

# University Outreach and Engagement:

## Defining Terms, Addressing Quality, Collecting Data, and Telling Stories

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Association for Continuing Higher Education Annual Conference and Meeting  
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# About Michigan State University

- Rich History
  - 1855 Pioneer Land Grant
  - MSU Extension active in all 83 counties of Michigan
  - One of 62 AAU research universities
  - \$380 Million in sponsored research (2005-06)
- Governance
  - Constitutionally independent
  - Elected Board of Trustees
  - President and Provost
- 17 Degree-granting Colleges
  - Includes Human, Osteopathic, Veterinary Medicine Colleges, and an affiliated Law College
  - More than 200 programs of study



## About Michigan State University (contd.)

- 10,500 Scholars and Staff
  - 4,500 faculty members and academic appointees
  - 6,000 support staff members (mostly represented by collective bargaining units)
- 45,520 Students
  - 35,821 Undergraduate
  - 9,699 Graduate and graduate professional
- Campus
  - Located in East Lansing, Three Miles East of Michigan's Capitol
  - 5,200 Acre Campus, with Additional 15,000 Acres Statewide
  - Largest Single-Campus Residence Hall System in the United States



**What Outreach and Engagement activities take place at your institution?**



# Defining Outreach and Engagement at Michigan State University

“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.”

Provost's Committee on University Outreach (1993)  
University Outreach at Michigan State University:  
Extending Knowledge to Serve Society



# Outreach and Engagement are Embedded in Scholarship

Examples of Traditional Academic Activity	Scholarly Engagement Activity
University faculty provide instruction to undergraduate and graduate students in campus classrooms and laboratories.	Engaged <b>TEACHING</b> occurs when . . . ...credit and noncredit learning opportunities are taken off campus, online, and to community-based settings to increase access; or when service-learning experiences advance students' knowledge about social issues while contributing to the immediate goals of a project.
University faculty members pursue research studies according to their various professions and interests, and publish results in academic books and journals.	Engaged <b>RESEARCH</b> occurs when . . . ...a collaborative partnership conducts an investigation for the direct benefit of external partners; outcomes of the research lead to improved, evidence-based practice.
University faculty and students undertake departmental or college administrative duties and serve on committees.	Engaged <b>SERVICE</b> occurs when . . . ...a faculty member summarizes current research literature about an issue for working professionals or community organizations, offers research-based policy recommendations to legislators at a committee hearing, or provides medical or therapeutic services to the public.



MSU University Outreach and Engagement (2006)  
*The Engaged Scholar Magazine*

# Engaged Teaching and Learning

- Continuing education
- Distance education and off-campus instruction
- Contract courses or programs designed for specific audiences
- Conferences, seminars, and workshops
- Educational programs for alumni
- Participatory curriculum development
- Service-learning
- Study abroad programs



# Engaged Research/Discovery/Creative Works

- Applied research
- Community-based research
- Contractual research
- Demonstration projects
- Exhibitions/performances
- Needs assessments/program evaluations
- Knowledge transfer and research
- Technical assistance
- Publications/presentations



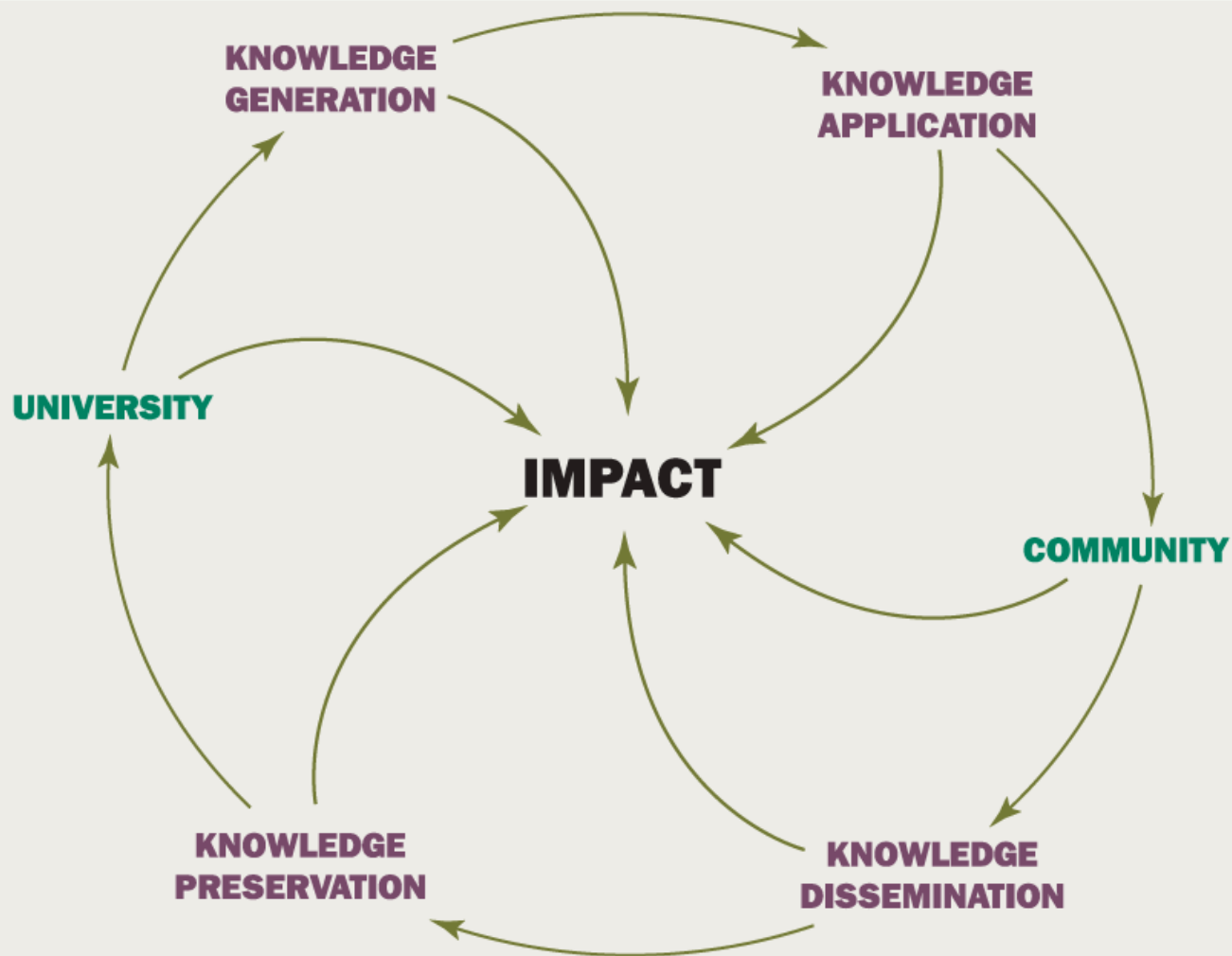


# Engaged Service

- Clinical services
- Consulting
- Policy analysis
- Service to community-based institutions
- Knowledge transfer and workshops
- Expert testimony
- Technical assistance
- Contributions to managed systems
- Leading professional societies and associations
- Commercialization of discoveries
- New business ventures



# Outreach and Engagement Knowledge Model



# Outreach and Engagement are Embedded in the MSU Mission



## Strategic Imperatives:

- Enhance the student experience
- Enrich community, economic, and family life
- Expand international reach
- Increase research opportunities
- Strengthen stewardship

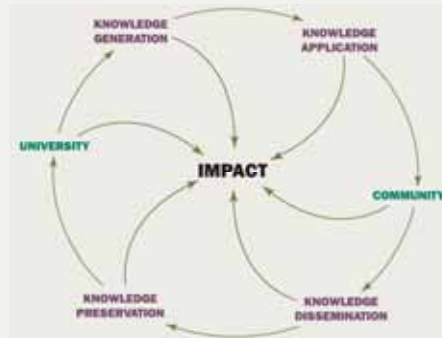
MSU President Lou Anna K. Simon (2005)  
*Sesquicentennial Convocation Address*



# MSU is an Engaged Institution

## Summary – Outreach and Engagement at MSU is:

- Across the mission
  - Teaching
  - Research/scholarly/creative activities
  - Service
- Anchored in knowledge model
  - Generation
  - Application
  - Dissemination
  - Preservation
- Assessed and benchmarked



# Development of the MSU Model: Recent History

- **Late 1980s: Office of University Outreach established**  
(now University Outreach and Engagement; UOE)
  - Continuing education decentralized
  - New focus on scholarship of engagement: definition; applied community-based research practice; benchmarking and measuring; national consultation and leadership
  - This work has become a signature area of the University
- **Early 1990s: Appointment of faculty committee by the provost**  
Recommendations published in final report (1993) included:
  - Culture shift toward outreach as scholarship
  - Suggestions for evaluating and measuring outreach and engagement
  - Areas important to changing faculty culture



## Recent History (contd.)

- **1996: Publication of Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach**
- **2001: Revision of the promotion and tenure guidelines**
  - Undertaken by UOE, a faculty team, academic governance, and the Office of the Provost
  - P&T forms now utilize the quality indicators recommended by *POD*
  - Researchers at MSU's National Center for the Study of University Engagement (NCSUE) are currently studying the new forms' impact on the reappointment, promotion, and tenure review process



## Recent History (contd.)

- **2004 - present: Identifying measures and benchmarks of faculty outreach and engagement**
  - Faculty committees helped to construct a university-wide data collection instrument, the Outreach and Engagement Measurement Instrument (OEMI), launched in 2004
  - Convened national invitational conference on benchmarking outreach and engagement in 2005
  - Participated in Carnegie pilot and NCA accreditation self-studies



# Data about Outreach and Engagement at MSU

*OEMI results for 2006\* include the following:*

**\$21,286,897**

Value of salary investment by MSU faculty and academic staff in addressing issues of public concern (data from those reporting outreach activities on the OEMI)

**1,305**

Number of specific projects/activities reported

**97%**

Respondents whose outreach contributed to achieving Boldness by Design (BBD) imperatives

- 72% Enhanced the student experience
- 80% Enriched community, economic, and family life
- 45% Expanded international reach
- 66% Increased research opportunities
- 55% Strengthened stewardship

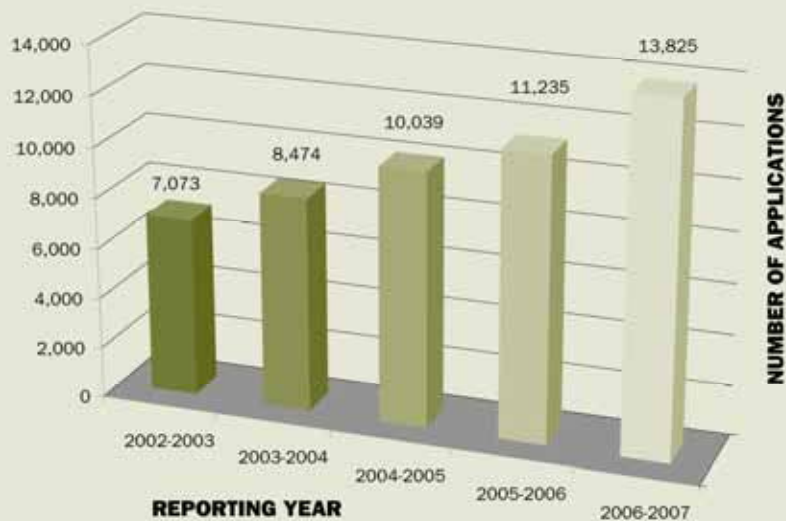


*\*2006 data was collected between December 2006 and February 2007*

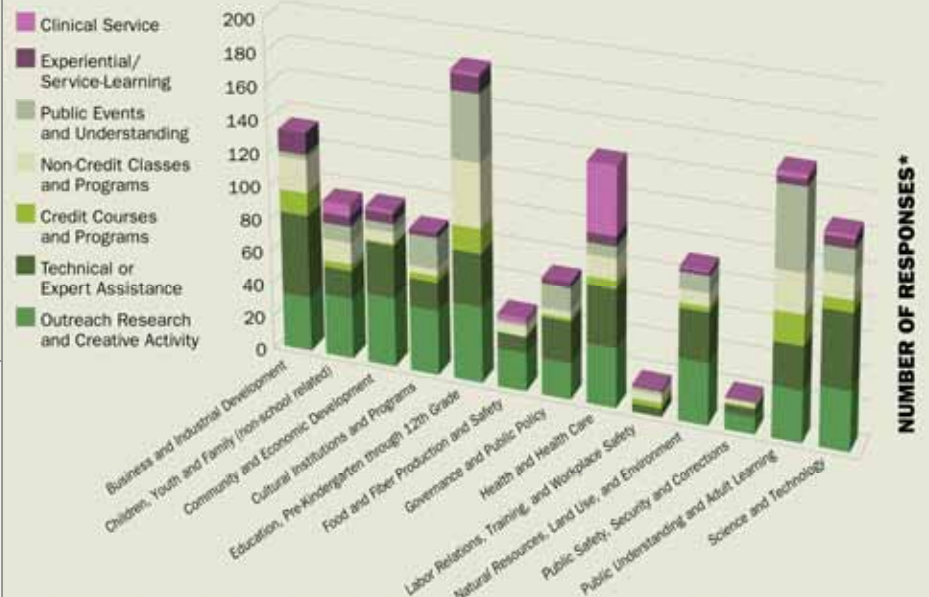


# Data about Outreach and Engagement at MSU (contd.)

**Number of Student Applications for Service-Learning Received and Accommodated, 2002-2007**



**Forms of Outreach Cross-Tabulated with Societal Concerns for 2006**

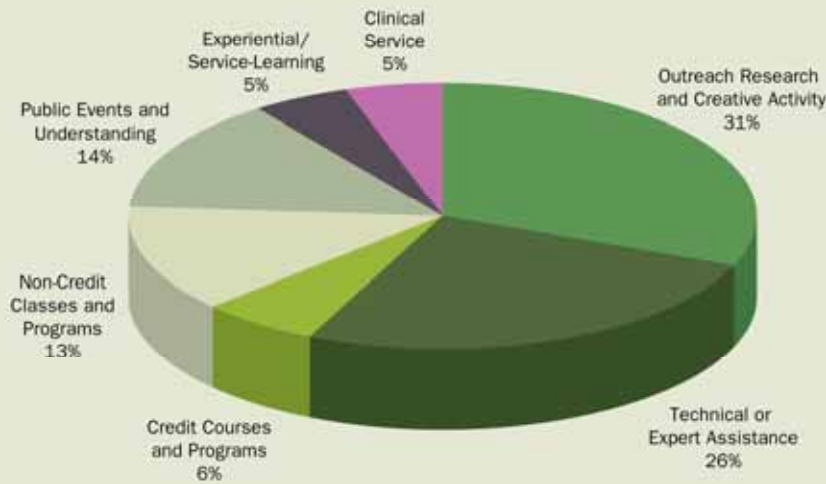


\*The number of "responses" is greater than the number of "respondents." Respondents were given the opportunity to describe their engagement activities for up to two areas of concern; each description was counted as a separate response.

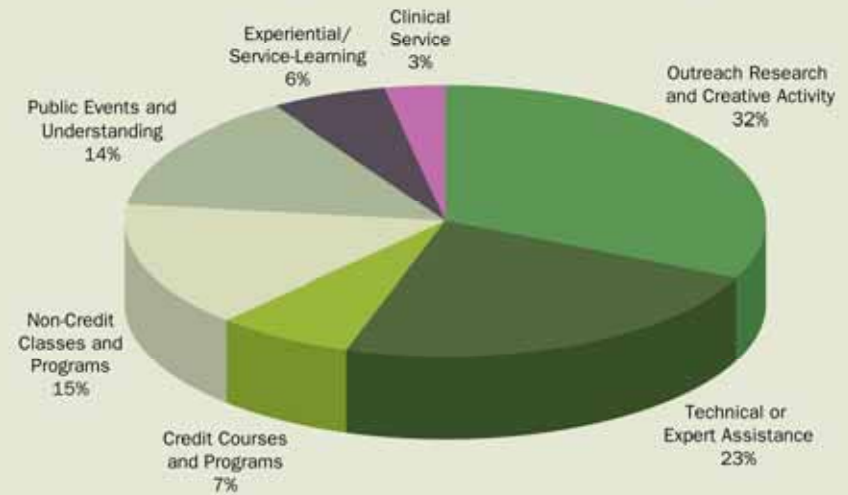


# Data about Outreach and Engagement at MSU (contd.)

**Primary Form of Engagement for MSU Faculty and Academic Staff in 2006**



**Primary Form of Engagement for Activities Directed Specifically at Locations Internationally in 2006**



# Development of the MSU Model: Outcomes of the Innovations

- There are now 214 academic staff and administrators with the terms outreach and/or engagement in their titles.
- The University created the “Outreach Scholarship Community Partnership Award” to acknowledge exemplary engagement
- The office of UOE oversees 11 departments
- The Associate Provost created two advisory groups:
  - The Outreach and Engagement Senior Fellows
  - The Outreach and Engagement Community Fellows
- University-wide the office works in collaboration with:
  - MSU Extension
  - Graduate School
  - 17 Colleges and most centers and institutes



# New and Ongoing UOE Strategic Initiatives

- Staying connected (national involvement)
- Campus-community partnership focal areas (Detroit/Wayne County)
- “The Engaged Scholar” family of products
  - Speakers Series
  - Magazine
- Curricular advancements
  - Tools of Engagement
  - NCSUE/HENCE Emerging Engagement Scholars Workshop
- System-level connections
  - Power of We (Lansing)
  - Engagement Roundtable (Flint)
  - MSU-Detroit Partnerships at YouthVille (Detroit)
- CERC evaluation of international service-learning
- Pre-College Programs



# Staying Connected: National Involvement in Community Engagement

- **Benchmarks and metrics for engagement**
  - NASULGC Council on Continuing Education, Cooperative Extension, and Public Service
  - Carnegie Classification Task Force on Engagement
- **Network development**
  - Higher Education Network for Community Engagement
  - Campus-to-Campus Partnerships: HBCU Faculty Development Network/MSU
  - UCEA Outreach: Engagement Community of Practice
  - Community-Campus Partnerships for Health
  - Imagining America: Artists and Scholars in Public Life
  - CEOs for Cities
  - ACHE



# National Involvement in Community Engagement (cont.)

- **Tools for measurement, assessment, and classification of engagement**
  - MSU *Points of Distinction* (1996)
  - MSU Outreach and Engagement Measurement Instrument (2004)
- **Scholarship of engagement**
  - Outreach Scholarship Conference Partnership
  - *Journal of Higher Education Outreach and Engagement*
  - National Center for the Study of University Engagement at MSU



# Community-Campus Partnership Focal Areas

- **Effort to revitalize collaborations between MSU and communities within and around the City of Detroit**

