Scholarship Focused Outreach and Engagement
Models, Metrics, and Measurement

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Kansas State University
June 15 – 16, 2006
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…
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>Office of Vice Provost for University Outreach established</td>
</tr>
<tr>
<td>1993</td>
<td>Provost’s Committee defined outreach as engaged scholarship across the mission</td>
</tr>
<tr>
<td>1995</td>
<td><em>Points of Distinction</em> published for planning and evaluating outreach at the unit level (part of Promotion and Tenure packets)</td>
</tr>
<tr>
<td>2000</td>
<td>Reappointment, Promotion and Tenure Form revised; change in Transmittal Form</td>
</tr>
<tr>
<td>2001</td>
<td>Reorganization to Associate Provost for University Outreach and transformation in overall mission of the office</td>
</tr>
<tr>
<td>2003</td>
<td>Name changed to University Outreach and Engagement</td>
</tr>
<tr>
<td>2004</td>
<td>Outreach and Engagement Measurement Instrument implemented to provide direct faculty input to university online data systems</td>
</tr>
<tr>
<td>2005</td>
<td>National Center for the Study of University Engagement established</td>
</tr>
</tbody>
</table>

**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

University → Impact → Community

- Knowledge Generation
- Knowledge Dissemination
- Knowledge Application
- Knowledge Preservation

Impact
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:

- Strengthen commitment to democracy/diversity
- Improve workplace practice and economic strength
- Strengthen citizen participation and civic responsibility to improve outcomes for society
- Globalize perspectives and contacts

Educated Community/World
From Discovery to Application to Discovery…

Inreach
Disciplinary questions

Outreach
External audience questions

Government
Business
Industry
Schools
Human services
Agriculture
Community

Basic Research
Applied Research
Training and Instruction
Tech Transfer
Supportive Services for Faculty

*Connecting Knowledge to Serve Society*

- **Partner**
  - With faculty research teams

- **Consult**
  - Develop community projects

- **Train**
  - Asset-based approaches to community change

- **Assist**
  - Building service-learning/civic engagement models

- **Fund**
  - Seed grants for outreach research

- **Develop**
  - Outreach measures and standards of practice

- **Market**
  - Outreach and engagement activities

- **Advocate**
  - For the engagement mission
  - For cross institution benchmarks
  - For measurement standards
Supporting Interdisciplinary Collaborations

### Colleges & Academic Units

<table>
<thead>
<tr>
<th>Departments</th>
<th>Schools</th>
<th>Institutes</th>
<th>Centers</th>
<th>MSU-Extension</th>
</tr>
</thead>
</table>

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
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

Faculty Partners

Community Partners

FACT

UOE-Extension

Community Vitality

Extension Partners

Community Partners
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 these 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 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).

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: [Field]
Password: [Field]
Authenticator: MSU Net [Dropdown]
Login [Button]
Outreach & Engagement Measurement Instrument: Main Menu

Reporting period: January 1, 2005 through December 31, 2005.
Respondent: Joe, 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 that you spend 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.

- 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
Outreach & Engagement
Scope of Your Outreach & Engagement

Business and Industrial Development
Includes outreach activities designed to enhance the managerial, financial, technological, marketing, advertising, and public relations capability of non-profit organizations of all kinds. Also includes activities that enhance the effectiveness of associations (e.g., Chamber of Commerce) and governmental agencies (e.g., Small Business Administration) supportive of the private sector and directed at large-scale economic development. Efforts to help firms adopt new technologies should be included here in order to ensure provision of economic and job support to ensure economic competitiveness. Work with firms and agencies located primarily within the agricultural industry should be classified under "Food and Fiber Production and Safety."

Community and Economic Development
Includes outreach activities that involve community-based efforts to improve the attractiveness, safety, and economic viability of the community. This category is used to include academic staff that have 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 expand growth or infrastructure enhancements at the country, state, or city level. Please report involvement in these latter activities under Business and Industrial Development.

Cultural Institutions and Programs
Includes outreach activities seeking to enhance the capacity of libraries, art centers, performance venues, museums, and other institutions dedicated to the preservation of cultural heritage to serve their constituents more effectively. Include efforts to diffuse 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 as an audience member. Creating a specific exhibition or directing a specific performance should be listed under "Public Understanding and Adult Learning."

Governance and Public Policy
Includes outreach activities focused on general policy analysis, training and expert assistance in the areas 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 for 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.
Outreach & Engagement Measurement
Scope of Your Outreach & Engagement Work

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

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.

