencies more effectively. Include diffusing new techniques and technologies, training of staff, developing of grant proposals, increasing breadth and accuracy of performance or exhibition, improving public communication about the institution. Do not include participation in efforts to raise money from the public unless that is an area of scholarly work for you.
- ☐ Education, Pre-Kindergarten through 12th Grade
- ☐ Food, Fiber Production, and Safety
- ☐ Governance and Public Policy ?

Source: Michigan State University

<sup>67</sup> Michigan State University. "Measuring Engaged Scholarship: The OEMI." Op. Cit.

Strategic Imperatives, Forms of Engagement and Number of Participants – Respondents indicate whether their engagement activities contributed to the University’s strategic imperatives, known as “Boldness by Design” imperatives, indicate the type of activities their engagement involved, and the number of individuals directly involved with or served by engagement activities.

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
<b>Enhance the student experience</b> ⓘ Enhance the student experience — by continually improving the quality of academic programs and the value of an MSU degree for undergraduate and graduate students.	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Expand international reach</b> ⓘ Expand international reach — through academic, research, and economic development initiatives and global, national, and local strategic alliances.	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Enrich community, economic, and family life</b> ⓘ Enrich community, economic, and family life — through research, outreach, engagement, entrepreneurship, innovation, and diversity.	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Increase research opportunities</b> ⓘ Increase research opportunities — significantly expanding research funding and involvement of graduate and undergraduate students in research and scholarship.	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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	Science and Technology
<input type="checkbox"/> Outreach Research and Creative Activity ⓘ <input checked="" type="checkbox"/> Technical or Expert Assistance ⓘ <input type="checkbox"/> Outreach Instruction: Credit Courses and Programs ⓘ <input type="checkbox"/> Outreach Instruction: Non-Credit Classes and Programs ⓘ <input type="checkbox"/> Outreach Instruction: Public Events and Understanding ⓘ <input type="checkbox"/> Experiential/Service-Learning ⓘ <input type="checkbox"/> Clinical Service ⓘ	<input type="checkbox"/> Outreach Research and Creative Activity ⓘ <input type="checkbox"/> Technical or Expert Assistance ⓘ <input checked="" type="checkbox"/> Outreach Instruction: Credit Courses and Programs ⓘ <input type="checkbox"/> Outreach Instruction: Non-Credit Classes and Programs ⓘ <input type="checkbox"/> Outreach Instruction: Public Events and Understanding ⓘ <input type="checkbox"/> Experiential/Service-Learning ⓘ <input type="checkbox"/> Clinical Service ⓘ

How many people were directly involved in or directly served by your outreach/engagement programs or activities? For example, count 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
9	150

Source: Michigan State University

External Funding and In-Kind Support – Respondents provide estimates of revenue generated by engagement activities through gifts, grants, contracts, and tuition, as well as estimates of hours and the dollar value of in-kind support received.

**Did your outreach/engagement activity:**

**Bring into MSU any revenue from gifts, grants, contracts, tuition, or fees?** If yes, specify how many contracts and estimate the dollar value of all gifts, grants, contracts, tuition, and fees. Include all monies contracted for during this period, even if they will be spent later.

To help us with our research, please list the MSU account numbers associated with the above-mentioned revenue, if any. Please omit punctuation, entering only digits, one per line (e.g., 21999).

**Help your outreach partners generate any gifts, grants, contracts, tuition, or fees?** If yes, estimate the dollar value.

**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. <sup>2</sup>

**Partner staff time:** Estimate the hours partner staff devoted to helping you in your work. A dollar value will be automatically calculated based on a standard rate of \$35/hour. You have the option to change the estimated dollar value if you wish.

**Volunteer time:** Estimate the hours off-campus volunteers devoted to helping you in your work. A dollar value will be automatically calculated based on a standard rate of \$18.50/hour. You have the option to change the estimated dollar value if you wish. <sup>2</sup>

Public Understanding and Adult Learning	Science and Technology
<input checked="" type="radio"/> Yes <input type="radio"/> No \$ 7800	<input checked="" type="radio"/> Yes <input type="radio"/> No \$ 3000
21	21
<input type="radio"/> Yes <input checked="" type="radio"/> No \$	<input type="radio"/> Yes <input checked="" type="radio"/> No \$
Public Understanding and Adult Learning	Science and Technology
<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
100 hours x \$35.00 / hr. = \$ 3500.00	20 hours x \$35.00 / hr. = \$ 700.00
hours x \$18.50 / hr. = \$	hours x \$18.50 / hr. = \$

Source: Michigan State University

### Exhibit C: University of Brighton – Engagement Audit Report<sup>68</sup>

Teaching and Learning - the number of modules/units of study which involve students in direct community engagement

Faculty	Number of Modules	Levels	Number of Students Involved	Number of Hours Spent on Placements
Arts & Architecture	20	Undergraduate & post graduate	256	1,675
Education & Sport	1	Undergraduate	10	3,700
Health & Social Sciences	2	Undergraduate & Masters level	110	3,995
Management & Information Sciences	5	Undergraduate & Masters level	56+	1,275
Science & Engineering	8	Undergraduate & Masters level	554	1,679
<b>Total</b>	<b>36</b>	<b>Undergraduate &amp; Masters level</b>	<b>968</b>	<b>12,324</b>

Source: University of Brighton

<sup>68</sup> University of Brighton. "Community Engagement Report 2006-2007." Op. Cit. p.13-21.

Research and other activities - community partnerships within research and related activities

Faculty	# of projects	Total # of paid staff hours	Total staff costs	# of additional staff hours	# of voluntary students hours	# of local community members involved in research process	# of local community members involved as research participants
Arts & Architecture	14	3,300	£97,100	370	995	12	unknown
Education & Sport	7	1,900	£41,100	294.50	0	6	250+
Health & Social Sciences	11	1,500	£24,000	339	0	24	142
Management & Information Sciences	9	2,100	£94,600	1,148	50	82	483
Science & Engineering	17	10,200	£197,200	4,102	32	651	1,218

Source: University of Brighton

Goods and facilities provided to local organisations

Organisation	Facility/good provided	Cost to organisation	Period
Queens Park books	Office space	Free	On-going
Cardiac Rehabilitation Exercise Class	Gym at Chelsea	Subsidised rate	Twice weekly, on-going
Brighton Youth Orchestra	Room	Subsidised rate	Twice weekly, on-going
CACL gymnastics club	Gym at Chelsea	Subsidised rate	Three times per week, on-going
CUPP office space	Office space	Free	On-going
Society of Chiropodists and Podiatrists	Meeting room	Free	4 x per year
AGILE	Meeting room	Free	2 x per year
CSP Board	Meeting room	Free	2 x per year
Geographical Association	Lecture theatre	Free	Annually

Source: University of Brighton

## **Note**

This brief was written to fulfill the specific request of an individual member of Hanover Research. As such, it may not satisfy the needs of all members. We encourage any and all members who have additional questions about this topic – or any other – to contact us.

## **Caveat**

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