Focus groups with stakeholders from Detroit and Wayne County (convened in April 2007) identified areas of focus for work in coming years:

- Revitalization and rebuilding
- Economic and entrepreneurial development
- Education and technology
- Family development over the life course/youth development and empowerment
- Collaboration across sectors
- Food, health and safety
- Arts, culture, and natural and built environments





# THE ENGAGED SCHOLAR *Speaker Series*

- Combines the two key principles of the National Center for the Study of University Engagement:
  - Engaged scholarship
  - Scholarship of engagement
- Invited presentations/fora by active scholars four times a year
- Audiences and participants include:
  - Faculty, staff, and students from MSU and other institutions
  - Community-based organizations and engagement partners
  - Governmental department staff and policymakers
- Sessions are free and open to the public





# THE ENGAGED SCHOLAR *Speaker Series*

## *A Quick Glance at Past Speakers and Topics*



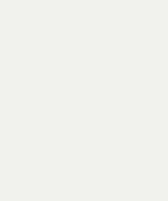
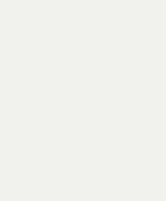
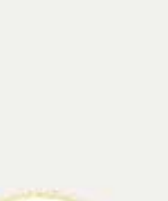
**Paul Spicer** • *University of Colorado*  
Community-Based Participatory Research on American Indian and Alaska Native Health (April 2007)



**Kelly Ward and Tami Moore** • *Washington State University*  
Faculty at Work as Teachers, Scholars and Community Members: The Practice of Engaged Scholarship (March 2007)



**Jeff Grabill** • *Michigan State University*  
Information Technology and Community-Based User Research (November 2006)



**Sarena Seifer** • *University of Washington*  
Achieving the Promise of Authentic Community-Academic Partnerships: Taking our Work to the Next Level (September 2006)

**Julie Ellison** • *University of Michigan*  
Between Hope and Critique (April 2006)

**Theodore R. Alter** • *The Pennsylvania State University*

**Scott J. Peters** • *Cornell University*

Changing the Conversation about Higher Education's Public Mission and Work (April 2006)

**Patricia Brantingham and Paul Brantingham** • *Simon Fraser University*

Crime in the Urban Environment: Implications for Research, Policy, and Practice (March 2005)



# THE ENGAGED SCHOLAR *Magazine*

## Goals of the publication:

- Encourage faculty to do outreach/engagement work, with emphasis on CBPR
- Let them know about resources available to support this work
- Elucidate/publicize the “MSU Model” (scholarly basis for the work)

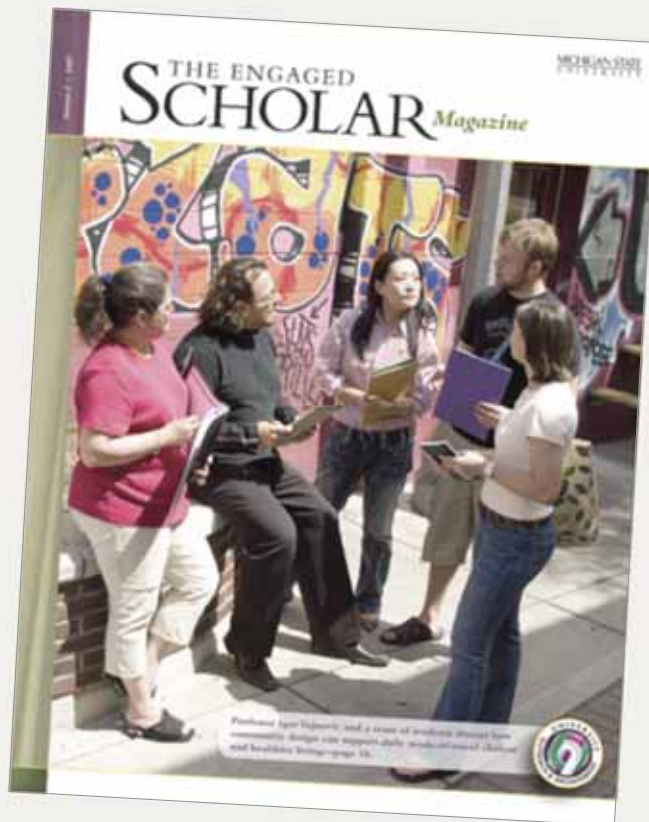
## Each issue contains:

- A little bit about the model (scholarship of engagement)
- Examples/stories of engaged scholars and their projects (engaged scholarship)



# THE ENGAGED SCHOLAR Magazine

## *What the Magazine Covers in the 2007 Issue*



### **FAMILIES**

Making the Rounds: Child Welfare Learning Collaborative  
Giving Kids a Chance at Childhood  
A Few of MSU's Resources for Families

### **WORK**

Balancing Work and Family Life  
How Does MSU Stack Up as an Employer?  
Women and Work in a Rural Community  
Spotlight on Engaged Student Scholarship

### **HEALTH**

Building Walkable Communities  
Telehealth Networks: Combining Information Technology and Medical Expertise  
Reducing Ethnic Disparities in Health Care  
Family Home Care for Cancer  
Partnership with Angel Notion Clinic

### **OUTREACH AND ENGAGEMENT AT MSU**

Restoring Community Self Determination  
SNAPSHOT: Outreach and Engagement at Michigan State University, 2006  
2007 Outreach Scholarship Community Partnership Award  
News & Notes from UOE  
About University Outreach and Engagement



# Curricular Advancements: Tools of Engagement Learning Modules

- Increase student competency and understanding of outreach and engagement
- Delivered at introductory, intermediate, and advanced levels
- Cover the scholarly, community-based, collaborative, responsive, capacity-building aspects of outreach and engagement
- Contain background information; pre-class, in-class, and post-class lesson plans; lecture notes; and background materials
- Employ multiple learning techniques



# Tools of Engagement Learning Modules (contd.)

## Applications of Tools of Engagement

- Residential College in Arts & Humanities
  - Tools content will be used in RCAH's basic engagement course
  - As one of the four cornerstones of the College, "engagement" is a core value throughout the design of the RCAH
- Graduate Certificate in Engagement
  - Tools modules are a resource for colleges as they design their portion of the certificate
  - Advanced Tools content will help inform the required graduate seminars





# Curricular Advancements: NCSUE/HENCE Emerging Engagement Scholars Workshop

- Intensive professional development in outreach and engagement for advanced graduate students, new faculty, and administrators
- Initiated by doctoral students, developed with a national advisory group
- Inaugural offering, October 2007
  - In partnership with the Outreach Scholarship Conference
  - 7 hours of intensive activities integrated within the OSC (at no additional fee)
  - Invitations circulated nationally through HENCE and the OSC
  - Attended by 23 participants, representing 16 institutions
  - Led by 11 coordinators, mentor/facilitators, and speakers
  - Positive feedback from participants and OSC planners
  - To be offered in partnership with the OSC again next year, and with the International Research Conference on Service-Learning and Community Engagement



# System Level Community-Campus Connections

Power of We – connecting through a community collaborative of collaboratives

- A unique, sustainable model for capacity building and community improvement
- Committed to transforming Michigan's capital area
- Co-transforming the linkages between community and campus
- Partnering with UOE to create Tools of Engagement



## System Level Community-Campus Connections (contd.)

Flint Engagement Table – connecting through a common higher education/community meeting space

- A centralized place for people (community practitioners, university researchers/evaluators, community-campus connectors) to come together to talk about what they are doing
- A simple structure and practice to help community significantly tap into the time, talent, and treasures of area universities and colleges
- An effort to build “on-the-ground” relationships to increase the effectiveness of community-campus collaboration





## System Level Community-Campus Connections (contd.)



### Youthville – connecting through co-location

- An innovative, collaborative, multi-organization Detroit youth center for afterschool and weekend activities
- A Detroit work and meeting space for MSU researchers



# Evaluation of International Service-Learning and Student Engagement



## *Developmental Science Research*

- **Reliable and valid measurement**
  - Character development, academic and civic engagement, internationalization
- **Multivariate longitudinal approach**
  - Time-series, latent variable, growth-curve modeling
- **Theoretically-driven**
  - Contextual, dynamic systems theory, life-span development, asset-based



## *Program Evaluation*

- **Participatory**
  - Customized, program-informed process evaluation and student outcome assessment
- **Mixed methods**
  - Pre- and post-survey student outcome assessment
  - Onsite observations, activity participation
  - Staff, student, community member interviews
  - Student focus groups

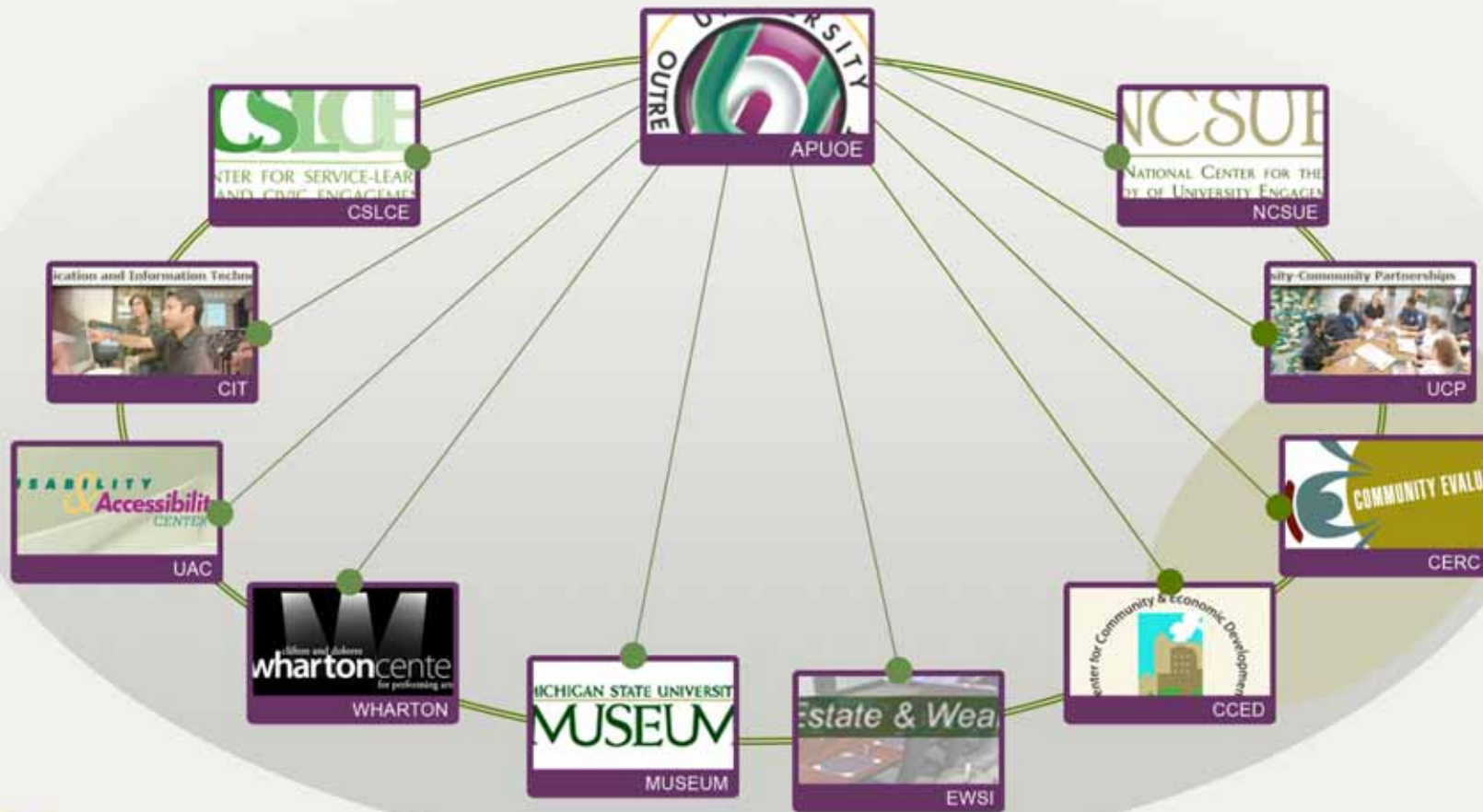


# MSU Pre-College Programs

- Purpose
  - Pre-College Programs offer youth educational experiences that expose students to the college environment and to a variety of specific disciplines and activities
- UOE supports these programs by:
  - Creating public access to programs through a central Web site: Spartan Youth Programs <http://spartanyouth.msu.edu/>
  - Assisting programs with curriculum development, programming, and funding requests
  - Providing research and assessment services to individual programs
  - Conducting research and assessment related to programs outcomes (such as college enrollment rates)
  - Working with the Pre-College Committee, which coordinates programs across campus



# University Outreach and Engagement Departments



# Why measure Outreach and Engagement at the institutional level?



# Why Measure Engagement Activities?

- A management and planning tool for ensuring that academic units contribute to the institution's overall engagement commitment
- Evidence of organizational support for engagement
- A means of assessing an institution's fulfillment of its engagement/public service mission
- Economic development and technology transfer data
- A basis for telling the engagement story and building support for higher education among legislators, donors, and the public
- A new engagement rubric for comparing peer institutions nationally



# Evidence Provided by Benchmarks of Engagement

## Benchmarks of engagement show that:

- Reward systems for faculty and staff include an engagement dimension
- Student engagement experiences have an impact on classroom performance
- The institution disseminates research findings and attends to the transfer of knowledge
- Meaningful engagement with communities occurs
- There is evidence of partnership impacts





# Developing the OEMI

- Data collection recommended in 1993 report that defined outreach at MSU
- Study of extant institutional data
  - Contracts and Grants Administration Forms
  - Faculty Professional Accomplishments Forms
  - Faculty Effort Forms
  - Extension Reporting System
- New unit-based instructional outreach data collection
- Faculty committee on evaluating quality outreach
- Small invitational workshop with national participants
- Charge from the Provost





# Developing the OEMI (contd.)

- Pilot studies prior to implementation
  - Paired MSU departments in the natural and social sciences
  - Faculty from across MSU working in Lansing (AKTL Network)
  - Large MSU core college
  - Ernest Lynton Award nominees (NERCHE)
  - Select University of Connecticut faculty
  - Select University of Kentucky departments
  - All MSU colleges
- Faculty interview project
- University-wide implementation (2004)
- National Invitational Benchmarking Conference (2005)



# The OEMI today

- Data collection at MSU
  - Three years of data
    - 1,885 non-duplicative respondents
  - Beta test of a scaleable online reporting system
  - Challenges
    - Continuous refinement of the instrument
      - Balance desire for increasing data with need for reasonable length
      - Balance desire for changes with need for comparable data sets
    - Increase response rate
      - Improve communication
    - Better integration with extension service, medical schools, and contract and grants data collection



## The OEMI today (contd.)

- The University Continuing Education Association's (UCEA) "Recognition of Excellence Award for Innovations in Outreach and Engagement" (2007)
- OEMI Institutional Partnerships
  - University of Kentucky
  - University of Tennessee system
  - Kansas State University
- Partnership prospects
  - Inquiries from universities and university systems across the U.S. and Australia
  - Demonstration system with guest accounts available



# Future Plans for the OEMI

- Increase number of OEMI partnerships
- Proposed pilot applications of the OEMI
  - Collecting data across a discipline
    - American Association of Colleges of Pharmacy (AACCP)
  - Collecting data across one form of engagement
    - Tennessee Alliance for Continuing Higher Education (TACHE)
- Develop research consortium focusing on outreach and engagement measurement
  - Foster first national data warehouse
  - Conduct cross-institutional studies
  - Inform national conversation about benchmarking



# Tour of the OEMI

## A Visual Preview of the System

- The online survey
- Beta of online reporting
- Uses of the data
- Demonstrations



## Outreach and Engagement Measurement Instrument (OEMI)

Engagement activities from January 1 2006, through December 31, 2006

### What is Outreach and Engagement?

Outreach occurs when a person's research, teaching, or service activity significantly engages that person's scholarly or professional expertise with communities and/or organizations outside the academy with the direct goal of improving outcomes for those who live and work in them. That is, outreach 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 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, resources and results in mutually identified benefits.

### What is the OEMI?

In order to help increase public understanding of Michigan State University's outreach and engagement effort, the Provost's Office collects data annually on faculty engagement activities. Sections 1 - 3 of the OEMI gather numerical data about your outreach activities along seven dimensions:

- ◆ Time spent
- ◆ Social issues
- ◆ Boldness By Design imperatives
- ◆ Forms
- ◆ Locations
- ◆ Non-university participants
- ◆ External funding and in-kind support

Section 4 asks for descriptive information about purposes, methods, disciplinary and interdisciplinary perspectives, impacts on ongoing research, and impacts on the external audiences. This information enables the University to showcase its faculty's contributions to the public that supports it.

### Who should complete the OEMI?

All [faculty and academic staff](#) should complete the oemi. If you were not engaged in outreach and engagement activities during this period, please indicate "I did not participate in any outreach and engagement activity during this time period" in Section 1.

### What to report?

Because outreach is an aspect of many different kinds of scholarly work, not a separate sphere of activity distinct from teaching or research, nor identical with "service," most outreach and engagement activities will be an aspect of the faculty member's teaching, research or creative activities. **It is very likely that you will include on the OEMI data on activities that you may have reported in other places as instruction, research or creative activities.** Thus, the first question on this survey asks you to identify the percentage of your total outreach effort across all the categories of your academic work (i.e., instruction, advising, research and creative activity, service, and administration). This work can take the form of [Outreach Research and Creative Activity](#), [Technical or Expert Assistance](#), [Outreach Instruction: Credit Courses and Programs](#), [Outreach Instruction: Non-Credit Classes and Programs](#), [Outreach Instruction: Public Events and Understanding](#), [Experiential/Service-Learning](#), [Clinical Service](#). (Click on any of these terms for fuller definition.)

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:

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, 2005](#)



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## Outreach and Engagement Measurement Instrument: Main Menu

Engagement activities from **January 1, 2006** through **December 31, 2006**.  
Respondent: BARGERSTOCK, BURTON ASHLEY

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### Instructions

This survey is divided into four parts or sections. As you complete each section, click the **Save and go to the next section** button at the bottom of each section to submit your responses for that 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 the section. If you have to leave a section to go to a previous section, click on **Save and go to the previous section** button to save your responses for the current section and go back to the previous one. You must complete Section 1 before proceeding to Section 2, and Section 2 before proceeding to Sections 3 and 4.

All responses must be completed by **February 28, 2007**, 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 your responses, and clicking on the **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.

To discard your response in any section and log out or return to the main menu, click on **Log Out** or **Main Menu** at the top of the page.

You can **view your previous year's response**.

- [2004 Response](#).
- [2005 Response](#).

Please note that the survey has been updated based on respondent feedback, so that some of the questions from previous years are not repeated in the current survey.

