

Scholarship Focused Outreach and Engagement

Models, Metrics, and Measurement

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Context for Engagement at Michigan State University

1855: Agricultural College of the State of Michigan

1862: Morrill Act established land-grant universities

1964: AAU Institution: Michigan State University



Context for Engagement at Michigan State University

MSU Mission Statement

- strives to discover practical uses for theoretical knowledge and to speed the diffusion of information to residents of the state, the nation, and the world....
- is committed to emphasizing the applications of information; and contributing to the understanding and the solution of significant societal problems...



Events Establishing Michigan State University's 21st Century Approach to Outreach and Engagement

- 1989 Office of Vice Provost for University Outreach established
- 1993 Provost's Committee defined outreach as engaged scholarship across the mission
- 1995 *Points of Distinction* published for planning and evaluating outreach at the unit level (part of Promotion and Tenure packets)
- 2000 Reappointment, Promotion and Tenure Form revised; change in Transmittal Form
- 2001 Reorganization to Associate Provost for University Outreach and transformation in overall mission of the office
- 2003 Name changed to University Outreach and Engagement
- 2004 Outreach and Engagement Measurement Instrument implemented to provide direct faculty input to university online data systems
- 2005 National Center for the Study of University Engagement established

Next steps: Achieving full institutional alignment



Definition: Outreach and Engagement

“ ... 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



Research/Discovery/Creative Works

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



Teaching and Learning

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



Service/Citizenship

- 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



MODELS

Building Structures for Institutional Change



Conceptual Framework: Boyer Model Plus

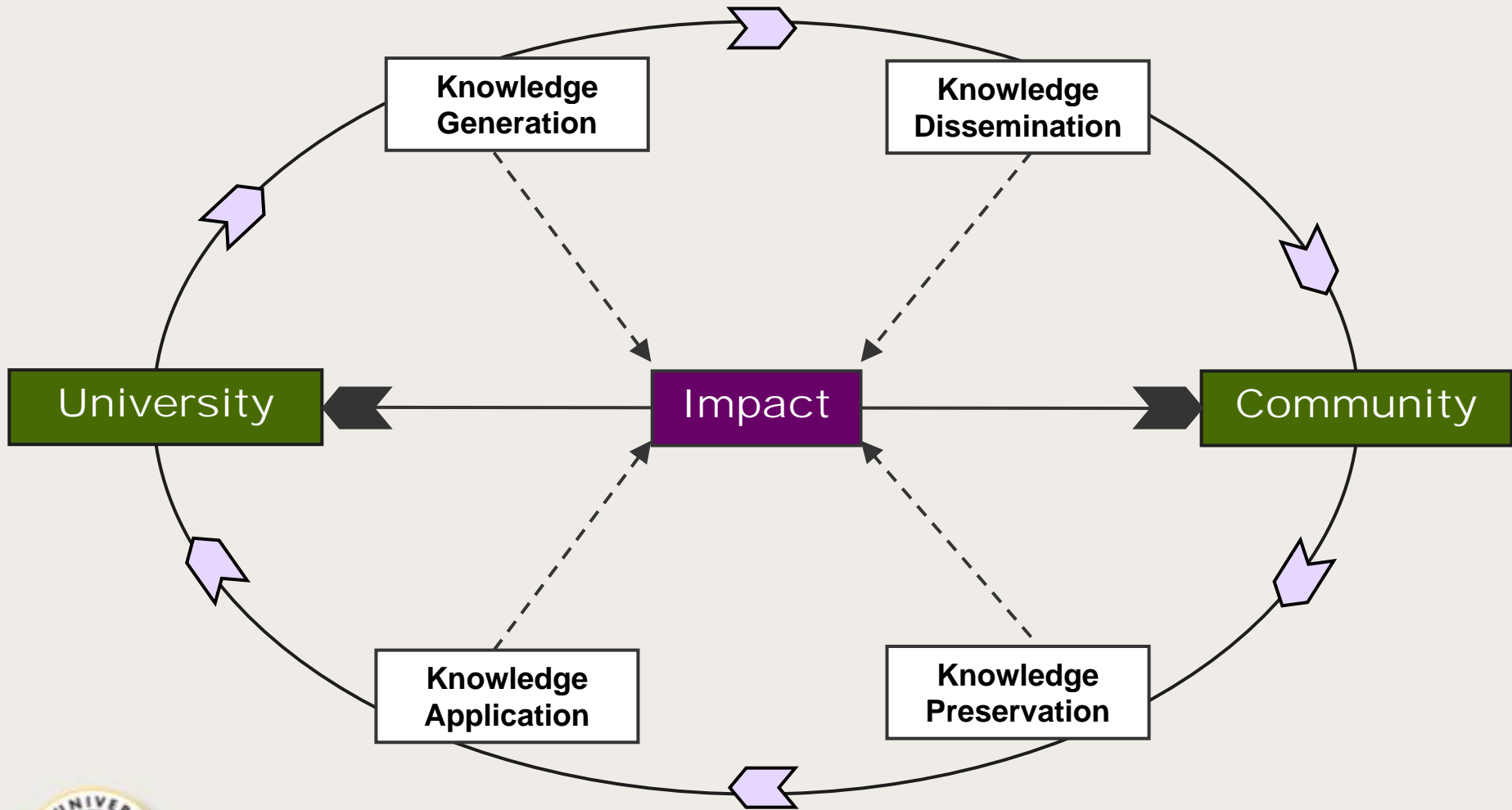
...the challenges of the knowledge society are not just teaching and learning. They are the problems of research and discovery; knowledge organization, interpretation, and utilization; and the need for continual discourse between diverse knowledge bases.

...knowledge society suggests the need for a simultaneous commitment to a variety of intellectual and action-based agendas in the service of America's complex knowledge needs.

