The Engaged University

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
An MSU Promise

MSU will be an exemplary “engaged university,” transforming and strengthening outreach partnerships to address key Michigan [community] needs and developing broadly applicable models.

M. Peter McPherson, 1999
Outreach is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.

Provost’s Committee on University Outreach, 1993, University Outreach at Michigan State University: Extending Knowledge to Serve Society
Outreach & Engagement Scholarship Model

Knowledge

Discovery  Application  Dissemination  Preservation

University  Impact

Community
Office of University Outreach & Engagement

How We Are Organized

- ADVANCEMENT – COMMUNICATION AND INFORMATION STRATEGIES
- UNIVERSITY-COMMUNITY PARTNERSHIPS
- WHARTON CENTER FOR PERFORMING ARTS
- SERVICE LEARNING/CIVIC ENGAGEMENT
- MSU USABILITY AND ACCESSIBILITY CENTER
Office of University Outreach & Engagement

What We Do

Engaged Community Partners
With faculty research teams
Consults
Develop community projects
Trains
Asset-based approaches to community change
Assists
Building Service-Learning/ Civic Engagement models

Funds
Seed grants for outreach research
Develops
Outreach measures and standards of practice
Markets
Outreach and engagement activities
Advocates
• For the engagement mission
• For cross institution benchmarks
• For measurement standards
Office of University Outreach & Engagement

Our Focal Areas

• Children, Youth & Families
• Community & Family Security
• Community & Economic Development
• Technology & Human Development
• Scholarship of Engagement
Advancement – Communication and Information Strategies

A Closer Look

Advancing the outreach and engagement mission of MSU through –

– Institutional research
– Web site and information systems
– Publications and broadcasting
– Conferences and events
– Marketing and public relations
– Evaluation
Advancement – Communication and Information Strategies

A Closer Look

Through its consulting, services, and product development, Advancement plays a role in

– Advocacy - advocating for outreach and engagement through institutional research
– Access - providing public access to the knowledge resources of the University
– Academic Support - supporting the outreach work of faculty and academic units through information technology
Advocacy

Outreach and Engagement Measurement Instrument

Outreach & Engagement Measurement Instrument
This Instrument (OPEN) has been developed by the Office of University Outreach and Engagement in order to help increase understanding of Michigan State University's outreach and engagement efforts. 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.

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, pre-18 schools, labor organizations, and the like. Outreach accrues 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 loginID and password. Note: your web browser must accept cookies to log into this site. See the troubleshooting page for more information.
Measuring Outreach & Engagement

*New Charge from the Provost*

Need for better data about faculty outreach and engagement work —

- Credit faculty and academic staff
- Support planning and resource allocation processes
- Provide public accountability
- Benchmark for cross-institutional comparisons
- Identify best practices

Existing data systems —

- Contracts and Grants Administration Database
- CLIFMS Noncredit Instructional Reports
- Faculty Professional Accomplishments Form (PAF)
- Faculty Effort Forms (FEF)
- Extension Reporting Systems (EIS)

The Outreach & Engagement Measurement Instrument
Outreach & Engagement Measurement Instrument

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What to Report

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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 loginID and password. 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


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 January 19, 2004, 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.
Outreach & Engagement Measurement Instrument: Section One

Identification
My current title: Assistant Director, Tech & Research
My department or academic unit: University Outreach & Engagement

Total Time Spent on Your Outreach & Engagement Work from January 1, 2003 to December 31, 2003

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 30% of my time on outreach & engagement activity from January 1, 2003 to December 31, 2003.

Proceed to next section
Save and return later
Outreach & Engagement Measurement Instrument: Section Two
Scope of Your Outreach & Engagement Work from January 1, 2003 to December 31, 2003

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
- Technology Transfer and Diffusion
- No second area

Proceed to next section
Save and return later
### Outreach & Engagement Measurement Instrument: Section Three
Scope of Your Outreach & Engagement Work from January 1, 2003 to December 31, 2003

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 30% of your time in outreach activity. Of that 30%, if three-quarters of that time is focused on Arts and Humanities, enter 75% in that column, not 22.5%. 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>Arts and Humanities</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Did the activity focus significantly on international development and understanding?

- Yes
- No

Did the activity primarily focus on urban issues?

- Yes
- No

Was the activity designed to promote diversity and accessibility?

- Yes
- No

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>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach Instruction: Credit Courses and Programs</td>
</tr>
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</tr>
<tr>
<td>Experiential/Service-Learning</td>
</tr>
<tr>
<td>Clinical Service</td>
</tr>
<tr>
<td>Public Events and Information</td>
</tr>
</tbody>
</table>
Did the activity focus significantly on international development and understanding?

