Using Engagement Data

Carole A. Beere
Associate Provost for Outreach and
Dean of Graduate Studies
Northern Kentucky University

Burton A. Bargerstock
Director, Communication and Information Technologies
University Outreach and Engagement
Michigan State University

First Annual Kentucky Engagement Conference:
Advancing Kentucky through Engagement
November 29, 2006
INTERNAL USES
ACCOUNTABILITY

INPUTS

OUTPUTS
Outreach and Public Engagement
ANNUAL REPORT FOR 2005-06
Northern Kentucky University
Office of the Associate Provost for Outreach
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
Lain Barksdale
Edward C. Brewer, III
Annette Burkeen
Nancy Lee Finak
Donald Kasee
Jennifer Anglim Kreder
David H. MacKnight
Ljubomir Nacev
Sherry Porter
Frederick R. Schneider
Phillip Sparkes
Mark Stavsky
Adam Todd
John Valaerti
Michael Whittemark
Caryl Zeevaard

College of Arts and Sciences

Amy Rakete
Phil Schmidt
Samuel J. Zachary

Art

Kimberly Allen-Kattus
Barry Andersen
Kelly Jo Asbury
Kevin Booher
Tobias Brusser
Ann England
Barbara Houghton
Lisa Jameson
Andrew Knarr
Julie Mader-Meersman
Kevin Muenie

Biological Sciences

Charles Acosta
Hazel Barton
Richard L. Boyce
Gregory A. Dahlem
Darby Dempsey
Dr. Richard D. Dutschke
Rebecca L. Evans
Karl Hagglund
Miriam Steinitz Kamen

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

### #1a: University-wide Summary

<table>
<thead>
<tr>
<th>College</th>
<th>Academic staff time committed to outreach</th>
<th>Number of respondents reporting outreach activity</th>
<th>Number of respondents whose activity had significant focus on</th>
<th>Attendance/Participants</th>
<th>Activity helped generate revenue for</th>
<th>Value of partner's in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Promoting diversity</td>
<td>International development</td>
<td>Urban Issues</td>
<td>University</td>
<td>Partner</td>
</tr>
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<td>COLLEGE OF AGRICULTURE &amp; NATURAL RESOURCES</td>
<td>11.21</td>
<td>112</td>
<td>31</td>
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<td>2.000</td>
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<td>9</td>
<td>9.006</td>
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<td>21.000</td>
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<td>$3,011,000</td>
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<td>17</td>
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<td>$1,000</td>
<td>$460,000</td>
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<td>12</td>
<td>6.000</td>
<td>$3,000</td>
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<td>65</td>
<td>5.000</td>
<td>$9,045,000</td>
<td>$1,915,000</td>
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<td>6</td>
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<td>$3,000</td>
<td>$578,002</td>
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<td>INTERNATIONAL STUDIES AND PROGRAMS</td>
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<td>4</td>
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<td>$0</td>
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<td>MICHIGAN STATE UNIVERSITY COLLEGE OF LAW</td>
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<td>$0</td>
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<td>NATL SUPERCONDUCTING CYCLOTRON LABORATORY</td>
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<td>1</td>
<td>1.000</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>PROVOST &amp; OTHER CENTRAL OFFICES</td>
<td>20.17</td>
<td>56</td>
<td>22</td>
<td>8.000</td>
<td>$324,001</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>286.21</strong></td>
<td><strong>770</strong></td>
<td><strong>302</strong></td>
<td><strong>218</strong></td>
<td><strong>1,573,113</strong></td>
<td><strong>5,000</strong></td>
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</table>
### #1b: University-wide Summary by Engagement Focus Area

