Extending Knowledge to Serve Society

Scholarship Focused Outreach and Engagement

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Michigan State University

Bowling Green State University
December 1, 2004
What does it mean to be an engaged university?
Definition

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

• To enrich scholarship and creative activities
• To enhance curriculum, teaching & learning
• To prepare educated, engaged citizens
• To strengthen democratic values and civic responsibility
• To address critical societal issues
• And to contribute to the public good

*Adapted from the CIC Committee on Engagement*
What does it mean to be engaged in outreach scholarship at MSU?
“… 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*
Outreach & Engagement Scholarship Model

University → Impact → Community

Knowledge Generation → Knowledge Dissemination

Knowledge Application → Knowledge Preservation
From Discovery to Application

Inreach: Disciplinary Questions

Outreach: External Audience Questions

Government
Business
Industry
Schools
Human Services
Agriculture
Community

Basic Research

Applied Research

Tech Transfer

Training & Instruction
The land-grant university has a special role to engage its students/faculty, instructional and research resources to …

… Strengthen commitment to democracy/diversity

… Improve workplace practice and economic strength

… Addressing critical societal needs through shared partnerships and evidence based approaches

… Globalize perspectives and contacts

Educated Person

Student Focus/Campus

Public Engagement

Workplace Preparation

Global Knowledge

Values

Educated Community/World

Community Focus

Educated Person
Divisions of University Outreach & Engagement

- Administration
- Communication & Information Technologies
- Usability & Accessibility Center
- Service Learning/Civic Engagement
- University-Community Partnerships
- Wharton Center for Performing Arts
Supportive Services for Faculty

Enhancing Knowledge to Serve Society

Engaged Community

Partner
With faculty research teams

Consult
Develop community projects

Train
Asset-based approaches to community change

Assist
Build 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

Engaged Faculty

Scholarship Focus

Community Focus
Outreach and Engagement Focal Scholarship Areas

- Children, youth & families
- Community & family security
- Community vitality & economic development
- Technology & human development
- Scholarship of engagement
Seed Grant Programs for Outreach Scholarship

FACT

O&E-E

Community Vitality
## Interdisciplinary Collaborations

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<th>Colleges &amp; Academic Units</th>
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<td>MSU-Extension</td>
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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

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2. **Fostering cross-disciplinary outreach and engagement research collaborations**
   - O & E 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
Interdisciplinary Collaborations

Colleges & Academic Units

Departments  Schools  Institutes  Centers  MSU-Extension

4. Creating opportunities for the scholarship of outreach & engagement

- Benchmarking scholarship of engagement
- Cultural Engagement Council
- Outreach and Engagement Fellows
- Outreach and Engagement Scholars

- National:
  - Committee on Institutional Cooperation: Committee on Engagement
  - National Association of State Universities and Land Grant Colleges
CIC Definition of Engagement
Engagement

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

- To enrich scholarship and creative activities
- To enhance curriculum, teaching and learning
- To prepare educated, engaged citizens
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- To address critical societal issues
- And to contribute to the public good

Adapted from the CIC Committee on Engagement
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
**1996 Points Of Distinction Matrix for Evaluating Outreach Research, Outreach Teaching, and Outreach Service**

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<th>Dimension</th>
<th>Components</th>
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2004 Outreach & Engagement Measurement Instrument
Outreach & Engagement Measurement Instrument

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

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

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

Who should complete the form

All faculty, academic specialists, research associates, extension specialists, and visiting faculty should complete the form. Graduate student employees are not included at this time. Even if you were not engaged in outreach & engagement activities during this calendar year, please take a moment to 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, K-12 schools, labor organizations, and the like. Outreach occurs when members of the University make their expertise available in formats different from those most often found on campus; for example, by scheduling instruction at times and in places convenient to the working adult, or by communicating research results in ways that the external audience finds both understandable and usable. At its best engagement involves shared goals, expertise, and resources and results in mutually identified benefits.

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

Enter your MSU Net ID and password below to log in. Leave the Authenticator field set to MSU Net. Note: your web browser must accept cookies to log into this site. See the troubleshooting page for more information.
Outreach & Engagement Measurement Instrument: Main Menu

Respondent: Joshi, Vivek

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

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

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

Survey Sections

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

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

View a printable page of your responses to save for your records.

Logout: You can return later to update or continue with the survey.