### Survey Sections

The status of each section is shown below. Start by clicking the Section 1 link.

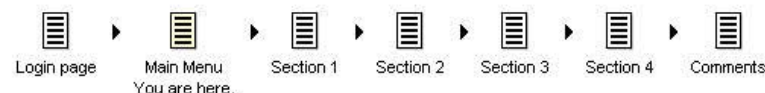
- [Section 1](#) - Data entry completed
- [Section 2](#) - Data entry completed
- [Section 3](#) - Data entry completed
- [Section 4: Activity 1](#) - Data entry completed
- [Section 4: Activity 2](#) - Data entry completed
- [Section 4: Activity 3](#) - Data entry completed
- [Section 4: Activity 4](#) - Data entry completed
- [Section 4: Activity 5](#) - Data entry not yet completed

[Printable page](#). You can print out your responses to save for your records.

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

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### Current Survey Section





## Outreach and Engagement Measurement Instrument: Section 1

### Engagement activities from January 1, 2006 to December 31, 2006

**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, creative activity, 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 and 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 and engagement as unique activities separate from teaching and/or research and/or service. Rather, outreach occurs when a person's research, creative activity, 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 and 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 and engagement activity from January 1, 2006 to December 31, 2006.

Save and go to the next section

Save and go to the previous section

Save and return later

### Current Survey Section



Above links will discard responses on this page. Use the buttons below to save your response.

## Outreach and Engagement Measure

### Engagement activities from January 1, 20

On what social issues did your outreach and engagement activities refer to issues confronting society, not to academic pressing social issues: enhancing educational outcomes of how the findings of disciplinary study – in science, should be listed under Public Understanding and Adult Learning.

**Note:** Urban and diversity focus is asked in Section 3.

Please note that we have provided definitions for those social issues.

**Business and Industrial Development** [Print this definition](#) [Close](#)  
Include outreach activities seeking to enhance the managerial, financial, technological, marketing, advertising, and public relations capacity of for-profit businesses of all kinds. Also include activities that enhance the effectiveness of associations (e.g., Chambers of Commerce) and governmental agencies (e.g., Small Business Administration) supportive of the private sector and/or directed at large-scale economic development. Efforts to help firms adopt new technologies should be included here as should provision of education and training to support economic competitiveness. Work with firms and agencies located primarily within the agricultural industry should be classified under "Food and Fiber Production and Safety."

**Community and Economic Development** [Print this definition](#) [Close](#)  
Include outreach activities that involve community-based efforts to improve the attractiveness, safety, and economic viability of the community. This category is meant to include academic staff involvement with the efforts of relatively small communities – a sparsely populated county, a small town, or an urban neighborhood – rather than with the attempts to spur job growth or infrastructure enhancements at the country, state, or large city level. Please report involvement in these latter activities under Business and Industrial Development.

**Cultural Institutions and Programs** [Print this definition](#) [Close](#)  
Include outreach activities seeking to enhance the capacity of museums, science centers, performance venues, libraries and other institutions dedicated to the preservation of cultural heritage to serve their constituencies more effectively. Include diffusing of new techniques and technologies, training of staff, developing of grant proposals, increasing breadth and accuracy of performance or exhibition, improving public communication about the institution. Do not include participation in efforts to raise money from the public unless that is an area of scholarly work for you. Curating a specific exhibition or directing a specific performance should be listed under "Public Understanding and Adult Learning."

**Governance and Public Policy** [Print this definition](#) [Close](#)  
Include outreach activities focusing on general policy analysis, training and expert assistance in the area of public administration directed to making government at all levels more effective. Include work with elected officials, government employees, and those groups and organizations seeking to influence policy. Include membership on government commissions and expert testimony. This is a general category: if your work with government policy making or analysis is focused exclusively on one of the other areas of concern here – i.e., "Health and Health Care" or "Natural Resources, Land Use, and Environment" – classify those efforts under the specific area of concern.

**Public Understanding and Adult Learning** [Print this definition](#) [Close](#)  
Include outreach activities aimed at satisfying or cultivating an interest in a topic, raising awareness about some subject matter, increasing capacity to take constructive action, encouraging public dialogue, or otherwise educating the general public or a specific segment of that population (but not on-campus MSU students, staff, or faculty). Public understanding can be cultivated through lectures, presentations, forums, exhibitions, conferences, Web sites, broadcasts, brochures as well as formal classroom instruction. Training and staff development activities directed at specific occupations should be listed under the area of concern related to the topic of that training.

#### Issue 1 Issue 2 Social Issues

- [Business and Industrial Development](#)
- [Children, Youth, and Family \(non-school related\)](#)
- [Community and Economic Development](#)
- [Cultural Institutions and Programs](#)
- [Education, Pre-Kindergarten through 12th Grade](#)
- [Food and Fiber Production and Safety](#)
- [Governance and Public Policy](#)
- [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](#)
- [No second issue](#)

Save and go to the next section

Save and go to the previous section

Save and return later

#### Current Survey Section

- Login page
- Main Menu
- Section 1
- Section 2 **You are here.**
- Section 3



### Outreach and Engagement Measurement Instrument: Section 3

Engagement activities from January 1, 2006 to December 31, 2006

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 and engagement efforts* you chose in the previous question? You indicated that you spent 75%, if three-quarters of that time is focused on Science and Technology, and the social issue(s) you chose do not include all of your outreach activities, the percentage will be less than 100%.

	Science and Technology	Business and Industrial Development
75%	<input type="text" value="70"/> %	<input type="text" value="10"/> %

Enhance the student experience [Print this definition](#) [Close](#)  
Enhance the student experience — by continually improving the quality of academic programs and the value of an MSU degree for undergraduate and graduate students.

Did the work contribute to achieving [Boldness By Design](#) imperatives?

	Enhance the student experience	Enrich community, economic, and family life	Expand international reach	Increase research opportunities	Strengthen stewardship
Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enrich community, economic, and family life [Print this definition](#) [Close](#)  
Enrich community, economic, and family life — through research, outreach, engagement, entrepreneurship, innovation, and diversity.

Expand international reach [Print this definition](#) [Close](#)  
Expand international reach — through academic, research, and economic development initiatives and global, national, and local strategic alliances.

Increase research opportunities [Print this definition](#) [Close](#)  
Increase research opportunities — significantly expanding research funding and involvement of graduate and undergraduate students in research and scholarship.

Strengthen stewardship [Print this definition](#) [Close](#)  
Strengthen stewardship — by appreciating and nurturing the university's financial assets, campus infrastructure, and people for optimal effectiveness today and tomorrow.

Did the work primarily focus on urban issues?  Yes  No

Was the work designed to promote diversity?  Yes  No

What form(s) did your work take? Click the name of any form to see its definition. You may select as many other forms as apply.

	Science and Technology	Business and Industrial Development
Outreach Research and Creative Activity	<input type="radio"/> Choose one as the primary form <input type="checkbox"/> Select all that apply	<input type="radio"/> Choose one as the primary form <input type="checkbox"/> Select all that apply
Technical or Expert Assistance	<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"/>
Outreach Instruction: Non-Credit Classes and Programs	<input type="radio"/> <input type="checkbox"/>	<input checked="" type="radio"/> <input type="checkbox"/>
Outreach Instruction: Public Events and Understanding	<input type="radio"/> <input checked="" type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>
Experiential/Service-Learning	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>
Clinical Service	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>

Above links will discard responses on this page. Use the buttons below to save your response.

## Outreach and Engagement Measurement Instrument: Section 3

Engagement activities from January 1, 2006 to December 31, 2006

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

What percentage of your total outreach and engagement activities did you choose in the previous question? You indicated that 75%, if three-quarters of that time is focused on Social Issues, the social issue(s) you chose do not include all of your time, and are less than 100%.

Did the work contribute to achieving Boldness B?

### Outreach Research and Creative Activity

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.

Was the work designed to promote diversity?

What form(s) did your work take? For each social issue, choose a primary form and as many other forms as apply. Click the name of any form to see its definition.

[Outreach Research and Creative Activity](#)

[Technical or Expert Assistance](#)

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

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

[Outreach Instruction: Public Events and Understanding](#)

[Experiential/Service-Learning](#)

[Clinical Service](#)

### Technical or Expert Assistance

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

### Outreach Instruction: Credit Courses and Programs

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

### Outreach Instruction: Non-Credit Classes and Programs

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

### Outreach Instruction: Public Events and Understanding

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

### Experiential/Service-Learning

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

### Clinical Service

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

### Business and Industrial Development

10 %

- No
- No
- No
- No
- No
- No
- No

### Business and Industrial Development

Choose one as the primary form. Select all that apply.

- form
- apply
- form
- apply
- form
- apply
- form
- apply



**How many people were directly involved in or directly served by your outreach and engagement programs or activities?** For example, count participants in your non-credit classes and programs and in your off-campus courses and programs; attendees at exhibits and performances; MSU students participating in experiential/service-learning and those with whom they worked directly at their placements; clinical clients; and partner-organization staff and clients with whom you worked. Do not count those indirectly served such as those whom your client or partner served.

**Science and Technology**

510

**Business and Industrial Development**

3

**Was your activity directed specifically at institutions or individuals within Michigan?** If you select yes, please specify the locations. You will also be asked to approximate the total percentage of your outreach and engagement activity directed specifically at institutions or individuals and specific sites within Michigan.

Yes

No

[specify locations within Michigan](#)

Yes

No

[specify locations within Michigan](#)

**Was your activity directed specifically at institutions or individuals internationally?** If you select yes, please specify the locations.

Yes

No

[specify locations internationally](#)

Yes

No

[specify locations internationally](#)

## Specify Michigan Locations

Of the effort devoted to **Science and Technology** please approximate the percentage of your effort specifically targeted at institutions or individuals within Michigan and at specific sites in Michigan (if applicable).

- A. Michigan:  %
- B. If your work was directed at any of the following cities, please approximate the percentage of time:
- Battle Creek:  %
  - Detroit:  %
  - East Lansing:  %
  - Flint:  %
  - Grand Rapids:  %
  - Jackson:  %
  - Kalamazoo:  %
  - Lansing:  %
  - Marquette:  %
  - Muskegon:  %
  - Traverse City:  %
  - Saginaw:  %
- C.  Specify Michigan Counties if your outreach work was specifically targeted at institutions or individuals in parts of Michigan other than those listed in B above

Done

- Some counties have been selected automatically based on the data entered in the prior window. [Cancel changes and close](#)
- 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.

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

<input type="checkbox"/> <b>Upper Peninsula</b>	<input type="checkbox"/> <b>Northern Lower Peninsula</b>	<input type="checkbox"/> <b>West Central</b>	<input type="checkbox"/> <b>East Central</b>	<input type="checkbox"/> <b>SouthWest</b>	<input type="checkbox"/> <b>SouthEast</b>
<input type="checkbox"/> Alger	<input type="checkbox"/> Alcona	<input type="checkbox"/> Allegan	<input type="checkbox"/> Arenac	<input type="checkbox"/> Berrien	<input type="checkbox"/> Genesee
<input type="checkbox"/> Baraga	<input type="checkbox"/> Alpena	<input type="checkbox"/> Barry	<input type="checkbox"/> Bay	<input type="checkbox"/> Branch	<input type="checkbox"/> Lapeer
<input type="checkbox"/> Chippewa	<input type="checkbox"/> Antrim	<input type="checkbox"/> Ionia	<input type="checkbox"/> Clare	<input type="checkbox"/> Calhoun	<input type="checkbox"/> Lenawee
<input type="checkbox"/> Delta	<input type="checkbox"/> Benzie	<input checked="" type="checkbox"/> Kent	<input type="checkbox"/> Clinton	<input type="checkbox"/> Cass	<input type="checkbox"/> Livingston
<input type="checkbox"/> Dickinson	<input type="checkbox"/> Charlevoix	<input type="checkbox"/> Lake	<input type="checkbox"/> Gladwin	<input type="checkbox"/> Eaton	<input type="checkbox"/> Macomb
<input type="checkbox"/> Gogebic	<input type="checkbox"/> Cheboygan	<input type="checkbox"/> Manistee	<input type="checkbox"/> Gratiot	<input type="checkbox"/> Hillsdale	<input type="checkbox"/> Monroe
<input type="checkbox"/> Houghton	<input type="checkbox"/> Crawford	<input type="checkbox"/> Mason	<input type="checkbox"/> Huron	<input type="checkbox"/> Ingham	<input type="checkbox"/> Oakland
<input type="checkbox"/> Iron	<input type="checkbox"/> Emmet	<input type="checkbox"/> Mecosta	<input type="checkbox"/> Isabella	<input type="checkbox"/> Jackson	<input type="checkbox"/> St. Clair
<input type="checkbox"/> Keweenaw	<input type="checkbox"/> Grand Traverse	<input type="checkbox"/> Montcalm	<input type="checkbox"/> Midland	<input type="checkbox"/> Kalamazoo	<input type="checkbox"/> Washtenaw
<input type="checkbox"/> Luce	<input type="checkbox"/> Iosco	<input type="checkbox"/> Muskegon	<input type="checkbox"/> Saginaw	<input type="checkbox"/> St. Joseph	<input checked="" type="checkbox"/> Wayne
<input type="checkbox"/> Mackinac	<input type="checkbox"/> Kalkaska	<input type="checkbox"/> Newaygo	<input type="checkbox"/> Sanilac	<input type="checkbox"/> Van Buren	
<input type="checkbox"/> Marquette	<input type="checkbox"/> Leelanau	<input type="checkbox"/> Oceana	<input type="checkbox"/> Shiawassee		
<input type="checkbox"/> Menominee	<input type="checkbox"/> Missaukee	<input type="checkbox"/> Osceola	<input type="checkbox"/> Tuscola		
<input type="checkbox"/> Ontonagon	<input type="checkbox"/> Montmorency	<input type="checkbox"/> Ottawa			
<input type="checkbox"/> Schoolcraft	<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				

Done



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

Done

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

[Cancel choices and close](#)

• 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"/> Cote 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"/> Niue	<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 (Islas 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"/> Fiji	<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"/> Gambia, The	<input type="checkbox"/> Madagascar	<input type="checkbox"/> Saint Helena	<input type="checkbox"/> Walls and Futuna
<input type="checkbox"/> Brazil	<input type="checkbox"/> Gambia, The	<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"/> Georgia	<input type="checkbox"/> Malaysia	<input type="checkbox"/> Saint Lucia	<input type="checkbox"/> Western Sahara
<input type="checkbox"/> Brunei	<input type="checkbox"/> Germany	<input type="checkbox"/> Maldives	<input type="checkbox"/> Saint Pierre and Miquelon	<input type="checkbox"/> Yemen
<input type="checkbox"/> Bulgaria	<input type="checkbox"/> Ghana	<input type="checkbox"/> Mali	<input type="checkbox"/> Saint Vincent and the Grenadines	<input type="checkbox"/> Zambia
<input type="checkbox"/> Burkina Faso	<input type="checkbox"/> Gibraltar	<input type="checkbox"/> Malta	<input type="checkbox"/> Samoa	<input type="checkbox"/> Zimbabwe
<input type="checkbox"/> Burma	<input type="checkbox"/> Greece	<input type="checkbox"/> Man, Isle of	<input type="checkbox"/> San Marino	
<input type="checkbox"/> Burundi	<input type="checkbox"/> Greenland	<input type="checkbox"/> Marshall Islands	<input type="checkbox"/> Sao Tome and Principe	
<input type="checkbox"/> Cambodia	<input type="checkbox"/> Grenada	<input type="checkbox"/> Martinique	<input type="checkbox"/> Saudi Arabia	
<input type="checkbox"/> Cameroon	<input type="checkbox"/> Guadeloupe	<input type="checkbox"/> Mauritania	<input type="checkbox"/> Senegal	
<input type="checkbox"/> Canada	<input type="checkbox"/> Guam	<input type="checkbox"/> Mauritius	<input type="checkbox"/> Serbia and Montenegro	
<input type="checkbox"/> Cape Verde	<input type="checkbox"/> Guatemala	<input type="checkbox"/> Mayotte	<input type="checkbox"/> Seychelles	
<input type="checkbox"/> Cayman Islands	<input type="checkbox"/> Guernsey	<input type="checkbox"/> Mexico	<input type="checkbox"/> Sierra Leone	
<input type="checkbox"/> Central African Republic	<input type="checkbox"/> Guinea	<input type="checkbox"/> Micronesia, Federated States of	<input type="checkbox"/> Singapore	
<input type="checkbox"/> Chad	<input type="checkbox"/> Guinea-Bissau	<input type="checkbox"/> Moldova	<input type="checkbox"/> Slovakia	
<input type="checkbox"/> Chile	<input type="checkbox"/> Guyana	<input type="checkbox"/> Monaco	<input type="checkbox"/> Slovenia	
<input type="checkbox"/> China	<input type="checkbox"/> Haiti	<input type="checkbox"/> Mongolia	<input type="checkbox"/> Solomon Islands	
<input type="checkbox"/> Christmas Island	<input type="checkbox"/> Holy See (Vatican City)	<input type="checkbox"/> Montserrat	<input type="checkbox"/> Somalia	
<input type="checkbox"/> Cocos (Keeling) Islands	<input type="checkbox"/> Honduras	<input type="checkbox"/> Morocco	<input type="checkbox"/> South Africa	
<input type="checkbox"/> Colombia	<input type="checkbox"/> Hong Kong	<input type="checkbox"/> Mozambique	<input type="checkbox"/> Spain	
<input type="checkbox"/> Comoros	<input type="checkbox"/> Hungary	<input type="checkbox"/> Namibia	<input type="checkbox"/> Sri Lanka	
<input type="checkbox"/> Congo, Democratic Republic of the	<input type="checkbox"/> Iceland	<input type="checkbox"/> Nauru	<input type="checkbox"/> Sudan	
<input type="checkbox"/> Congo, Republic of the	<input type="checkbox"/> India	<input type="checkbox"/> Nepal	<input type="checkbox"/> Suriname	
<input type="checkbox"/> Cook Islands	<input type="checkbox"/> Indonesia	<input type="checkbox"/> Netherlands	<input type="checkbox"/> Svalbard	
<input type="checkbox"/> Costa Rica	<input type="checkbox"/> Iran	<input type="checkbox"/> Netherlands Antilles	<input type="checkbox"/> Switzerland	
	<input type="checkbox"/> Iraq			

Done

Did your outreach and engagement activity:

- **Bring into MSU any revenue from gifts, grants, contracts, tuition or fees?** If yes, estimate the dollar value during this period (January 1, 2006 through December 31, 2006).

To help us with our research, please list the account numbers associated with the above mentioned revenue any (e.g., 61-1234, 21-9999).

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

**Contributions provided by off-campus groups and organizations** [Print this definition](#) [Close](#)

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?

Did your outreach and 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 that will be automatically calculated based on a standard rate of \$35.00/hr. Enter the estimated dollar value if you wish.

