



MICHIGAN STATE
UNIVERSITY

Advancing Knowledge.
Transforming Lives.

Using Outreach Data to Tell the Institution's Story

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University Continuing Education Association Annual Conference
Community of Practice on Outreach and Engagement
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About Michigan State University

- Rich Land Grant History
 - 1855 Pioneer Land Grant
 - MSU Extension Active in All 83 Counties of Michigan
- 13 Degree-granting Colleges and an Affiliated Law College
 - Includes Human, Osteopathic, and Veterinary Medicine Colleges
 - More than 200 Programs of Study
- 44,836 Students
 - 35,408 Undergraduate
 - 9,428 Graduate and Graduate Professional
- Campus
 - Located in East Lansing, Three Miles East of Michigan's Capitol
 - 5,700 Acre Campus, with Additional 15,000 Acres Statewide
 - Largest Residence Hall System in the United States
- 4,500 Faculty and Academic Staff Members
 - \$303 Million in Sponsored Research Last Year

Context for this Work

- Defining Outreach

<http://www.msu.edu/unit/outreach/missioncontents.html>

“Outreach is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.”

- Establishing University-wide Office

- Evaluating Quality Outreach

- Points of Distinction

<http://www.msu.edu/unit/outreach/pubs/pod.pdf>

- Reappointment, Promotion, & Tenure

- Measuring Outreach

- Pilot Studies
- Faculty-based Format
- Faculty Engagement Interview Project

Context for this Work (continued)

- Institutional Alignments
 - Representation in University-wide Committees
 - Establishing New Academic Governance Body
- National Efforts
 - CIC Committee on Engagement
<http://www.cic.uiuc.edu/groups/CommitteeOnEngagement/index.shtml>
“Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”
 - NALUGC CECEPS Benchmarking Taskforce
http://www.nasulgc.org/councils_extension.htm
 - Carnegie Foundation Community Engagement Classification
http://www.carnegiefoundation.org/newsroom/press_releases/05.01.2.htm
 - MSU Benchmarking Conference
<http://csue.msu.edu/>
 - Institutional Partnerships: Consideration of National Data Sets

Reasons for Measurement

- Planning Data
- Cross-Institutional Comparisons
- Scholarship on Higher Education
- Telling the Story to the University's Many Publics

Making a Compelling Case: Altruism vs. Revenue Generation

- Elected Officials
- Accrediting Agencies
- Classification Systems, such as Carnegie
- Funding Agencies
- Media

Identifying, Designing, and Collecting

- Existing data systems—
 - Contracts and Grants Administration
 - Noncredit Instructional Reports
 - Faculty Professional Accomplishments Forms
 - Faculty Effort Forms
 - Extension Reporting Systems
- New Charge from the Provost
- The Outreach & Engagement Measurement Instrument (OEMI)

Outreach & Engagement Measurement Instrument

The Provost's Office is asking you to complete this form in order to help increase public understanding of Michigan State University's outreach and engagement effort. The Instrument gathers numerical data about your outreach activities along six dimensions:

- the **time spent** on those activities
- the **areas of concern** on which those activities focus
- the **forms** those activities take
- the **locations** to which those activities are directed
- the number of **non-university participants** in those activities
- the amount of **external funding and in-kind support** generated for those activities

The data will be aggregated at the unit, college, and university levels. However, because outreach activities are so varied - in purpose, method, and impact - an aggregate set of numbers will fail to capture the full picture of MSU engagement with those outside the academy. To develop a more balanced picture, the final section of the instrument asks for additional descriptive information about purposes, methods, disciplinary and interdisciplinary perspectives, impacts on ongoing research, and impacts on the external audiences. Providing this information takes more time, but it will enable the University to showcase its faculty's contributions to the public that supports it.

Who should complete the form

All faculty, academic specialists, research associates, extension specialists, and visiting faculty should complete the form. Graduate student employees are not included at this time. Even if you were not engaged in outreach & engagement activities during this calendar year, please take a moment to so indicate on the measurement form because it is very important to us to be able to distinguish those who are not currently active in this aspect of the University's mission from those who simply neglected to fill out the form.

What to report

Please take a comprehensive view of outreach & engagement as you complete this form. Outreach is scholarly activity conducted for the direct benefit of audiences external to the academy - for example, non-traditional students, government agencies, industrial firms and associations, health and welfare organizations, preK-12 schools, labor organizations, and the like. Outreach occurs when members of the University make their expertise available in formats different from those most often found on campus: for example, by scheduling instruction at times and in places convenient to the working adult, or by communicating research results in ways that the external audience finds both understandable and usable. At its best engagement involves shared goals, expertise, and resources and results in mutually identified benefits.

Outreach is an aspect of many different kinds of scholarly work, not a separate sphere of activity distinct from teaching or research, nor is it identical with "service." Most outreach & engagement activities conducted by university faculty occur as an aspect of the faculty member's teaching or research activities. It is very likely that you will include on this form data on activities that you may have reported in other places as instruction or research. Thus, the first question on this survey mirrors the final question on the Faculty Effort Form: What percentage of your total effort across all the categories of your academic work (*i.e.*, instruction, advising, research and creative activity, service, and administration) has an outreach component?

Enter your MSU Net ID and password below to log in. Leave the Authenticator field set to MSU Net. **Note:** your web browser must accept cookies to log into this site. See the [troubleshooting](#) page for more information.

Login

NetID: @msu.edu

Password:

Authenticator: MSU Net

For Authorized Use Only

Outreach/Engagement is

... a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.

[University Outreach at Michigan State University, 1993](#)

... the partnership of university knowledge and resources with those of the public and private sectors

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

[Adapted from the CIC Committee on Engagement](#)

Outreach & Engagement Measurement Instrument: Main Menu

Reporting period: **January 1, 2004** through **December 31, 2004**.

Respondent: Joshi, Vivek

This survey is divided into four parts or sections. As you complete a section, click the **Proceed to next section** button to submit your responses for this section and move to the next section. If you are unable to complete a section you may return later to complete it by clicking on the **Save and return later** button at the bottom of each section. If you have to leave a section to go to a previous section, click on **Save and return later** to save your responses for the current section. You must complete Section One before proceeding to Section Two, and Section Two before proceeding to Sections Three and Four.

All responses must be completed by **February 15, 2005**, when the file will be "frozen" and the data aggregated. Until that date you can review, edit, or update your survey responses simply by returning to one or more sections of the Instrument, changing one or more of the responses, and clicking on **Logout** or the **Save and return later** button.

Note: Each section has a **two-hour** expiration time. If you need to step away from your computer, use the **Save and return later** button at the bottom of the section. You may take as long as you need to complete any section of the survey as long as you save your partial work before the interval elapses.