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

How many people were directly involved in activities? For example, count participants, programs, attendees at exhibits and performances who worked directly at their place of work. Do not count those indirectly served such as people who benefited from the work.

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

Clinical Service
All client and patient (human and animal) care provided by university faculty through unit-sponsored group practice or 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 "real-world" experience at the workplace or in the community. Other forms of experiential learning may include career-oriented practice and internships, or volunteer community service.
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 the time is focused on Children, Youth, and Family (non-school related), enter 75% in that column, not 65-75%. If the areas of concern you chose do not include all your outreach & engagement activity, the total entered should be less than 100%.

<table>
<thead>
<tr>
<th>Children, Youth, and Family (non-school related)</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 %</td>
<td>50 %</td>
</tr>
</tbody>
</table>

Did the activity focus significantly on international development and understanding?
Did the activity primarily focus on urban issues?
Was the activity designed to promote diversity?

<table>
<thead>
<tr>
<th>Children, Youth, and Family (non-school related)</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Outreach Research</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical or Expert Assistance</td>
<td></td>
</tr>
<tr>
<td>Outreach Instruction: Credit Courses and Programs</td>
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<td>Outreach Instruction: Non-Credit Classes and Programs</td>
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<td>Outreach Instruction: Public Events and Understanding</td>
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<td></td>
</tr>
<tr>
<td>Clinical Service</td>
<td></td>
</tr>
</tbody>
</table>

Choose one as the primary form
Select all that apply

How many people were directly involved in or directly served by your outreach & engagement programs or activities? For example, count participants in your off-campus courses and programs and in your off-campus outreach 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.

<table>
<thead>
<tr>
<th>Children, Youth, and Family (non-school related)</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>250</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Children, Youth, and Family (non-school related)</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
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. [Specify Counties] if your outreach work was specifically targeted at institutions or individuals in parts of Michigan other than those listed in B above

Done
Some counties have been selected automatically based on the data entered in the prior window.

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.

<table>
<thead>
<tr>
<th>Upper Peninsula</th>
<th>Northern Lower Peninsula</th>
<th>West Central</th>
<th>East Central</th>
<th>SouthWest</th>
<th>SouthEast</th>
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<td>☐ Schoolcraft</td>
<td>☐ Oscoda</td>
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<td></td>
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<tr>
<td></td>
<td>☐ Roscommon</td>
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<tr>
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<tr>
<td></td>
<td>☐ Wexford</td>
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</tbody>
</table>
Was your outreach activity directed specifically at institutions or individuals internationally? If you select yes, please specify the locations.

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, 21-9898).

- 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.

  \[ \text{hours} \times \$35.00 = \$70.00 \]

- **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.

  \[ \text{hours} \times \$18.50 = \$350.00 \]

- **Other Materials:** estimate the value of transportation, equipment, space, etc., provided by your partners.

  \[ \$50.00 \]
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](#).

<table>
<thead>
<tr>
<th>Afghanistan</th>
<th>Czech Republic</th>
<th>Madagascar</th>
<th>Serbia and Montenegro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria</td>
<td>Ecuador</td>
<td>Malawi</td>
<td>South Africa</td>
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<tr>
<td>Angola</td>
<td>Egypt</td>
<td>Malaysia</td>
<td>Spain</td>
</tr>
<tr>
<td>Argentina</td>
<td>Ethiopia</td>
<td>Mali</td>
<td>Sri Lanka</td>
</tr>
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<td>Australia</td>
<td>France</td>
<td>Mexico</td>
<td>Sudan</td>
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<td>Bangladesh</td>
<td>Germany</td>
<td>Morocco</td>
<td>Syria</td>
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<td>Ghana</td>
<td>Mozambique</td>
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<td>Greece</td>
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<td>Tanzania</td>
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<tr>
<td>Brazil</td>
<td>Guatemala</td>
<td>Netherlands</td>
<td>Thailand</td>
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<td>Burkina Faso</td>
<td>Hungary</td>
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<td>Burma</td>
<td>India</td>
<td>Nigeria</td>
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<tr>
<td>Cambodia</td>
<td>Indonesia</td>
<td>Pakistan</td>
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</tr>
<tr>
<td>Camercon</td>
<td>Iran</td>
<td>Peru</td>
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<td>Chile</td>
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<td>Japan</td>
<td>Portugal</td>
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<td>Colombia</td>
<td>Kazakhstan</td>
<td>Romania</td>
<td>Yemen</td>
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<tr>
<td>Congo, Democratic Republic of the</td>
<td>Kenya</td>
<td>Russia</td>
<td>Zaire</td>
</tr>
<tr>
<td>Cote d'Ivoire</td>
<td>Korea, North</td>
<td>Saudi Arabia</td>
<td>Zimbabwe</td>
</tr>
<tr>
<td>Cuba</td>
<td>Korea, South</td>
<td>Senegal</td>
<td></td>
</tr>
</tbody>
</table>

[Click here if your work was directed to international audiences in general and not to those in any particular country](#)
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
Was your outreach activity directed specifically at institutions or individuals internationally? If you select yes, please specify the locations.