<table>
<thead>
<tr>
<th>Focus Area (Area of Concern) towards which the activity was directed</th>
<th>Academic staff time committed to outreach</th>
<th>Number of responses*</th>
<th>Number of responses whose activity had significant focus on Promoting diversity</th>
<th>Number of responses whose activity had significant focus on International development</th>
<th>Urban Issues</th>
<th>Activity helped generate revenue for University</th>
<th>Activity helped generate revenue for Partner</th>
<th>Value of partner’s in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Industrial Development</td>
<td>17.46</td>
<td>$219,030</td>
<td>133</td>
<td>33</td>
<td>43</td>
<td>19</td>
<td>132,166</td>
<td>$14,369,997</td>
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<td>Children, Youth, and Family (non-school related)</td>
<td>17.17</td>
<td>$1,224,725</td>
<td>99</td>
<td>45</td>
<td>19</td>
<td>25</td>
<td>112,013</td>
<td>$4,349,408</td>
</tr>
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<td>Community and Economic Development</td>
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<td>29</td>
<td>32</td>
<td>18,013</td>
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<td>Cultural Institutions and Programs</td>
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<td>30</td>
<td>11</td>
<td>312,006</td>
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<td>Education, Pre-Kindergarten through 12th Grade</td>
<td>23.77</td>
<td>$1,693,546</td>
<td>155</td>
<td>62</td>
<td>50</td>
<td>30</td>
<td>168,365</td>
<td>$20,436,992</td>
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<tr>
<td>Food and Fiber Production and Safety</td>
<td>11.43</td>
<td>$966,906</td>
<td>57</td>
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<td>10</td>
<td>2</td>
<td>38,992</td>
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<tr>
<td>Governance, and Public Policy</td>
<td>9.23</td>
<td>$644,039</td>
<td>64</td>
<td>27</td>
<td>50</td>
<td>14</td>
<td>124,529</td>
<td>$10,993,722</td>
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<tr>
<td>Health and Health Care</td>
<td>27.55</td>
<td>$2,874,866</td>
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<td>53</td>
<td>24</td>
<td>25</td>
<td>64,631</td>
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<tr>
<td>Labor Relations, Training, and Workplace Safety</td>
<td>5.59</td>
<td>$440,900</td>
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<td>4</td>
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<td>$2,409,979</td>
</tr>
<tr>
<td>Natural Resources, Land Use, and Environment</td>
<td>14.08</td>
<td>$1,039,323</td>
<td>80</td>
<td>20</td>
<td>21</td>
<td>10</td>
<td>41,894</td>
<td>$12,973,957</td>
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<tr>
<td>Public Safety, Security and Corrections</td>
<td>5.52</td>
<td>$405,009</td>
<td>20</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>87,458</td>
<td>$8,405,950</td>
</tr>
<tr>
<td>Public Understanding and Adult Learning</td>
<td>17.76</td>
<td>$1,346,998</td>
<td>156</td>
<td>65</td>
<td>56</td>
<td>27</td>
<td>379,436</td>
<td>$8,581,714</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>11.15</td>
<td>$1,099,294</td>
<td>132</td>
<td>33</td>
<td>34</td>
<td>10</td>
<td>94,466</td>
<td>$8,273,803</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184.68</strong></td>
<td><strong>$16,076,257</strong></td>
<td><strong>1214</strong></td>
<td><strong>466</strong></td>
<td><strong>325</strong></td>
<td><strong>215</strong></td>
<td><strong>1,673,111</strong></td>
<td><strong>$133,237,951</strong></td>
</tr>
</tbody>
</table>

* 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 one or two “area of concern”. Each such description is counted as a separate response. Therefore, there are more “responses” than “respondents.”
# 1c: University-wide summary by Form of Engagement

<table>
<thead>
<tr>
<th>Form of Engagement the activity took</th>
<th>Academic staff time committed to outreach FTE</th>
<th>Salary Value</th>
<th>Number of responses</th>
<th>Number of responses where the activity focused on</th>
<th>Attendees/Participants</th>
<th>Activity helped generate revenue for</th>
<th>Value of partner's in-kind contribution</th>
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</thead>
<tbody>
<tr>
<td>Clinical Service</td>
<td>10.08</td>
<td>$1,416,710</td>
<td>39</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>40,964</td>
</tr>
<tr>
<td>Experiential/Service-Learning</td>
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<td>57</td>
<td>32</td>
<td>12</td>
<td>18</td>
<td>49,100</td>
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<tr>
<td>Outreach Instruction: Credit Courses and Programs</td>
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<td>$1,297,095</td>
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<td>26</td>
<td>15</td>
<td>42,116</td>
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<td>Outreach Instruction: Non-Credit Classes and Programs</td>
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<td>$2,640,900</td>
<td>192</td>
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<td>52</td>
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<tr>
<td>Outreach Instruction: Public Events and Understanding</td>
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<td>91</td>
<td>79</td>
<td>23</td>
<td>697,697</td>
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<tr>
<td>Outreach Research</td>
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<td>369</td>
<td>112</td>
<td>90</td>
<td>62</td>
<td>515,422</td>
</tr>
<tr>
<td>Technical or Expert Assistance</td>
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<td>$3,754,589</td>
<td>321</td>
<td>107</td>
<td>60</td>
<td>55</td>
<td>130,031</td>
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<tr>
<td><strong>Total</strong></td>
<td>163.67</td>
<td>$16,020,819</td>
<td>1167</td>
<td>455</td>
<td>320</td>
<td>209</td>
<td>1,540,077</td>
</tr>
</tbody>
</table>