Survey Sections

The status of each section is shown below. Start by clicking the Section One link.

- [Section One](#) - Data entry not yet completed
- Section Two (Complete Section One first)
- Section Three (Complete Sections One and Two first)
- Section Four (Complete Sections One, Two, and Three first)

View a [printable page](#) of your responses to save for your records.

[Log out](#). You can return later to update or continue with the survey.

Current Survey Section



Outreach & Engagement Measurement Instrument: Section One

Scope of Your Outreach & Engagement Work from January 1, 2004 to December 31, 2004

For this period, what percentage of your time did you expend in outreach work? Count all work that has an engagement component, namely, that portion of your teaching, research, and service that is conducted for the direct and immediate benefit of audiences external to the academy. Include your time spent in planning, preparing, advising, and assessing as it relates to outreach activity. Please enter the percentage of your time you *spent* in outreach & engagement work, not the percentage of your time that may have been formally assigned to this function by your department or college.

Note: This survey does not measure outreach & engagement as unique activities separate from teaching and/or research and/or service. Rather, outreach occurs when a person's research, teaching, or service activity significantly engages that person's scholarly expertise with communities and/or organizations outside the academy with the direct goal of improving outcomes for those who live and work in them.

- I did not participate in any outreach & engagement activity during this time period.
You do not need to complete the rest of the survey. Thank you.

[Log Out](#)

- I spent % of my time on outreach & engagement activity from January 1, 2004 to December 31, 2004.

[Proceed to next section](#)

[Save and return later](#)

Current Survey Section



Outreach & Engagement Measurement Instrument: Section Two

Scope of Your Outreach & Engagement Work from January 1, 2004 to December 31, 2004

On what one or two primary areas of concern did your outreach & engagement activities focus? Select one or two areas from the list below.

Note: Subsequent questions on this survey ask you to identify activities which emphasize urban, international, diversity, and service learning perspectives; thus those concerns are not included in this list.

Area 1 Area 2 Areas of Concern

- Arts and Humanities
- Business and Industrial Management
- Children, Youth, and Family (non-school related)
- Community and Economic Development
- Education, Pre-Kindergarten through 12th Grade
- Food and Fiber Production and Safety
- Governance or Public Policy (Not related to other areas listed here)
- Health and Health Care
- Labor Relations, Training, and Workplace Safety
- Natural Resources, Land Use, and Environment
- Public Safety, Security and Corrections
- Public Understanding and Adult Learning
- Science and Technology (Not related to other areas listed here)
- Technology Transfer and Diffusion
- No second area

Proceed to next section

Save and return later

Current Survey Section



Outreach & Engagement Measurement Instrument: Section Three

Scope of Your Outreach & Engagement Work from January 1, 2004 to December 31, 2004

Note: This section uses pop-up windows for some data input and definitions. If you have problems entering data please disable your pop-up blocker.

What percentage of your *total outreach & engagement effort* was devoted to the areas of concern that you chose in the previous question? You indicated that you spent **80%** of your time in outreach activity. Of that 80%, if three-quarters of that time is focused on Health and Health Care, enter 75% in that column, not 60%. If the areas of concern you chose do not include all your outreach & engagement activity, the total entered should be less than 100%.

Health and Health Care	Technology Transfer and Diffusion
60 %	40 %

Did the activity focus significantly on international development and understanding?

<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input checked="" type="radio"/> No
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Did the activity primarily focus on urban issues?

<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
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Was the activity designed to promote diversity and accessibility?

<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> Yes	<input checked="" type="radio"/> No
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What forms of outreach & engagement activities did you engage in? In each area of concern, choose a primary form and as many other forms as apply. Click the name of any form to see its definition.

[Outreach Research](#)

Health and Health Care	Technology Transfer and Diffusion		
Choose one as the primary form	Select all that apply	Choose one as the primary form	Select all that apply
<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>

[Outreach Instruction: Credit Courses and Programs](#)

<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
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[Outreach Instruction: Non-Credit Classes and Programs](#)

<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input checked="" type="checkbox"/>
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[Experiential/Service-Learning](#)

<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
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[Clinical Service](#)

<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
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[Public Events and Information](#)

<input type="radio"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>
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Did the activity focus significantly on international development and understanding?

Yes

No

Did the activity primarily focus on urban issues?

Yes

No

Was the activity designed to promote diversity and accessibility?

Yes

No

Yes

No

What forms of outreach & engagement activities did you engage in? In each area of concern, choose a primary form and as many other forms as apply. Click the name of any form to see its definition.

[Outreach Research](#)

Choose one as the primary form

Select all that apply

Choose one as the primary form

Select all that apply

[Outreach Instruction: Credit Courses and Programs](#)

[Outreach Instruction: Non-Credit Classes and Programs](#)

[Experiential/Service-Learning](#)

[Clinical Service](#)

[Public Events and Information](#)

How many people attended or participated in your outreach & engagement programs or activities?

For example, count participants in your non-credit classes and programs and in your off-campus courses and

Health and Health Care

Technology Transfer and Diffusion

Outreach Research [Close](#)

May include applied research, capacity-building, evaluation studies and services, policy analysis, consulting and technical assistance, and technology transfer. 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.

Outreach Instruction: Credit Courses and Programs [Close](#)

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 [Close](#)

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.

Experiential/Service-Learning [Close](#)

Civic or community service that 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.

Clinical Service [Close](#)

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.

Public Events and Information [Close](#)

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, websites, educational broadcasting, and software). Most of these experiences are short-term and learner-directed.

Did the activity primarily focus on urban issues?

Was the activity designed to promote diversity and accessibility?

What forms of outreach & engagement activities did you engage in? In each area of concern, choose a primary form and as many other forms as apply. Click the name of any form to see its definition.

[Outreach Research](#)

[Outreach Instruction: Credit Courses and Programs](#)

[Outreach Instruction: Non-Credit Classes and Programs](#)

[Experiential/Service-Learning](#)

[Clinical Service](#)

[Public Events and Information](#)

How many people attended or participated in your activity?

Health

Choose or primary

<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Health and Health Care

Technology Transfer and Diffusion

How many people attended or participated in 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 (e.g., preK-12 teachers and their students).

Health and Health Care

Technology Transfer and Diffusion

100

To which locations are your programs or activities directed? For each area of concern, choose one of the three options. If you indicate that your outreach took place in locations internationally, nationally or in Michigan, a second window will open and allow you to specify the locations. You can also click on the link to open the window.