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. (1234, 21-9899)

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

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 automatically calculated based on a standard rate of $33/hr you wish.

- Volunteer time: estimate the hours off-campus volunteers dedicate to your project 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.

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: Blood Lead Level Measurement & Testing

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.

Blood 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:

Graduate and/or graduate professional students:

Undergraduate students:

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

MDCR

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

☐ Governmental agencies (federal, state, and local)

☐ Non-profit organizations (if not reflected by other categories)

☐ Private foundations

☐ 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 website was created for medical staff. They entered the age of the child along with certain demographic characteristics and the current/previous address of the child. The website then makes suggestions as to whether the child should be treated for ELL.

What forms of intellectual property did the project or activity enable you to create? Select all that apply.
- Publications
- Software
- Presentations
- 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.
Outreach & Engagement Measurement Instrument: Comments

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

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

Send comments

Proceed without sending comments.

Current Survey Section

Log in page  Main Menu  Section 1  Section 2  Section 3  Section 4  Comments  You are here.
Reports
Individual Faculty Report

Outreach & Engagement report for Vivek Joshi

Printed on Tuesday, January 03, 2006
January 1, 2006 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

Data about my Outreach & Engagement work in 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.

180 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 $2,500 and other materials estimated at $5,000.

Description of my outreach works: 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 the child along with certain demographic characteristics and/or the current/previous address of the child. The website then makes suggestions to whether the child should be treated for BLL.
#1a: University-wide Summary

<table>
<thead>
<tr>
<th>College</th>
<th>Academic staff time committed to outreach FTE</th>
<th>Salary Value</th>
<th>Number of respondents reporting outreach activity</th>
<th>Number of respondents whose activity had significant focus on Promoting diversity</th>
<th>International development</th>
<th>Urban Issues</th>
<th>Attendees/Participants</th>
<th>Activity helped generate revenue for University</th>
<th>Activity helped generate revenue for Partner</th>
<th>Value of partner’s in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE OF AGRICULTURE &amp; NATURAL RESOURCES</td>
<td>41.28</td>
<td>$5,265,173</td>
<td>112</td>
<td>51</td>
<td>34</td>
<td>19</td>
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<td>COLLEGE OF ARTS AND LETTERS</td>
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<td>$905,063</td>
<td>62</td>
<td>39</td>
<td>29</td>
<td>12</td>
<td>203,565</td>
<td>$889,200</td>
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<td>75</td>
<td>18</td>
<td>29</td>
<td>10</td>
<td>124,578</td>
<td>$16,502,104</td>
<td>$2,009,001</td>
<td>$1,329,206</td>
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<td>3</td>
<td>3</td>
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<td>COLLEGE OF ENGINEERING</td>
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<td>9</td>
<td>6</td>
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<td>7</td>
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<td>9</td>
<td>5</td>
<td>20,363</td>
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<td>63</td>
<td>32</td>
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<td>$578,272</td>
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<td>INTERNATIONAL STUDIES &amp; PROGRAMS</td>
<td>3.62</td>
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<td>6</td>
<td>7</td>
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<td>3,725</td>
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<td>JAMES MADISON COLLEGE</td>
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<td>0</td>
<td>600</td>
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<td>MICHIGAN STATE UNIVERSITY COLLEGE OF LAW</td>
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<td>1</td>
<td>1,001</td>
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<td>$0</td>
<td>$0</td>
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<td>10</td>
<td>8</td>
<td>3</td>
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<td>0.29</td>
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<td>0</td>
<td>1</td>
<td>1,260</td>
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<td>$520</td>
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<td>PROVOST &amp; OTHER CENTRAL OFFICES</td>
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<td>8</td>
<td>15</td>
<td>324,001</td>
<td>$8,546,666</td>
<td>$5,990,029</td>
<td>$2,667,296</td>
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<tr>
<td>Total</td>
<td>206.21</td>
<td>$17,929,866</td>
<td>770</td>
<td>362</td>
<td>210</td>
<td>146</td>
<td>1,023,112</td>
<td>$132,827,951</td>
<td>$32,410,203</td>
<td>$10,685,724</td>
</tr>
</tbody>
</table>
#1b: University-wide Summary by Engagement Focus Area