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</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Did the activity primarily focus on urban issues?

<table>
<thead>
<tr>
<th>Arts and Humanities</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>

Was the activity designed to promote diversity and accessibility?

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

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</tr>
</tbody>
</table>

How many people attended or participated in your outreach & engagement programs or activities? For example, count participants in your non-credit classes and programs and in your off-campus courses and programs; attendees at exhibits and performances; MSU students participating in experiential service-learning and those with whom they worked directly at their placement; clinical clients and partner organizations.

<table>
<thead>
<tr>
<th>Arts and Humanities</th>
<th>Health and Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>
How many people attended or participated in your outreach & engagement programs or activities? For example, count participants in your non-credit classes and programs and in your off-campus courses and programs, attendees at exhibits and performances, MSU students participating in experiential/service-learning and those with whom they worked directly at their placements, clinical clients, and partner-organization staff and clients with whom you worked (e.g., preK-12 teachers and their students).

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

- Afghanistan
- Algeria
- Angola
- Argentina
- Australia
- Bangladesh
- Belarus
- Belgium
- Brazil
- Burkina Faso
- Burma
- Cambodia
- Cameroon
- Canada
- Chile
- China
- Colombia
- Congo, Democratic Republic of the
- Côte d'Ivoire
- Cuba
- Czech Republic
- Ecuador
- Egypt
- Ethiopia
- France
- Ghana
- Greece
- Guatemala
- Hungary
- India
- Indonesia
- Iran
- Iraq
- Italy
- Japan
- Kazakhstan
- Kenya
- Korea, North
- Korea, South
- Malaysia
- Malawi
- Mali
- Mexico
- Mozambique
- Nepal
- Netherlands
- Niger
- Nigeria
- Pakistan
- Peru
- Philippines
- Poland
- Portugal
- Romania
- Russia
- Saudi Arabia
- Senegal
- Serbia and Montenegro
- South Africa
- Spain
- Sri Lanka
- Sudan
- Syria
- Taiwan
- Tanzania
- Thailand
- Turkey
- Uganda
- Ukraine
- United Kingdom
- United States
- Vanuatu
- Venezuela
- Vietnam
- Yemen
- Zambia
- Zimbabwe
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela
- Vietnam
- Virgin Islands
- When completed please click on the **Done** button at the bottom of this form.

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

<table>
<thead>
<tr>
<th>Cities</th>
<th>Metro Areas</th>
<th>Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities</td>
<td>Metro Areas</td>
<td>Counties</td>
</tr>
<tr>
<td>Ann Arbor</td>
<td>Detroit Metro Area</td>
<td>Allegan</td>
</tr>
<tr>
<td>Battle Creek</td>
<td>Grand Rapids Metro Area</td>
<td>Barry</td>
</tr>
<tr>
<td>Detroit</td>
<td>Grand Traverse Bay Area</td>
<td>Ionia</td>
</tr>
<tr>
<td>East Lansing</td>
<td>Lansing Metro Area</td>
<td>Kent</td>
</tr>
<tr>
<td>Flint</td>
<td>Saginaw Bay Area</td>
<td>Lake</td>
</tr>
<tr>
<td>Grand Rapids</td>
<td></td>
<td>Manistee</td>
</tr>
<tr>
<td>Jackson</td>
<td></td>
<td>Mason</td>
</tr>
<tr>
<td>Kalamazoo</td>
<td></td>
<td>Mcusta</td>
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<tr>
<td>Lansing</td>
<td></td>
<td>Montcalm</td>
</tr>
<tr>
<td>Marquette</td>
<td></td>
<td>Montcalm</td>
</tr>
<tr>
<td>Midland</td>
<td></td>
<td>Muskegon</td>
</tr>
<tr>
<td>Traverse City</td>
<td></td>
<td>Newaygo</td>
</tr>
<tr>
<td>Other Cities</td>
<td></td>
<td>Oceana</td>
</tr>
<tr>
<td>(separate by comma)</td>
<td></td>
<td>Oceana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ottawa</td>
</tr>
</tbody>
</table>

- **Upper Peninsula**
- **Northern Lower Peninsula**
- **West Central**
- **East Central**
- **SouthWest**
- **SouthEast**

- Arenac
- Bay
- Clare
- Clinton
- Cass
- Gladwin
- Gratiot
- Huron
- Isabella
- Isabella
- Saginaw
- Sanilac
- Shiawassee
- Tuscola
- Berrien
- Branch
- Calhoun
- Cass
- Eaton
- Hillsdale
- Ingham
- Jackson
- Jackson
- St. Joseph
- Van Buren
- Genesee
- Lapeer
- Lenawee
- Livingston
- Macomb
- Monroe
- Oakland
- St. Clair
- Van Buren
- Washtenaw
- Wayne
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.