Health and Health Care

- My outreach activity in this area of concern was **directed** primarily at institutions and individuals **in Michigan**
[Specify locations](#)
- My outreach activity in this area of concern was **directed** primarily or specifically at institutions or individuals **within the United States but outside of Michigan**
[Specify states](#)
- My outreach activity in this area of concern was **directed** primarily or specifically at institutions or individuals **internationally**
[Specify countries](#)

Technology Transfer and Diffusion

- My outreach activity in this area of concern was **directed** primarily at institutions and individuals **in Michigan**
[Specify locations](#)
- My outreach activity in this area of concern was **directed** primarily or specifically at institutions or individuals **within the United States but outside of Michigan**
[Specify states](#)
- My outreach activity in this area of concern was **directed** primarily or specifically at institutions or individuals **internationally**
[Specify countries](#)

- Select **only one** geographical category; i.e. throughout Michigan, Cities, Metro Areas or Counties.
- Within a geographical category, you can make multiple selections.
- Changing the geographical category will delete the selections for other categories and deselect that category.
- The M.S.U. Extension regions are provided as a convenience to enable multiple selections with one click; selecting an Extension region selects all the counties within that region. These counties can then be individually deselected.
- When completed please click on the **Done** button at the bottom of this form.

[Cancel changes and close](#)

Click here if your work was directed **throughout Michigan** and not to any specific place.

<input type="radio"/> Cities		<input type="radio"/> Metro Areas		<input checked="" type="radio"/> Counties			
		<input type="checkbox"/> Upper Peninsula	<input type="checkbox"/> Northern Lower Peninsula	<input type="checkbox"/> West Central	<input type="checkbox"/> East Central	<input type="checkbox"/> SouthWest	<input type="checkbox"/> SouthEast
<input type="checkbox"/> Ann Arbor <input type="checkbox"/> Battle Creek <input type="checkbox"/> Detroit <input type="checkbox"/> East Lansing <input type="checkbox"/> Flint <input type="checkbox"/> Grand Rapids <input type="checkbox"/> Jackson <input type="checkbox"/> Kalamazoo <input type="checkbox"/> Lansing <input type="checkbox"/> Marquette <input type="checkbox"/> Midland <input type="checkbox"/> Traverse City Other Cities (separate by commas) <input type="text"/>	<input type="checkbox"/> Detroit Metro Area <input type="checkbox"/> Grand Rapids Metro Area <input type="checkbox"/> Grand Traverse Bay Area <input type="checkbox"/> Lansing Metro Area <input type="checkbox"/> Saginaw Bay Area	<input type="checkbox"/> Alger <input type="checkbox"/> Baraga <input type="checkbox"/> Chippewa <input type="checkbox"/> Delta <input type="checkbox"/> Dickinson <input type="checkbox"/> Gogebic <input type="checkbox"/> Houghton <input type="checkbox"/> Iron <input type="checkbox"/> Keweenaw <input type="checkbox"/> Luce <input type="checkbox"/> Mackinac <input type="checkbox"/> Marquette <input type="checkbox"/> Menominee <input type="checkbox"/> Ontonagon <input type="checkbox"/> Schoolcraft	<input type="checkbox"/> Alcona <input type="checkbox"/> Alpena <input type="checkbox"/> Antrim <input type="checkbox"/> Benzie <input type="checkbox"/> Charlevoix <input type="checkbox"/> Cheboygan <input type="checkbox"/> Crawford <input type="checkbox"/> Emmet <input type="checkbox"/> Grand Traverse <input type="checkbox"/> Iosco <input type="checkbox"/> Kalkaska <input type="checkbox"/> Leelanau <input type="checkbox"/> Missaukee <input type="checkbox"/> Montmorency <input type="checkbox"/> Ogemaw <input type="checkbox"/> Oscoda <input type="checkbox"/> Otsego <input type="checkbox"/> Presque Isle <input type="checkbox"/> Roscommon <input type="checkbox"/> Wexford	<input type="checkbox"/> Allegan <input type="checkbox"/> Barry <input type="checkbox"/> Ionia <input type="checkbox"/> Kent <input type="checkbox"/> Lake <input type="checkbox"/> Manistee <input checked="" type="checkbox"/> Mason <input checked="" type="checkbox"/> Mecosta <input type="checkbox"/> Montcalm <input type="checkbox"/> Muskegon <input type="checkbox"/> Newaygo <input type="checkbox"/> Oceana <input type="checkbox"/> Osceola <input type="checkbox"/> Ottawa	<input type="checkbox"/> Arenac <input type="checkbox"/> Bay <input type="checkbox"/> Clare <input type="checkbox"/> Clinton <input type="checkbox"/> Gladwin <input type="checkbox"/> Gratiot <input checked="" type="checkbox"/> Huron <input checked="" type="checkbox"/> Isabella <input checked="" type="checkbox"/> Midland <input checked="" type="checkbox"/> Saginaw <input type="checkbox"/> Sanilac <input type="checkbox"/> Shiawassee <input type="checkbox"/> Tuscola	<input type="checkbox"/> Berrien <input type="checkbox"/> Branch <input type="checkbox"/> Calhoun <input type="checkbox"/> Cass <input type="checkbox"/> Eaton <input type="checkbox"/> Hillsdale <input checked="" type="checkbox"/> Ingham <input checked="" type="checkbox"/> Jackson <input type="checkbox"/> Kalamazoo <input type="checkbox"/> St. Joseph <input type="checkbox"/> Van Buren	<input type="checkbox"/> Genesee <input type="checkbox"/> Lapeer <input type="checkbox"/> Lenawee <input type="checkbox"/> Livingston <input type="checkbox"/> Macomb <input type="checkbox"/> Monroe <input type="checkbox"/> Oakland <input type="checkbox"/> St. Clair <input type="checkbox"/> Washtenaw <input type="checkbox"/> Wayne

Done

- When completed please click on the **Done** button at the bottom of this form.

[Cancel changes and close](#)

Click here if your work was directed generally across the U.S. and not to any particular state

Alabama

Alaska

Arizona

Arkansas

California

Colorado

Connecticut

Delaware

District of Columbia

Florida

Georgia

Hawaii

Idaho

Illinois

Indiana

Iowa

Kansas

Kentucky

Louisiana

Maine

Maryland

Massachusetts

Minnesota

Mississippi

Missouri

Montana

Nebraska

Nevada

New Hampshire

New Jersey

New Mexico

New York

North Carolina

North Dakota

Ohio

Oklahoma

Oregon

Pennsylvania

Rhode Island

South Carolina

South Dakota

Tennessee

Texas

Utah

Vermont

Virginia

Washington

West Virginia

Wisconsin

Wyoming

Done

- When completed please click on the **Done** button at the bottom of this form.
- Following is the list of countries with the population of 10 million or greater. If you directed your outreach activity toward institutions or individuals in a country(ies) that is not listed, please [see the full list of countries](#).