<table>
<thead>
<tr>
<th>Focus Area (Area of Concern) to which the activity was directed</th>
<th>Academic staff time committed to outreach</th>
<th>Number of responses*</th>
<th>Number of responses whose activity had significant focus on Promoting diversity</th>
<th>International development</th>
<th>Urban issues</th>
<th>Attendees/Participants</th>
<th>Activity helped generate revenue for</th>
<th>Value of partner’s in-kind contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Industrial Development</td>
<td>17.46 FTE</td>
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<td>33</td>
<td>43</td>
<td>19</td>
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<td>$1,429,970</td>
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<tr>
<td>Children, Youth, and Family (non-school related)</td>
<td>17.17 FTE</td>
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<td>99</td>
<td>48</td>
<td>19</td>
<td>25</td>
<td>112,012</td>
<td>$2,949,970</td>
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<tr>
<td>Community and Economic Development</td>
<td>14.60 FTE</td>
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<td>28</td>
<td>52</td>
<td>112,012</td>
<td>$1,704,970</td>
</tr>
<tr>
<td>Cultural Institutions and Programs</td>
<td>9.56 FTE</td>
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<td>76</td>
<td>43</td>
<td>30</td>
<td>11</td>
<td>110,012</td>
<td>$1,519,955</td>
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<tr>
<td>Education, Pre-Kindergarten through 12th Grade</td>
<td>23.77 FTE</td>
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<td>82</td>
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<td>30</td>
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<td>$2,436,092</td>
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<td>2</td>
<td>110,012</td>
<td>$1,609,623</td>
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<td>27</td>
<td>20</td>
<td>14</td>
<td>110,012</td>
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<td>Health and Health Care</td>
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<td>63</td>
<td>24</td>
<td>25</td>
<td>110,012</td>
<td>$1,422,929</td>
</tr>
<tr>
<td>Labor Relations, Training, and Workplace Safety</td>
<td>5.58 FTE</td>
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<td>10</td>
<td>4</td>
<td>2</td>
<td>110,012</td>
<td>$2,489,970</td>
</tr>
<tr>
<td>Natural Resources, Land Use, and Environment</td>
<td>14.00 FTE</td>
<td>$1,039,933</td>
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<td>30</td>
<td>21</td>
<td>10</td>
<td>110,012</td>
<td>$2,073,857</td>
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<tr>
<td>Public Safety, Security and Corrections</td>
<td>5.52 FTE</td>
<td>$959,909</td>
<td>20</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>110,012</td>
<td>$640,959</td>
</tr>
<tr>
<td>Public Understanding and Adult Learning</td>
<td>17.76 FTE</td>
<td>$1,349,998</td>
<td>156</td>
<td>65</td>
<td>56</td>
<td>27</td>
<td>110,012</td>
<td>$2,561,774</td>
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<tr>
<td>Science and Technology</td>
<td>11.15 FTE</td>
<td>$1,079,024</td>
<td>132</td>
<td>33</td>
<td>24</td>
<td>10</td>
<td>110,012</td>
<td>$2,279,023</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>184.88</strong> FTE</td>
<td><strong>$16,076,837</strong></td>
<td><strong>1214</strong></td>
<td><strong>465</strong></td>
<td><strong>325</strong></td>
<td><strong>215</strong></td>
<td><strong>110,012</strong></td>
<td><strong>$112,027,351</strong></td>
</tr>
</tbody>
</table>

* The number of "responses" is greater than the number of "respondents" listed in Table 5a. 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."
### #1c: University-wide summary by Form of Engagement