Current Survey Section

[Navigation links: Login page, Main Menu, Section 1, Section 2, Section 3, Section 4, Comments]
Outreach & Engagement Measurement Instrument: Section One
Scope of Your Outreach & Engagement Work from January 1, 2004 to December 31, 2004

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

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

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

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

Proceed to next section
Save and return later
Outreach & Engagement Measurement Instrument: Section Two
Scope of Your Outreach & Engagement Work from January 1, 2004 to December 31, 2004

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

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

Area 1  Area 2  Areas of Concern
- Arts and Humanities
- Business and Industrial Management
- Children, Youth, and Family (non-school related)
- Community and Economic Development
- Education, Pre-Kindergarten through 12th Grade
- Food and Fiber Production and Safety
- Governance or Public Policy (Not related to other areas listed here)
- Health and Health Care
- Labor Relations, Training, and Workplace Safety
- Natural Resources, Land Use, and Environment
- Public Safety, Security and Corrections
- Public Understanding and Adult Learning
- Science and Technology (Not related to other areas listed here)
- Technology Transfer and Diffusion
- No second area
Outreach & Engagement Measures

Scope of Your Outreach & Engagement Activities

Outreach Research
May include applied research, capacity-building, evaluation studies and services, policy analysis, consulting and technical assistance, and technology transfer. Such activities are considered outreach when they are conducted in collaboration or partnership with schools, health organizations, nonprofit organizations, businesses, industries, government agencies, and other external constituents.

Outreach Instruction: Credit Courses and Programs
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.

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

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

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

Did the activity primarily focus on urban issues?
Was the activity designed to promote diversity and accessibility?

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

Outreach Research
Outreach Instruction: Credit Courses and Programs
Outreach Instruction: Non-Credit Classes and Programs
Experiential/Service-Learning
Clinical Service
Public Events and Information

How many people attended or participated in your outreach activities? For example, count participants in your non-credit classes, programs, attendees at exhibits and performances, MSU clients and those with whom they worked directly at their placement, clients with whom you worked (e.g., pre-K-12 teachers and their students).
To which locations are your programs or activities directed? For each area of concern, choose one of the three options. If you indicate that your outreach took place in locations internationally, nationally or in Michigan, a second window will open and allow you to specify the location. You can also click on the link to open the window.

Did your outreach & engagement activity:

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

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

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

- Partner staff time: estimate the hours partner staff devoted to helping you in your work. A dollar value will be automatically calculated based on a standard rate of $35/hr. You have the option to change the estimated dollar value if you wish.

- Volunteer time: estimate the hours off-campus volunteers devoted to helping you in your work. A dollar value will be automatically calculated based on a standard rate of $18.50/hr. You have the option to change the estimated dollar value if you wish.

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

Proceed to next section
Save and return later

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

- **Cities**
  - Ann Arbor
  - Battle Creek
  - Detroit
  - East Lansing
  - Flint
  - Grand Rapids
  - Jackson
  - Kalamazoo
  - Lansing
  - Marquette
  - Midland
  - Traverse City
  - Other Cities (separate by commas)

- **Metro Areas**
  - Detroit Metro Area
  - Grand Rapids Metro Area
  - Grand Traverse Bay Area
  - Lansing Metro Area
  - Saginaw Bay Area

- **Upper Peninsula**
  - Alger
  - Baraga
  - Chippewa
  - Delta
  - Dickinson
  - Gogebic
  - Houghton
  - Iron
  - Keweenaw
  - Luce
  - Mackinac
  - Marquette
  - Menominee
  - Ontonagon
  - Schoolcraft

- **Northern Lower Peninsula**
  - Alcona
  - Alpena
  - Antrim
  - Benzie
  - Charlevoix
  - Cheboygan
  - Crawford
  - Emmet
  - Grand Traverse
  - Iosco
  - Kalkaska
  - Leelanau
  - Missaukee
  - Montmorency
  - Ogemaw
  - Oscoda
  - Otsego
  - Presque Isle
  - Roscommon
  - Wexford

- **West Central**
  - Allegan
  - Barry
  - Ionia
  - Kent
  - Lake
  - Manistee
  - Mason
  - Mecosta
  - Montcalm
  - Muskegon
  - Newaygo
  - Oceana
  - Osceola
  - Ottawa

- **East Central**
  - Arenac
  - Bay
  - Clare
  - Clinton
  - Gladwin
  - Greater
  - Huron
  - Ingham
  - Isabella
  - Jackson
  - Kalona
  - Shiawassee
  - Tuscola

- **SouthWest**
  - Berrien
  - Branch
  - Calhoun
  - Cass
  - Eaton
  - Hillsdale
  - Ingham
  - Isabella
  - Jackson
  - Kalamazoo
  - St. Joseph
  - Van Buren

- **SouthEast**
  - Benzie
  - Lapeer
  - Lenawee
  - Livingston
  - Macomb
  - Monroe
  - Oakland
  - St. Clair
  - Washtenaw
  - Wayne
- When completed please click on the **Done** button at the bottom of this form.