[Cancel changes and close](#)

Click here if your work was directed to international audiences in general and not to those in any particular country

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Afghanistan | <input type="checkbox"/> Czech Republic | <input type="checkbox"/> Madagascar | <input type="checkbox"/> Serbia and Montenegro |
| <input type="checkbox"/> Algeria | <input type="checkbox"/> Ecuador | <input type="checkbox"/> Malawi | <input type="checkbox"/> South Africa |
| <input type="checkbox"/> Angola | <input type="checkbox"/> Egypt | <input type="checkbox"/> Malaysia | <input type="checkbox"/> Spain |
| <input checked="" type="checkbox"/> Argentina | <input type="checkbox"/> Ethiopia | <input type="checkbox"/> Mali | <input type="checkbox"/> Sri Lanka |
| <input type="checkbox"/> Australia | <input type="checkbox"/> France | <input type="checkbox"/> Mexico | <input type="checkbox"/> Sudan |
| <input type="checkbox"/> Bangladesh | <input type="checkbox"/> Germany | <input checked="" type="checkbox"/> Morocco | <input type="checkbox"/> Syria |
| <input type="checkbox"/> Belarus | <input type="checkbox"/> Ghana | <input type="checkbox"/> Mozambique | <input type="checkbox"/> Taiwan |
| <input type="checkbox"/> Belgium | <input type="checkbox"/> Greece | <input checked="" type="checkbox"/> Nepal | <input type="checkbox"/> Tanzania |
| <input type="checkbox"/> Brazil | <input type="checkbox"/> Guatemala | <input checked="" type="checkbox"/> Netherlands | <input type="checkbox"/> Thailand |
| <input type="checkbox"/> Burkina Faso | <input type="checkbox"/> Hungary | <input type="checkbox"/> Niger | <input type="checkbox"/> Turkey |
| <input type="checkbox"/> Burma | <input checked="" type="checkbox"/> India | <input type="checkbox"/> Nigeria | <input type="checkbox"/> Uganda |
| <input type="checkbox"/> Cambodia | <input type="checkbox"/> Indonesia | <input type="checkbox"/> Pakistan | <input type="checkbox"/> Ukraine |
| <input type="checkbox"/> Cameroon | <input type="checkbox"/> Iran | <input type="checkbox"/> Peru | <input type="checkbox"/> United Kingdom |
| <input type="checkbox"/> Canada | <input type="checkbox"/> Iraq | <input type="checkbox"/> Philippines | <input type="checkbox"/> Uzbekistan |
| <input type="checkbox"/> Chile | <input type="checkbox"/> Italy | <input type="checkbox"/> Poland | <input type="checkbox"/> Venezuela |
| <input type="checkbox"/> China | <input type="checkbox"/> Japan | <input type="checkbox"/> Portugal | <input type="checkbox"/> Vietnam |
| <input type="checkbox"/> Colombia | <input type="checkbox"/> Kazakhstan | <input type="checkbox"/> Romania | <input type="checkbox"/> Yemen |
| <input type="checkbox"/> Congo, Democratic
Republic of the | <input type="checkbox"/> Kenya | <input type="checkbox"/> Russia | <input type="checkbox"/> Zambia |
| <input type="checkbox"/> Cote d'Ivoire | <input type="checkbox"/> Korea, North | <input type="checkbox"/> Saudi Arabia | <input type="checkbox"/> Zimbabwe |
| <input type="checkbox"/> Cuba | <input type="checkbox"/> Korea, South | <input type="checkbox"/> Senegal | |

Done

- When completed please click on the **Done** button at the bottom of this form.

- Following is the list of all countries. You may also [view a shorter list of countries with the population of 10 million or greater.](#)

Click here if your work was directed to international audiences in general and not to those in any particular country