<table>
<thead>
<tr>
<th>Form of Engagement the activity took</th>
<th>Academic staff time committed to outreach FTE</th>
<th>Salary Value</th>
<th>Number of responses *</th>
<th>Number of responses where the activity focused on</th>
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<tr>
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<td>10.08</td>
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<td>39</td>
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<tr>
<td><strong>Experiential/Service-Learning</strong></td>
<td>9.48</td>
<td>$868,877</td>
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<tr>
<td><strong>Outreach Instruction: Credit Courses and Programs</strong></td>
<td>15.46</td>
<td>$1,297,026</td>
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<tr>
<td><strong>Outreach Instruction: Non-Credit Classes and Programs</strong></td>
<td>33.92</td>
<td>$2,940,900</td>
<td>192</td>
<td>66</td>
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<tr>
<td><strong>Outreach Instruction: Public Events and Understanding</strong></td>
<td>24.10</td>
<td>$1,915,500</td>
<td>212</td>
<td>91</td>
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<tr>
<td><strong>Outreach Research</strong></td>
<td>47.42</td>
<td>$8,939,546</td>
<td>289</td>
<td>112</td>
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<tr>
<td><strong>Technical or Expert Assistance</strong></td>
<td>43.21</td>
<td>$2,764,490</td>
<td>321</td>
<td>107</td>
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<tr>
<td><strong>Total</strong></td>
<td>183.67</td>
<td>$16,020,810</td>
<td>1,167</td>
<td>419</td>
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</tbody>
</table>

*The number of "responses" is greater than the number of "respondents" listed in Table 1a. Each respondent who indicated involvement in engagement had the opportunity to describe activities under 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 university-sponsored practices or as part of clinical instruction and by medical and graduate students as part of their professional education. For example, this may include medical laboratory clinical practice, counseling or career center services, and labor legal clinics.

**Experiential/Service-Learning**: Course or community services that MSU students perform in conjunction with an academic course or program and that incorporate 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 co-curricular practices 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 MSU's Master's in Nursing program in an adult care 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 licensing. Examples include: a site-based engineering course on the campus of a local community college; 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 MSUdegree-seeking students [such as Career Preparation or study skills classes]) are not included.

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

**Outreach Research**: May include applied research, capacity building, evaluation studies, policy and law, 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 constituencies. Most generally they are intended to directly improve the lives of others or create positive change which results in 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 capability to achieve their goals. MSU personnel provide technical assistance through direct-service action with the external constituency, as opposed to responding by delivering a pamphlet or information to a target audience. Examples include advising professionals on access or reviewing and evaluating the effect and efficiency of the organization's knowledge and skills. This category includes such activities as consulting work that is performed for the benefit of a constituent, expert testimony and other forms of legal advice, advising 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.

---

May, 2003

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

<table>
<thead>
<tr>
<th>Focus Area towards which the activity was directed</th>
<th>Number of responses</th>
<th>Clinical Service</th>
<th>Experiential//Service Learning</th>
<th>Outreach Instruction: Credit Courses and Programs</th>
<th>Outreach Instruction: Non-Credit Classes and Programs</th>
<th>Outreach Instruction: Public Events and Information</th>
<th>Outreach Research</th>
<th>Technical or Expert Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Industrial Development</td>
<td>133</td>
<td>0</td>
<td>7</td>
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<td>29</td>
<td>5</td>
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<td>35</td>
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<td>Children, Youth, and Family (non-school related)</td>
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<td>3</td>
<td>5</td>
<td>6</td>
<td>14</td>
<td>13</td>
<td>31</td>
<td>22</td>
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<tr>
<td>Community and Economic Development</td>
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<td>1</td>
<td>2</td>
<td>5</td>
<td>29</td>
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<td>Cultural Institutions and Programs</td>
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<td>5</td>
<td>6</td>
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<td>Food and Fiber Production and Safety</td>
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<td>0</td>
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<td>Labor Relations, Training, and Workplace Safety</td>
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<td>11</td>
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<td>3</td>
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<td>Public Safety, Security and Corrections</td>
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<td>2</td>
<td>1</td>
<td>2</td>
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<td>Public Understanding and Adult Learning</td>
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<td>12</td>
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Total: 1244

*: 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

<table>
<thead>
<tr>
<th>Focus Area towards which the activity was directed</th>
<th>Primary Form of Engagement the activity took</th>
<th>Academic staff time committed to outreach FTE</th>
<th>Salary Value</th>
<th>Activity focused on Promoting diversity</th>
<th>Intl. development</th>
<th>Urban Issues</th>
<th>Attendees</th>
<th>Activity helped generate revenue for University</th>
<th>Partner</th>
<th>Value of partner's in-kind contribution</th>
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<tr>
<td>A Dept A</td>
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<td>Technology Transfer and Diffusion Outreach Research</td>
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<td>Natural Resources, Land Use, and Environment Public Events and Information</td>
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May, 2006
#9 Summary by Dept/Area of Concern/Geog for
COLLEGE OF SOCIAL SCIENCE