*Mary L. Walshok
from: Knowledge without Boundaries, 1995, p. 24*



Knowledge Model of Engagement



Visible Institutional Value

Outreach and engagement is:

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

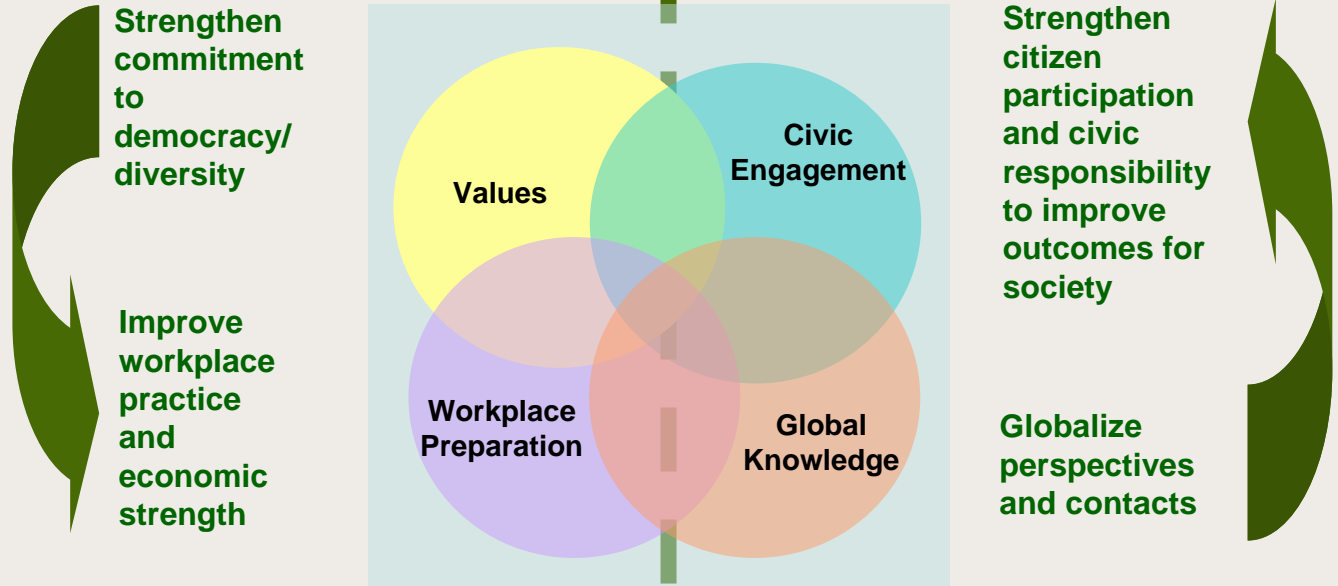


Universities have a special role to engage their students/faculty, instructional, research and creative resources to:



Educated Person

Campus Focus



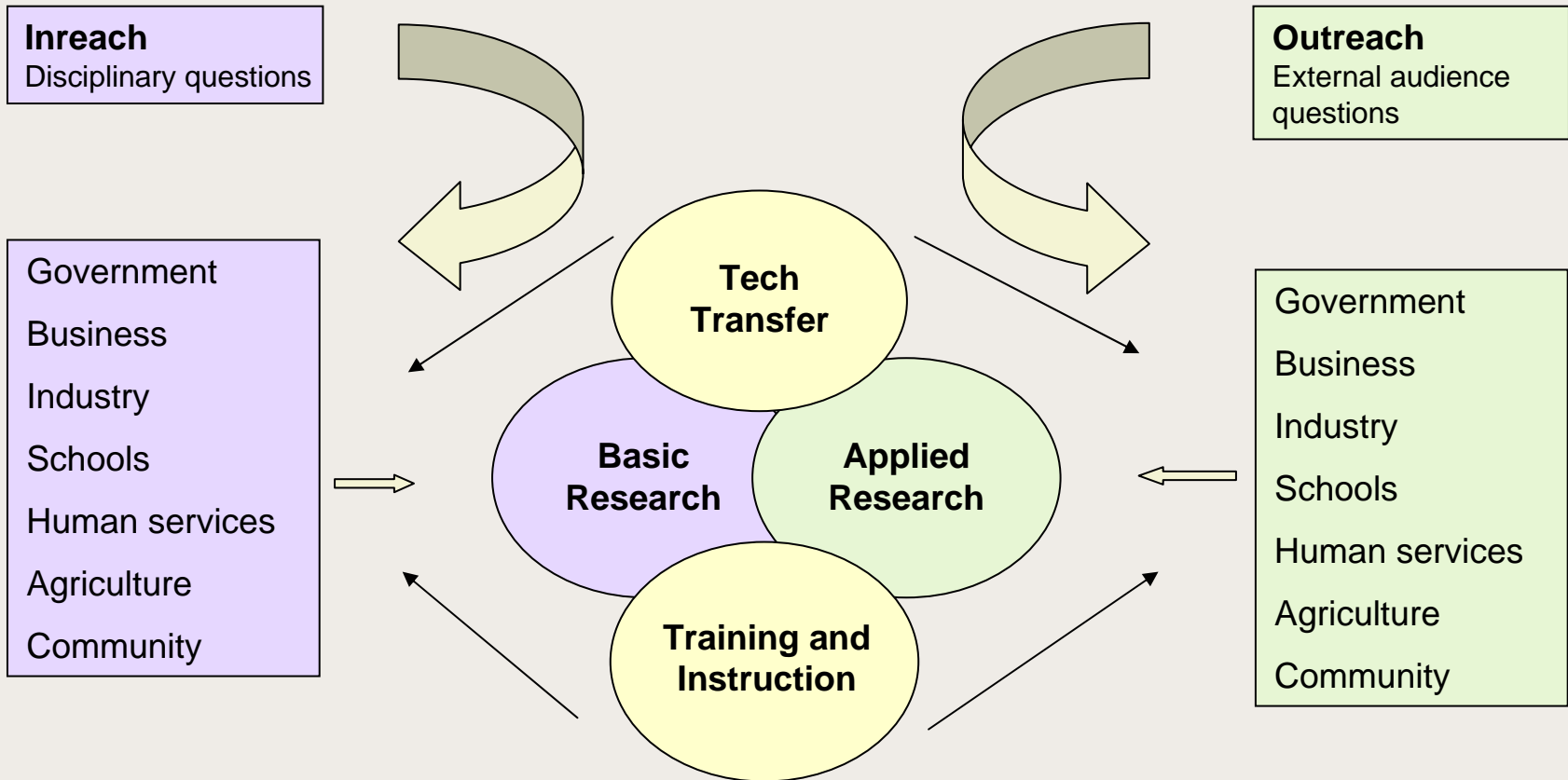
Community Focus



Educated Community/World



From Discovery to Application to Discovery...