<input type="checkbox"/> Afghanistan	<input type="checkbox"/> Cole d'Ivoire	<input type="checkbox"/> Ireland	<input type="checkbox"/> New Caledonia	<input type="checkbox"/> Sweden
<input type="checkbox"/> Albania	<input type="checkbox"/> Croatia	<input type="checkbox"/> Israel	<input type="checkbox"/> New Zealand	<input type="checkbox"/> Switzerland
<input type="checkbox"/> Algeria	<input type="checkbox"/> Cuba	<input type="checkbox"/> Italy	<input type="checkbox"/> Nicaragua	<input type="checkbox"/> Syria
<input type="checkbox"/> American Samoa	<input type="checkbox"/> Cyprus	<input type="checkbox"/> Jamaica	<input type="checkbox"/> Niger	<input type="checkbox"/> Taiwan
<input type="checkbox"/> Andorra	<input type="checkbox"/> Czech Republic	<input type="checkbox"/> Japan	<input type="checkbox"/> Nigeria	<input type="checkbox"/> Tajikistan
<input type="checkbox"/> Angola	<input type="checkbox"/> Denmark	<input type="checkbox"/> Jersey	<input type="checkbox"/> Nue	<input type="checkbox"/> Tanzania
<input type="checkbox"/> Anguilla	<input type="checkbox"/> Djibouti	<input type="checkbox"/> Johnston Atoll	<input type="checkbox"/> Norfolk Island	<input type="checkbox"/> Thailand
<input type="checkbox"/> Antigua and Barbuda	<input type="checkbox"/> Dominica	<input type="checkbox"/> Jordan	<input type="checkbox"/> Northern Mariana Islands	<input type="checkbox"/> Togo
<input type="checkbox"/> Argentina	<input type="checkbox"/> Dominican Republic	<input type="checkbox"/> Kazakhstan	<input type="checkbox"/> Norway	<input type="checkbox"/> Tokelau
<input type="checkbox"/> Armenia	<input type="checkbox"/> East Timor	<input type="checkbox"/> Kenya	<input type="checkbox"/> Oman	<input type="checkbox"/> Tonga
<input type="checkbox"/> Aruba	<input type="checkbox"/> Ecuador	<input type="checkbox"/> Kiribati	<input type="checkbox"/> Pakistan	<input type="checkbox"/> Trinidad and Tobago
<input type="checkbox"/> Australia	<input type="checkbox"/> Egypt	<input type="checkbox"/> Korea, North	<input type="checkbox"/> Palau	<input type="checkbox"/> Tunisia
<input type="checkbox"/> Austria	<input type="checkbox"/> El Salvador	<input type="checkbox"/> Korea, South	<input type="checkbox"/> Panama	<input type="checkbox"/> Turkey
<input type="checkbox"/> Azerbaijan	<input type="checkbox"/> Equatorial Guinea	<input type="checkbox"/> Kuwait	<input type="checkbox"/> Papua New Guinea	<input type="checkbox"/> Turkmenistan
<input type="checkbox"/> Bahamas, The	<input type="checkbox"/> Eritrea	<input type="checkbox"/> Kyrgyzstan	<input type="checkbox"/> Paraguay	<input type="checkbox"/> Turks and Caicos Islands
<input type="checkbox"/> Bahrain	<input type="checkbox"/> Estonia	<input type="checkbox"/> Laos	<input type="checkbox"/> Peru	<input type="checkbox"/> Tuvalu
<input type="checkbox"/> Bangladesh	<input type="checkbox"/> Ethiopia	<input type="checkbox"/> Latvia	<input type="checkbox"/> Philippines	<input type="checkbox"/> Uganda
<input type="checkbox"/> Barbados	<input type="checkbox"/> Falkland Islands (Isles Malvinas)	<input type="checkbox"/> Lebanon	<input type="checkbox"/> Pitcairn Islands	<input type="checkbox"/> Ukraine
<input type="checkbox"/> Belarus	<input type="checkbox"/> Faroe Islands	<input type="checkbox"/> Lesotho	<input type="checkbox"/> Poland	<input type="checkbox"/> United Arab Emirates
<input type="checkbox"/> Belgium	<input type="checkbox"/> Fa	<input type="checkbox"/> Liberia	<input type="checkbox"/> Portugal	<input type="checkbox"/> United Kingdom
<input type="checkbox"/> Belize	<input type="checkbox"/> Finland	<input type="checkbox"/> Libya	<input type="checkbox"/> Puerto Rico	<input type="checkbox"/> Uruguay
<input type="checkbox"/> Benin	<input type="checkbox"/> France	<input type="checkbox"/> Liechtenstein	<input type="checkbox"/> Qatar	<input type="checkbox"/> Uzbekistan
<input type="checkbox"/> Bermuda	<input type="checkbox"/> French Guiana	<input type="checkbox"/> Lithuania	<input type="checkbox"/> Reunion	<input type="checkbox"/> Vanuatu
<input type="checkbox"/> Bhutan	<input type="checkbox"/> French Polynesia	<input type="checkbox"/> Luxembourg	<input type="checkbox"/> Romania	<input type="checkbox"/> Venezuela
<input type="checkbox"/> Bolivia	<input type="checkbox"/> Gabon	<input type="checkbox"/> Macau	<input type="checkbox"/> Russia	<input type="checkbox"/> Vietnam
<input type="checkbox"/> Bosnia and Herzegovina	<input type="checkbox"/> Gambia, The	<input type="checkbox"/> Macedonia, The Former Yugoslav Republic of	<input type="checkbox"/> Rwanda	<input type="checkbox"/> Virgin Islands
<input type="checkbox"/> Botswana	<input type="checkbox"/> Gaza Strip	<input type="checkbox"/> Madagascar	<input type="checkbox"/> Saint Helena	<input type="checkbox"/> Wallis and Futuna
<input type="checkbox"/> Brazil	<input type="checkbox"/> Georgia	<input type="checkbox"/> Malawi	<input type="checkbox"/> Saint Kitts and Nevis	<input type="checkbox"/> West Bank
<input type="checkbox"/> British Virgin Islands	<input type="checkbox"/> Germany	<input type="checkbox"/> Malaysia	<input type="checkbox"/> Saint Lucia	<input type="checkbox"/> Western Sahara
<input type="checkbox"/> Brunei	<input type="checkbox"/> Ghana	<input type="checkbox"/> Maldives	<input type="checkbox"/> Saint Pierre and Miquelon	<input type="checkbox"/> Yemen
<input type="checkbox"/> Bulgaria	<input type="checkbox"/> Gibraltar	<input type="checkbox"/> Mali	<input type="checkbox"/> Saint Vincent and the Grenadines	<input type="checkbox"/> Zambia
<input type="checkbox"/> Burkina Faso	<input type="checkbox"/> Greece	<input type="checkbox"/> Malta	<input type="checkbox"/> Samoa	<input type="checkbox"/> Zimbabwe
<input type="checkbox"/> Burma	<input type="checkbox"/> Greenland	<input type="checkbox"/> Man, Isle of	<input type="checkbox"/> San Marino	
<input type="checkbox"/> Burundi	<input type="checkbox"/> Grenada	<input type="checkbox"/> Marshall Islands	<input type="checkbox"/> Sao Tome and Principe	
<input type="checkbox"/> Cambodia	<input type="checkbox"/> Guadeloupe	<input type="checkbox"/> Martinique	<input type="checkbox"/> Saudi Arabia	
<input type="checkbox"/> Cameroon	<input type="checkbox"/> Guam	<input type="checkbox"/> Mauritania	<input type="checkbox"/> Senegal	
<input type="checkbox"/> Canada	<input type="checkbox"/> Guatemala	<input type="checkbox"/> Mauritius	<input type="checkbox"/> Serbia and Montenegro	
<input type="checkbox"/> Cape Verde	<input type="checkbox"/> Guernsey	<input type="checkbox"/> Mayotte	<input type="checkbox"/> Seychelles	
<input type="checkbox"/> Cayman Islands	<input type="checkbox"/> Guinea	<input type="checkbox"/> Mexico	<input type="checkbox"/> Sierra Leone	
<input type="checkbox"/> Central African Republic	<input type="checkbox"/> Guinea-Bissau	<input type="checkbox"/> Micronesia, Federated States of	<input type="checkbox"/> Singapore	
<input type="checkbox"/> Chad	<input type="checkbox"/> Guyana	<input type="checkbox"/> Moldova	<input type="checkbox"/> Slovakia	
<input type="checkbox"/> Chile	<input type="checkbox"/> Haiti	<input type="checkbox"/> Monaco	<input type="checkbox"/> Slovenia	
<input type="checkbox"/> China	<input type="checkbox"/> Holy See (Vatican City)	<input type="checkbox"/> Mongolia	<input type="checkbox"/> Solomon Islands	
<input type="checkbox"/> Christmas Island	<input type="checkbox"/> Honduras	<input type="checkbox"/> Montserrat	<input type="checkbox"/> Somalia	
<input type="checkbox"/> Cocos (Keeling) Islands	<input type="checkbox"/> Hong Kong	<input type="checkbox"/> Morocco	<input type="checkbox"/> South Africa	
<input type="checkbox"/> Colombia	<input type="checkbox"/> Hungary	<input type="checkbox"/> Mozambique	<input type="checkbox"/> Spain	
<input type="checkbox"/> Comoros	<input type="checkbox"/> Iceland	<input type="checkbox"/> Namibia	<input type="checkbox"/> Sri Lanka	
<input type="checkbox"/> Congo, Democratic Republic of the	<input type="checkbox"/> India	<input type="checkbox"/> Nauru	<input type="checkbox"/> Sudan	
<input type="checkbox"/> Congo, Republic of the	<input type="checkbox"/> Indonesia	<input type="checkbox"/> Nepal	<input type="checkbox"/> Suriname	
<input type="checkbox"/> Cook Islands	<input type="checkbox"/> Iran	<input type="checkbox"/> Netherlands	<input type="checkbox"/> Svalbard	
<input type="checkbox"/> Costa Rica	<input type="checkbox"/> Iraq	<input type="checkbox"/> Netherlands Antilles	<input type="checkbox"/> Swaziland	