**Volunteer time** [Print this definition](#) [Close](#)

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.

- **Volunteer time:** Estimate the hours that 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.

<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
[ ] hrs x \$35.00 = \$700	[ ] hrs x \$35.00 = \$350
[ ] hrs x \$18.50 = \$[ ]	[ ] hrs x \$18.50 = \$[ ]
\$[ ]	\$[ ]

Save and go to the next section

Save and go to the previous section

Save and return later

Current Survey Section



## Outreach and Engagement Measurement Instrument: Section 4

### Engagement activities from January 1, 2006 to December 31, 2006

This section asks you to provide more in-depth information about your outreach and engagement work. In this section you may choose to describe any number of your recent or current projects or activities. After filling in the data for a project or activity, click **Save and go to describe another project or activity** button to describe additional projects or activities. Click **Save, make comments and log out** button to complete the survey and get a **printable summary** of your responses.

#### Project or Activity 1

1. Please select social issue(s) of the first project or activity you are describing. If the work you are describing aligns with both social issues you selected, select the one that most closely relates to your work or select both

Business and Industrial Development

2. Project or activity title Prima Civitas Web Site Development

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

The Prima Civitas Foundation needed a Web site and a logo. Organized the development of the products, inclusive of: information architecture, copywriting, editing, graphic design, and programming. Logo was delivered in fall 2006, 90% of Web site also completed during this period.

4. What was the length of the project or activity?

Ongoing activity 2006 Year Started Year Ended (if applicable)

5. If this activity was directed at institutions and individuals within Michigan, please link it to a given location. [Specify Michigan locations.](#)

6. Were any of the following sponsors and/or participants involved in the work?

Units other than your own:  Yes  No

Graduate and/or graduate professional students:  Yes  No

Undergraduate students:  Yes  No

7. List the primary partners external to MSU that were involved in the work.

Prima Civitas Foundation

8. If collaborators and/or sponsors external to MSU were involved, what were their roles? Select all that apply.

- Identified issues or problems addressed.
- Assisted in the planning and management.
- Participated in research, evaluation, or teaching.
- Shared responsibility for the dissemination of products or practices.
- Contributed to identifying resources to support the efforts.

Prepared and/or revised text content.

Other:

9. Please classify the sources of funding for the project or activity. Select all that apply.

- Internal MSU grants       Private industry       Private foundations  
 Governmental agencies (federal, state, and local)       Non-profit organizations (if not reflected by other categories)       Other  
 None

10. What types of formal evaluation did the project or activity include? Select all that apply.

- Formative       Summative       Other       None

Provide description (optional):

Modest informal reviews by staff. As project continues, it would benefit from formal heuristic evaluation and/or user testing.

11. What were the outcomes and impacts of the project or activity, or if the project has not ended what are the intended outcomes and impacts? For example, describe:

- External results or impacts (e.g., changes in public policy, organizational changes, environmental improvement, capacity building).
- Sustained or continued collaborative efforts resulting from this work.

Direct outcome: Prima Civitas Foundation now has an online presence and place from which to communicate about its activities and those of affiliated or related groups. Potential Impact: The Foundation's mission, to enhance and expand economic growth throughout mid-Michigan, may be furthered by the organization's new communication channel.

12. What forms of intellectual property did the project or activity enable you to create? Select all that apply.

- Publications       Software       Presentations       Reports  
 Performances/Exhibitions       Training materials       Web sites       Inventions/Patents  
 Other       None

Provide description (optional):

logo artwork

13. Did the project or activity have any impact on your own scholarly or teaching practices (such as new areas of research or inquiry and new pedagogical practice)? If yes, please describe.

- Yes     No

14. Have you created any scholarly work that assesses or describes how you went about your outreach work? If yes, please summarize.

Yes  No

15. Please provide any additional comments you have about this project or activity.

This was an excellent project that we hope to be able to continue to support.

Save and go to describe another project or activity

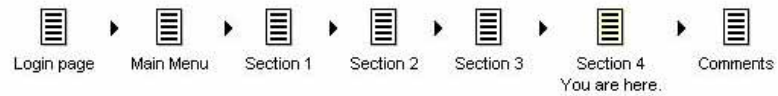
Save and go to the previous section

Save, make comments and log out

Save and return later

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### Current Survey Section



Above links will discard responses on this page

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## Outreach and Engagement Measurement Instrument: Comments

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

In the midst of writing my second project report I was timed out. Consider expanding length of sessions to better accommodate respondents with multiple project reports.

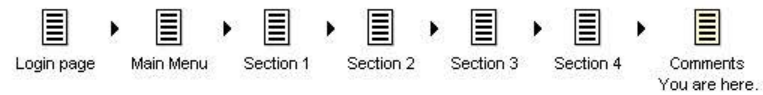
Send comments

[Proceed without sending comments.](#)

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### Current Survey Section





## Outreach &amp; Engagement Measurement Instrument

OEMI

UNIVERSITY-WIDE REPORTS

COLLEGE REPORTS

DEPARTMENT REPORTS

INDIVIDUAL REPORTS

Report Type: University-wide summary

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## University-wide Summary by College

Engagement By College/Dept/Respondent	Academic staff time committed to outreach		Number of respondents reporting outreach activity	Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary			University	Partner	
☒ COLLEGE OF AGRICULTURE & NATURAL RESOURCES	51.43	\$4,702,351	141	200,937	\$37,311,778	\$9,569,008	\$2,399,433
☒ COLLEGE OF ARTS AND LETTERS	23.24	\$1,591,193	88	299,297	\$1,782,000	\$1,337,350	\$515,704
☒ COLLEGE OF BUSINESS (ELI BROAD)	16.15	\$2,374,694	80	238,159	\$14,493,500	\$2,477,000	\$973,074
☒ COLLEGE OF COMMUNICATION ARTS AND SCIENCES	7.74	\$743,008	43	176,180	\$5,047,237	\$12,375,000	\$453,982
☒ COLLEGE OF EDUCATION	7.70	\$713,321	20	89,825	\$15,162,034	\$0	\$128,475
☒ COLLEGE OF ENGINEERING	6.81	\$574,906	31	6,954	\$2,315,625	\$16,000	\$104,022
☒ COLLEGE OF HUMAN MEDICINE	4.08	\$595,511	24	10,821	\$1,503,348	\$250,480	\$101,646
☒ COLLEGE OF MUSIC	1.35	\$84,740	2	974	\$86,221	\$0	\$6,248
☒ COLLEGE OF NATURAL SCIENCE	10.40	\$1,000,101	91	29,038	\$33,803,115	\$2,110,750	\$356,104
☒ COLLEGE OF NURSING	9.04	\$760,315	31	10,036	\$2,560,000	\$335,750	\$113,818
☒ COLLEGE OF OSTEOPATHIC MEDICINE	12.30	\$2,145,921	39	32,168	\$1,939,000	\$9,847,000	\$260,915
☒ COLLEGE OF SOCIAL SCIENCE	41.32	\$3,261,913	121	95,885	\$17,587,434	\$5,833,450	\$2,435,342
☒ COLLEGE OF VETERINARY MEDICINE	7.49	\$626,777	30	113,114	\$1,008,300	\$162,000	\$160,925
☒ INTERNATIONAL STUDIES AND PROGRAMS	4.85	\$328,624	10	4,907	\$6,858,200	\$15,000	\$21,385
☒ JAMES MADISON COLLEGE	0.15	\$18,739	2	140	\$0	\$0	\$0
☒ MICHIGAN STATE UNIVERSITY COLLEGE OF LAW	0.75	\$95,009	9	1,542	\$0	\$0	\$0
☒ MICHIGAN STATE UNIVERSITY EXTENSION	5.18	\$271,298	10	104,298	\$1,514,484	\$3,053,525	\$71,530
☒ NAT'L SUPERCONDUCTING CYCLOTRON LABORATORY	0.33	\$44,028	8	920	\$0	\$0	\$8,255
☒ PROVOST + OTHER CENTRAL OFFICES	23.80	\$1,751,717	55	457,963	\$10,774,649	\$36,898,100	\$1,077,447
<b>Total</b>	<b>234.11</b>	<b>\$21,684,167</b>	<b>835</b>	<b>1,873,158</b>	<b>\$153,746,925</b>	<b>\$84,280,413</b>	<b>\$9,188,305</b>

Outreach & Engagement Measurement Instrument



UNIVERSITY-WIDE REPORTS

COLLEGE REPORTS

DEPARTMENT REPORTS

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Report Type: University-wide summary

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University-wide Summary by College

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	FTE	Salary			University	Partner	
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<input checked="" type="checkbox"/> COLLEGE OF BUSINESS (ELI BROAD)	16.15	\$2,374,694	80	238,159	\$14,493,500	\$2,477,000	\$973,074
<input checked="" type="checkbox"/> ACCOUNTING AND INFORMATION SYSTEMS	2.43	\$447,293	19	5,219	\$708,900	\$205,000	\$126,932
<input checked="" type="checkbox"/> BUSINESS MINORITY EDUCATION PROGRAMS	0.25	\$15,226	1	320	\$0	\$0	\$0
<input checked="" type="checkbox"/> ELI BROAD COLLEGE OF BUSINESS DEAN	0.97	\$199,001	5	1,050	\$3,100,000	\$100,000	\$1,750
<input checked="" type="checkbox"/> EXECUTIVE DEVELOPMENT PROGRAMS	3.25	\$310,010	4	5,000	\$4,300,000	\$379,000	\$459,250
<input checked="" type="checkbox"/> FINANCE	1.31	\$219,043	9	1,468	\$150,000	\$38,000	\$162
<input checked="" type="checkbox"/> INTERNATIONAL BUSINESS CENTER	0.20	\$19,443	1	200	\$0	\$0	\$0
<input checked="" type="checkbox"/> LEAR CORPORATION CAREER SERVICES	0.05	\$4,091	1	60	\$0	\$0	\$8,330
<input checked="" type="checkbox"/> MANAGEMENT	1.32	\$210,044	7	811	\$618,000	\$0	\$21,750
<input checked="" type="checkbox"/> MARKETING & SUPPLY CHAIN MANAGEMENT	4.42	\$771,354	22	221,156	\$5,597,000	\$1,755,000	\$339,625
<input checked="" type="checkbox"/> MBA PROGRAM	0.30	\$11,803	2	220	\$0	\$0	\$0
<input checked="" type="checkbox"/> THE SCHOOL OF HOSPITALITY BUSINESS	1.65	\$167,385	9	2,655	\$19,600	\$0	\$15,275
<input checked="" type="checkbox"/> COLLEGE OF COMMUNICATION ARTS AND SCIENCES	7.74	\$743,008	43	176,180	\$5,047,237	\$12,375,000	\$453,982
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<input checked="" type="checkbox"/> MICHIGAN STATE UNIVERSITY COLLEGE OF LAW	0.75	\$95,009	9	1,542	\$0	\$0	\$0



Outreach & Engagement Measurement Instrument



UNIVERSITY-WIDE REPORTS

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Report Type: University-wide summary

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University-wide Summary by College

Engagement By College/Dept/Respondent	Academic staff time committed to outreach		Number of respondents reporting outreach activity	Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary			University	Partner	
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<input checked="" type="checkbox"/> BUSINESS MINORITY EDUCATION PROGRAMS	0.25	\$15,226	1	320	\$0	\$0	\$0
<input checked="" type="checkbox"/> ELI BROAD COLLEGE OF BUSINESS DEAN	0.97	\$199,001	5	1,050	\$3,100,000	\$100,000	\$1,750
<input checked="" type="checkbox"/> EXECUTIVE DEVELOPMENT PROGRAMS	3.25	\$310,010	4	5,000	\$4,300,000	\$379,000	\$459,250
<input type="checkbox"/> FINANCE	1.31	\$219,043	9	1,468	\$150,000	\$38,000	\$162
PROFESSOR A	0.05			76	\$100,000	\$38,000	\$0
PROFESSOR B	0.05			76	\$20,000	\$0	\$70
PROFESSOR C	0.01			10	\$0	\$0	\$92
PROFESSOR D	0.15			60	\$0	\$0	\$0
PROFESSOR E	0.05			5	\$0	\$0	\$0
PROFESSOR F	0.30			26	\$30,000	\$0	\$0
PROFESSOR G	0.15			90	\$0	\$0	\$0
PROFESSOR H	0.50			1,100	\$0	\$0	\$0
PROFESSOR I	0.05			25	\$0	\$0	\$0
<input checked="" type="checkbox"/> INTERNATIONAL BUSINESS CENTER	0.20	\$19,443	1	200	\$0	\$0	\$0
<input checked="" type="checkbox"/> LEAR CORPORATION CAREER SERVICES	0.05	\$4,091	1	60	\$0	\$0	\$8,330
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<input checked="" type="checkbox"/> MBA PROGRAM	0.30	\$11,803	2	220	\$0	\$0	\$0
<input checked="" type="checkbox"/> THE SCHOOL OF HOSPITALITY BUSINESS	1.65	\$167,385	9	2,655	\$19,600	\$0	\$15,275
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<input checked="" type="checkbox"/> COLLEGE OF EDUCATION	7.70	\$713,321	20	89,825	\$15,162,034	\$0	\$128,475
<input checked="" type="checkbox"/> COLLEGE OF ENGINEERING	6.81	\$574,906	31	6,954	\$2,315,625	\$16,000	\$104,022

Outreach & Engagement Measurement Instrument



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Report Type: University-wide summary by Location (International)

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Engagement effort across the world

Country/Engagement Focus Area	Respondent	Form of Engagement	College
<input type="checkbox"/> Algeria			
<input type="checkbox"/> Argentina			
<input type="checkbox"/> Armenia			
<input type="checkbox"/> Australia			
<input type="checkbox"/> Belgium			
<input type="checkbox"/> Belize			
<input type="checkbox"/> Brazil			
<input type="checkbox"/> Bulgaria			
<input type="checkbox"/> Burkina Faso			
<input type="checkbox"/> Burma			
<input type="checkbox"/> Cambodia			
<input type="checkbox"/> Canada			
<input type="checkbox"/> Chile			
<input type="checkbox"/> China			
<input type="checkbox"/> Costa Rica			
<input type="checkbox"/> Croatia			
<input type="checkbox"/> Czech Republic			
<input type="checkbox"/> Democratic Republic of the Con			
<input type="checkbox"/> Denmark			
<input type="checkbox"/> Egypt			
<input type="checkbox"/> Ethiopia			
<input type="checkbox"/> Federated States of Micronesia			
<input type="checkbox"/> Finland			
<input type="checkbox"/> France			
<input type="checkbox"/> Germany			
<input type="checkbox"/> Ghana			
<input type="checkbox"/> Greece			
<input type="checkbox"/> Guatemala			
<input type="checkbox"/> Honduras			
<input type="checkbox"/> Hungary			

Outreach & Engagement Measurement Instrument



UNIVERSITY-WIDE REPORTS

COLLEGE REPORTS

DEPARTMENT REPORTS

INDIVIDUAL REPORTS

Report Type: University-wide summary by Location (International)

SHOW DATA

Select a format Export



Engagement effort across the world

Country/Engagement Focus Area	Respondent	Form of Engagement	College
<input type="checkbox"/> Algeria			
Education, Pre-Kindergarten through 12th Grade	PROFESOR A	Experiential/Service-Learning	COLLEGE OF EDUCATION
Education, Pre-Kindergarten through 12th Grade	PROFESOR B	Outreach Instruction: Public Events and Understanding	COLLEGE OF EDUCATION
Education, Pre-Kindergarten through 12th Grade	PROFESOR C	Outreach Instruction: Public Events and Understanding	COLLEGE OF EDUCATION
Education, Pre-Kindergarten through 12th Grade	PROFESOR D	Outreach Instruction: Public Events and Understanding	COLLEGE OF EDUCATION
<input type="checkbox"/> Argentina			
<input type="checkbox"/> Armenia			
<input type="checkbox"/> Australia			
<input type="checkbox"/> Belgium			
<input type="checkbox"/> Belize			
<input type="checkbox"/> Brazil			
<input type="checkbox"/> Bulgaria			
<input type="checkbox"/> Burkina Faso			
<input type="checkbox"/> Burma			
<input type="checkbox"/> Cambodia			
<input type="checkbox"/> Canada			
<input type="checkbox"/> Chile			
<input type="checkbox"/> China			
<input type="checkbox"/> Costa Rica			
<input type="checkbox"/> Croatia			
<input type="checkbox"/> Czech Republic			
<input type="checkbox"/> Democratic Republic of the Con			
<input type="checkbox"/> Denmark			
<input type="checkbox"/> Egypt			
<input type="checkbox"/> Ethiopia			
<input type="checkbox"/> Federated States of Micronesia			
<input type="checkbox"/> Finland			
<input type="checkbox"/> France			

## Outreach &amp; Engagement Measurement Instrument

OEMI

UNIVERSITY-WIDE REPORTS

COLLEGE REPORTS

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Report Type: University-wide summary by Engagement Focus Area

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## University-wide Summary by Engagement Focus Area

Engagement Focus Area/College/Respondent	Academic staff time committed to outreach		Number of responses*	Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary			University	Partner	
Business and Industrial Development	21.74	\$3,092,649	142	150,134	\$19,237,000	\$13,194,308	\$1,183,635
Children, Youth, and Family (non-school related)	17.49	\$1,422,233	97	150,313	\$4,079,693	\$2,995,750	\$1,515,961
Community and Economic Development	16.26	\$1,323,839	101	16,346	\$11,405,188	\$1,319,950	\$351,269
Cultural Institutions and Programs	13.44	\$1,008,773	91	465,351	\$3,217,977	\$1,086,000	\$475,018
Education, Pre-Kindergarten through 12th Grade	29.86	\$2,224,626	192	340,753	\$32,501,748	\$36,923,800	\$1,133,686
Food and Fiber Production and Safety	12.15	\$995,111	44	31,131	\$22,489,335	\$983,700	\$153,029
Governance and Public Policy	9.01	\$911,838	73	46,783	\$9,415,143	\$1,160,000	\$379,628
Health and Health Care	29.51	\$3,517,664	154	122,576	\$17,392,460	\$8,389,480	\$661,206
Labor Relations, Training, and Workplace Safety	3.94	\$324,414	18	19,498	\$530,394	\$25,000	\$25,515
Natural Resources, Land Use, and Environment	18.56	\$1,629,872	100	76,751	\$8,748,394	\$8,748,525	\$894,773
Public Safety, Security and Corrections	6.74	\$522,315	20	39,785	\$5,561,625	\$1,300,000	\$1,448,320
Public Understanding and Adult Learning	20.36	\$1,641,041	163	363,391	\$2,267,330	\$1,395,150	\$650,987
Science and Technology	11.90	\$1,112,799	139	50,346	\$16,900,638	\$6,758,750	\$315,278
<b>Total</b>	<b>210.97</b>	<b>\$19,727,172</b>	<b>1334</b>	<b>1,873,158</b>	<b>\$153,746,925</b>	<b>\$84,280,413</b>	<b>\$9,188,305</b>

\*: The number of "responses is greater than the number of "respondents". 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".