Supportive Services for Faculty

Connecting Knowledge to Serve Society



Supporting Interdisciplinary Collaborations

Colleges & Academic Units

Departments

Schools

Institutes

Centers

MSU-Extension

1. Addressing major societal issues

- K-12 reform: Literacy, math and science education
- Needs of 0-5 year-old children and their families
- Safe schools and communities
- Positive outcomes for children, youth and families
- Land use and built environments
- Community and economic development
- Sustainable agriculture, food and water safety
- Urban and regional development
- Environmental health
- Public policy
- Technology usability and accessibility



Interdisciplinary Collaborations

Colleges & Academic Units

Departments

Schools

Institutes

Centers

MSU-Extension

2. Fostering cross-disciplinary outreach and engagement research collaborations

- UOE Grants, MSU FACT Coalition, Community Vitality Initiative

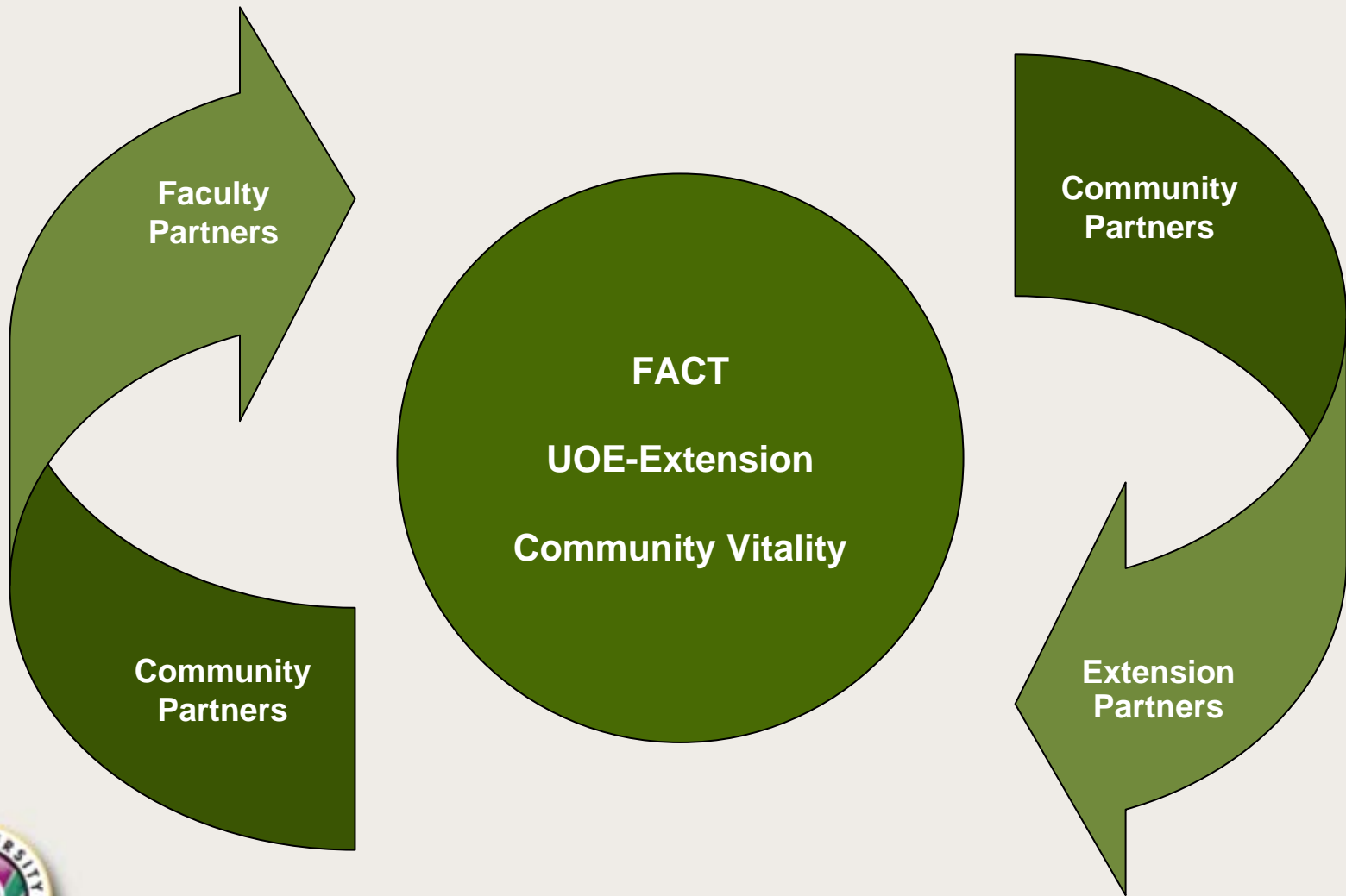
3. Networking in major geographic areas across Michigan through AKTL Networks: Detroit, Lansing, Grand Rapids, Flint, Upper Peninsula

4. Creating opportunities for the scholarship of outreach and engagement

- Benchmarking Scholarship of Engagement
- Cultural Engagement Council
- Outreach and Engagement Senior Fellows
- Outreach and Engagement Community Fellows



Seed Grant Programs for Outreach Scholarship



Seed Grant Model: Modified Form NIH 398

- Adapted Form 398 as application
- Standard deadlines for application
- Pre-application public overview sessions
- Grant preparation workshops
- Require evidence of community partnership
- Require faculty, community, (extension), investigators
- Peer Review Panels to assess quality
- Require semi-annual progress reports for continued funding
- Require evidence of potential sustainability through external funding
- Require products: final reports, community reports, peer-reviewed publications



METRICS

Building Targeted Goals and Objectives



Context for this Work

- National efforts

- Committee on Institutional Cooperation (CIC) – Committee on Engagement
www.cic.uiuc.edu/groups/CommitteeOnEngagement/index.shtml

“Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

CIC - Committee on Engagement (revised February 14, 2005)
Defining and Benchmarking Engagement: Draft Report and Recommendations

- National Association of State Universities & Land-Grant Colleges (NASULGC)
Council on Extension, Continuing Education, and Public Service (CECEPS) –
Benchmarking Taskforce
www.nasulgc.org/councils_extension.htm



Context for this Work

- National efforts (cont.)
 - MSU Benchmarking Conference
www.csue.msu.edu/conf2005
 - Carnegie Foundation Community Engagement Classification
www.carnegiefoundation.org/newsroom/press_releases/05.01.2.htm
 - National Center for the Study of University Engagement (NCSUE)
www.csue.msu.edu
 - Higher Education Network for Community Engagement (HENCE)
 - Institutional partnerships: Consideration of national data sets



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



MEASUREMENT

Assessing Faculty and Institutional Performance



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



Measurement

Evaluating quality outreach

- *Points of Distinction*
www.msu.edu/unit/outreach/pubs/pod.pdf

Dimensions of quality

- Significance
 - Context
 - Scholarship
 - Impact
- Reappointment, Promotion, & Tenure





National Center for the Study of University Engagement (NCSUE)

NCSUE seeks to deepen the study of and discussion about two key foundational principles: engaged scholarship and the scholarship of engagement.

Engaged Scholarship

- Scholarly outreach and engagement activities reflect a knowledge-based approach to teaching, research, and service for the direct benefit of external audiences. Such activities, in turn, enrich all of the faculty member's work.

Scholarship of Engagement

- A number of faculty engaged in outreach activities have begun to reflect on, study, write about, and disseminate scholarship about their activities. And scholars in the field of outreach and engagement have begun to study the processes, relationships, and impacts of outreach work on the external audience and on the academy.