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<tr>
<th>Alabama</th>
<th>Iowa</th>
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- 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>
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Outreach & Engagement Measurement Instrument: Section Four
Scope of Your Outreach & Engagement Work from January 1, 2004 to December 31, 2004

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

Indicate what aspect of your outreach work you will describe below. Choose one:
- I am describing my total outreach activity.
- I am describing my outreach & engagement activity that addresses one area of concern.
- I am describing a single major project.

Project title: Blood Lead Level Measurement & Testing

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

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

What were the outcomes and impacts? Explain below. For example, describe:
- Products or outputs (e.g., new reports, pamphlets, articles, websites, software, courses).
- External results or impacts (e.g., changes in public policy, organizational changes, environmental improvement).
- Internal impacts (e.g., impacts on scholarly practice, new areas of research or inquiry, new pedagogical approaches).
- Sustained or continued collaborative efforts resulting from this work.
- Unintended consequences.

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

Did this outreach & engagement work receive a formal evaluation?
- Yes
- No

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

Michigan Department of Community Health
What year did you begin working with these collaborators in this effort? Use four digits.

1999

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

☑ Yes ☐ No

Sociology

What plans do you have for sustaining this effort?

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

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

- Tenure system faculty: 6
- Fixed-term andadjunct faculty: 5
- Other academic staff and specialists: 2
- Extension professionals and field staff: 6
- Graduate and/or graduate professional students: 6
- Undergraduate students: 1
- People employed by sponsoring and collaborating organizations: 6
- Volunteers (unpaid, non-student): 7
- Other: 6

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

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

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

Send comments

Proceed without sending comments.

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Outreach & Engagement report for Vivek Joshi
Printed on Wednesday, November 24, 2004
January 1, 2004 to December 31, 2004

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

Data about my Outreach & Engagement work in Health and Health Care
60% of my outreach & engagement activities (that is, 48% of my professional effort) primarily took the form of Outreach Research addressing Health and Health Care as the area of concern.
Some of my work in this area also took the form of Clinical Service.
This work focused significantly on international development and understanding.
This work was designed to impact people and issues in Huron, Ingham, Isabella, Jackson, Mason, Mecosta, Midland and Saginaw.
This work helped enable my external partners with whom I was engaged to secure $250,000 in additional revenue from gifts, grants, contracts, tuition or fees.
This work benefitted from in-kind contributions of Partner staff time estimated at $1,575, Volunteer time estimated at $9,700 and other materials estimated at $1,000.

Data about my Outreach & Engagement work in Technology Transfer and Diffusion
40% of my outreach & engagement activities (that is, 32% of my professional effort) primarily took the form of Public Events and Information addressing Technology Transfer and Diffusion.
Some of my work in this area also took the form of Outreach Instruction: Non-Credit Classes and Programs.
This work had a significant urban focus.
This work was designed to impact people and issues in Argentina, India, Morocco, Nepal and Netherlands.
100 people participated in this Public Events and Information activity.
This work was instrumental in securing $1,000,000 in gifts, grants, contracts, tuition and/or fees for the University.
This work benefitted from in-kind contributions of Partner staff time estimated at $3,500 and Volunteer time estimated at $1,850.

Description of my outreach work
I am describing a single major outreach project titled Blood Lead Level Measurement & Testing.
It entailed: BLL testing data was collected for children under the age of 5 years. This data was then matched up with their demographic characteristics to generate a model to predict BLL based on demographic characteristics. This model was further refined using Census data to predict the age of the home and hence the composition of materials used in construction.
The work, which began in 1999 involved collaborations with
• External Partners: Michigan Department of Community Health.
• Internal Partners: Sociology.

5 Tenure system faculty, 2 Fixed-term and adjunct faculty and 5 Graduate and/or graduate professional students worked with me on this project.
The outcomes and impacts of the work were: An interactive web-site was created for medical staff. They enter the age of the child along with certain demographic characteristics and the current/previous address of the child. The website then makes suggestions to whether the child should be treated for BLL.
This work received formal evaluation.
Continuation plans for the work are: The model is being refined with current data and is being expanded for states other than Michigan.
Benchmarking Engagement
The Kellogg Commission Report on Engagement

- Make engagement a priority on every campus
- Develop plans for engagement
- Encourage interdisciplinary work
- Create new incentives to advance engagement
- Generate stable and secure funding

Kellogg Commission, 2000
Renewing the Covenant
The Higher Learning Commission: Accreditation Core Component 5

5A. The organization learns and analyzes the needs and expectations of the communities it serves

5B. The organization has the capacity and demonstrates the commitment to engage the communities it serves

5C. The organization connects with and engages those communities that depend on it for service

5D. Internal and external constituencies value the services the organization provides
To what extent is community engagement part of the campus mission/vision statement (including mission statements of the college, department, and school)?