Outreach & Engagement Measurement Instrument



UNIVERSITY-WIDE REPORTS

COLLEGE REPORTS

DEPARTMENT REPORTS

INDIVIDUAL REPORTS

Report Type:

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University-wide Summary by Engagement Focus Area

Engagement Focus Area/College/Respondent	Academic staff time committed to outreach		Number of responses*	Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary			University	Partner	
<input checked="" type="checkbox"/> <b>Business and Industrial Development</b>	<b>21.74</b>	<b>\$3,092,649</b>	<b>142</b>	<b>150,134</b>	<b>\$19,237,000</b>	<b>\$13,194,308</b>	<b>\$1,183,635</b>
<input checked="" type="checkbox"/> <b>Children, Youth, and Family (non-school related)</b>	<b>17.49</b>	<b>\$1,422,233</b>	<b>97</b>	<b>150,313</b>	<b>\$4,079,693</b>	<b>\$2,995,750</b>	<b>\$1,515,961</b>
<input checked="" type="checkbox"/> COLLEGE OF AGRICULTURE & NATURAL RESOURCES	1.71	\$108,453	9	23,855	\$340,500	\$158,500	\$502,618
<input checked="" type="checkbox"/> COLLEGE OF ARTS AND LETTERS	0.95	\$59,764	10	2,218	\$55,000	\$5,000	\$60,075
<input checked="" type="checkbox"/> COLLEGE OF BUSINESS (ELI BROAD)	0.50	\$52,069	3	1,825	\$0	\$0	\$0
<input checked="" type="checkbox"/> COLLEGE OF COMMUNICATION ARTS AND SCIENCES	0.46	\$38,465	8	401	\$90,625	\$5,000	\$4,200
<input checked="" type="checkbox"/> COLLEGE OF EDUCATION	0.39	\$31,876	6	1,865	\$708,652	\$0	\$18,075
<input checked="" type="checkbox"/> COLLEGE OF ENGINEERING	0.05	\$2,943	1	300	\$0	\$3,000	\$0
<input checked="" type="checkbox"/> COLLEGE OF HUMAN MEDICINE	0.79	\$102,446	4	215	\$162,000	\$0	\$2,490
<input checked="" type="checkbox"/> COLLEGE OF MUSIC	0.56	\$28,644	1	450	\$74,000	\$0	\$4,148
<input checked="" type="checkbox"/> COLLEGE OF NATURAL SCIENCE	0.21	\$10,880	2	115	\$0	\$0	\$0
<input checked="" type="checkbox"/> COLLEGE OF NURSING	1.37	\$110,346	7	1,390	\$200,000	\$3,250	\$42,145
<input checked="" type="checkbox"/> COLLEGE OF OSTEOPATHIC MEDICINE	0.32	\$45,887	2	270	\$0	\$0	\$0
<input checked="" type="checkbox"/> COLLEGE OF SOCIAL SCIENCE	7.02	\$522,123	31	12,856	\$1,494,916	\$819,500	\$572,800
<input checked="" type="checkbox"/> COLLEGE OF VETERINARY MEDICINE	0.06	\$5,407	2	90	\$0	\$0	\$285
<input checked="" type="checkbox"/> MICHIGAN STATE UNIVERSITY COLLEGE OF LAW	0.40	\$51,687	4	881	\$0	\$0	\$0
<input checked="" type="checkbox"/> MICHIGAN STATE UNIVERSITY EXTENSION	0.79	\$43,375	2	94,760	\$550,000	\$1,700,000	\$0
<input checked="" type="checkbox"/> PROVOST + OTHER CENTRAL OFFICES	1.92	\$207,870	5	8,822	\$404,000	\$301,500	\$309,125
<input checked="" type="checkbox"/> <b>Community and Economic Development</b>	<b>16.26</b>	<b>\$1,323,839</b>	<b>101</b>	<b>16,346</b>	<b>\$11,405,188</b>	<b>\$1,319,950</b>	<b>\$351,269</b>
<input checked="" type="checkbox"/> <b>Cultural Institutions and Programs</b>	<b>13.44</b>	<b>\$1,008,773</b>	<b>91</b>	<b>465,351</b>	<b>\$3,217,977</b>	<b>\$1,086,000</b>	<b>\$475,018</b>
<input checked="" type="checkbox"/> <b>Education, Pre-Kindergarten through 12th Grade</b>	<b>29.86</b>	<b>\$2,224,626</b>	<b>192</b>	<b>340,753</b>	<b>\$32,501,748</b>	<b>\$36,923,800</b>	<b>\$1,133,686</b>
<input checked="" type="checkbox"/> <b>Food and Fiber Production and Safety</b>	<b>12.15</b>	<b>\$995,111</b>	<b>44</b>	<b>31,131</b>	<b>\$22,489,335</b>	<b>\$983,700</b>	<b>\$153,029</b>
<input checked="" type="checkbox"/> <b>Governance and Public Policy</b>	<b>9.01</b>	<b>\$911,838</b>	<b>73</b>	<b>46,783</b>	<b>\$9,415,143</b>	<b>\$1,160,000</b>	<b>\$379,628</b>
<input checked="" type="checkbox"/> <b>Health and Health Care</b>	<b>29.51</b>	<b>\$3,517,664</b>	<b>154</b>	<b>122,576</b>	<b>\$17,392,460</b>	<b>\$8,389,480</b>	<b>\$661,206</b>
<input checked="" type="checkbox"/> <b>Labor Relations, Training, and Workplace Safety</b>	<b>3.94</b>	<b>\$324,414</b>	<b>18</b>	<b>19,498</b>	<b>\$530,394</b>	<b>\$25,000</b>	<b>\$25,515</b>
<input checked="" type="checkbox"/> <b>Natural Resources, Land Use, and Environment</b>	<b>18.56</b>	<b>\$1,629,872</b>	<b>100</b>	<b>76,751</b>	<b>\$8,748,394</b>	<b>\$8,748,525</b>	<b>\$894,773</b>



## Outreach &amp; Engagement Measurement Instrument

OEMI

UNIVERSITY-WIDE REPORTS

COLLEGE REPORTS

DEPARTMENT REPORTS

INDIVIDUAL REPORTS

Report Type: University-wide summary by Form of Engagement

SHOW DATA

Select a format Export



## University-wide Summary by Form of Engagement

Primary Form of Engagement/College/Respondent	Academic staff time committed to outreach		Number of responses*	Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary			University	Partner	
<input type="checkbox"/> Clinical Service	16.68	\$2,243,269	61	25,543	\$2,609,898	\$4,794,480	\$163,052
<input type="checkbox"/> Experiential/Service-Learning	8.81	\$661,793	60	41,169	\$319,000	\$244,308	\$803,363
<input type="checkbox"/> Outreach Instruction: Credit Courses and Programs	13.80	\$1,265,509	77	33,736	\$4,445,461	\$246,000	\$214,655
<input type="checkbox"/> Outreach Instruction: Non-Credit Classes and Programs	29.31	\$2,706,110	159	358,825	\$18,319,506	\$2,269,200	\$1,772,979
<input type="checkbox"/> Outreach Instruction: Public Events and Understanding	22.66	\$1,615,908	177	183,509	\$15,304,539	\$1,394,100	\$308,861
<input type="checkbox"/> Outreach Research and Creative Activity	73.41	\$6,473,639	392	941,913	\$62,837,713	\$60,369,200	\$4,344,123
<input type="checkbox"/> Technical or Expert Assistance	45.33	\$4,639,352	329	286,348	\$49,910,808	\$14,963,125	\$1,581,272
<b>Total</b>	<b>209.98</b>	<b>\$19,605,581</b>	<b>1255</b>	<b>1,871,043</b>	<b>\$153,746,925</b>	<b>\$84,280,413</b>	<b>\$9,188,305</b>

\*: The number of "responses is greater than the number of "respondents". Each respondent who indicated involvement in engagement had the opportunity to describe those activities under either one or two Areas of Concern and associated a Primary Form of Engagement for each - each such description is counted as a separate response. Therefore, there are more "responses" than "respondents".

# Individual Faculty Report

[Menu](#) | [View Detailed Report](#) | [Print this page](#) | [Log out](#)

Survey of MSU Faculty and Academic Staff

## Outreach & Engagement report for Vivek Joshi

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

### Overall Effort

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

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

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

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

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

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

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

This work was designed to impact people and issues within Michigan.

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

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

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

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

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

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

This work was designed to impact people and issues internationally.

**250** people participated in this activity.

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

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

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

### Description of my outreach work: Project or Activity 1

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

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

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

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

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

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

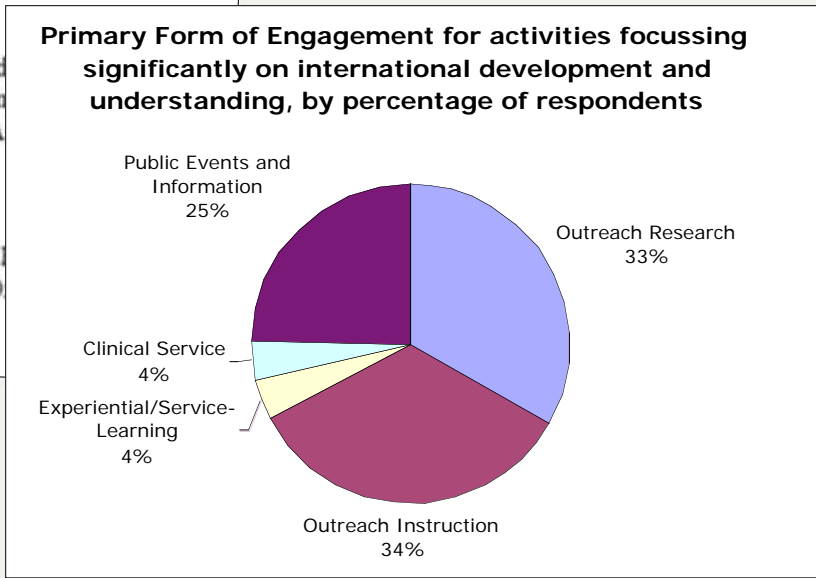
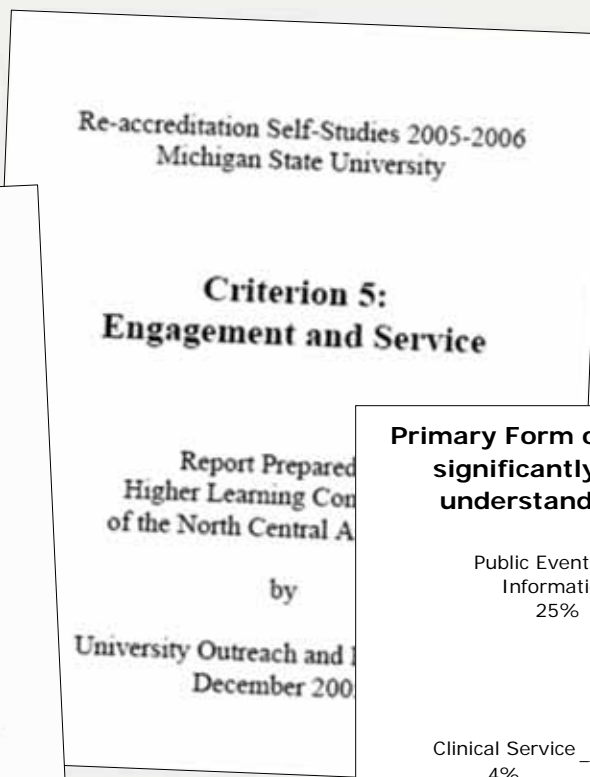
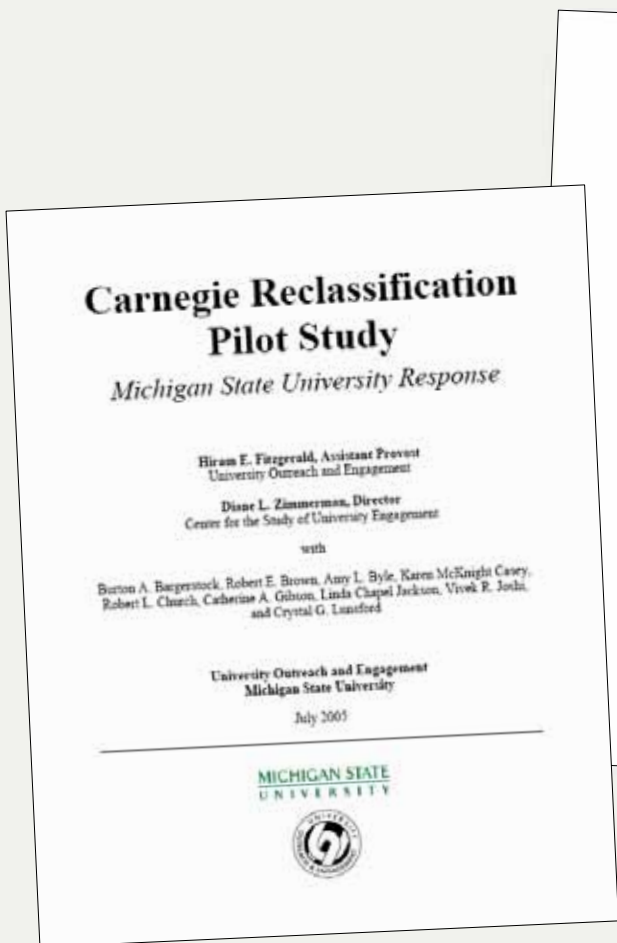
- Identifying issues or problems addressed.
- Participating in research, evaluation, or teaching.
- Sharing responsibility for the dissemination of products or practices.

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

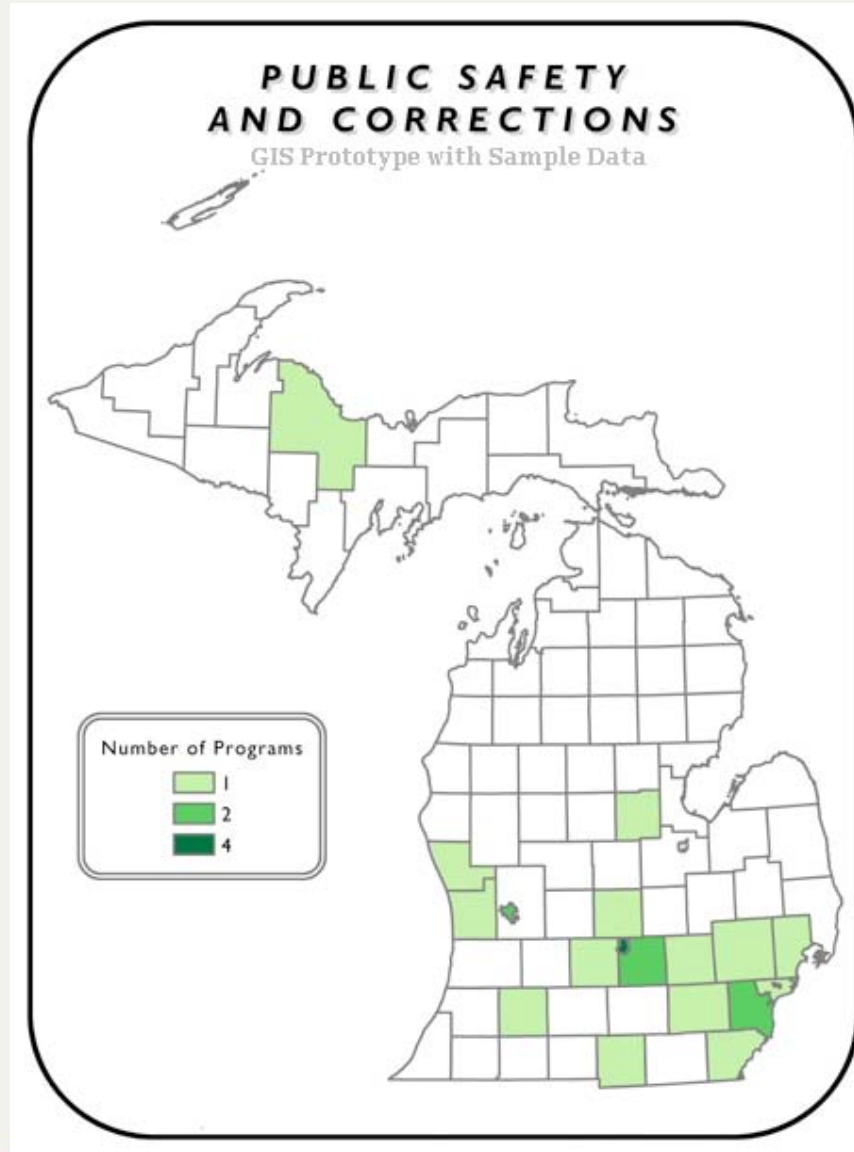
- Internal MSU grants



# Accreditation and Carnegie Self-Studies



# Application of Data to GIS



# College Level Analysis

## **Analysis of Data Collected through the Outreach Measurement Instrument**

*September, 2003*

### **Pilot Test of the Outreach Measurement Instrument (OMI)**

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

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

### **Results of the Pilot Survey**

#### **Return on Investment**

Responses to the spring 2003 pilot survey revealed that in nearly 32% of their overall effort, faculty and academic staff in these departments were engaged with organizations and groups outside the academy in applying their scholarship to address pressing issues facing those organizations and communities and/or offering credit and non-credit instruction to non-traditional audiences. That effort constitutes an investment of approximately \$2.2M salary dollars that the University is making to insuring that the University's knowledge resources are used fruitfully by the community. In addition, faculty and academic staff report that their outreach work brought in \$11,375,250 to the University to support that work and, further, that their outreach work contributed to the generation of \$12,403,000 in grants and contracts awarded to their community partners—a very handsome return on the University's investment. Thus, for every dollar invested, more than ten is generated for the institution or its community partners.





# 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](mailto: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 who pursue a bachelor's degree and teacher certification at MSU, this award is a loan-forgiveness opportunity that provides financial support to cover the full cost of attendance at MSU's highly regarded College of Education. Students who are awarded



# Catalogs of Engagement Opportunities for the Public



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



MICHIGAN STATE UNIVERSITY

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

For more information, e-mail Spartan Youth Programs at [youth@msu.edu](mailto:youth@msu.edu). For assistance any time, call the toll-free 24-hour MSU Libraries, Computing, and Technology Helpline at 1-800-500-1554.