National Center: Scholarship Based

Engaged Scholarship

- Products and Outcomes of Specific Campus-Community Partnerships
- Open to Assessment, Metrics, Objective Criteria, Measurement
- Consistent with Traditional Faculty Values
 - Research and Creative Activities (product driven, P&T Accessible)
 - Teaching/Learning (also product driven, P & T Accessible)
 - Service (also product driven, P & T Accessible)
 - Institutional
 - Discipline
 - Public

Scholarship of Engagement

- Processes Linked to Successful and Sustainable Community Engagement
 - Qualitative Measurement, Principles, Standards of Practice
- Transformational Changes as Personally Experienced (subjective)
 - Qualitative (scripts, stories, experiential, perhaps existential)



Outreach & Engagement Measurement Instrument (OEMI)

Partners

University of Connecticut

University of Kentucky (and system)

University of Tennessee System

Prospects

University of Massachusetts, Amherst

Victoria University, Melbourne



Outreach & Engagement Measurement Instrument (OEMI)

Developing the OEMI

- Pilot studies
- Faculty-based format
- Faculty engagement interview project



Outreach & Engagement Measurement Instrument

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

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

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

Who should complete the form

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

What to report

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

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

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](#)

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 Measurement Instrument: Main Menu

Reporting period: **January 1, 2005** through **December 31, 2005**.

Respondent: Joshi, Vivek

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

All responses must be completed by **February 28, 2006**, when the file will be "frozen" and the data aggregated. Until that date you can review, edit, or update your survey responses simply by returning to one or more sections of the Instrument, changing one or more of the responses, and clicking on **Logout** or the **Save and return later** button.

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

Survey Sections

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

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

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

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

Current Survey Section



Outreach & Engagement Measurement Instrument: Section One

Scope of Your Outreach & Engagement Work from January 1, 2005 to December 31, 2005

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

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

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

[Log Out](#)

- I spent % of my time on outreach & engagement activity from January 1, 2005 to December 31, 2005.

[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

Outreach & Engagem Scope of Your Outreach &

On what areas of social concern di
refers to issues confronting society, nc
issues: enhancing educational outcome
disciplinary study – in science, econor
Understanding and Adult Learning or

Note: Later you will be asked if your ac

Please note that we have provided defir

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."

on Two December 31, 2005

elect one or two areas from the list below. The term "areas of social concern" as used in this survey
m: **Community and Economic Development** [Print this definition](#) [Close](#)
st: tributions to pressing social
of how the findings of
listed under Public

h: 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.

Area 1 Area 2 Areas of Social Concern

- [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 area

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."

Save and go to the next section

Save and go to the previous section

Save and return later

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.

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.

Current Survey Section

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

Outreach & Engagement Measurement

Scope of Your Outreach & Engagement Work

Note: This section uses pop-up windows for some data in

Technical or Expert Assistance [Print this definition](#) [Close](#)
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

[Print this definition](#) [Close](#)

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

Outreach Research

[Print this definition](#) [Close](#)

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.

ent and understanding?

- Yes
- Yes
- Yes

Outreach Instruction: Non-Credit Classes and Programs

[Print this definition](#) [Close](#)

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

Was the activity designed to promote diversity?

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

[Outreach Research](#)

[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](#)

Children, 's
Choose one f

Outreach Instruction: Public Events and Understanding

[Print this definition](#) [Close](#)

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

How many people were directly involve activities? For example, count participants programs; attendees at exhibits and perform whom they worked directly at their placeme Do not count those indirectly served such a

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

Experiential/Service-Learning [Print this definition](#) [Close](#)
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.

Was your outreach activity directed spe specify the locations. You will also be asked to approximate the total percentage of your outreach & engagement activity specifically at institutions or individuals within Michigan and specific sites within Michigan.

- No
- Michigan
- Michigan

Outreach & Engagement Measurement Instrument: Section Three

Scope of Your Outreach & Engagement Work from January 1, 2005 to December 31, 2005

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

What percentage of your *total outreach & engagement effort* was devoted to the areas of concern that you chose in the previous question? You indicated that you spent **85%** of your time in outreach activity. Of that 85%, if three-quarters of that time is focused on Children, Youth, and Family (non-school related), enter 75% in that column, not 63.75%. If the areas of concern you chose do not include all your outreach & engagement activity, the total entered should be less than 100%.

Children, Youth, and Family (non-school related)	Health and Health Care
50 %	50 %

Did the activity focus significantly on international development and understanding?

<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input checked="" type="radio"/> No
--------------------------------------	--------------------------	---------------------------	-------------------------------------

Did the activity primarily focus on urban issues?

<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
---------------------------	-------------------------------------	--------------------------------------	--------------------------

Was the activity designed to promote diversity?

<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input checked="" type="radio"/> No
--------------------------------------	--------------------------	---------------------------	-------------------------------------

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

[Outreach Research](#)

[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](#)

Children, Youth, and Family (non-school related)		Health and Health Care	
Choose one as the primary form	Select all that apply	Choose one as the primary form	Select all that apply
<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>

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

Children, Youth, and Family (non-school related)	Health and Health Care
100	250

Was your outreach 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 & engagement activity directed specifically at institutions or individuals within Michigan and specific sites within Michigan.

<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input checked="" type="radio"/> No
specify locations within Michigan		specify locations within Michigan	

Of all your effort devoted to **Children, Youth, and Family (non-school related)** please approximate the percentage specifically targeted at institutions or individuals within Michigan and for specific sites in Michigan (if applicable).

- A. Michigan: %
- B. If you worked in any of the following sites please approximate the time
- I. City of Detroit: %
 - II. City of Grand Rapids: %
 - III. City of Lansing: %
 - IV. City of Flint: %
 - V. Upper Peninsula: %
- C. if your outreach work was specifically targeted at institutions or individuals in parts of Michigan other than those listed in B above

- 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"/> Upper Peninsula	<input type="checkbox"/> Northern Lower Peninsula	<input type="checkbox"/> West Central	<input type="checkbox"/> East Central	<input type="checkbox"/> SouthWest	<input type="checkbox"/> SouthEast
<input type="checkbox"/> 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

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

<input type="radio"/> Yes specify locations internationally.	<input type="radio"/> No	<input checked="" type="radio"/> Yes specify locations internationally.	<input type="radio"/> No
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Did your outreach & engagement activity:

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

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

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

Did your outreach & engagement activity benefit from in-kind [contributions provided by off-campus groups and organizations](#) involved with you in your outreach work? If yes, estimate the value of such contributions in the **three areas** below.