1. Is campus and community interaction institutionalized? Are campus leaders active and visible in community educational, civic, and cultural life?
2. Is the ability to lead in the community engagement arena a criteria for the selection and evaluation of key campus leaders including the president, provost, deans and chairs?
3. Does the campus have adequate infrastructure to support the community engagement mission?
4. Do campus policies and procedures serve to either enhance or inhibit faculty involvement in community engagement efforts?
5. Do faculty and unit-level incentives and rewards support community engagement?
Questions for campus leaders (Votruba, 2003), continued

7. Is there a clear expectation that each academic unit is responsible for serving the full breadth of the reaching, research, and engagement mission?

8. Does the process of faculty recruitment, orientation, and on-going professional development make clear that community engagement is an important element of the overall academic mission?

9. Does the campus planning and budging process reflect the importance of the community engagement process?

10. Is community engagement built into the curriculum?

11. Do campus communications and key communicators reflect the importance of community engagement?

12. Are campus facilities and environment designed to welcome community involvement?
CECEPS Benchmarking Task Force: Qualities of Engagement

- Engagement brings the university’s resources to bear on societal needs
- Engagement is a form of scholarship that cuts across teaching, research, and service
- Engagement implies reciprocity, whereby both the institution and partners in the community both benefit and contribute
- Engagement blends scientific knowledge from the university with experiential knowledge from the community to establish an environment of co-learning
- Engagement involves shared decision making
- Engagement is a practice that strengthens faculty; enhances the education experience for students, and multiplies the institution’s impact on external constituencies
CECEPS Benchmarking Task Force: Qualities of Engagement

• Engagement is actively listening to all stakeholders who reflect the diversity of our communities—especially including those who have not been engaged before.

• A university is engaged when stakeholders see the institution as the “resource of choice” when dealing with an issue or problem.

• Engagement measures its effectiveness through traditional measures of academic excellence, but also evaluates its work resultant to the impact and outcomes on the communities and individuals it serves.
Benchmarks of engagement can provide evidence of:

- Reward systems for faculty and staff that include an engagement dimension
- Curricular impacts of student engagement
- Applications of the dissemination of research and transfer of knowledge
- Meaningful engagement with communities
- Applications of the evidence of partnership satisfaction
The Proposed Benchmark Matrix
Evidence of Institutional Commitment to Engagement

• The institution’s commitment is reflected throughout its administrative structure
• The institution’s commitment is reflected in its reward structure for faculty and staff
• The institution’s commitment is reflected in policies and procedures designed to facilitate outreach and engagement activities
• The institution’s commitment is reflected in its policies and procedures that are responsive to non-traditional student needs
Evidence of Institutional Resource Commitment to Engagement

• The institution shows evidence of senior leadership for engagement and outreach activities
• The institution shows evidence of financial support for engagement through its budgetary process
• The institution shows evidence that faculty and staff time is devoted to outreach and engagement activities
Evidence that Students are Involved in Engagement and Outreach Activities

- The institution shows evidence that engagement is an implicit component of the curriculum and co-curricular activities.
- The institution shows evidence that it attends to diverse communities, peoples and geographic areas.
- The institution shows evidence that students are engaged in applied projects and programs.
Evidence that Faculty and Staff are Engaged with External Constituents

- The institution shows evidence that faculty and staff are involved in scholarly activities related to the institution’s engagement mission.
- The institution shows evidence that faculty and staff are engaged in community vitality and economic development initiatives in partnership with external constituents.
- The institution shows evidence that there is translation and transfer of new knowledge to external audiences.
- The institution shows evidence that there are policies regarding intellectual property rights that foster the transfer and application of knowledge and research.
Evidence that Institutions are Engaged with their Communities

• The institution shows evidence that it participates in environmental scanning in order to determine critical social needs
• The institution shows evidence that it has established university-community partnerships with diverse entities
• The institution shows evidence that communities have access to and use university resources
• The institution shows evidence that it improves community vitality
Evidence of Resource/Revenue Opportunities Generated through Engagement

- The institution shows evidence that it generates additional tuition and fee revenues from non-traditional educational experiences that serve external audiences.
- The institution shows evidence that it generates economic impact from its engagement activities.
Evidence of Assessing the Impact and Outcomes of Engagement

• The institution shows evidence that it has assessment tools and assessment plans developed in collaboration with external partners
• The institution shows evidence that its experiential learning programs are evaluated in partnership with the constituents served
Focal Issues at MSU

• Institutional alignment activities in progress
• Bylaws of academic governance
  – Establishing the Committee on Engagement
• Unit mission/bylaws statements
  – Recommending incorporation of engagement statement in all unit bylaws (mission statement)
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