

Using Engagement Data

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First Annual Kentucky Engagement Conference:
Advancing Kentucky through Engagement
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Outreach and Public Engagement

ANNUAL REPORT FOR
2005-06

NKU NORTHERN
KENTUCKY
UNIVERSITY

Office of the Associate Provost for Outreach

TEACHING ~ LEARNING ~ SCHOLARSHIP ~ CREATIVE EXPRESSION ~ PROFESSIONAL EXPERTISE

NKU Outreach and Public Engagement Annual Report for 2005-06

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The 2005 Honor Roll of NKU Outreach Participants

Faculty and Staff Members Who Made a Difference

NKU is successful in outreach and public engagement because of the hard work, commitment, and initiative of faculty and staff members who generously share their expertise and their time with their local communities. Without them, NKU's commitment to our region would be little more than policy statements and promises. With them, NKU is able to have a positive impact on dozens of local communities, hundreds of organizations, and thousands of residents each year.

This Honor Roll lists the NKU faculty and staff members who reported their outreach and public engagement activities for 2005. It is based on the university's annual survey of outreach that is conducted each spring and is as close to a comprehensive list as possible. However, despite a final survey response rate of 78.2 percent, it is possible that some faculty and staff who were active in public engagement last year may not be listed here.

To those who are listed and to those who are not but who did participate in outreach and public engagement during 2005, thank you. You are making an important difference in the communities we serve, and you are helping NKU expand its reputation as a caring and involved steward of our region.

Thank you for all you do.

Office of the President

Kimberly Luse
Sara Sidebottom

James Votruba
Joseph Wind

Academic Affairs

Robert M. Farrell
Gary L. Pratt

Gail W. Wells

Chase College of Law

Richard Bales
Iain Barkedale
Edward C. Brewer, III
Annette Burkeon
Nancy Lee Finak
Donald Kazee
Jennifer Anglim Kreder
David H. MacKnight
Ljubomir Nacev

Sherry Porter
Frederick R. Schneider
Phillip Sparkes
Mark Stavsky
Adam Todd
John Valzari
Michael Whiteman
Caryl Yaenbaard

College of Arts and Sciences

Amy Racke
Phil Schmidt

Samuel J. Zachary

Art

Kimberly Allen-Kattus
Barry Andersen
Kelly Jo Asbury
Kevin Booher
Tobias Brauer
Ana England

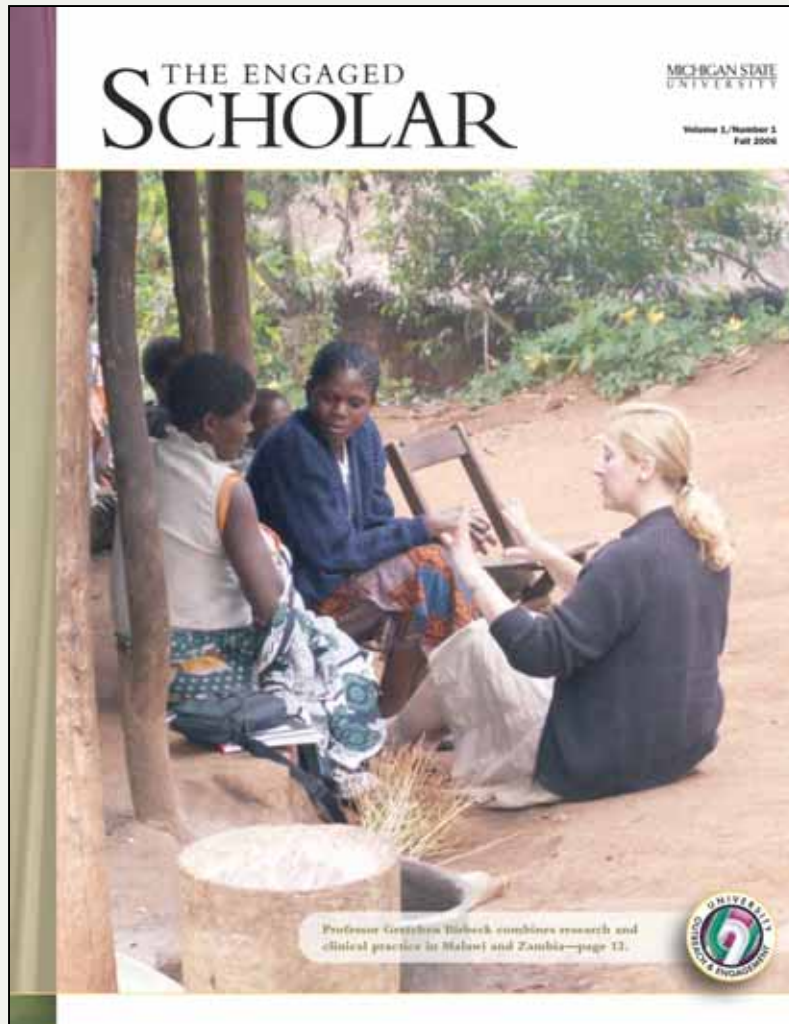
Barbara Houghton
Lisa Jameson
Andrea Knarr
Julie Mader-Meersman
Kevin Muenie

Biological Sciences

Charles Acosta
Hazel Barton
Richard L. Boyce
Gregory A. Dahlem
Debby Dempsey
Dr. Richard D. Durtsche
Rebecca L. Evans
Karl Hagglund
Miriam Steinitz Kannan

Vicki M Kier
Kristi Martinez
Nicole Minor
Michael P Scola
Thomas Sprout
David Thompson
Jerry W. Warner
Mary Whitson

The Engaged Scholar Magazine



- Focus on stories of individual engaged faculty members
- Wide disciplinary representation
- Sidebars on support resources
- Published twice a year
- First issue clustered by University's strategic imperatives. 8,500 printed; distributed to:
 - MSU Faculty, Academic Staff, Board of Trustees, Communicators, Student Organizations
 - Government Officials from the City of East Lansing, City of Lansing, Michigan House of Representatives, Michigan State Senate, Cherry Commission on Higher Education, Michigan U.S. Congressional Delegation
 - Michigan Public University and Community College Presidents and Higher Education Officers
 - The Committee on Institutional Cooperation (CIC)
 - The Higher Education Network for Community Engagement (HENCE)
 - Members of the National Association of Land Grant Colleges & State Universities (NASULGC) Council on Extension, Continuing Education, and Public Service (CECEPS) and Commission on Outreach and Technology Transfer (COTT)
 - Select members of the State Higher Education Executive Officers (SHEEO)
 - Select foundations and funding agencies
 - Select engaged researchers from across the U.S.

Michigan State University Outreach & Engagement Measurement Instrument Report, Jan 1 2005 - Dec 31, 2005.