- **Partner staff time:** estimate the hours partner staff devoted to helping you in your work. A dollar value will be automatically calculated based on a standard rate of \$35/hr. You have the option to change the estimated dollar value if you wish.
- **Volunteer time:** estimate the hours off-campus volunteers devoted to helping you in your work. A dollar value will be automatically calculated based on a standard rate of \$18.50/hr. You have the option to change the estimated dollar value if you wish.
- **Other Materials:** estimate the value of transportation, equipment, space, etc., provided by your partners.

Children, Youth, and Family (non-school related)	Health and Health Care
<input checked="" type="radio"/> Yes \$ 5000000	<input checked="" type="radio"/> Yes \$ 20000
<input type="radio"/> No	<input type="radio"/> No
<input type="text"/>	<input type="text"/>
<input type="radio"/> Yes \$	<input checked="" type="radio"/> Yes \$
<input type="radio"/> No	<input type="radio"/> No
<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> Yes
<input type="radio"/> No	<input type="radio"/> No
<input type="text"/> hrs x \$35.00 = \$ 70000	<input type="text"/> hrs x \$35.00 = \$ 3500
<input type="text"/> hrs x \$18.50 = \$ 925	<input type="text"/> hrs x \$18.50 = \$
\$	\$ 5000

Save and go to the next section

Save and go to the previous section

Save and return later

Current Survey Section

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

[Cancel changes and close](#)

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

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

Done

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

Done

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

<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
specify locations internationally.		specify locations internationally.	

Did your outreach & engagement activity:

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

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

- **Help your outreach partners generate any gifts, grants, contracts, tuition or fees?** If yes, estimate the dollar amount of all monies contracted for during this period, even if they will be spent later.

Did your outreach & engagement activity benefit from in-kind **contributions provided by off-campus groups and organizations** involved with you in your outreach work? If yes, estimate the value of such contributions in the three areas below.

- **Partner staff time:** estimate the hours partner staff devote to your project. The dollar value will be automatically calculated based on a standard rate of \$35/hr if you wish.

- **Volunteer time:** estimate the hours off-campus volunteers devote to your project. The 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.

Contributions provided by off-campus groups and organizations [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?

Volunteer time [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.

<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No
<input type="text" value=""/>	hrs	<input type="text" value=""/>	hrs
	x \$35.00		x \$35.00
= \$	<input type="text" value="70000"/>	= \$	<input type="text" value="3500"/>
<input type="text" value=""/>	hrs	<input type="text" value=""/>	hrs
	x \$18.50		x \$18.50
= \$	<input type="text" value="925"/>	= \$	<input type="text" value=""/>
\$	<input type="text" value=""/>	\$	<input type="text" value="5000"/>

Save and go to the next section

Save and go to the previous section

Save and return later

Current Survey Section

Outreach & Engagement Measurement Instrument: Section Four

Scope of Your Outreach & Engagement Work from January 1, 2005 to December 31, 2005

Section Four asks you to provide more in-depth information about your outreach & 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 on **Proceed to describe another project or activity** button to describe additional projects or activities. You can click on **Proceed to Comments section** button to complete the survey and get a printable summary of your responses.

Project or Activity 1

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

Health and Health Care

Project or activity title

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.

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

What was the length of the project or activity?

Ongoing activity Year Started Year Ended (if applicable)

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

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

MDCH

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.

Other:

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

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

- Formative Summative Other None

Provide description(optional):

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.*

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

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)

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

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

Yes No

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

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

Save and go to describe another project or activity

Save and go to the previous section

Proceed to Comments section

Save and return later

Current Survey Section

Above links will discard responses on this page

Outreach & Engagement Measurement Instrument: Comments

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

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

[Proceed without sending comments.](#)

Current Survey Section



Reports



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.
- Governmental agencies (federal, state, and local).

The work received **formal evaluation** of the following type(s):

- Formative.
- Summative.

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

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

#1a: University-wide Summary

College	Academic staff time committed to outreach		Number of respondents reporting outreach activity	Number of respondents whose activity had significant focus on			Attendees/ Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting diversity	International development	Urban issues		University	Partner	
COLLEGE OF AGRICULTURE & NATURAL RESOURCES	41.28	\$3,255,173	112	31	34	19	254,234	\$39,692,373	\$6,740,500	\$1,917,764
COLLEGE OF ARTS AND LETTERS	13.47	\$896,063	62	39	29	12	203,565	\$857,208	\$1,048,800	\$317,283
COLLEGE OF BUSINESS (ELI BROAD)	13.50	\$2,058,951	75	18	29	10	124,178	\$16,502,104	\$2,009,001	\$1,029,206
COLLEGE OF COMMUNICATION ARTS AND SCIENCES	9.34	\$763,672	48	19	20	10	104,250	\$6,019,196	\$407,000	\$562,700
COLLEGE OF EDUCATION	7.37	\$618,350	18	8	5	5	6,800	\$9,845,909	\$23,000	\$48,904
COLLEGE OF ENGINEERING	7.23	\$503,951	20	5	2	2	6,954	\$1,273,850	\$134,000	\$474,782
COLLEGE OF HUMAN MEDICINE	6.73	\$871,125	32	9	9	6	41,625	\$1,632,131	\$470,003	\$112,434
COLLEGE OF NATURAL SCIENCE	10.84	\$1,037,316	95	31	21	6	43,356	\$8,424,625	\$3,511,600	\$818,392
COLLEGE OF NURSING	6.50	\$501,625	23	17	5	7	13,483	\$1,835,131	\$460,000	\$121,707
COLLEGE OF OSTEOPATHIC MEDICINE	9.74	\$1,326,171	35	13	6	5	25,202	\$3,920,000	\$232,000	\$143,265
COLLEGE OF SOCIAL SCIENCE	37.60	\$2,797,758	132	63	35	40	354,860	\$21,829,923	\$9,945,000	\$1,915,877
COLLEGE OF VETERINARY MEDICINE	6.22	\$631,207	22	6	5	3	45,890	\$3,269,000	\$578,272	\$63,006
INTERNATIONAL STUDIES AND PROGRAMS	3.62	\$314,440	9	6	7	1	3,725	\$7,054,624	\$0	\$67,261
JAMES MADISON COLLEGE	0.24	\$36,057	2	1	2	0	600	\$0	\$0	\$0
MICHIGAN STATE UNIVERSITY COLLEGE OF LAW	1.02	\$78,960	6	2	1	1	1,081	\$0	\$0	\$0
MICHIGAN STATE UNIVERSITY EXTENSION	11.05	\$660,570	17	10	0	3	18,029	\$1,325,211	\$1,043,000	\$4,829,662
NAT'L SUPERCONDUCTING CYCLOTRON LABORATORY	0.29	\$34,361	6	1	0	1	1,280	\$0	\$0	\$185
PROVOST + OTHER CENTRAL OFFICES	20.17	\$1,543,316	56	23	8	15	324,001	\$8,546,666	\$5,808,029	\$2,667,296
Total	206.21	\$17,929,066	770	302	218	146	1,573,113	\$132,027,951	\$32,410,205	\$15,089,724