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

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

Search by keyword:

Enter search terms here  Match all words

Browse by topic:

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

View by location

Other MSU sites of interest:

- [Capable Communities](#)
- [Families and Communities Together](#)
- [MSU Extension](#)
- [MSU Global Access](#)
- [Spartan Youth Programs](#)
- [MSU Newsroom](#)
- [Usability & Accessibility Center](#)

Sites open in new window

Search other MSU websites with



For more information, e-mail the MSU Statewide Resource Network at [srn@msu.edu](mailto:srn@msu.edu). For assistance any time, call the toll-free 24-hour MSU Libraries, Computing, and Technology Helpline at 1-800-500-1554.

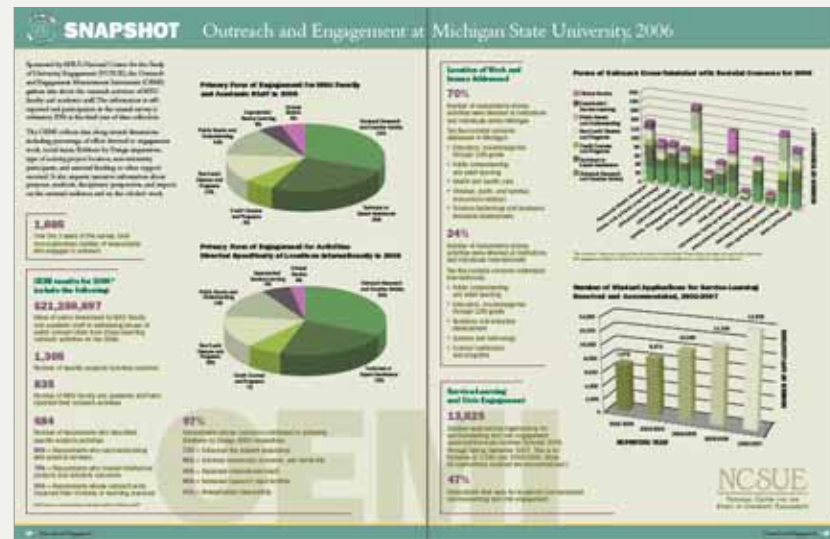
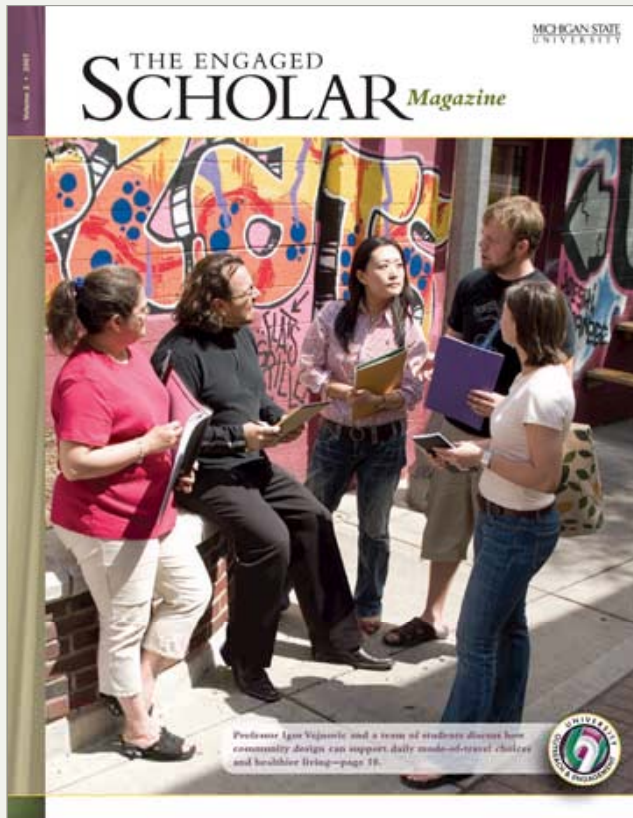
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East Lansing, MI 48824 USA

MSU is an affirmative-action, equal-opportunity institution.





# MSU Publications and Reports



# Guest Accounts on OEMI Demonstration System are Available

## Two ways to request accounts

- Leave your business cards today
- E-mail requests to: [ncsue@msu.edu](mailto:ncsue@msu.edu)
  - Please include:
    - First name
    - Last name
    - E-mail address
    - Title
    - Institution
  - Requests for multiple accounts from the same institution are welcome



# MSU Office of University Outreach and Engagement

## **Hiram E. Fitzgerald**

*Associate Provost for University Outreach and Engagement*

## **Diane L. Zimmerman**

Director, National Center for the Study of University Engagement

## **Patricia A. Farrell**

Senior Director, University-Community Partnerships

## **Laurie Van Egeren**

Director, Community Evaluation and Research Center

## **Rex LaMore**

Director, Center for Community and Economic Development

## **Karen McKnight Casey**

Director, Center for Service-Learning and Civic Engagement

## **Burton A. Bargerstock**

Director, Communication and Information Technology

## **Sarah J. Swierenga**

Director, MSU Usability & Accessibility Center

## **Michael Brand**

Executive Director, Wharton Center for Performing Arts

## **C. Kurt Dewhurst**

Director, Michigan State University Museum

## **Robert A. Esperti and Renno L. Peterson**

Co-Directors, Estate and Wealth Strategies Institute



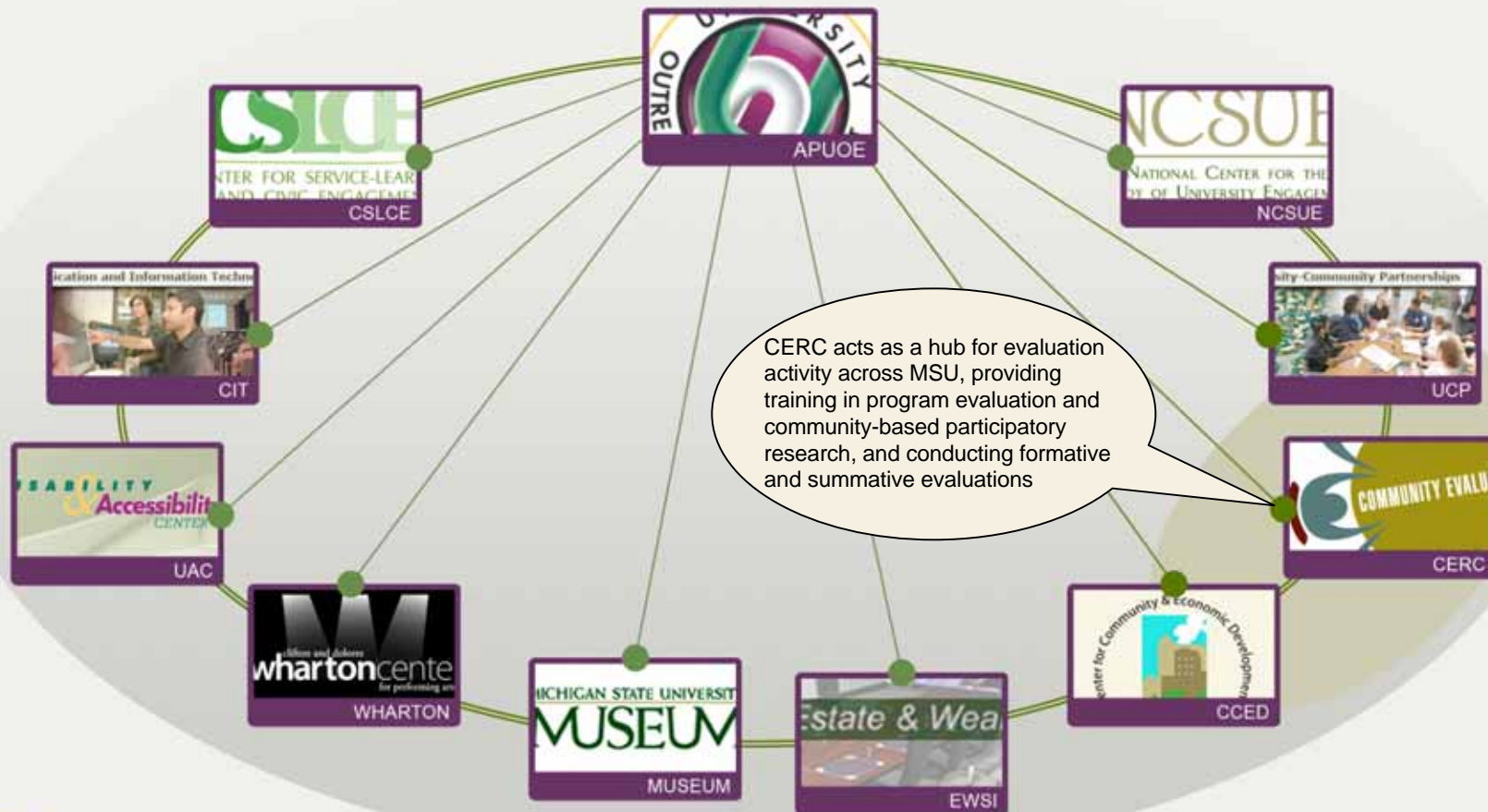
## Contact Information

### 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](mailto:outreach@msu.edu)  
Web site: [outreach.msu.edu](http://outreach.msu.edu)



# University Outreach and Engagement Departments





# Community Evaluation and Research Center



Conducts community-based program evaluations that:

- Are scholarly, collaborative, and participatory
- Take a systems approach
- Address program improvement and impact



# Community Evaluation and Research Center

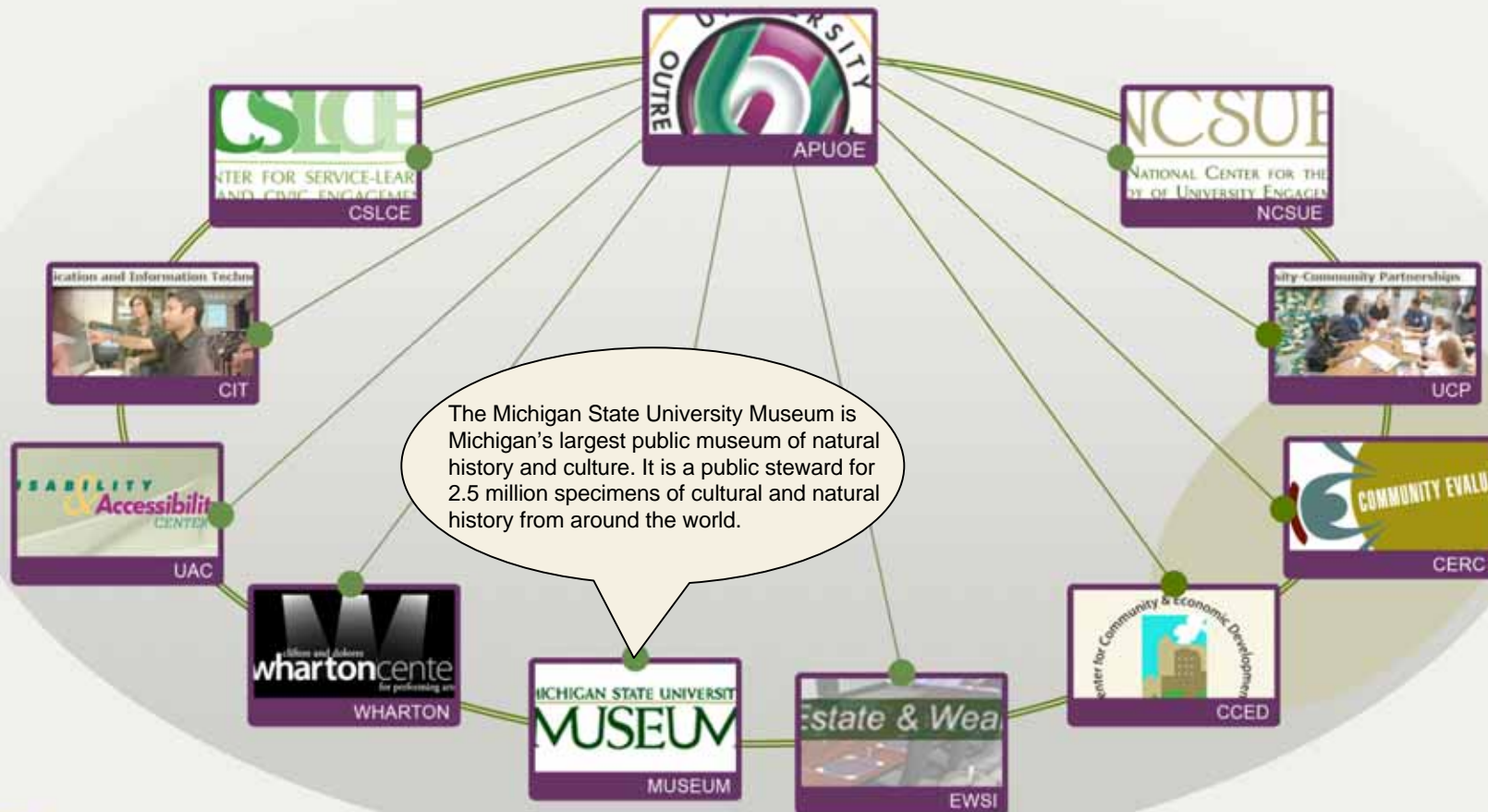


- **Increases research opportunities**  
by facilitating a network of community partnerships in youth development, education, health, organizational change, and community/economic development
- **Enhances student experience**  
through training opportunities in evaluation and community-based research
- **Enriches community, economic, and family life**  
through university-community partnerships that address community problems
- **Strengthens stewardship**  
by developing contracts and grants and increasing the evaluation and community-based research capacity of students, faculty, staff, and community members.





# University Outreach and Engagement Departments

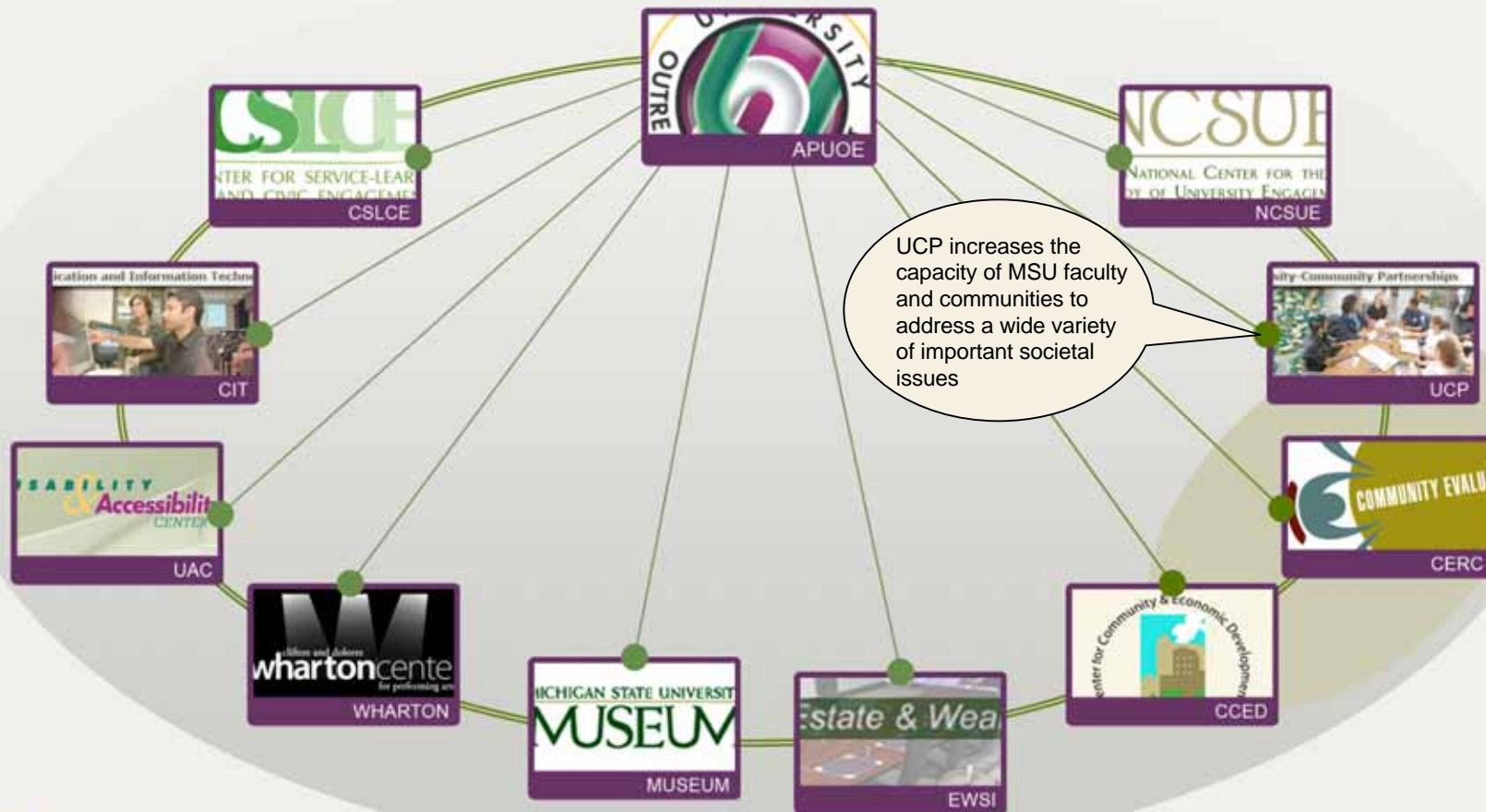


# MSU Museum

- **Michigan State University Museum** is committed to understanding, interpreting, and respecting natural and cultural diversity—through education, exhibitions, research, and the building and stewardship of collections that focus on Michigan and its relationship to the Great Lakes, and the world beyond.
- **The MSU Museum is Michigan's natural history and culture museum, and first affiliate of the Smithsonian Institution.** Recent Smithsonian collaborations with MSU researchers and scholars have included publication of the world's most comprehensive study of the species and range of birds in South Asia, and a Smithsonian Folklife Festival centerpiece program on Native American basketry traditions.