#1a: University-wide Summary

College	Academic staff time committed to outreach		Number of respondents reporting outreach activity	Number of respondents whose activity had significant focus on			Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting diversity	International development	Urban issues		University	Partner	
COLLEGE OF AGRICULTURE & NATURAL RESOURCES	41.28	\$3,255,173	112	31	34	19	254,234	\$39,692,373	\$6,740,500	\$1,917,764
COLLEGE OF ARTS AND LETTERS	13.47	\$896,063	62	39	29	12	203,565	\$857,208	\$1,048,800	\$317,283
COLLEGE OF BUSINESS (ELI BROAD)	13.50	\$2,058,951	75	18	29	10	124,178	\$16,502,104	\$2,009,001	\$1,029,206
COLLEGE OF COMMUNICATION ARTS AND SCIENCES	9.34	\$763,672	48	19	20	10	104,250	\$6,019,196	\$407,000	\$562,700
COLLEGE OF EDUCATION	7.37	\$618,350	18	8	5	5	6,800	\$9,845,909	\$23,000	\$48,904
COLLEGE OF ENGINEERING	7.23	\$603,951	20	5	2	2	6,954	\$1,273,850	\$134,000	\$474,782
COLLEGE OF HUMAN MEDICINE	6.73	\$871,125	32	9	9	6	41,625	\$1,632,131	\$470,003	\$112,434
COLLEGE OF NATURAL SCIENCE	10.84	\$1,037,316	95	31	21	6	43,356	\$8,424,625	\$3,511,600	\$810,392
COLLEGE OF NURSING	6.50	\$501,625	23	17	5	7	13,483	\$1,835,131	\$460,000	\$121,707
COLLEGE OF OSTEOPATHIC MEDICINE	9.74	\$1,326,171	35	13	6	5	25,202	\$3,920,000	\$232,000	\$143,265
COLLEGE OF SOCIAL SCIENCE	37.60	\$2,797,758	132	63	35	40	354,860	\$21,829,923	\$9,945,000	\$1,915,877
COLLEGE OF VETERINARY MEDICINE	6.22	\$631,207	22	6	5	3	45,890	\$3,269,000	\$578,272	\$63,006
INTERNATIONAL STUDIES AND PROGRAMS	3.62	\$314,440	9	6	7	1	3,725	\$7,054,624	\$0	\$67,261
JAMES MADISON COLLEGE	0.24	\$36,057	2	1	2	0	600	\$0	\$0	\$0
MICHIGAN STATE UNIVERSITY COLLEGE OF LAW	1.02	\$78,960	6	2	1	1	1,081	\$0	\$0	\$0
MICHIGAN STATE UNIVERSITY EXTENSION	11.05	\$660,570	17	10	0	3	18,029	\$1,325,211	\$1,043,000	\$4,829,662
NAT'L SUPERCONDUCTING CYCLOTRON LABORATORY	0.29	\$34,361	6	1	0	1	1,280	\$0	\$0	\$185
PROVOST + OTHER CENTRAL OFFICES	20.17	\$1,543,316	56	23	8	15	324,001	\$8,546,666	\$5,808,029	\$2,667,296
Total	206.21	\$17,929,066	770	302	218	146	1,573,113	\$132,027,951	\$32,410,205	\$15,089,724

Michigan State University Outreach & Engagement Measurement Instrument Report, Jan 1 2005 - Dec 31, 2005.

#1b: University-wide Summary by Engagement Focus Area

Focus Area (Area of Concern) towards which the activity was directed	Academic staff time committed to outreach		Number of responses*	Number of responses whose activity had significant focus on			Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting diversity	International development	Urban issues		University	Partner	
Business and Industrial Development	17.46	\$2,193,030	133	33	43	19	132,166	\$14,389,997	\$3,613,501	\$1,705,355
Children, Youth, and Family (non-school related)	17.17	\$1,224,725	98	45	19	25	112,013	\$4,348,908	\$4,414,679	\$6,755,398
Community and Economic Development	14.60	\$1,108,960	78	42	23	32	18,013	\$10,704,372	\$1,427,000	\$1,041,165
Cultural Institutions and Programs	9.56	\$746,951	76	46	30	11	312,006	\$1,518,066	\$577,750	\$801,682
Education, Pre-Kindergarten through 12th Grade	23.77	\$1,693,648	186	82	30	30	166,365	\$20,406,092	\$6,195,200	\$682,965
Food and Fiber Production and Safety	11.43	\$956,906	37	5	10	2	38,992	\$16,989,623	\$1,779,000	\$152,558
Governance and Public Policy	9.23	\$964,628	84	27	30	14	124,528	\$10,393,722	\$1,161,000	\$624,997
Health and Health Care	27.35	\$2,874,646	139	53	24	25	64,631	\$13,422,909	\$761,002	\$826,765
Labor Relations, Training, and Workplace Safety	5.59	\$440,590	25	10	4	2	10,181	\$2,489,878	\$588,800	\$71,410
Natural Resources, Land Use, and Environment	14.00	\$1,039,823	80	20	21	10	41,894	\$12,073,667	\$3,784,000	\$418,173
Public Safety, Security and Corrections	5.52	\$405,609	20	4	1	8	87,453	\$8,405,960	\$3,100,000	\$60,500
Public Understanding and Adult Learning	17.76	\$1,346,998	156	65	56	27	370,405	\$6,581,774	\$1,155,000	\$2,863,371
Science and Technology	11.15	\$1,079,524	132	33	34	10	94,486	\$8,273,003	\$3,853,273	\$805,385
Total	184.60	\$16,076,037	1244	465	325	215	1,573,113	\$132,827,951	\$32,410,205	\$15,889,724

*: The number of "responses" is greater than the number of "respondents" listed in Table 1a. Each respondent who indicated involvement in engagement had the opportunity to describe those activities under either one or two "areas of concern" - each such description is counted as a separate response. Therefore, there are more "responses" than "respondents."

Michigan State University Outreach & Engagement Measurement Instrument Report, Jan 1 2005 - Dec 31, 2005.