Done

Did your outreach & engagement activity:

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

- **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/hr. 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/hr. You have the option to change the estimated dollar value if you wish.
- **Other Materials:** estimate the value of transportation, equipment, space, etc., provided by your partners.

Health and Health Care

Yes No

\$

Yes No

\$

Yes No

hrs
x \$35.00
= \$

hrs
x \$18.50
= \$

\$

Technology Transfer and Diffusion

Yes No

\$

Yes No

\$

Yes No

hrs
x \$35.00
= \$

hrs
x \$18.50
= \$

\$

Proceed to next section

Save and return later

Current Survey Section

Did your outreach & engagement activity:

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

- **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/hr. You have the option to change the estimated dollar value if you wish.
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- **Other Materials:** estimate the value of transportation, equipment, space, etc., provided by your partners.

Contributions provided by off-campus [Close](#)

Health groups and organizations

Calculate the contributions provided by off-campus groups and organizations that enabled you to advance knowledge through your outreach activity. Some of what they provided, of course, is "beyond price" and cannot be quantified in dollars and cents: the endorsement of a respected community organization, access to special populations, or access to confidential or proprietary materials, for instance. But some can be quantified: for example, did your partners spend time working to make your project successful, time that your partners would otherwise have devoted to other responsibilities? Did the partners provide equipment, space, transportation, or other material necessary to complete your work?

Yes

\$

Yes

\$

Yes

No

Yes

No

hrs
x \$35.00
= \$

hrs
x \$35.00
= \$

hrs
x \$18.50
= \$

hrs
x \$18.50
= \$

\$

\$

Proceed to next section

Save and return later

Current Survey Section

Did your outreach & engagement activity:

- bring into MSU any revenue from gifts, grants, contracts, tuition or fees? If yes, estimate the dollar value. Include all monies contracted for during this period, even if they will be spent later.
- help your outreach partners generate any gifts, grants, contracts, tuition or fees? If yes, estimate the dollar value.

Did your outreach & engagement activity involve [groups and organizations](#) involved with contributions in the **three areas** below.

Volunteer time

Volunteer assistance may include such activities as data gathering (e.g., distributing surveys) and other activities such as advisory groups and the like. Do not, however, count the time that volunteers may have spent in completing data gathering instruments.

[Close](#)

[mpus](#)
[ch](#)

- **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/hr. 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/hr. You have the option to change the estimated dollar value if you wish.
- **Other Materials:** estimate the value of transportation, equipment, space, etc., provided by your partners.

Health and Health Care

Yes No

\$

Yes No

\$

Yes No

hrs
x \$35.00
= \$

hrs
x \$18.50
= \$

\$

Technology Transfer and Diffusion

Yes No

\$

Yes No

\$

Yes No

hrs
x \$35.00
= \$

hrs
x \$18.50
= \$

\$

[Proceed to next section](#)

[Save and return later](#)

Current Survey Section

Outreach & Engagement Measurement Instrument: Section Four

Scope of Your Outreach & Engagement Work from January 1, 2004 to December 31, 2004

Section Four asks you to provide more in-depth information about your outreach & engagement work. For the following questions, you may choose to describe your total outreach activity, or your activity in a specific area of concern, or a single major outreach project.

Indicate what aspect of your outreach work you will describe below. Choose one:

- I am describing my total outreach activity.
- I am describing my outreach & engagement activity that addresses one area of concern.
- I am describing a single major project.

Project title:

What actions did you take; for whom; about what issue, opportunity or problem? Include classes held, research conducted, technology used, the project duration, etc.

ELL 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 ELL based on demographic characteristics. This model was further refined using Census data to predict the age of the home and hence the composition of materials used in construction.

What were the outcomes and impacts? Explain below. For example, describe

- *products or outputs* (e.g., new reports, pamphlets, articles, websites, software, courses).
- *external results or impacts* (e.g., changes in public policy, organizational changes, environmental improvement).
- *internal impacts* (e.g., impacts on scholarly practice, new areas of research or inquiry, new pedagogical approaches).
- sustained or continued *collaborative efforts* resulting from this work.
- unintended *consequences*.

An interactive web-site was created for medical staff. They enter the age of the child along with certain demographic characteristics and the current/previous address of the child. The website then makes suggestions to whether the child should be treated for BLL.

Did this outreach & engagement work receive a formal evaluation?

Yes No

With what external collaborators and/or sponsors did you work in this outreach effort?

Michigan Department of Community Health

What year did you begin working with these collaborators in this effort? Use four digits.

1999

Did any MSU academic units other than your own unit sponsor and/or participate in this work? If yes, please list.

Yes No

Sociology

What plans do you have for sustaining this effort?

The model is being refined with current data and is being expanded for states other than Michigan.

Other than yourself, how many of each of the following kinds of personnel were involved?

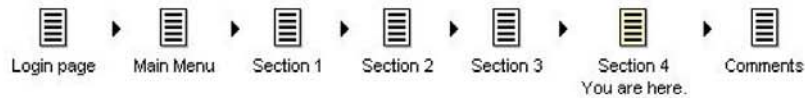
Tenure system faculty:	<input type="text" value="5"/>
Fixed-term and adjunct faculty:	<input type="text" value="2"/>
Other academic staff and specialists:	<input type="text"/>
Extension professionals and field staff:	<input type="text"/>
Graduate and/or graduate professional students:	<input type="text" value="5"/>
Undergraduate students:	<input type="text"/>
People employed by sponsoring and collaborating organizations:	<input type="text"/>
Volunteers (unpaid, non-student):	<input type="text"/>
Other <input type="text"/>	<input type="text"/>

Please provide any additional comments you have about your outreach & engagement work. You can give feedback about this online survey on the next page.