# University Outreach and Engagement Departments



# University-Community Partnerships



**UCP promotes and facilitates University and community engagement by:**

- Creating campus-community partnerships where knowledge is co-created and applied to address a wide variety of important societal issues
- Continually improving the connections among MSU faculty, students and staff and community agencies and organizations





# University-Community Partnerships



## Internally, we connect by:

- Bringing MSU faculty and staff together in AKTL networks designed to inform, support and link faculty and staff with community engagement opportunities
- Promoting collaborative/multidisciplinary partnerships with community groups
- Providing a link with faculty members at the unit level to inform them of the availability of resources and assistance that can help them connect with community partners
- Developing curriculum modules designed to train the next generation of engaged scholars and to enhance service learning experiences
- Evaluating faculty experience with community engagement





# University-Community Partnerships

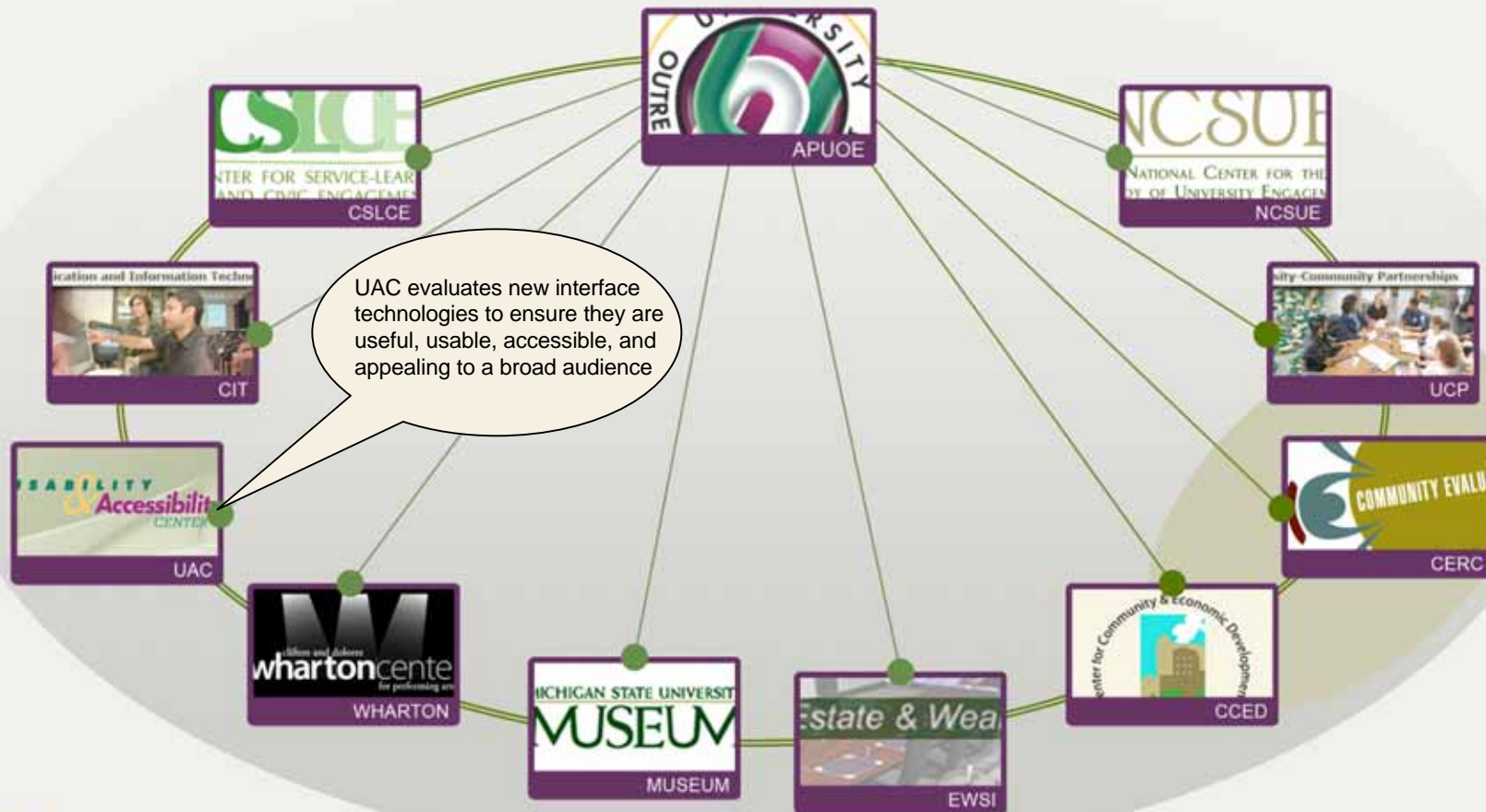


## Externally, we facilitate connection by:

- Linking community requests for research, evidence-based practices, and models to appropriate faculty
- Developing, supporting, and nurturing system level community connections that facilitate partnerships
- Evaluating community experience with engagement efforts and using that information to inform practice
- Participating in multidisciplinary campus-community partnerships
- Promoting the development and use of strength- and evidence-based models and interventions to improve the capacity of those working on issues related to individuals, families, groups, neighborhoods, and communities



# University Outreach and Engagement Departments

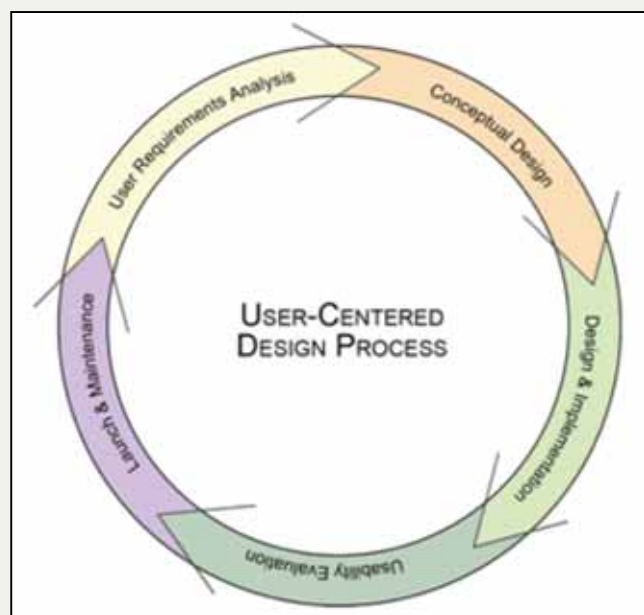


# Usability & Accessibility Center



## Objective

Help you to develop easy-to-use products that increase user satisfaction and meet your organizational or business objectives



## Approach

User-focused research that informs user-centered design



# Usability & Accessibility Center



## A center of excellence for determining:

- How easy Web sites and software are to use
- How to improve them

## The UAC does this through:

- Expert reviews, usability testing and focus groups
- Workshops, training and research
- State of the art facilities
- 20+ years experience in human factors research (PhD Director); 20+ years in consumer research, including usability testing (Assistant Director)

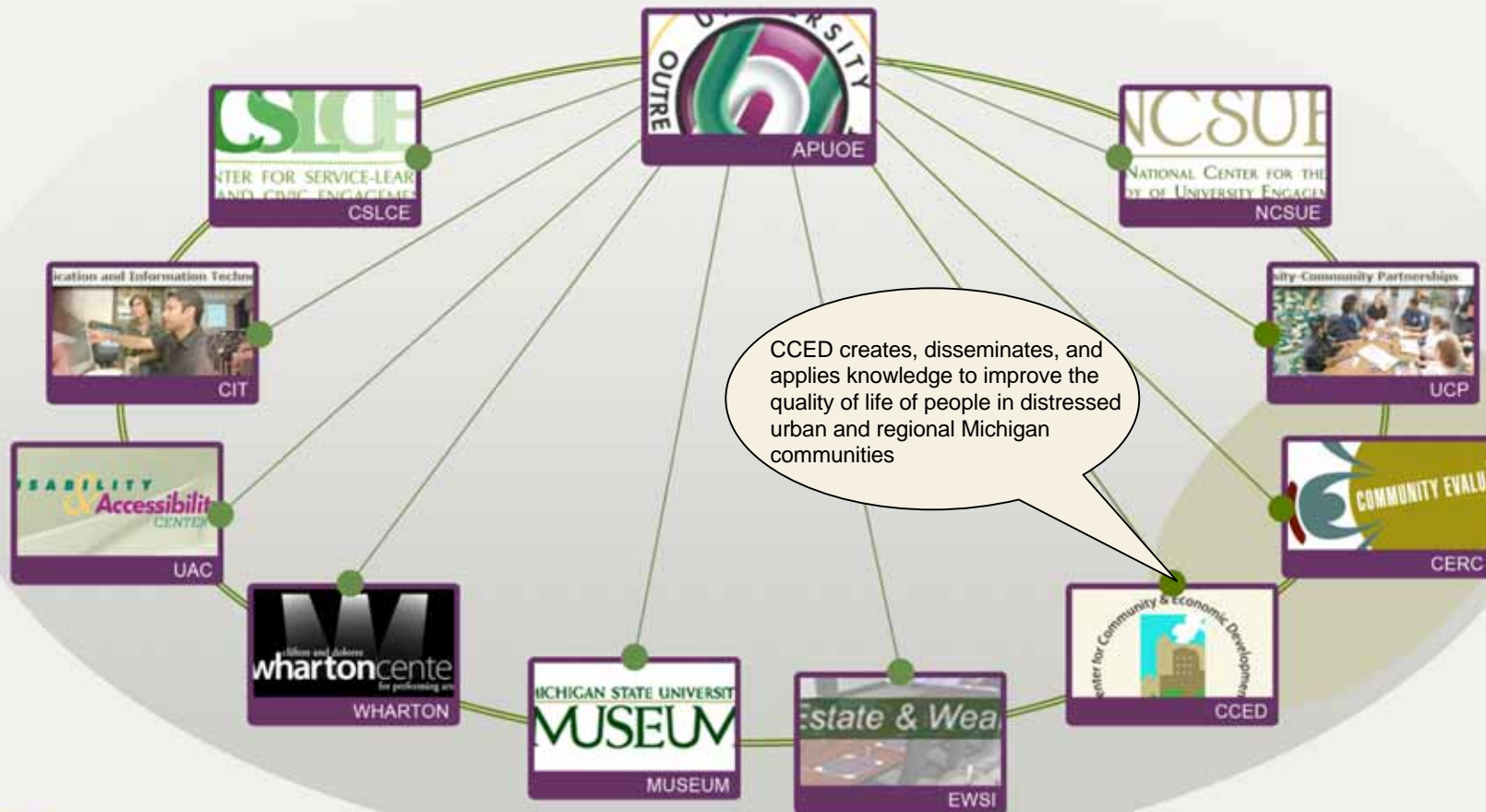
## Clients include:

- State and local government
- Private and for-profit companies
- Universities





# University Outreach and Engagement Departments





# Center for Community and Economic Development



CCED advances MSU's land grant mission by creating, disseminating, and applying knowledge to improve the quality of life in distressed communities

## Current CCED projects:

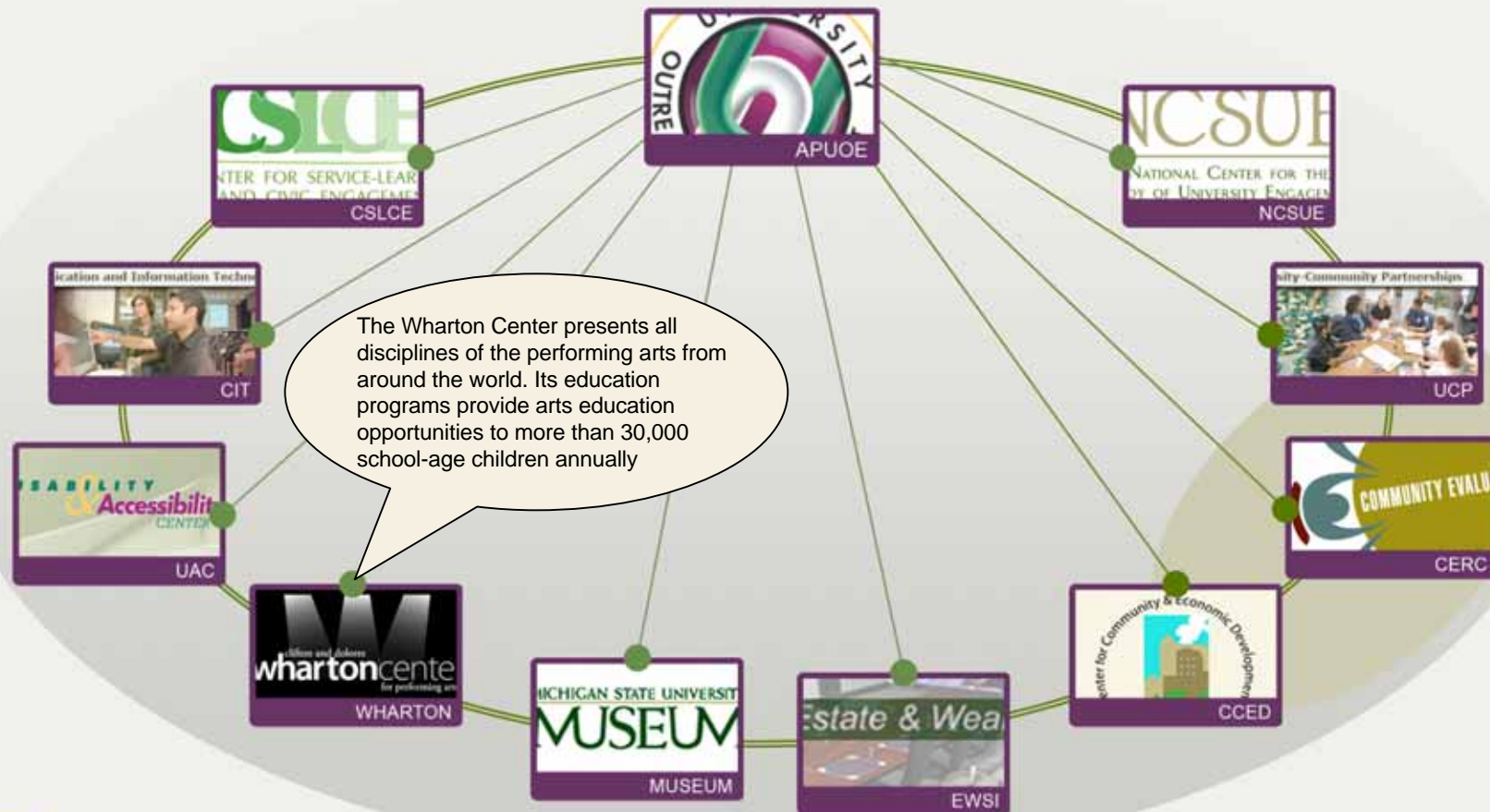
- **Community and economic development**
  - Michigan Knowledge Economy Index and Community Capacity Building Partnership
  - Mid-Michigan Bio-based Auto Manufacturing Component Feasibility Study
- **Sustainable planning and development**
  - Sustainable Policy, Planning and Communities Research
  - “Greening” Nonprofit Management Research
- **Urban and metropolitan development**
  - Lansing Master Planning Partnership
  - Michigan Urban Core Mayors and Bipartisan Urban Caucus
  - Michigan Higher Education Land Policy Consortium
  - State of Michigan Cool Cities Initiative



# Center for Community and Economic Development



# University Outreach and Engagement Departments



# Wharton Center for Performing Arts



- A leading resource for renowned arts entertainment and education programs
- Enriching the lives of Michigan residents and strengthening the value of the arts in everyday life
- Four theatres – Cobb Great Hall, Pasant Theatre, MSU Concert Auditorium, Fairchild Theatre
- Community-supported, not-for-profit with private donations over \$1 million annually





# Wharton Center for Performing Arts

—*Education and Outreach Programs*

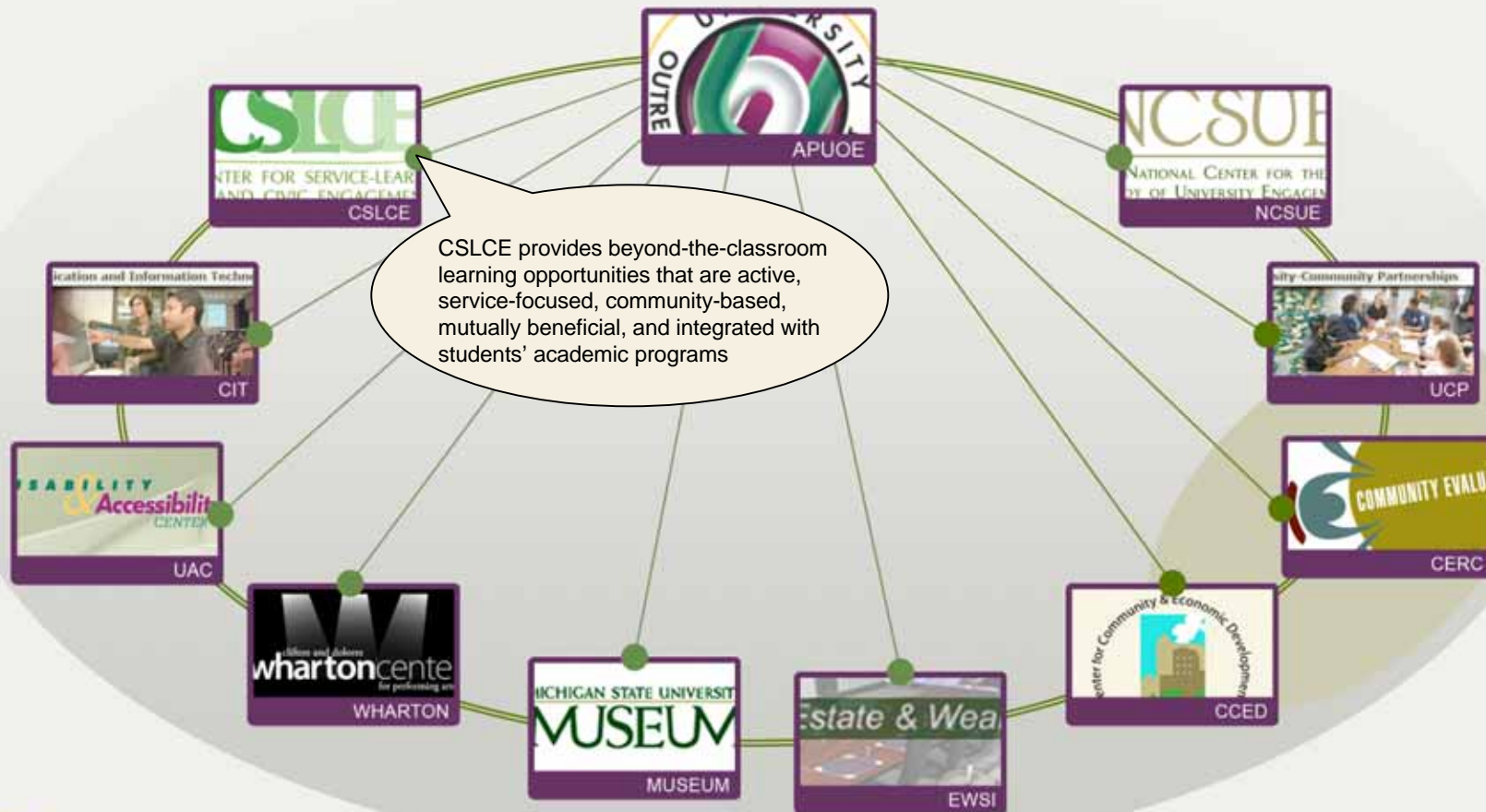


- Act One School and Family Series
- Jazz Kats  
— Jazz For Kids
- Young Playwrights Festival
- Master Classes and Evening College
- Seats 4 Kids
- Community Advisory Panels





# University Outreach and Engagement Departments



# Center for Service-Learning and Civic Engagement



## Mission

The Center for Service-Learning and Civic Engagement at Michigan State University provides active, service-focused, community-based, mutually beneficial, integrated, learning opportunities for students focused on the public good, building and enhancing their commitment to academics, personal and professional development, and civic responsibility.