#1c: University-wide summary by Form of Engagement

Form of Engagement the activity took	Academic staff time committed to outreach		Number of responses *	Number of responses where the activity focused on			Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting diversity	International development	Urban issues		University	Partner	
Clinical Service	10.08	\$1,416,780	39	10	2	3	40,964	\$3,854,326	\$77,500	\$40,264
Experiential/Service-Learning	9.40	\$686,577	57	32	12	10	49,100	\$656,975	\$339,500	\$638,700
Outreach Instruction: Credit Courses and Programs	15.45	\$1,297,096	77	38	26	16	42,176	\$7,910,729	\$491,000	\$824,260
Outreach Instruction: Non-Credit Classes and Programs	33.92	\$2,940,900	192	69	52	27	177,467	\$29,618,785	\$1,327,001	\$6,631,762
Outreach Instruction: Public Events and Understanding	24.10	\$1,815,330	212	91	78	28	597,887	\$6,324,934	\$1,528,700	\$2,628,808
Outreach Research	47.42	\$3,999,546	269	112	90	62	525,402	\$40,926,315	\$17,324,053	\$2,965,144
Technical or Expert Assistance	43.21	\$3,764,580	321	107	60	55	130,081	\$40,715,887	\$11,304,451	\$2,391,146
Total	183.67	\$16,020,818	1167	459	320	209	1,563,077	\$130,007,951	\$32,390,205	\$15,020,224

*: The number of 'responses' is greater than the number of 'respondents' listed in Table 1a. Each respondent who indicated involvement in engagement had the opportunity to describe those activities under either one or two 'areas of concern' - each such description is counted as a separate response. Therefore, there are more 'responses' than 'respondents.'

Clinical Service: All client and patient (human and animal) care provided by university faculty through unit-sponsored group practice or as part of clinical instruction and by medical and graduate students as part of their professional education. For example, this may include medical/veterinary clinical practice, counseling or crisis center services, and tax or legal clinic services.

Experiential/Service-Learning: Civic or community service that MSU students perform in conjunction with an academic course or program and that incorporates frequent, structured, and disciplined reflection on the linkages between the activity and the content of the academic experience. Other forms of experiential learning may include career-oriented practica and internships, or volunteer community service.

Outreach Instruction, Credit Courses and Programs: Courses and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor campus staff. Such courses and programs are often scheduled at times and in places convenient to the working adult. Examples include: a weekend MBA program, an off-campus Master's program in Nursing offered in a rural area, an online certificate in medical technology for laboratory professionals, etc.

Outreach Instruction, Non-Credit Classes and Programs: Classes and instructional programs, marketed specifically to those who are neither degree seekers nor campus staff, that are designed to meet planned learning outcomes, but for which academic credit hours are not offered. In lieu of academic credit, these programs sometimes provide certificates of completion or continuing education units, or meet requirements of occupational licensure. Examples include: a short-course for engineers on the use of new composite materials, a summer writing camp for high school children, a personal enrichment program in gardening, leisure learning tours of Europe, etc. Programs designed for and targeted at MSU faculty and staff (such as professional development programs) or MSU degree-seeking students (such as career preparation or study skills classes) are not included.

Outreach Instruction: Public Events and Information: Resources designed for the public include managed learning environments (e.g., museums, libraries, gardens, galleries, exhibits); expositions, demonstrations, fairs, and performances; and educational materials and products (e.g., pamphlets, web sites, educational broadcasting, and software). Most of these experiences are short-term and learner-directed.

Outreach Research: May include applied research, capacity building, evaluation studies, policy analysis, and demonstration projects. Such activities are considered outreach when they are conducted in collaboration or partnership with schools, health organizations, nonprofit organizations, businesses, industries, government agencies, and other external constituents. Most generally they are intended to directly impact external entities or constituents while developing new knowledge. Research conducted specifically for academic purposes or that is shared solely with academic audiences does not constitute outreach research.

Technical or Expert Assistance: Activities where MSU personnel respond to requests from individuals, programs, or agencies and organizations external to the university by sharing their knowledge, expertise, and skills in order to help those entities build capacity to achieve their goals. MSU personnel provide this assistance through direct interaction with the external constituency (as opposed to responding by delivering a pamphlet or reference to a Web site or the like). Activities may focus on using expertise to address or improve the effectiveness and efficiency of the organization or to improve knowledge and skills. This category includes such activities as consulting work that is performed for the benefit of the constituent, expert testimony and other forms of legal advice, assisting agencies and other entities with management and operational tasks. Technical assistance is much broader than providing technology-based assistance even though this might be a form of technical or expert assistance.

Michigan State University Outreach & Engagement Measurement Instrument Report, Jan 1 2005 - Dec 31, 2005.

#1d: University-wide summary by Focus Area/Form of Engagement

Focus Area towards which the activity was directed	Number of responses	Form of Engagement *						
		Clinical Service	Experiential/Service Learning	Outreach Instruction: Credit Courses and Programs	Outreach instruction: Non-Credit Classes and Programs	Outreach Instruction: Public Events and Information	Outreach Research	Technical or Expert Assistance
Business and Industrial Development	133	0	7	13	29	5	37	35
Children, Youth, and Family (non-school related)	98	3	3	6	14	13	31	23
Community and Economic Development	78	1	6	1	3	5	28	27
Cultural Institutions and Programs	76	0	6	5	6	26	13	17
Education, Pre-Kindergarten through 12th Grade	166	3	13	11	49	38	24	36
Food and Fiber Production and Safety	37	0	1	0	5	5	10	15
Governance and Public Policy	64	0	2	4	5	12	16	35
Health and Health Care	139	27	4	12	19	9	38	24
Labor Relations, Training, and Workplace Safety	25	0	0	3	11	1	3	5
Natural Resources, Land Use, and Environment	60	0	4	0	9	13	20	27
Public Safety, Security and Corrections	20	0	1	2	1	2	7	6
Public Understanding and Adult Learning	156	5	8	12	28	60	10	28
Science and Technology	132	0	2	8	13	23	32	43
Total	1244	39	57	77	192	212	269	321

*: Since the Form of Engagement is specified after the Focus Area in the Survey, the total number of responses for all the Form of Engagement aggregated over a Focus Area will be less than or equal to the total number of responses for that Focus Area.

Michigan State University Outreach & Engagement Measurement Instrument Report.

Comparative data by College (2004-2005)