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

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

Focus Area (Area of Concern) towards which the activity was directed	Academic staff time committed to outreach		Number of responses*	Number of responses whose activity had significant focus on			Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting diversity	International development	Urban issues		University	Partner	
Business and Industrial Development	17.46	\$2,193,030	133	33	43	19	132,166	\$14,389,997	\$3,613,501	\$1,705,355
Children, Youth, and Family (non-school related)	17.17	\$1,224,725	98	45	19	25	112,013	\$4,348,908	\$4,414,679	\$6,755,398
Community and Economic Development	14.60	\$1,108,960	78	42	23	32	18,013	\$10,704,372	\$1,427,000	\$1,041,165
Cultural Institutions and Programs	9.56	\$746,951	76	46	30	11	312,006	\$1,518,066	\$577,750	\$601,682
Education, Pre-Kindergarten through 12th Grade	23.77	\$1,693,648	186	82	30	30	166,365	\$20,436,092	\$6,195,200	\$662,965
Food and Fiber Production and Safety	11.43	\$956,906	37	5	10	2	38,992	\$16,989,623	\$1,779,000	\$152,558
Governance and Public Policy	9.23	\$964,628	84	27	30	14	124,528	\$10,393,722	\$1,161,000	\$524,997
Health and Health Care	27.35	\$2,874,646	139	53	24	25	64,631	\$13,422,909	\$761,002	\$626,765
Labor Relations, Training, and Workplace Safety	5.59	\$440,590	25	10	4	2	10,181	\$2,489,878	\$588,800	\$71,410
Natural Resources, Land Use, and Environment	14.00	\$1,039,823	80	20	21	10	41,894	\$12,073,657	\$3,784,000	\$418,173
Public Safety, Security and Corrections	5.52	\$405,609	20	4	1	8	87,453	\$8,405,950	\$3,100,000	\$60,500
Public Understanding and Adult Learning	17.76	\$1,346,998	156	65	56	27	370,405	\$8,581,774	\$1,155,000	\$2,863,371
Science and Technology	11.15	\$1,079,524	132	33	34	10	94,466	\$8,273,003	\$3,853,273	\$605,385
Total	184.60	\$16,076,037	1244	465	325	215	1,573,113	\$132,027,951	\$32,410,205	\$15,089,724

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

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

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

Form of Engagement the activity took	Academic staff time committed to outreach		Number of responses *	Number of responses where the activity focused on			Attendees/Participants	Activity helped generate revenue for		Value of partner's in-kind contribution
	FTE	Salary Value		Promoting diversity	International development	Urban issues		University	Partner	
Clinical Service	10.08	\$1,416,780	39	10	2	3	40,964	\$3,854,326	\$77,500	\$40,284
Experiential/Service-Learning	9.48	\$686,577	57	32	12	18	49,100	\$656,975	\$339,500	\$538,700
Outreach Instruction: Credit Courses and Programs	15.45	\$1,397,095	77	38	26	16	42,176	\$7,910,729	\$491,000	\$824,360
Outreach Instruction: Non-Credit Classes and Programs	33.92	\$2,940,900	192	69	52	27	177,467	\$29,618,765	\$1,327,001	\$5,631,782
Outreach Instruction: Public Events and Understanding	24.10	\$1,815,330	212	91	78	28	597,987	\$6,324,934	\$1,526,700	\$2,628,808
Outreach Research	47.42	\$3,999,546	269	112	90	62	525,402	\$40,926,315	\$17,324,053	\$2,965,144
Technical or Expert Assistance	43.21	\$3,764,590	321	107	60	55	130,081	\$40,715,887	\$11,304,451	\$2,391,146
Total	183.67	\$16,020,818	1167	459	320	209	1,563,077	\$130,007,951	\$32,390,205	\$15,020,224

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

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

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

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

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

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

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

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

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

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

Focus Area towards which the activity was directed	Number of responses	Form of Engagement *						
		Clinical Service	Experiential/Service Learning	Outreach Instruction: Credit Courses and Programs	Outreach instruction: Non-Credit Classes and Programs	Outreach Instruction: Public Events and Information	Outreach Research	Technical or Expert Assistance
Business and Industrial Development	133	0	7	13	29	5	37	35
Children, Youth, and Family (non-school related)	98	3	3	6	14	13	31	23
Community and Economic Development	78	1	6	1	3	5	28	27
Cultural Institutions and Programs	76	0	6	5	6	26	13	17
Education, Pre-Kindergarten through 12th Grade	186	3	13	11	49	38	24	36
Food and Fiber Production and Safety	37	0	1	0	5	5	10	15
Governance and Public Policy	84	0	2	4	5	12	16	35
Health and Health Care	139	27	4	12	19	9	38	24
Labor Relations, Training, and Workplace Safety	25	0	0	3	11	1	3	5
Natural Resources, Land Use, and Environment	80	0	4	0	9	13	20	27
Public Safety, Security and Corrections	20	0	1	2	1	2	7	6
Public Understanding and Adult Learning	156	5	8	12	28	60	10	28
Science and Technology	132	0	2	8	13	23	32	43
Total	1244	39	57	77	192	212	269	321

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

Individual Summaries For College X

Focus Area towards which the activity was directed	Primary Form of Engagement the activity took	Academic staff time committed to outreach		Activity focused on			Attendees	Activity helped generate revenue for		Value of partner's in-kind contribution
		FTE	Salary Value	Promoting diversity	Intl. development	Urban Issues		University	Partner	
A Dept A										
ABEL, LINDA	SPECIALIST-TEACHER	0.05	\$5,138							
Business and Industrial Management	Outreach Instruction: Non-Credit Classes and Programs	0.00	\$257	No	No	No	100	\$0	\$0	\$0
ALLAN, RAN	ASC PROFESSOR	0.05	\$8,740							
Business and Industrial Management	Outreach Research	0.03	\$4,370	No	No	No		\$0	\$0	\$0
Health and Health Care	Outreach Research	0.03	\$4,370	No	No	No		\$0	\$0	\$0
BLACK, JOE	ASC PROFESSOR	0.05	\$5,720							
Arts and Humanities	Outreach Research	0.05	\$5,720	No	No	No	20	\$0	\$0	\$0
DOE, JOE A	PROFESSOR	0.20	\$23,602							
Business and Industrial Management	Outreach Instruction: Non-Credit Classes and Programs	0.20	\$23,602	No	No	No	1,000	\$10,000	\$20,000	\$2,605
ELAN, JEN B	SPECIALIST-ADVISOR	0.01	\$670							
Community and Economic Development	Outreach Research	0.01	\$670	Yes	No	No		\$0	\$0	\$0
GREEN, STEVEN A	ASC PROFESSOR	0.05	\$7,224							
Business and Industrial Management	Outreach Research	0.04	\$5,418	No	Yes	No	15	\$0	\$0	\$1,800
Technology Transfer and Diffusion	Outreach Research	0.01	\$1,806	No	Yes	No	15	\$0	\$0	\$625
HANS, JONATHAN	DISTINGUISHED PROF	0.30	\$55,899							
Business and Industrial Management	Outreach Research	0.15	\$27,949	No	Yes	No	120	\$0	\$0	\$0
Natural Resources, Land Use, and Environment	Public Events and Information	0.08	\$13,975	No	No	Yes	200	\$0	\$200,000	\$0