  - $350

- **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.

  - $165

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

  - $100
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  \[ 10 \text{ hrs} \times \$35.00 = \$350 \]

- **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.

  \[ 20 \text{ hrs} \times \$25.00 = \$700 \]

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

  \[ 10 \text{ hrs} \times \$18.50 = \$185 \]
Outreach & Engagement Measurement Instrument: Section Four
Description of Your Outreach & Engagement Work from January 1, 2003 to December 31, 2003

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

Project title: Breathing Easier

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

I worked with an urban health care organization to help develop public awareness about the problems associated with industrial pollution and childhood asthma. I worked closely with community members and the organization’s leadership to develop an online public health educational website. Together with my partners, I helped draft a proposal to the Kensington Blythe Foundation that was awarded a large grant to support further development of the website and other public awareness communication strategies.

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, technical documentation to support the site, a grant proposal, and a technical report.
Impacts are expected to include greater awareness by urban parents in the target community about airborne pollutants and other environmental issues. The municipal government of the target community is using the technical report as the basis of research by a blue ribbon task force.
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?

Kensington Blythe Foundation

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

2001

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

☐ Yes  ☐ No

What plans do you have for sustaining this effort?

I have begun to involve health education graduate students in a project that will, in part, help maintain the website.
Other than yourself, how many of each of the following kinds of personnel were involved?

- Tenure system faculty: 1
- Fixed-term and adjunct faculty: 
- Other academic staff and specialists: 
- Extension professionals and field staff: 
- Graduate and/or graduate professional students: 3
- Undergraduate students: 
- People employed by sponsoring and collaborating organizations: 
- Volunteers (unpaid, non-student): 
- Other:

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

Proceed to Comments section

Save and return later
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.

The form was very intuitive and a sheer delight to use

Send comments

Proceed without sending comments.
Outreach & Engagement Measurement Instrument: Thanks

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

Please make a selection below.

- View a printable page of the full survey to keep for your records
- Return to the menu to review or update your responses
- Log out of the Outreach Measurement Instrument
Outreach & Engagement Report for Burton Bargerstock  
January 1, 2003 – December 21, 2003

30% of my total professional effort during this time period involved outreach & engagement activities.

50% of that effort (that is, 15% of my overall effort) focussed on Outreach Research in Arts and Humanities.  
The work was designed to impact people and issues in the cities of Ann Arbor, Battle Creek and Detroit.  
35 people participated in the Outreach Research activity.  
The work was instrumental in securing $2,500 in gifts, grants, contracts, tuition and/or fees for the University; it helped enable my external partners with whom I was engaged to secure $10,000 in additional revenue in gifts, grants, contracts, tuition or fees.  
The work benefitted from in-kind contributions of Partner staff time estimated at $350 and other materials estimated at $100.

50% of that effort (that is, 15% of my overall effort) focussed on Experiential/Service Learning in Health and Health Care.  
The work focussed significantly on international development and understanding.  
The work had a significant urban focus.  
The work was designed to promote diversity and accessibility.  
The work was designed to impact people and issues in Midland, Saginaw, Sanilac and Shiawassee County.  
100 people participated in the Outreach Research activity.  
The work helped enable my external partners with whom I was engaged to secure $32,000 in additional revenue from gifts, grants, contracts, tuition or fees.  
The work benefitted from in-kind contributions of Partner staff time estimated at $700 and Volunteer time estimated at $100.

One of my outreach projects entitled Breathing Easier entailed working with an urban health care organization to help develop public awareness about the problems associated with industrial pollution and childhood asthma. I worked closely with community members and the organization's leadership to develop an online public health educational website. Together with my partners, I helped draft a proposal to the Kensington Blythe Foundation that was awarded a large grant to support further development of website and other public awareness communication strategies.
The work, which began in 2001, involved collaboration with the Kensington Blythe Foundation.

The work’s impact included an interactive website, technical documentation to support the site, a grant proposal, and a technical report. Impacts are expected to include greater awareness by urban parents in the target community about airborne pollutants and other environmental issues. The municipal government of the target community is using the technical report as the basis of research by a blue ribbon task force.

1 tenure system faculty and 3 Graduate and/or graduate professional students worked with me on this project.

This work did not receive a formal evaluation.