College	Total Number of Respondents		Number of respondents reporting outreach activity		Academic staff time committed to outreach - FTE		Academic staff time committed to outreach - Salary Value		Activity helped generate revenue for University		Attendees/ Participants	
	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004
COLLEGE OF AGRICULTURE & NATURAL RESOURCES	115	115	112	113	41.28	44.15	\$3,255,173	\$3,148,425	\$39,692,373	\$14,110,578	254,234	147,112
COLLEGE OF ARTS AND LETTERS	84	105	62	76	13.47	13.68	\$896,063	\$950,814	\$857,208	\$2,558,120	203,565	414,253
COLLEGE OF BUSINESS (ELI BROAD)	92	82	75	71	13.50	12.29	\$2,058,951	\$1,989,744	\$16,502,104	\$11,827,427	124,178	23,574
COLLEGE OF COMMUNICATION ARTS AND SCIENCES	62	49	48	43	9.34	9.14	\$763,672	\$863,391	\$6,019,196	\$3,263,000	104,250	222,145
COLLEGE OF EDUCATION	22	23	10	19	7.37	7.15	\$618,350	\$549,917	\$9,845,809	\$7,572,700	6,800	22,000
COLLEGE OF ENGINEERING	37	61	20	42	7.23	9.26	\$503,951	\$728,154	\$1,273,850	\$2,364,027	6,954	10,065
COLLEGE OF HUMAN ECOLOGY		10		8		2.15		\$226,222		\$1,498,750		7,340
COLLEGE OF HUMAN MEDICINE	37	74	32	66	6.73	12.63	\$871,125	\$1,029,344	\$1,632,131	\$15,827,654	41,625	47,514
COLLEGE OF NATURAL SCIENCE	118	101	93	84	10.84	9.65	\$1,037,316	\$887,560	\$8,424,626	\$10,991,022	43,386	22,946
COLLEGE OF NURSING	34	8	23	8	6.58	2.33	\$501,625	\$178,484	\$1,835,131	\$375,000	13,483	1,955
COLLEGE OF OSTEOPATHIC MEDICINE	48	22	35	20	9.74	5.63	\$1,326,171	\$853,706	\$9,920,000	\$4,813,000	25,202	19,455
COLLEGE OF SOCIAL SCIENCE	160	100	132	86	37.60	24.17	\$2,797,788	\$1,829,024	\$21,829,923	\$20,014,558	354,860	141,405
COLLEGE OF VETERINARY MEDICINE	25	43	22	37	6.22	10.88	\$631,207	\$1,066,711	\$3,269,000	\$4,593,700	45,890	157,883
INTERNATIONAL STUDIES AND PROGRAMS	10	6	9	6	3.62	2.80	\$914,440	\$223,896	\$7,054,624	\$23,134,000	3,725	5,780
JAMES MADISON COLLEGE	3	1	2	0	0.24		\$36,057		\$0		600	
MICHIGAN STATE UNIVERSITY COLLEGE OF LAW *	9		6		1.02		\$0		\$0		1,081	
MICHIGAN STATE UNIVERSITY EXTENSION	21	107	17	100	11.05	64.65	\$660,570	\$3,254,345	\$1,325,211	\$7,835,057	10,029	139,802
NATIONAL SUPERCONDUCTING CYCLOTRON LABORATORY	6	7	6	6	0.29	0.43	\$34,361	\$43,906	\$0	\$100,000	1,280	325
PROVOST + OTHER CENTRAL OFFICES	70	55	56	44	20.17	18.52	\$1,543,316	\$1,313,840	\$8,546,666	\$4,049,772	324,001	43,200
Total	948	969	770	829	206.21	249.51	\$17,850,106	\$19,823,473	\$192,027,951	\$132,428,365	1,573,113	1,426,044