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

Anthropology Social Science

Community and Economic Development

Counties

Ingham, Presque Isle

Cultural Institutions and Programs

Counties

Eaton, Genesee, Ingham, Livingston, Oakland

Internationally

Botswana

Education, Pre-Kindergarten through 12th Grade

Counties

Eaton, Genesee, Ingham, Livingston

Food and Fiber Production and Safety

Counties

Ingham, Presque Isle

Governance and Public Policy

Internationally

Indonesia, Netherlands

Natural Resources, Land Use, and Environment

Counties

Bay, Charlevoix, Ingham, Midland, Saginaw, Shiawassee

Internationally

United Kingdom

Public Understanding and Adult Learning

Counties

Ingham

Internationally

Japan, Mexico

Criminal Justice

Labor Relations, Training, and Workplace Safety

Internationally

countries across the world

Public Safety, Security and Corrections

Counties

Michigan State University Outreach & Engagement Measurement Instrument Report.

Comparative data by College (2004-2005)

College	Total Number of Respondents		Number of respondents reporting outreach activity		Academic staff time committed to outreach - FTE		Academic staff time committed to outreach - Salary Value		Activity helped generate revenue for University		Attendees/ Participants	
	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004
COLLEGE OF AGRICULTURE & NATURAL RESOURCES	115	115	112	113	41.28	44.15	\$3,255,173	\$3,148,425	\$39,692,373	\$14,110,578	254,234	147,112
COLLEGE OF ARTS AND LETTERS	84	105	62	76	13.47	13.68	\$896,063	\$956,814	\$857,208	\$2,558,120	203,565	414,253
COLLEGE OF BUSINESS (ELI BROAD)	92	82	75	71	13.50	12.29	\$2,058,951	\$1,969,744	\$16,502,104	\$11,827,427	124,178	23,574
COLLEGE OF COMMUNICATION ARTS AND SCIENCES	62	49	48	43	9.34	9.74	\$763,672	\$663,391	\$6,019,196	\$3,263,000	104,250	222,145
COLLEGE OF EDUCATION	22	23	18	19	7.37	7.15	\$618,350	\$549,917	\$9,845,909	\$7,572,700	6,800	22,090
COLLEGE OF ENGINEERING	37	61	20	42	7.23	9.26	\$503,951	\$728,154	\$1,273,850	\$2,364,027	6,954	10,065
COLLEGE OF HUMAN ECOLOGY		10		8		2.15		\$226,222		\$1,498,750		7,340
COLLEGE OF HUMAN MEDICINE	37	74	32	66	6.73	12.63	\$871,125	\$1,929,344	\$1,632,131	\$15,827,654	41,625	47,514
COLLEGE OF NATURAL SCIENCE	118	101	95	84	10.84	9.65	\$1,037,316	\$887,560	\$8,424,625	\$70,091,022	43,356	22,946
COLLEGE OF NURSING	34	8	23	8	6.50	2.33	\$501,625	\$178,484	\$1,835,131	\$375,000	13,483	1,955
COLLEGE OF OSTEOPATHIC MEDICINE	43	22	35	20	9.74	5.63	\$1,326,171	\$853,706	\$3,920,000	\$4,013,000	25,202	19,455
COLLEGE OF SOCIAL SCIENCE	160	100	132	86	37.60	24.77	\$2,797,758	\$1,829,024	\$21,829,923	\$20,014,558	354,860	141,405
COLLEGE OF VETERINARY MEDICINE	25	43	22	37	6.22	10.88	\$631,207	\$1,066,711	\$3,269,000	\$4,593,700	45,890	157,083
INTERNATIONAL STUDIES AND PROGRAMS	10	6	9	6	3.62	2.80	\$314,440	\$223,886	\$7,054,624	\$23,134,000	3,725	5,780
JAMES MADISON COLLEGE	3	7	2	0	0.24		\$36,057		\$0		600	
MICHIGAN STATE UNIVERSITY COLLEGE OF LAW *	9		6		1.02		\$0		\$0		1,081	
MICHIGAN STATE UNIVERSITY EXTENSION	21	107	17	100	11.05	64.65	\$660,570	\$3,254,345	\$1,325,211	\$7,035,057	18,029	139,802
NATIONAL SUPERCONDUCTING CYCLOTRON LABORATORY	6	7	6	6	0.29	0.43	\$34,361	\$43,906	\$0	\$100,000	1,280	325
PROVOST + OTHER CENTRAL OFFICES	70	55	56	44	20.17	18.52	\$1,543,316	\$1,313,840	\$8,546,666	\$4,049,772	324,001	43,200
Total	948	969	770	829	206.21	249.51	\$17,850,106	\$19,823,473	\$132,027,951	\$132,428,365	1,573,113	1,426,044

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

Accreditation and Carnegie Self-Studies

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

Criterion 5: Engagement and Service

Report Prepared for
Higher Learning Commission
of the North Central Association

by

University Outreach and Engagement
December 2005

Carnegie Reclassification Pilot Study

Michigan State University Response

Hiram E. Fitzgerald, Assistant Provost
University Outreach and Engagement

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

with

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

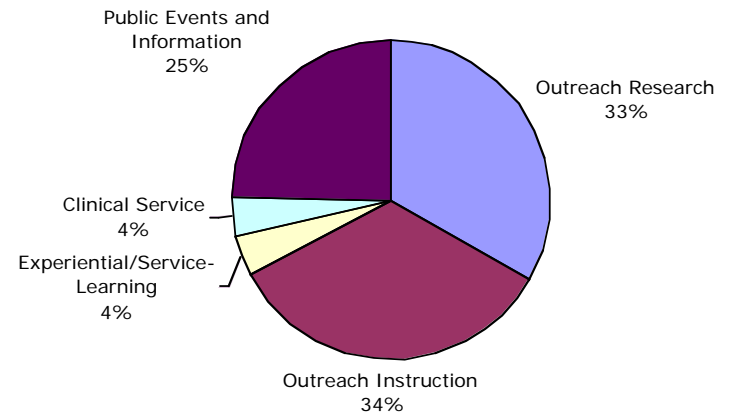
University Outreach and Engagement
Michigan State University

July 2005

MICHIGAN STATE
UNIVERSITY



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



Accreditation and Carnegie Self-Studies (cont.)