<table>
<thead>
<tr>
<th>Anthropology Social Science</th>
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<td>Community and Economic Development</td>
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<tr>
<td>Counties</td>
<td>Ingham, Presque Isle</td>
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<tr>
<td>Cultural Institutions and Programs</td>
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</tr>
<tr>
<td>Counties</td>
<td>Eaton, Genesee, Ingham, Livingston, Oakland</td>
</tr>
<tr>
<td>Internationally</td>
<td>Bolivia</td>
</tr>
<tr>
<td>Education, Pre-Kindergarten through 12th Grade</td>
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<tr>
<td>Counties</td>
<td>Eaton, Genesee, Ingham, Livingston</td>
</tr>
<tr>
<td>Food and Fiber Production and Safety</td>
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<td>Counties</td>
<td>Ingham, Presque Isle</td>
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<tr>
<td>Governance and Public Policy</td>
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<td>Internationally</td>
<td>Indonesia, Netherlands</td>
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<tr>
<td>Natural Resources, Land Use, and Environment</td>
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<tr>
<td>Counties</td>
<td>Bay, Chateaugay, Ingham, Midland, Saginaw, Shiawassee</td>
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<tr>
<td>Internationally</td>
<td>United Kingdom</td>
</tr>
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<td>Public Understanding and Adult Learning</td>
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<td>Counties</td>
<td>Ingham</td>
</tr>
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<td>Internationally</td>
<td>Japan, Mexico</td>
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<table>
<thead>
<tr>
<th>Criminal Justice</th>
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<tbody>
<tr>
<td>Labor Relations, Training, and Workplace Safety</td>
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<tr>
<td>Internationally</td>
<td>countries across the world</td>
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<tr>
<td>Public Safety, Security and Corrections</td>
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<tr>
<td>Counties</td>
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</tr>
<tr>
<td>College</td>
<td>Total Number of Respondents</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>College of Agriculture &amp; Natural Resources</td>
<td>115</td>
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<tr>
<td>College of Arts and Letters</td>
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<tr>
<td>College of Business (Eli Broad)</td>
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</tr>
<tr>
<td>College of Communication Arts and Sciences</td>
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<td>College of Education</td>
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<td>College of Engineering</td>
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<td>College of Human Ecology</td>
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<td>College of Human Medicine</td>
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<tr>
<td>College of Natural Science</td>
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<td>College of Nursing</td>
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<td>College of Osteopathic Medicine</td>
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<td>College of Social Science</td>
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<td>College of Veterinary Medicine</td>
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<td>International Studies and Programs</td>
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<tr>
<td>James Madison College</td>
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<td>Michigan State University College of Law *</td>
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<tr>
<td>Michigan State University Extension</td>
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<tr>
<td>National Superconducting Cyclotron Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>Provost + Other Central Offices</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>648</td>
</tr>
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</table>

*: MSU College of Law was not a part of the 2004 data collection cycle
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. Bergstrom, Robert E. Broun, Amy L. Byrd, Karen McKeight-Cassey,
Robert L. Church, Catherine A. Gilson, Linda Chapel-Jackson, Vuok R. Jolli,
and Crystal G. Laufeld

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

- Outreach Research: 33%
- Outreach Instruction: 34%
- Public Events and Information: 25%
- Experiential/Service-Learning: 4%
- Clinical Service: 4%
Accreditation and Carnegie Self-Studies (cont.)

External Partnerships

<table>
<thead>
<tr>
<th>Type of Partner</th>
<th>Average</th>
<th>Total Number of Respondents*</th>
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<tr>
<td>Human Service</td>
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<td>18</td>
</tr>
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<td>Community Organization</td>
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<td>27</td>
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<tr>
<td>Professional Organization</td>
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<td>28</td>
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<td>Business</td>
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<td>Schools (PreK-12)</td>
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<tr>
<td>Other</td>
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Collaborative Activities

<table>
<thead>
<tr>
<th>Indicator of Engagement</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint planning and assessment</td>
<td>39</td>
</tr>
<tr>
<td>Needs assessment</td>
<td>26</td>
</tr>
<tr>
<td>Sustained relationships</td>
<td>60</td>
</tr>
<tr>
<td>Future plans for sustainability</td>
<td>57</td>
</tr>
<tr>
<td>Dissemination of knowledge to the public</td>
<td>54</td>
</tr>
<tr>
<td>Community/partner capacity building</td>
<td>30</td>
</tr>
</tbody>
</table>
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.
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: reimmanc@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

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.

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