*: MSU College of Law was not a part of the 2004 data collection cycle

#9 Summary by Dept/Area of Concern/Geog for
COLLEGE OF SOCIAL SCIENCE

Anthropology Social Science

Community and Economic Development

Counties

Ingham, Presque Isle

Cultural Institutions and Programs

Counties

Eaton, Genesee, Ingham, Livingston, Oakland

Internationally

Botswana

Education, Pre-Kindergarten through 12th Grade

Counties

Eaton, Genesee, Ingham, Livingston

Food and Fiber Production and Safety

Counties

Ingham, Presque Isle

Governance and Public Policy

Internationally

Indonesia, Netherlands

Natural Resources, Land Use, and Environment

Counties

Bay, Charlevoix, Ingham, Midland, Saginaw, Shiawassee

Internationally

United Kingdom

Public Understanding and Adult Learning

Counties

Ingham

Internationally

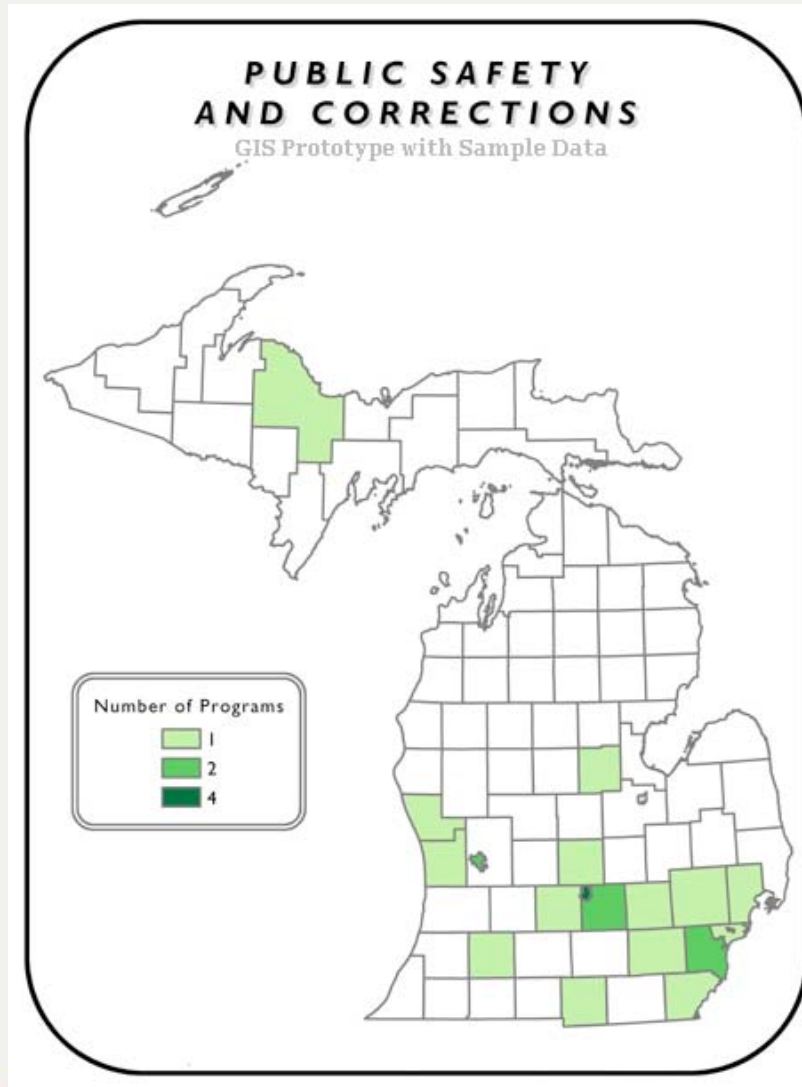
Japan, Mexico

Criminal Justice

Labor Relations, Training, and Workplace Safety

Internationally

Application of Data to GIS



Individual Summaries For College X

Focus Area towards which the activity was directed	Primary Form of Engagement the activity took	Academic staff time committed to outreach		Activity focused on			Attendees	Activity helped generate revenue for		Value of partner's in-kind contribution
		FTE	Salary Value	Promoting diversity	Intl. development	Urban Issues		University	Partner	
A Dept A										
ABEL, LINDA	SPECIALIST-TEACHER	0.05	\$5,138							
Business and Industrial Management	Outreach Instruction: Non-Credit Classes and Programs	0.00	\$257	No	No	No	100	\$0	\$0	\$0
ALLAN, RAN	ASC PROFESSOR	0.05	\$8,740							
Business and Industrial Management	Outreach Research	0.03	\$4,370	No	No	No		\$0	\$0	\$0
Health and Health Care	Outreach Research	0.03	\$4,370	No	No	No		\$0	\$0	\$0
BLACK, JOE	ASC PROFESSOR	0.05	\$5,720							
Arts and Humanities	Outreach Research	0.05	\$5,720	No	No	No	20	\$0	\$0	\$0
DOE, JOE A	PROFESSOR	0.20	\$23,602							
Business and Industrial Management	Outreach Instruction: Non-Credit Classes and Programs	0.20	\$23,602	No	No	No	1,000	\$10,000	\$20,000	\$2,605
ELAN, JEN B	SPECIALIST-ADVISOR	0.01	\$670							
Community and Economic Development	Outreach Research	0.01	\$670	Yes	No	No		\$0	\$0	\$0
GREEN, STEVEN A	ASC PROFESSOR	0.05	\$7,224							
Business and Industrial Management	Outreach Research	0.04	\$5,418	No	Yes	No	15	\$0	\$0	\$1,800
Technology Transfer and Diffusion	Outreach Research	0.01	\$1,806	No	Yes	No	15	\$0	\$0	\$625
HANS, JONATHAN	DISTINGUISHED PROF	0.20	\$55,899							
Business and Industrial Management	Outreach Research	0.15	\$27,949	No	Yes	No	120	\$0	\$0	\$0
Natural Resources, Land Use, and Environment	Public Events and Information	0.09	\$13,975	No	No	Yes	200	\$0	\$200,000	\$0

College Level Analysis

Analysis of Data Collected through the Outreach Measurement Instrument

September, 2003

Pilot Test of the Outreach Measurement Instrument (OMI)

The Office of University Outreach and Engagement has developed a survey instrument on which faculty can report how they are involved in applying their scholarly skills to helping people and organizations address pressing issues facing them in Michigan and beyond. This survey is part of the Office's overall effort to gather information that will allow MSU to "tell its story" about the myriad ways it serves the public which supports it. The survey is designed to collect both quantitative data and narrative description.

In the spring of 2003, University Outreach and Engagement piloted the instrument with nine departments in the areas of applied social and behavioral science (including the fields of communications and business but not education). All faculty and academic staff in those departments were asked to complete the survey as a pilot test of the survey's usability and informativeness.

Results of the Pilot Survey

Return on Investment

Responses to the spring 2003 pilot survey revealed that in nearly 32% of their overall effort, faculty and academic staff in these departments were engaged with organizations and groups outside the academy in applying their scholarship to address pressing issues facing those organizations and communities and/or offering credit and non-credit instruction to non-traditional audiences. That effort constitutes an investment of approximately \$2.2M salary dollars that the University is making to insuring that the University's knowledge resources are used fruitfully by the community. In addition, faculty and academic staff report that their outreach work brought in \$11,375,250 to the University to support that work and, further, that their outreach work

Individual Faculty Report

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Survey of MSU Faculty and Academic Staff

Outreach & Engagement report for Vivek Joshi

Printed on Tuesday, January 03, 2006
January 1, 2005 to December 31, 2005

Overall Effort

85% of my total professional effort during this time period involved outreach activity.

Data about my Outreach & Engagement work in Children, Youth, and Family (non-school related)

50% of my outreach & engagement activities (that is, **42%** of my professional effort) primarily took the form of **Outreach Research** addressing **Children, Youth, and Family (non-school related)** as the area of concern.

Some of my work in this area also took the form of **Technical or Expert Assistance**.

This work focused significantly on **international development and understanding**.

This work was designed to promote **diversity**.

Of my effort in this area, **80%** was directed at institutions and individuals within **Michigan**. Specifically, **50%** was directed within the City of **Detroit** and **10%** was directed within the City of **Grand Rapids**.

This work was designed to impact people and issues within Michigan

100 people participated in this **Outreach Research** activity.

This work was instrumental in securing **\$5,000,000** in gifts, grants, contracts, tuition and/or fees for the University.

This work benefitted from in-kind contributions of Partner staff time estimated at **\$70,000** and Volunteer time estimated at **\$925**.

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

50% of my outreach & engagement activities (that is, **42%** of my professional effort) primarily took the form of addressing **Health and Health Care**.

This work had a significant **urban focus**.

This work was designed to impact people and issues internationally

250 people participated in this activity.

This work was instrumental in securing **\$20,000** in gifts, grants, contracts, tuition and/or fees for the University.

This work helped enable my external partners with whom I was engaged to secure additional revenue from gifts, grants, contracts, tuition or fees.

This work benefitted from in-kind contributions of Partner staff time estimated at **\$3,500** and other materials estimated at **\$5,000**.

Description of my outreach work: Project or Activity 1

I am describing an **ongoing activity** in **Health and Health Care** titled **Blood Lead Level Measurement & Testing**.

It entailed: BLL testing data was collected for children under the age of 5 years. This data was then matched up with their demographic characteristics to generate a model to predict BLL. This model was further refined using Census data to predict the age of the home and hence the composition of materials used in construction

This work which began in **2003** involved:

- Units other than my own.
- Graduate and/or graduate professional students.

The **primary partners** external to MSU involved in the work included: MCH

The external **collaborator/and or sponsor roles** included:

- Identifying issues or problems addressed.
- Participating in research, evaluation, or teaching.
- Sharing responsibility for the dissemination of products or practices.

The following were the **funding sources** for this work:

- Internal MSU grants.
- Governmental agencies (federal, state, and local).

EXTERNAL USES

Classifications

Community Engagement Elective Classification

As of February 28th, 2006 institutions that are engaged with community can apply for a new elective classification for Community Engagement. Elective classifications rely on voluntary application and documentation by institutions. They provide another way for institutions to describe their identity and commitments with a public and nationally recognized classification.

Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Application Process

The application process consists of two steps: first, a letter of intent; and second, responses to a comprehensive documentation framework. The first step requires a brief letter from the institution's president or chief executive indicating a commitment to participate in the documentation process in 2006. (The deadline for letters of intent was April 30, 2006.)

Once participation has been approved, the second step involves documentation using a framework of questions probing both indicators and categories of community engagement. Those questions will initiate an internal process of documentation for the institution and will involve self-assessment, data gathering, and reporting.