[Proceed to Comments section](#)

[Save and return later](#)

Current Survey Section



Above links will discard responses on this page

Outreach & Engagement Measurement Instrument: Comments

Thank you for completing this survey. You may come back to this site any time to revise any of your responses.

Your feedback about this website will help us to improve our survey for the future. Please make any comments you may have about this survey and how it works.

Send comments

[Proceed without sending comments.](#)

Current Survey Section



Outreach & Engagement Measurement Instrument: Thanks

Thank you for participating in this survey. If you decide to update any of your responses, you may come back to this site to make changes or additions.

Please make a selection below.

- [View a printable page](#) of the full survey to keep for your records
- [Return to the menu](#) to review or update your responses
- [Log out](#) of the Outreach Measurement Instrument

Outreach & Engagement report for Vivek Joshi

Printed on Wednesday, November 24, 2004

January 1, 2004 to December 31, 2004

Overall Effort

80% of my total professional effort during this time period involved outreach activity.

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

60% of my outreach & engagement activities (that is, **48%** of my professional effort) primarily took the form of **Outreach Research** addressing **Health and Health Care** as the area of concern.

Some of my work in this area also took the form of **Clinical Service**.

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

This work was designed to impact people and issues in **Huron, Ingham, Isabella, Jackson, Mason, Mecosta, Midland and Saginaw**.

This work helped enable my external partners with whom I was engaged to secure **\$250,000** in additional revenue from gifts, grants, contracts, tuition or fees.

This work benefitted from in-kind contributions of Partner staff time estimated at **\$1,575**, Volunteer time estimated at **\$3,700** and other materials estimated at **\$1,000**.

Data about my Outreach & Engagement work in Technology Transfer and Diffusion

40% of my outreach & engagement activities (that is, **32%** of my professional effort) primarily took the form of **Public Events and Information** addressing **Technology Transfer and Diffusion**.

Some of my work in this area also took the form of **Outreach Instruction: Non-Credit Classes and Programs**.

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

This work was designed to impact people and issues in **Argentina, India, Morocco, Nepal and Netherlands**.

100 people participated in this Public Events and Information activity.

This work was instrumental in securing **\$1,000,000** in gifts, grants, contracts, tuition and/or fees for the University.

This work benefitted from in-kind contributions of Partner staff time estimated at **\$3,500** and Volunteer time estimated at **\$1,850**.

Description of my outreach work

I am describing a single major outreach project 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 based on demographic characteristics. This model was further refined using Census data to predict the age of the home and hence the composition of materials used in construction.

The work, which began in **1999** involved collaborations with

- External Partners: Michigan Department of Community Health.
- Internal Partners: Sociology.

5 Tenure system faculty, 2 Fixed-term and adjunct faculty and 5 Graduate and/or graduate professional students worked with me on this project.

The outcomes and impacts of the work were: An interactive web-site was created for medical staff. They enter the age of the child along with certain demographic characteristics and the current/previous address of the child. The website then makes suggestions to whether the child should be treated for BLL.

This work received formal evaluation.

Continuation plans for the work are: The model is being refined with current data and is being expanded for states other than Michigan..

#1: Individual Summaries For College X

DATA MASKED

Area Of Concern towards which the activity was focused	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 accessibility and 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	\$2,606
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	0.30	\$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	0.08	\$13,975	No	No	Yes	200	\$0	\$200,000	\$0

#2: Summary by College for MSU

DATA MASKED

College	Academic staff time committed to outreach		Number of respondents/ responses (Each respondent can have up to 2 response)	Number of responses where the activity focused on			Attendees	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting accessibility and diversity	Intl. development	Urban Issues		University	Partner	
COLLEGE A	40.41	\$2,886,340	113 / 201	77	49	23	147,112	\$14,110,578	\$5,995,101	\$4,897,753
COLLEGE B	10.87	\$757,689	76 / 117	69	49	20	414,253	\$2,558,120	\$1,038,088	\$769,350
COLLEGE C	7.63	\$547,328	43 / 76	35	24	14	222,145	\$3,263,000	\$10,142,100	\$441,221
COLLEGE D	6.33	\$463,961	19 / 25	15	6	3	22,090	\$7,572,700	\$508,000	\$63,830
COLLEGE E	7.60	\$620,736	42 / 68	17	13	5	10,065	\$2,364,027	\$596,002	\$271,470
COLLEGE F	1.90	\$198,225	8 / 13	9	4	5	7,340	\$1,498,750	\$6,445,000	\$96,145
COLLEGE G	11.00	\$1,721,108	66 / 104	47	19	16	47,514	\$15,827,654	\$19,378,101	\$705,652
COLLEGE H	7.52	\$646,115	84 / 136	38	17	3	22,946	\$10,091,022	\$3,115,442	\$256,896
COLLEGE I	2.33	\$178,484	8 / 11	4	1	2	1,955	\$375,000	\$21,001	\$80,524
COLLEGE J	5.26	\$896,720	20 / 30	16	4	2	19,455	\$4,013,000	\$1,228,700	\$107,403
COLLEGE K	19.18	\$1,445,621	85 / 139	67	38	34	141,405	\$20,014,558	\$17,610,650	\$2,362,784
COLLEGE L	9.83	\$1,011,486	37 / 56	12	15	6	157,083	\$4,593,700	\$540,000	\$218,728
COLLEGE M	11.60	\$1,887,537	71 / 100	25	33	11	23,574	\$11,827,427	\$4,868,001	\$785,946
COLLEGE N	2.80	\$223,886	6 / 11	8	11	2	5,780	\$23,134,000	\$165,000	\$118,300
COLLEGE O	57.50	\$2,837,672	102 / 175	108	6	37	139,802	\$7,035,057	\$2,416,000	\$3,282,450
COLLEGE P	0.35	\$37,156	6 / 10	2	1	0	325	\$100,000	\$35,000	\$4,700
COLLEGE Q	16.12	\$1,132,912	44 / 73	46	7	25	43,200	\$4,049,772	\$6,337,510	\$1,141,368
Pilot Test Total	218.22	\$17,382,975	828 / 1345	595	297	208	1,426,044	\$132,428,365	\$80,439,694	\$15,404,520