## Services

The CSLCE assists faculty, students and community partners in creating and managing academic, curricular and co-curricular service-learning and community and civic engagement opportunities.

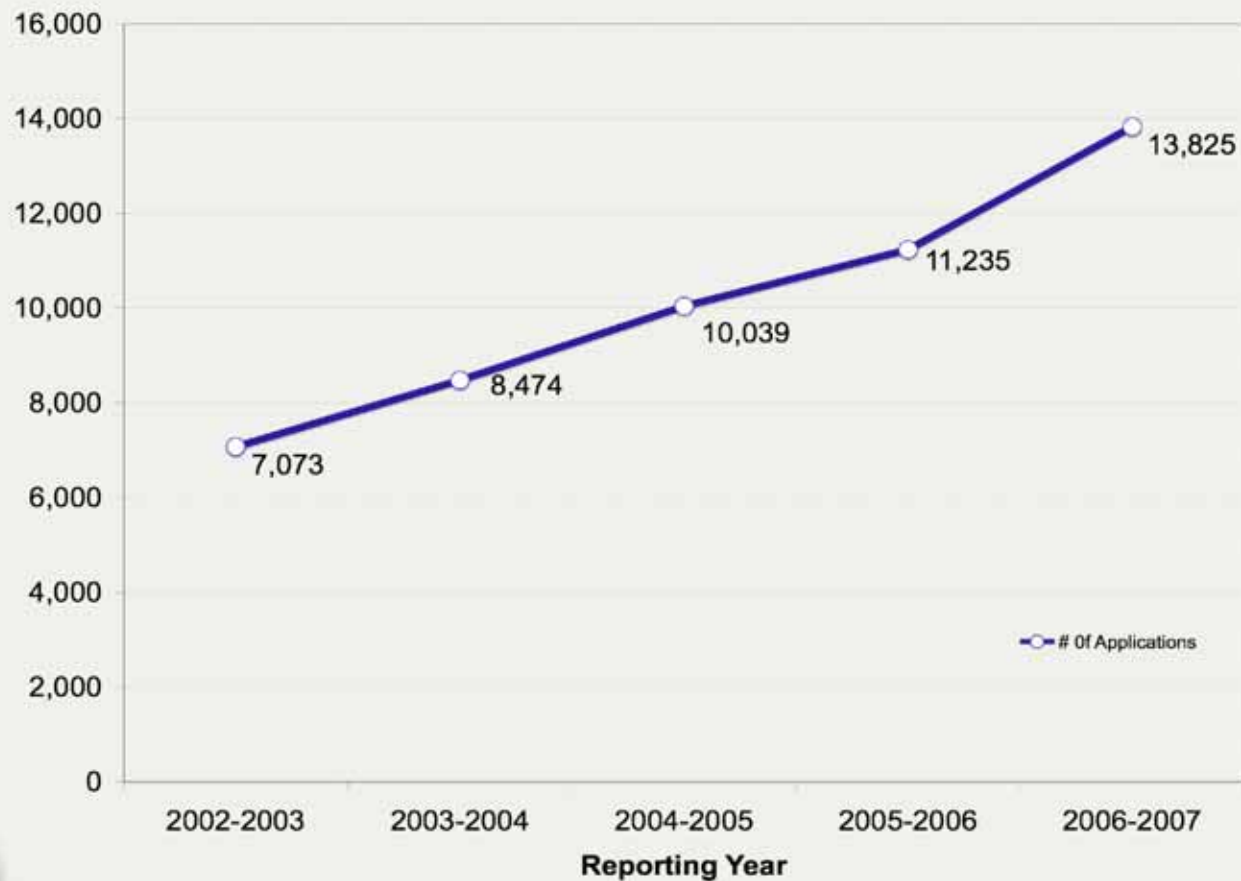


# Center for Service-Learning and Civic Engagement

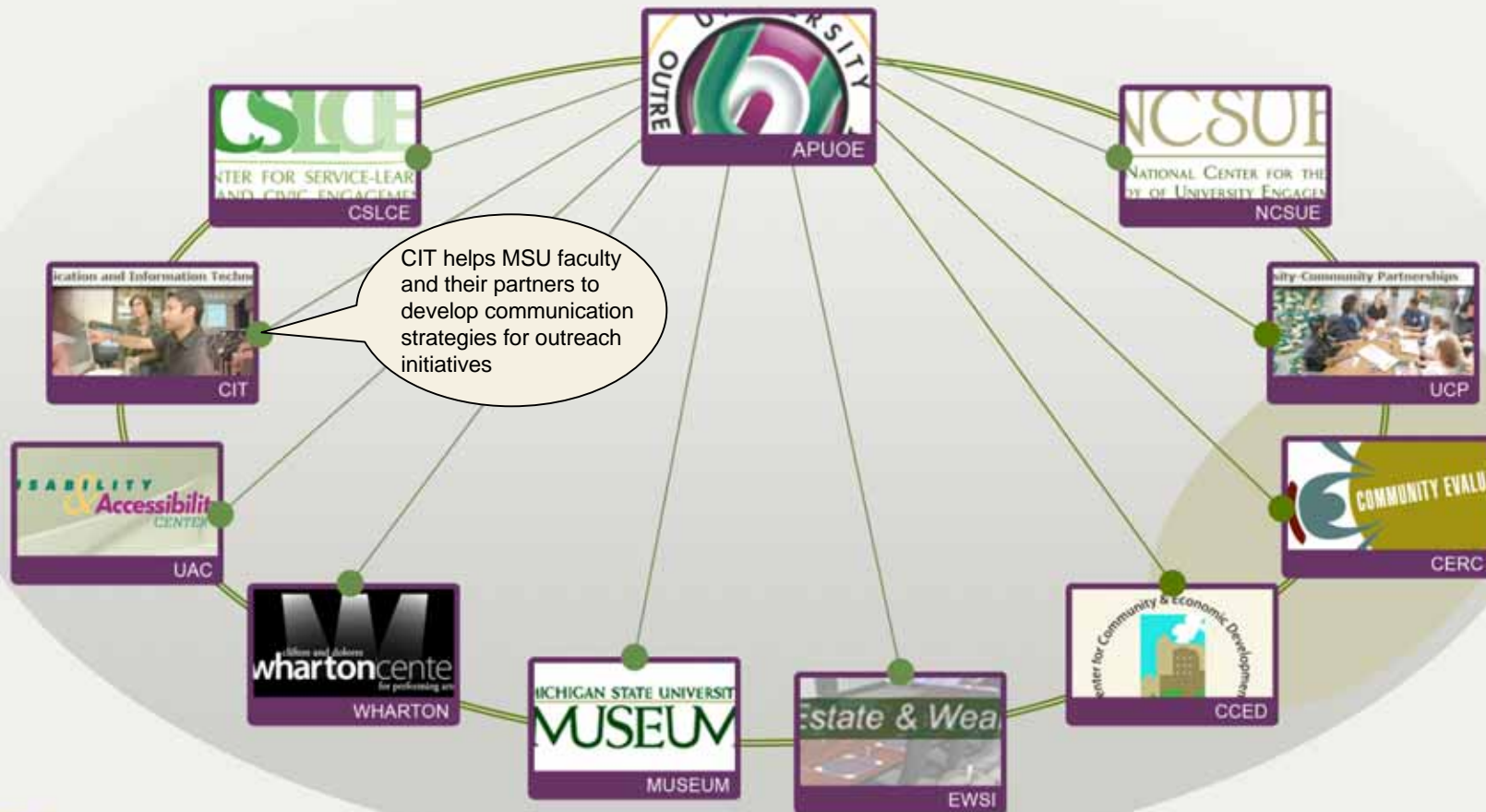


## *Student Applications for Service-Learning Received and Accommodated*

*(Note: All applications received are accommodated.)*



# University Outreach and Engagement Departments



# Communication and Information Technologies



CIT is an academic support unit of the Office of University Outreach and Engagement that:

- Provides communication and information technology strategies, products, and services in support of MSU scholarly outreach and engagement
- Promotes public access to the University's knowledge resources

CIT serves:

- President's office
- Provost's office
- Associate Provost for UOE
- UOE departments
- Individual UOE investigators and their projects/programs
- MSU colleges, departments, and initiatives
- Individual MSU faculty members
- Public stakeholders





# Communication and Information Technologies



## *Approach*

### **It is about engagement**

- All efforts are directed at supporting the engagement mission, but staff are professionally networked to make referrals to other service providers as needed

### **User-centered philosophy**

- Focus on the target audience needs, wants, behaviors, abilities, and impressions
- User perspectives sought and incorporated as appropriate
- Attempt to create satisfying user experiences

### **Holistic orientation, but scaleable**

- Interest in broad context of communication goals and coordinating integrated communication services
- Able to scale efforts to accommodate discrete needs

### **Attention to sustainability**

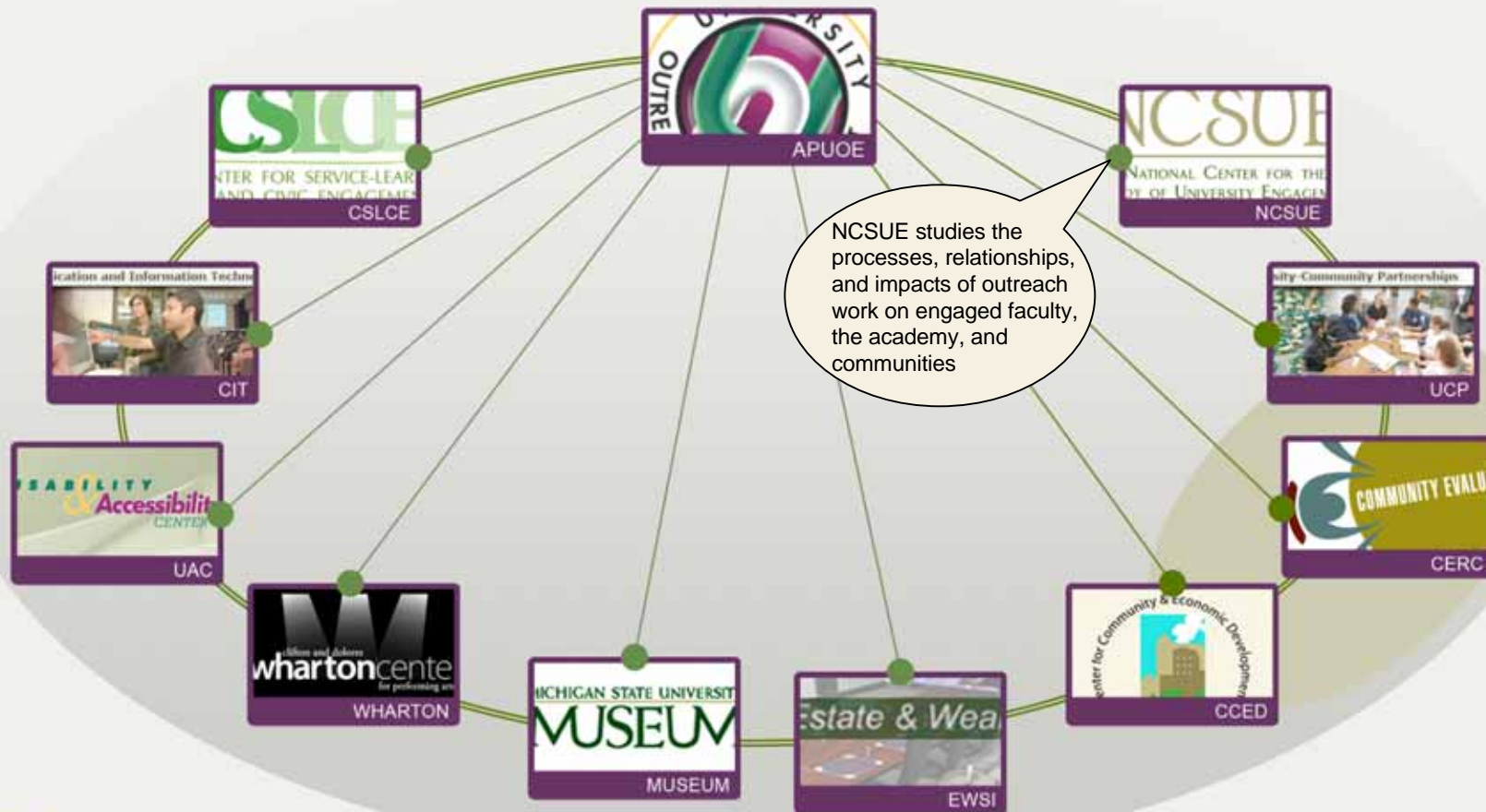
- Need to generate revenues to support the work
- Where appropriate, planning must include strategies for how clients will maintain products themselves

## *Continuing Product Lines*

- Outreach & Engagement Measurement Instrument (OEMI)  
—*in collaboration with NCSUE*
  - MSU survey
  - Partner Institution hosted surveys
- Outreach Scholarship Community Partnership Award
- *The Engaged Scholar Magazine*
- MSU Statewide Resource Network ([msustatewide.msu.edu](http://msustatewide.msu.edu))
- Spartan Youth Programs ([spartanyouth.msu.edu](http://spartanyouth.msu.edu))
- UOE family of Web sites



# University Outreach and Engagement Departments



# National Center for the Study of University Engagement



- The National Center for the Study of University Engagement (NCSUE) seeks a greater understanding of how university engagement enhances faculty scholarship and community progress
- NCSUE deepens the study of and discussion about two key principles:
  - *Engaged scholarship*
  - *The scholarship of engagement*
- The Center seeks to answer such questions as:
  - How do scholars engage most effectively with their communities?
  - How does such engagement enhance faculty scholarship?



# National Center for the Study of University Engagement

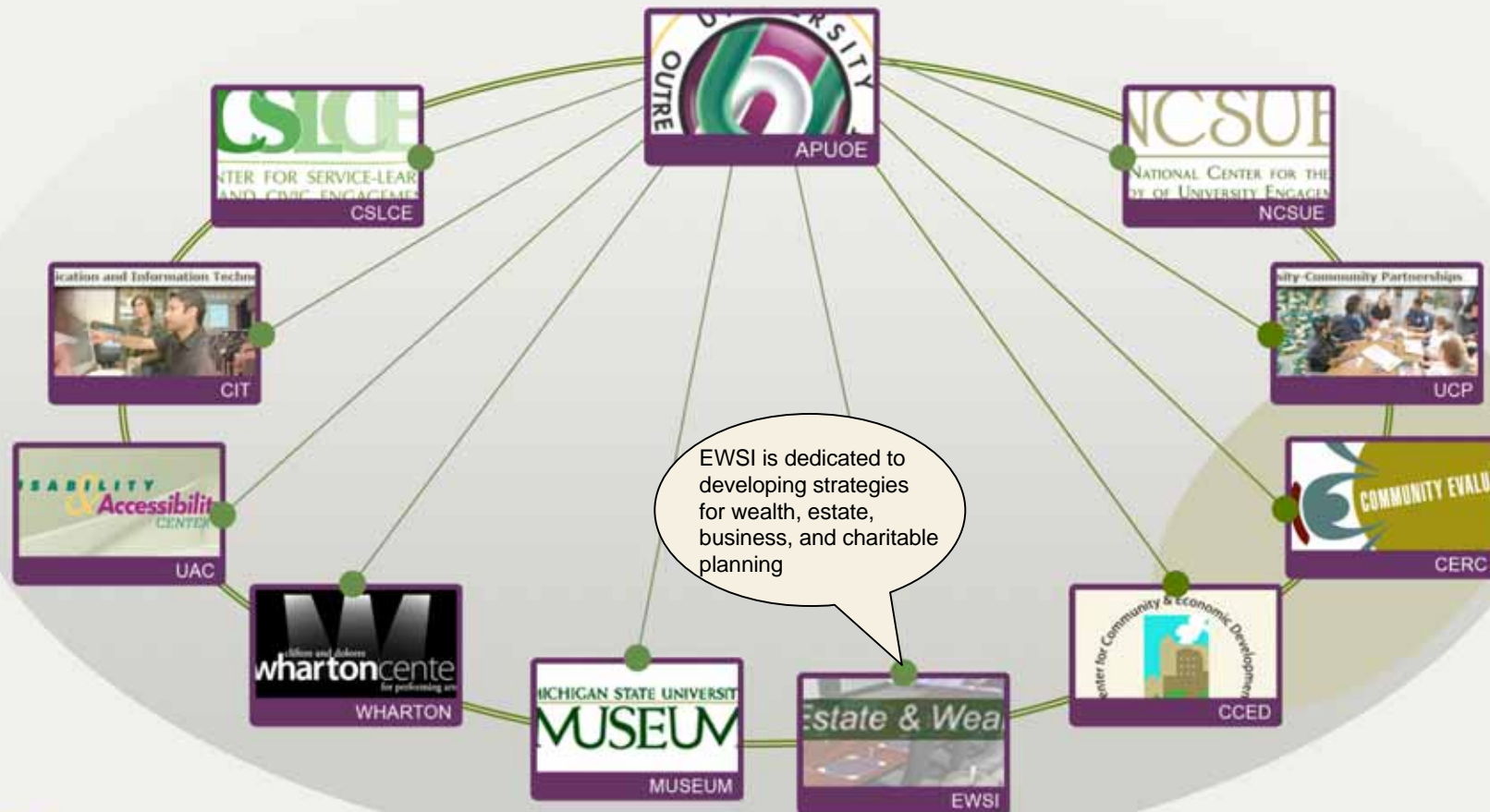


## *Ongoing Activities*

- Developing measurement and benchmarking criteria for outreach and engagement locally, nationally, and internationally
- Assessing faculty perceptions of their outreach and engagement work and how this work enhances all aspects of their scholarship
- Examining faculty reward policies and procedures and the effectiveness of revising promotion and tenure guidelines
- Investigating policies and practices that enable institutions to weave engagement into their culture
- Providing tools for faculty to evaluate their work as engaged scholars
- Evaluating graduate and undergraduate learning outcomes related to engagement involvement
- Studying processes and impacts of university-community collaborations
- Analyzing community contributions to engagement and scholarship



# University Outreach and Engagement Departments





# Estate and Wealth Strategies Institute



- The goal of EWSI is to make MSU a leader in providing research, policy, education, credentialization, and accreditation in estate and wealth strategies planning and philanthropy.
- EWSI is a premier source of accrediting courses in subjects ranging from relationship building among professional advisors and their clients to business succession planning to charitable giving.



# University Outreach and Engagement Departments