Documentation Process

The first stage of the documentation process requires the institution to describe a set of entry or foundational indicators. *Institutional Identity and Culture* and

Carnegie Engagement Classification

Documentation Process

Stage 1: Foundational Indicators

- Institutional Identity and Culture
- Institutional Commitment

Stage 2: Indicators of Focused Engagement Activities

Each institution describes its engagement with community in one of two categories, or may elect to demonstrate how its engagement addresses both categories, as comprehensive community engagement.

- Curricular Engagement
- Outreach and Partnerships



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Institutional Accreditation: An Overview



NCA Accreditation Engagement Criterion

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

5d. Internal and external constituencies value the services the organization provides.

Carnegie and Accreditation Self-Studies

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

Criterion 5: Engagement and Service

Report Prepared for
Higher Learning Commission
of the North Central Association

by

University Outreach and Engagement
December 2005

Carnegie Reclassification Pilot Study

Michigan State University Response

Hiram E. Fitzgerald, Assistant Provost
University Outreach and Engagement

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

with

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

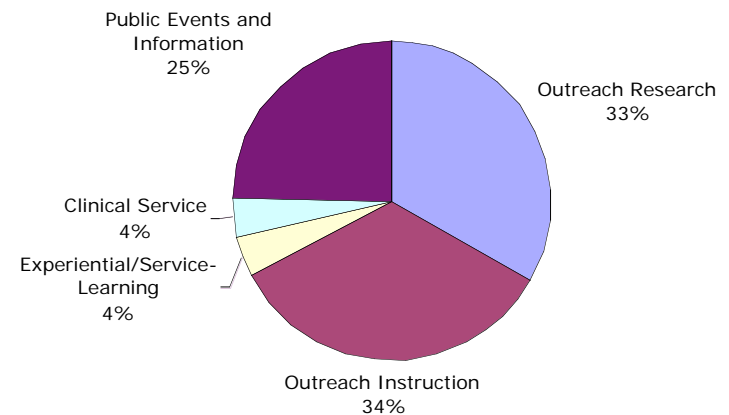
University Outreach and Engagement
Michigan State University

July 2005

MICHIGAN STATE
UNIVERSITY



Primary Form of Engagement for activities focussing significantly on international development and understanding, by percentage of respondents



Carnegie and Accreditation Self-Studies (cont.)

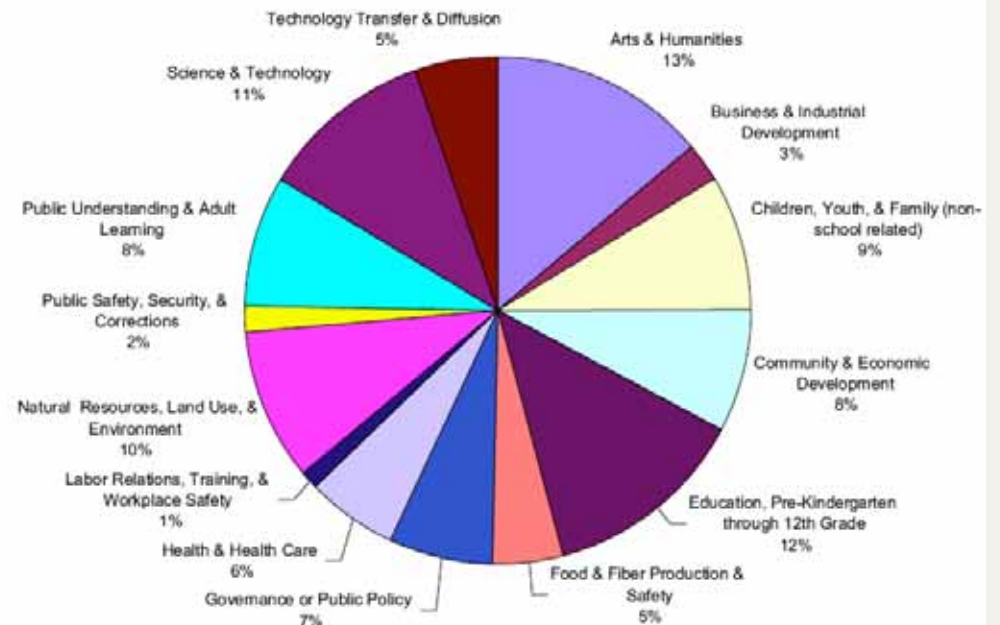
External Partnerships

Type of Partner	Average	Total Number of Respondents*
Human Service	2.06	18
Community Organization	13.07	27
Professional Organization	1.96	28
Business	2.58	40
Government	2.27	93
Health Agency	1.67	12
Schools (PreK-12)	2.75	8
University	1.80	40
Foundation	1.46	13
Other	1.89	27

Collaborative Activities

Indicator of Engagement	Percent of Respondents
Joint planning and assessment	39
Needs assessment	26
Sustained relationships	60
Future plans for sustainability	57
Dissemination of knowledge to the public	54
Community/partner capacity building	30

2004 OEMI Data: Public Events and Information by Areas of Societal Concern



Rapid Response Briefing Material

Briefing Material Examples of MSU Outreach and Engagement in Detroit and Southeast Michigan (Prepared at the request of University Development)

Examples are drawn from data collected through: the annual Outreach and Engagement Measurement Instrument survey of MSU faculty and academic staff, the continuing management of the MSU Statewide Resource Network and Spartan Youth Programs Web site catalogs, and referrals from University Outreach and Engagement staff. Attempts were made to confirm that examples reflect current or very recent activities. Contact information is provided for each.

City of Detroit

ABCS Coaches Institute

Provisions of the federal No Child Left Behind Act of 2001 require schools that are not making "adequate yearly progress" criteria to hire outside assistance to help with school improvement plans. In order to increase the state's capacity to provide such assistance, the Michigan Department of Education issued a competitive grant to MSU's Office of K-12 Outreach to create an Academic Coaches Institute. The MSU team partnered with the Alliance for Building Capacity in Schools (ABCS) to develop the curriculum, then recruited, selected and trained a cohort of coach candidates over a three-month period, culminating in a detailed candidate assessment process using outside evaluators who had experience working in and with high priority schools. The result is a registry of over 90 coaches who are available to work with high priority schools across the state. The development phase of the project was completed in 2004, but the MSU team continues to give technical support to the coaches. Primary target areas include Detroit, Flint, Lansing, and Kalamazoo. *Contact:* Christopher Reimann, College of Education. Phone: (517) 353-8950. E-mail: reimannc@msu.edu.