In order to sustain this effort I have begun to involve health education graduate students in a project that will, in part, help maintain the website.
#1: Individual Summaries for the College of Social Science

<table>
<thead>
<tr>
<th>Area Of Concern</th>
<th>Primary Form</th>
<th>Participants</th>
<th>Intl. Dev.</th>
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Data Source: University Outreach & Engagement, M.S.U
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Data Source: University Outreach & Engagement, M.S.U.
#3: Summary Investment And Revenue For Outreach Areas By Area/Dept

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<tr>
<th>Outreach Area, Unit</th>
<th>Inti</th>
<th>Urban</th>
<th>Participants</th>
<th>Revenue University</th>
<th>Revenue Partner</th>
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<th>Salary Value</th>
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Data Source: University Outreach Engagement, M.S.U.
## #4: Summary Investment And Revenue For Primary Form By Form/Dept

| Primary Form                | Unit | Intl | Urban | Participants | Revenue University | Revenue Partner | Investment FTE | Salary Value   |
|-----------------------------|------|------|-------|--------------|-------------------|----------------|---------------|----------------|----------------|
| Outreach Research           |      | 21   | 39    | 48,703       | $7,449,500.00     | $10,980,000.00 | 16.24         | $1,201,579.06 |
| ANTHROPOLOGY                | (6 responses) | 2    | 1     | 2,270        | $38,000.00        | $5,000.00      | 0.518         | $36,027.51    |
| CRIMINAL JUSTICE           | (22 responses) | 3    | 13    | 3,082        | $1,769,500.00     | $1,950,000.00 | 4.21          | $281,840.76   |
| ECONOMICS                   | (5 responses) | 0    | 0     | 80           | $0.00             | $0.00          | 0.56          | $56,950.64    |
| GEOGRAPHY                   | (15 responses) | 4    | 12    | 3,079        | $306,000.00       | $5,400,000.00 | 1.404         | $90,994.89    |
| GLOBAL CHG & EARTH         | (2 responses) | 0    | 0     | 40           | $0.00             | $0.00          | 0.050         | $2,803.30     |
| INST FOR PUBLIC POLICY AND SOCIAL RESEA | (2 responses) | 0    | 0     | 22,000       | $1,200,000.00     | $400,000.00   | 0.75          | $52,823.00    |
| LABOR & INDUSTRIAL RELATIONS | (1 response) | 0    | 0     | 600          | $0.00             | $0.00          | 0.35          | $45,974.55    |
| POLITICAL SCIENCE           | (6 responses) | 2    | 3     | 2,462        | $75,000.00        | $30,000.00    | 0.660         | $74,977.60    |
| PSYCHOLOGY                  | (9 responses) | 0    | 3     | 5,600        | $2,606,000.00     | $2,250,000.00 | 2.130         | $212,489.30   |
| REMOTE SENSING              | (7 responses) | 0    | 0     | 2,100        | $1,170,000.00     | $350,000.00   | 2.884         | $161,997.16   |
| SAMORA RES INST             | (1 response) | 1    | 1     | 70           | $0.00             | $40,000.00    | 0.100         | $14,282.60    |
| SOCIAL SCIENCE DEAN         | (1 response) | 1    | 0     | 30           | $0.00             | $0.00         | 0.050         | $6,000.10     |
| SOCIAL WORK                 | (9 responses) | 0    | 3     | 5,540        | $85,000.00        | $55,000.00    | 1.85          | $191,533.75   |
| SOCIOLOGY                   | (7 responses) | 7    | 2     | 1,750        | $0.00             | $200,000.00   | 0.780         | $68,113.89    |
| **Pilot Test Total**        |      | 21   | 39    | 48,703       | $7,449,500.00     | $10,980,000.00 | 16.236       | $1,201,579.06 |

*Data Source: University Outreach & Engagement, M.S.U.*
Access

MSU Statewide Resource Network
and Spartan Youth Programs
Academic Support

Alliance for Building Capacity in Schools (ABCS)

Academic Coaches Institute and
Academic Coaches Registry

This group has been created to support the work of the Alliance for Building Capacity in Schools (ABCS) Academic Coaches Institute. Funded by the Michigan State Board of Education under the 2003-04 Title II, Part A(1), Improving Teacher Quality State Activities Competitive Grant Program, the ABCS Coaches Institute is designed to develop a cadre of about 100 school reform coaches who are trained to effectively assist Michigan high priority schools in raising student achievement in mathematics and reading. This group will provide web-based tools to further the learning, collaboration, and communication of Institute core faculty and coaches.

Use of this system is governed by MSU's Acceptable Use Policy.
University Outreach & Engagement

Hiram E. Fitzgerald, Assistant Provost
Diane L. Zimmerman, Director of Administration

Advancement - Communication and Information Strategies
Diane L. Zimmerman, Director

University-Community Partnerships
L. Annette Abrams, Director

Civic Engagement/Service Learning (with Student Services)
Karen McKnight Casey, Director

Wharton Center for Performing Arts
Michael Brand, Executive Director

MSU Usability and Accessibility Center
Sarah Swierenga, Director