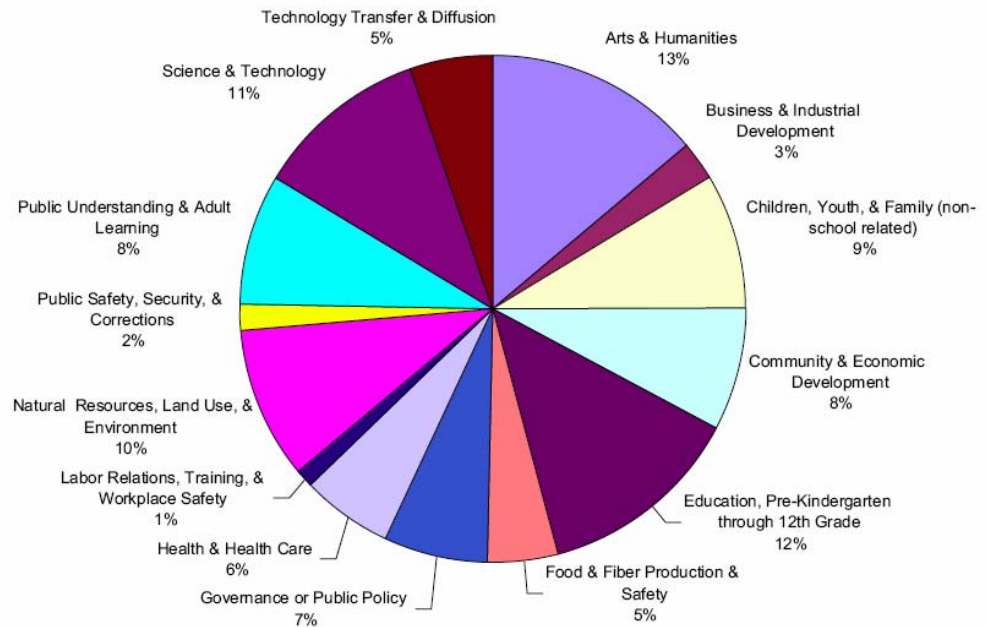
External Partnerships

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

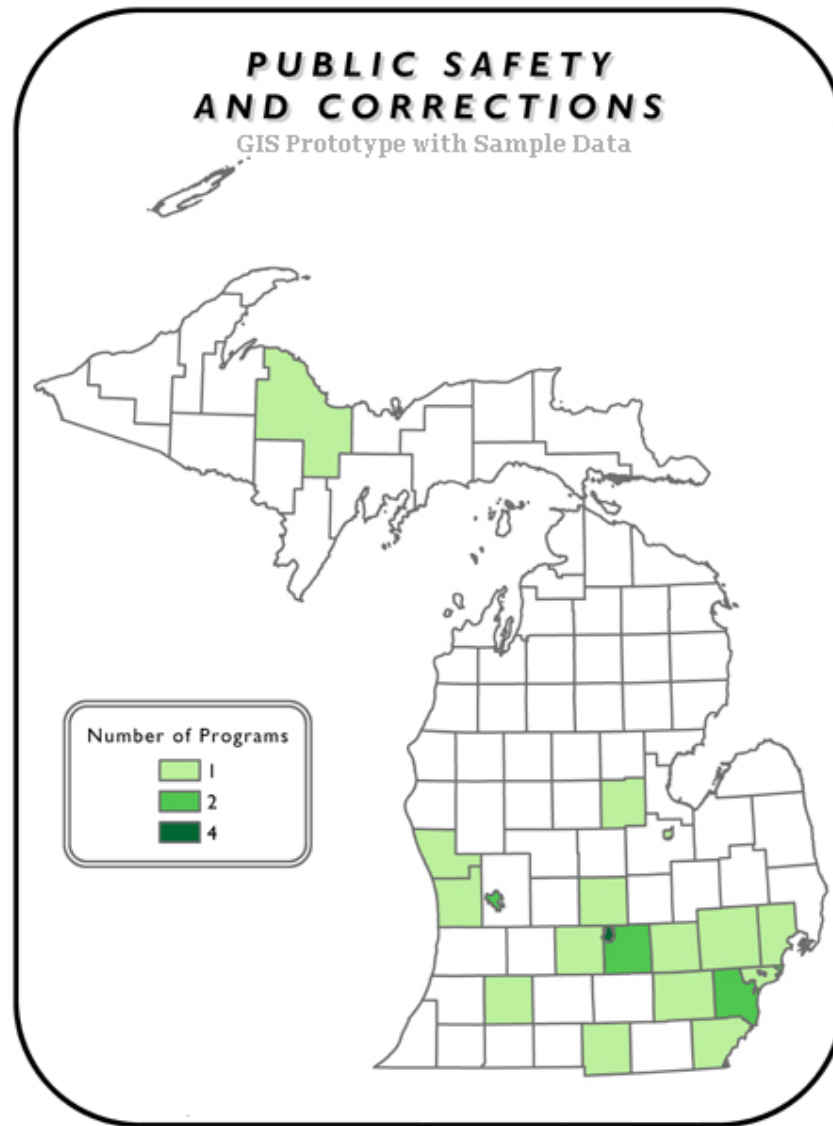
Collaborative Activities

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

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



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.

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

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

MICHIGAN STATE UNIVERSITY

StateWIDE
RESOURCE NETWORK



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

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

Search by keyword:

Browse by topic:

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[MSU Extension](#)

[MSU Global Access](#)

[Spartan Youth Programs](#)

[MSU Newsroom](#)

[Usability & Accessibility Center](#)

MICHIGAN STATE UNIVERSITY

University Outreach and Engagement

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Patricia A. Farrell, Director

Community Evaluation and Research Center

Laurie Van Egeren, Director

Communication and Information Technologies

Burton A. Bargerstock, Director

MSU Usability & Accessibility Center

Sarah J. Swierenga, Director

National Center for the Study of University Engagement

Diane L. Zimmerman, Director

Center for Service-Learning and Civic Engagement (jointly administered with Student Services)

Karen McKnight Casey, Director

Wharton Center for Performing Arts

Michael J. Brand, Executive Director

Michigan State University Museum

C. Kurt Dewhurst, Director

Estate & Wealth Strategies Institute at Michigan State University

Robert J. Esperti and Renno L. Peterson, Co-Directors



Contact Information

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