Broad Partnership Opportunities for Urban Educators

MSU's College of Education and the Detroit Public Schools have formed a partnership with the Broad Foundation to develop highly trained urban educators for service in Detroit schools. The Broad Foundation has committed \$6 million to funding this initiative. The Broad Partnership offers three program opportunities:

- *Broad Summer High School Scholars Program.* Targeting 10th and 11th grade students from Detroit Public Schools, this three-week residential program on the campus of Michigan State University offers students precollege preparation and readiness experiences and in-depth academic skill development, with a focus on a career in education.
- *Broad Future Teachers Award.* Available only to graduates of the Detroit Public Schools



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP)

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Survey

College Senior
Survey (CSS)

Your First College
Year (YFCY)

Using Data
Services

HERI Faculty
Survey

About CIRP

HERI HOME

Faculty Survey: The Survey Instrument

The Faculty Survey questionnaire is a pre-coded four-page form that should take about 20 minutes to complete. The survey covers the following areas:

- teaching practices and research activities
- interactions with students and colleagues
- professional activities
- faculty attitudes and values
- perceptions of the institutional climate
- job satisfaction

The Faculty Survey instrument repeats items from previous years to enable institutional participants to compare current responses with those from earlier surveys. The Faculty Survey is revised prior to each administration to reflect the changing needs of participants. The HERI Staff is assisted in this process through feedback from colleagues at colleges and universities throughout the country and consultation with members of the [HERI Faculty Survey National Advisory Board](#).

Click [here](#) for a sample copy of the 2004-05 instrument.

[Back to menu](#)

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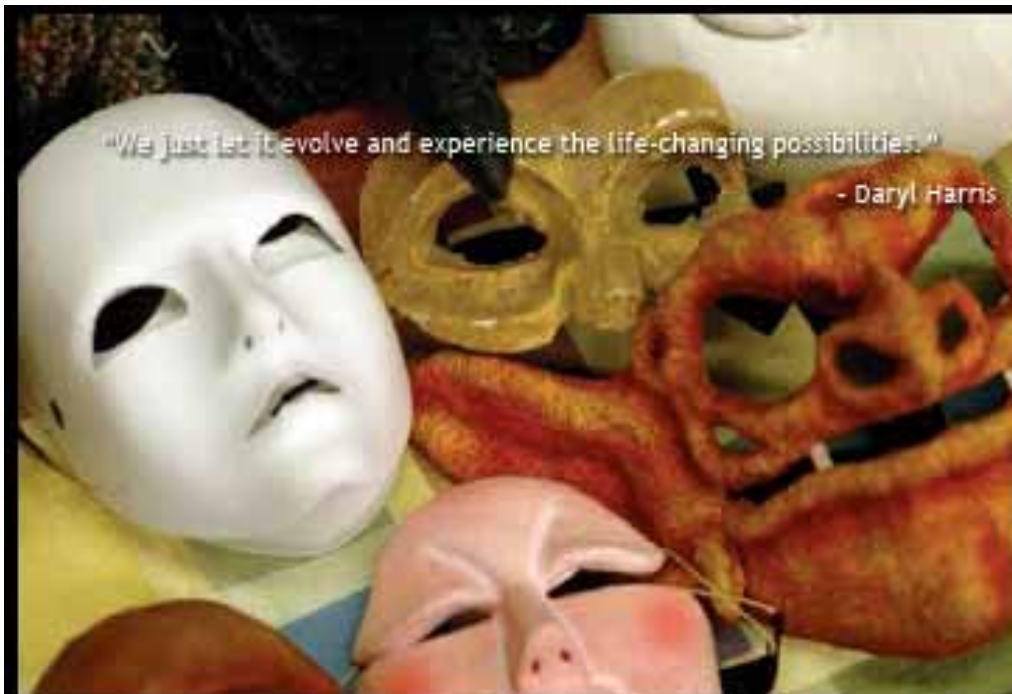
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NKU NORTHERN KENTUCKY UNIVERSITY



"We just let it evolve and experience the life-changing possibilities."

- Daryl Harris

Teaching and Learning Life Skills Through Theatre

For Daryl Harris, teaching the fundamental messages of freedom and self-expression is synonymous with teaching theatre.

Two special groups of northern Kentucky teens performed on Harris' stage during the past school year, accepting the freedom to see things differently, express themselves in a safe, nurturing environment, and just be silly if they wanted.

"Teaching life skills through theatre skills is a way to find out what each person has and use it," says Harris, Department of Theatre and Dance faculty member and director of Children's Theatre Tour Troupe. "It can be

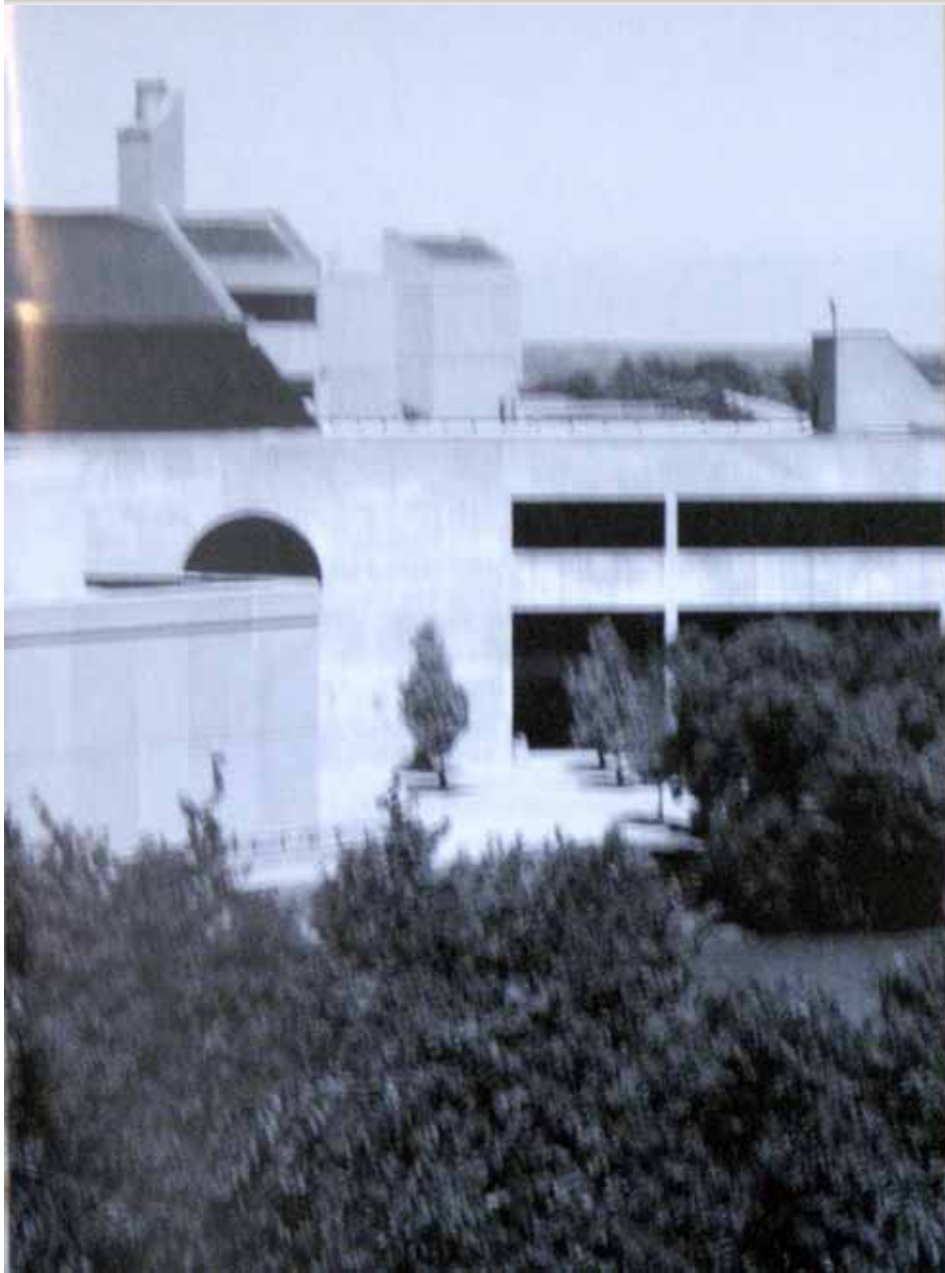
therapy for gifted and troubled youth, teaching multiple approaches to solving problems. We are giving them the tools to make other choices and take better options."