*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/cancer clinics, practice counseling or crisis center services, and for 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 links between the activity and the content of the academic experience. Other forms of experiential learning may include career-oriented practica and internships, or service learning/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 an urban area, an online certificate in medical technology for laboring 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 occupation or 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, foreign 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), exposions, 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 interactions with the external constituency (e.g., responding by delivering a pamphlet or reference to a website of this kind). 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.
#1d: University-wide summary by Focus Area/Form of Engagement

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Number of responses</th>
<th>Clinical Service</th>
<th>Experiential/Service Learning</th>
<th>Outreach Instruction: Credit Courses and Programs</th>
<th>Outreach Instruction: Non-Credit Classes and Programs</th>
<th>Outreach Instruction: Public Events and Information</th>
<th>Outreach Research</th>
<th>Technical or Expert Assistance</th>
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</thead>
<tbody>
<tr>
<td>Business and Industrial Development</td>
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<td>0</td>
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<td>13</td>
<td>29</td>
<td>5</td>
<td>37</td>
<td>36</td>
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<tr>
<td>Children, Youth, and Family (non-school related)</td>
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<td>3</td>
<td>6</td>
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<td>13</td>
<td>31</td>
<td>22</td>
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<td>Community and Economic Development</td>
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<td>3</td>
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<td>20</td>
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<td>Cultural Institutions and Programs</td>
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<td>5</td>
<td>6</td>
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<td>19</td>
<td>16</td>
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<tr>
<td>Education, Pre-Kindergarten through 12th Grade</td>
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<td>11</td>
<td>49</td>
<td>30</td>
<td>24</td>
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<td>Governance and Public Policy</td>
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<td>4</td>
<td>5</td>
<td>12</td>
<td>15</td>
<td>35</td>
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<td>Health and Health Care</td>
<td>139</td>
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<td>4</td>
<td>12</td>
<td>19</td>
<td>9</td>
<td>38</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
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<tr>
<td>Natural Resources, Land Use, and Environment</td>
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<td>4</td>
<td>0</td>
<td>9</td>
<td>13</td>
<td>20</td>
<td>27</td>
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<td>Public Safety, Security and Corrections</td>
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<td>0</td>
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<td>2</td>
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<td><strong>Total</strong></td>
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<td><strong>77</strong></td>
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<td><strong>212</strong></td>
<td><strong>269</strong></td>
<td><strong>321</strong></td>
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* 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.
## Comparative data by College (2004-2005)

<table>
<thead>
<tr>
<th>College</th>
<th>Total Number of Respondents</th>
<th>Number of respondents reporting outreach activity</th>
<th>Academic staff time committed to outreach • FTE</th>
<th>Academic staff time committed to outreach • Salary Value</th>
<th>Activity helped generate revenue for University</th>
<th>Attendees/Participants</th>
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</table>

* 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

<table>
<thead>
<tr>
<th>Focus Area towards which the activity was directed</th>
<th>Primary Form of Engagement the activity took</th>
<th>Academic staff time committed to outreach</th>
<th>Activity focused on Promoting diversity</th>
<th>Intl. development</th>
<th>Urban Issues</th>
<th>Attendeess</th>
<th>Activity helped generate revenue for</th>
<th>University</th>
<th>Partner</th>
<th>Value of partner's in-kind contribution</th>
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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 insure that the University’s knowledge resources are used fruitfully by the community. In addition, faculty and academic staff report that their outreach work brought in $11,375,250 to the University to support that work and further that their outreach work...
Individual Faculty Report

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 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.
- 100 people participated in the 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 benefited 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.
- 200 people participated in this activity.
- This work was instrumental in securing $26,000 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 benefited from in-kind contributions of Partner staff time estimated at $45,000 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: MDCH.