#3: Summary by Area of Concern for MSU

DATA MASKED

Area of Concern towards which the activity was focused	Academic staff time committed to outreach		Number of responses (Each respondent can have up to 2 responses)	Number of responses where the activity focused on			Attendees	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting accessibility and diversity	Intl. development	Urban Issues		University	Partner	
Arts and Humanities	8.99	\$601,799	96	66	35	7	266,717	\$1,686,070	\$2,448,137	\$2,369,099
Business and Industrial Management	14.82	\$2,010,805	100	26	30	9	21,510	\$14,996,577	\$4,818,901	\$927,774
Children, Youth, and Family (non-school related)	27.90	\$1,575,537	122	79	10	28	194,430	\$2,972,440	\$7,894,500	\$2,091,325
Community and Economic Development	18.66	\$1,221,580	95	65	20	35	30,521	\$18,003,986	\$12,433,201	\$573,996
Education, Pre-Kindergarten through 12th Grade	22.39	\$1,509,636	168	88	24	29	70,947	\$19,463,806	\$7,085,096	\$1,121,199
Food and Fiber Production and Safety	23.44	\$1,695,851	80	32	18	2	70,205	\$6,250,620	\$924,200	\$428,015
Governance or Public Policy	5.74	\$487,639	56	23	21	14	17,877	\$12,996,506	\$2,461,000	\$191,092
Health and Health Care	23.77	\$3,064,923	153	60	24	29	188,064	\$23,575,550	\$18,228,954	\$1,070,514
Labor Relations, Training, and Workplace Safety	3.77	\$316,153	20	10	4	1	57,873	\$977,006	\$25,001	\$25,289
Natural Resources, Land Use, and Environment	29.73	\$1,793,938	128	46	23	21	185,972	\$8,232,433	\$5,663,851	\$4,728,561
Public Safety, Security and Corrections	7.98	\$584,408	27	9	5	8	24,406	\$11,630,875	\$1,036,650	\$636,815
Public Understanding and Adult Learning	9.44	\$600,861	73	39	18	10	234,560	\$3,970,501	\$10,431,900	\$385,594
Science and Technology	11.28	\$1,028,105	135	33	39	8	38,534	\$4,011,951	\$4,638,301	\$345,026
Technology Transfer and Diffusion	10.33	\$891,790	88	29	26	7	24,438	\$3,720,046	\$2,421,002	\$520,221
Pilot Test Total	218.22	\$17,382,975	1341	595	297	208	1,426,044	\$132,428,365	\$80,439,894	\$15,404,520

#4: Summary by Primary Form of Engagement for MSU

DATA MASKED

Primary Form of Engagement the activity took	Academic staff time committed to outreach		Number of responses (Each respondent can have up to 2 responses)	Number of responses where the activity focused on			Attendees	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting accessibility and diversity	Intl. development	Urban issues		University	Partner	
Outreach Research	60.26	\$6,217,821	379	162	116	77	639,424	\$69,699,977	\$46,548,666	\$1,963,734
Outreach Instruction: Credit Courses and Programs	13.11	\$1,268,602	60	28	23	6	14,581	\$8,971,393	\$483,020	\$96,756
Outreach Instruction: Non-Credit Classes and Programs	75.78	\$4,977,812	332	168	63	46	395,167	\$34,177,412	\$16,829,118	\$7,103,687
Experiential/Service-Learning	17.25	\$1,187,249	100	62	16	28	63,621	\$3,184,300	\$5,583,250	\$1,949,081
Clinical Service	16.73	\$2,293,335	68	23	8	6	79,265	\$17,831,703	\$4,963,802	\$710,771
Public Events and Information	33.18	\$2,330,633	303	144	72	44	343,346	\$8,563,580	\$6,831,839	\$3,536,141
Pilot Test Total	216.32	\$17,275,462	1242	587	297	206	1,425,394	\$132,428,366	\$80,239,694	\$15,349,170

#5: Summary by Dept/Area of Concern for College X

DATA MASKED

Area of Concern towards which the activity was focused	Academic staff time committed to outreach		Number of responses (Each respondent can have up to 2 responses)	Number of responses where the activity focused on			Attendees	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting accessibility and diversity	Intl. development	Urban issues		University	Partner	
A Dept A	2.88	\$432,823	32	4	8	2	6,727	\$841,823	\$240,000	\$25,884
Arts and Humanities	0.05	\$5,720	1	0	0	0	20	\$0	\$0	\$0
Business and Industrial Management	2.01	\$310,781	19	0	4	0	3,425	\$781,823	\$30,000	\$17,234
Community and Economic Development	0.10	\$14,633	3	3	1	1	1,867	\$0	\$0	\$6,825
Education, Pre-Kindergarten through 12th Grade	0.05	\$8,521	1	0	0	0	60	\$0	\$0	\$0
Governance or Public Policy	0.06	\$8,271	1	0	0	0	100	\$0	\$0	\$1,000
Health and Health Care	0.43	\$52,239	2	0	0	0	200	\$0	\$0	\$0
Natural Resources, Land Use, and Environment	0.08	\$13,975	1	0	0	1	200	\$0	\$200,000	\$0
Technology Transfer and Diffusion	0.11	\$18,684	4	1	3	0	865	\$60,000	\$10,000	\$625
A Dept B	3.09	\$205,460	7	6	1	0	9,150	\$1,061,000	\$87,000	\$265,290
Children, Youth, and Family (non-school related)	0.93	\$52,192	2	2	0	0	4,500	\$30,000	\$5,000	\$142,100
Food and Fiber Production and Safety	1.75	\$125,310	3	2	0	0	4,250	\$24,000	\$6,000	\$96,766
Public Understanding and Adult Learning	0.17	\$8,866	1	1	1	0	100	\$7,000	\$1,000	\$0
Technology Transfer and Diffusion	0.24	\$19,102	1	1	0	0	300	\$1,000,000	\$75,000	\$26,426
A Dept C	0.10	\$4,683	2	2	0	0	135	\$0	\$1,300,000	\$7,226
Community and Economic Development	0.05	\$2,341	1	1	0	0	100	\$0	\$0	\$4,625
Public Understanding and Adult Learning	0.05	\$2,341	1	1	0	0	35	\$0	\$1,300,000	\$2,600
A Dept D	1.47	\$122,291	14	4	0	0	742	\$258,000	\$0	\$3,740

Using the Data with Internal Audiences

- Using Faculty Effort as Measure of Academic Unit Participation
 - Size of Effort
 - Deployment of Effort
 - Concurrence with Institutional Priorities
 - K-12
 - International
 - Detroit
- Leveraging as Measure of Accomplishment: Salary v. Revenue

Using the Data with External Audiences

- How can we best use data such as this to characterize our institutions' commitments and accomplishments in serving communities and organizations outside the academy?
- Consider this issue in terms of five audiences
 - Elected Officials
 - Accrediting Agencies
 - Carnegie Classification
 - Funding Agencies and Foundations
 - Media



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