Reprinted from an earlier model dating to 1993, the 10-week Theatre in Diversion program gives 12- to 16-year-old boys and girls in the juvenile court system the opportunity to participate in a unique theatre-based program of self-discovery and self-responsibility as an alternative to other juvenile justice programs.

Earl Kuhnell, field supervisor for the Court Designated Worker Program in Kenton, Boone and Campbell

counties and one of the program organizers, is adamant about giving kids the opportunity to experience and appreciate art as a medium for reflection, creativity and creating a sense of community. "You never know when you're going to hit a nerve, really get to them," he says.





NKU

at a glance

FALL 2005

NKU NORTHERN
KENTUCKY
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Faculty and Staff Outreach and Public Engagement Activities

Focuses identified in NKU's Strategic Agenda	Types of Activities		Estimated Involvement*	
	Boards, Committees & Commissions	Institutional & Individual Projects	Number of NKU Students Participating	Community Members Served
P-12 Education	77	208	1,468	32,523
Economic Development	11	18	218	30,759
Government	22	12	317	8,231
Health Care	20	21	81	910
Environment	19	19	49	591
The Arts	17	57	1,497	15,209
Increasing Public Information	21	67	2,185	202,919
Professional Development	39	43	215	1,580
Social Services	25	26	628	13,469
Other Nonprofits	21	26	94	7,893
Other or Unreported Concerns	58	37	1,362	3,114
Total	330	541	8,124	317,198

* These counts are based on participant surveys and must be regarded as approximate and incomplete estimates. Both student and community members may have been involved in multiple activities or may have been reported by more than one respondent.

MSU Statewide Resource Network

<http://msustatewide.msu.edu>



Statewide
RESOURCE NETWORK

Linking the University's knowledge, expertise, and resources to Michigan's citizens, communities, and organizations

This site links Michigan's professionals and practitioners to MSU's vast resource network, including **continuing professional education** programs and **expert assistance and information**. You'll find links to current programs and project summaries with **complete contact information**.

Search by keyword:

Browse by topic:

Agriculture	Engineering
Animal Care	Environment
Arts & Letters	Government & Law
Business, Labor, & Industry	Health & Medicine
Children, Youth, & Families	Natural Sciences
Community & Economic Development	Social Sciences
Education	Technology & Communications

For more information, e-mail the MSU Statewide Resource Network at sm@msu.edu. For assistance any time, call the toll-free 24-hour MSU Library Computing, and Technology Helpline at **1-800-500-1554**.

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Other MSU sites of interest:

- [Capable Communities](#)
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- [MSU Global Access](#)
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Search other MSU websites with



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- [Government & Law](#)
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- [Natural Sciences](#)
- [Social Sciences](#)
- [Technology & Communications](#)

Information Technology: Center for Leadership of the Digital Enterprise - Industry Partnerships

MSU's *Center for Leadership of the Digital Enterprise*, in the Eli Broad Graduate School of Management, is a research center studying how firms can become successful digital enterprises, i.e., how they can creatively--and successfully--combine information technologies (IT) with business processes, business models, and extended business partnership networks to continually generate superior performance and competitive advantage. Toward this end, the Center encourages partnerships between senior researchers at MSU and members from premier companies in order to shape and prioritize research topics that aim to address business innovation through information technology. While these partnerships are key to the Center's success, they also benefit the corporations involved, through participation on the Center's Advisory Board, company sponsored research projects, representation on Steering Teams, attendance at annual conferences, and first access to the insights emerging from the Center's research.

For more information:
Frederick Rodammer
Email: rodammer@bus.msu.edu
Call: (517) 353-6381 ext:254
Web: <http://www.bus.msu.edu/clode>

Websites open in new window

Spartan Youth Programs



<http://spartanyouth.msu.edu>

Pre-college Programs and Activities for Pre-K through 12th Graders

Check all that apply

Find programs for:

- All grades
- Pre-kindergarten
- K-2nd grade
- 3rd-5th grade
- 6th-8th grade
- 9th-12th grade

Find programs in:

- All topics
- Agriculture
- Animal Care
- Art, Drama, & Music
- Business
- College Preparation
- Computers
- Engineering
- The Environment
- Leadership Skills
- Math & Science
- Social Studies
- Sports & Fitness
- Writing & Language

Optional search features:

- Courses for college credit
- Programs available in summer
- Programs with possible overnight stay



MICHIGAN STATE UNIVERSITY

This website is sponsored by the Office of the Vice Provost for University Outreach

For more information, e-mail Spartan Youth Programs at youth@msu.edu. For assistance any time, call the toll-free 24-hour MSU Libraries, Computer Technology Helpline at 1-800-500-1554.

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Engineering

2+2+2 Program in Engineering

Fall of Each Year

If you are a Lansing Public School student in the 11th grade and are very interested in engineering, you may like to know about the 2+2+2 Program. Each year, promising students are selected to take part in this program that will help bring them through to an engineering degree at MSU. Students in the program spend two years at their high school, two at Lansing Community College, and two at MSU. Tuition is paid for students who maintain a 3.00 GPA at all schools.

For More Information

Dr. Thomas F. Wolff

Email: wolff@egr.msu.edu

Tel.: (517) 355-5120

Web: <http://www.egr.msu.edu/egr/programs/precollege/>

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