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
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, 2005.)

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
The Higher Learning Commission

Institutional Accreditation: An Overview

30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
800-621-7440 | Fax: 312-213-7662
e-mail: info@nlcommission.org

www.ncahigherlearningcommission.org

Serving the common good by assuring and advancing the quality of higher learning
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

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

- Outreach Research: 33%
- Outreach Instruction: 34%
- Clinical Service: 4%
- Experiential/Service-Learning: 4%
- Public Events and Information: 25%
### External Partnerships

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<th>Average</th>
<th>Total Number of Respondents*</th>
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<td>Health Agency</td>
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<td>Schools (PreK-12)</td>
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<td>Foundation</td>
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<td>Other</td>
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### Collaborative Activities

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<th>Indicator of Engagement</th>
<th>Percent of Respondents</th>
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</thead>
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<tr>
<td>Needs assessment</td>
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<tr>
<td>Sustained relationships</td>
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<tr>
<td>Future plans for sustainability</td>
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<tr>
<td>Dissemination of knowledge to the public</td>
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</tr>
<tr>
<td>Community/partner capacity building</td>
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</table>
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

- Broad Urban Teacher residency program. The Urban Teacher Residency Program is a one-year program designed to help recent college graduates develop the skills necessary to teach effectively in urban settings.

- Broad Urban Teacher Residency Program. The Urban Teacher Residency Program is a one-year program designed to help recent college graduates develop the skills necessary to teach effectively in urban settings.
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.
PUBLIC RELATIONS
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 Harris' staging 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 Troupes. "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 article dating to 1999, the 10-week Theatre in Diversification program gives 13- 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.
## Faculty and Staff Outreach and Public Engagement Activities

<table>
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<th>Focuses identified in NKU's Strategic Agenda</th>
<th>Types of Activities</th>
<th>Estimated Involvement*</th>
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<tbody>
<tr>
<td></td>
<td>Boards, Committees &amp; Commissions</td>
<td>Institutional &amp; Individual Projects</td>
<td>Number of NKU Students Participating</td>
</tr>
<tr>
<td>P-12 Education</td>
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<td>208</td>
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<tr>
<td>Economic Development</td>
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<td>Government</td>
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<td>Health Care</td>
<td>20</td>
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<td>Environment</td>
<td>19</td>
<td>19</td>
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<tr>
<td>The Arts</td>
<td>17</td>
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<td>1,497</td>
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<tr>
<td>Increasing Public Information</td>
<td>21</td>
<td>67</td>
<td>2,185</td>
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<td>Professional Development</td>
<td>39</td>
<td>43</td>
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<td>Social Services</td>
<td>25</td>
<td>26</td>
<td>628</td>
</tr>
<tr>
<td>Other Nonprofits</td>
<td>21</td>
<td>26</td>
<td>94</td>
</tr>
<tr>
<td>Other or Unreported Concerns</td>
<td>58</td>
<td>37</td>
<td>1,362</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>330</strong></td>
<td><strong>541</strong></td>
<td><strong>8,124</strong></td>
</tr>
</tbody>
</table>

* 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.
Spartan Youth Programs

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

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@eap.msu.edu
Tel: (517) 355-5120
Web: http://www.eap.msu.edu/egr/programs/precollege/

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Contact Information

University Outreach and Engagement
Michigan State University
Kellogg Center, Garden Level
East Lansing, MI 48824-1022
Phone: (517) 353-8977
Fax: (517) 432-9541
E-mail: outreach@msu.edu
Web site: outreach.msu.edu

Office of the Associate Provost for Outreach
Northern Kentucky University
818 Lucas Administrative Center
Highland Heights, KY 41099
Phone: (859) 572-5917
Fax: (859) 572-5890
E-mail: nkoupe@nku.edu
Web site: www.nku.edu/~nkoupe