Advancing Knowledge to Serve Society

Scholarship Focused Outreach and Engagement

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Assistant Provost, University Outreach & Engagement

Orientation for New Administrators
August 2, 2004
Characteristics of an Engaged University

• 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

Renewing the Covenant
Kellogg Commission, 2000
The 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
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.
Outreach

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

**Educated Person**

- Civic Engagement

**Campus Focus**

- Values
- Workplace Preparation
- Global Knowledge

**Community Focus**

- Strengthen commitment to democracy/diversity
- Improve workplace practice and economic strength

**Educated Community/World**

- Strengthen citizen participation and civic responsibility to improve outcomes for community members
- Globalize perspectives and contacts
Office of University Outreach & Engagement

ADVANCEMENT: Communication and Information Strategies

UNIVERSITY-COMMUNITY PARTNERSHIPS

SERVICE LEARNING/CIVIC ENGAGEMENT

WHARTON CENTER FOR PERFORMING ARTS

CENTER FOR USABILITY & ACCESSIBILITY
University Outreach & Engagement

Advancing Knowledge to Serve Society

Engaged Faculty

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

Community Focus

Engaged Community

Scholarship Focus
Interdisciplinary Collaborations

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
   • MSU FACT Coalition and UO&E-Extension Grants
   • Cultural Engagement Council
   • Community Based Scholarship Team

3. Networking in major geographic areas across Michigan through AKTL Networks

4. Creating opportunities for the scholarship of outreach & engagement
   • Outreach Scholarship Conferences and Speakers
   • Cultural Engagement Council
   • Center and Institute Directors’ Council
   • CIC and NASULGC Committee Involvement
Outreach & Engagement Focal Areas

- Children, Youth & Families
- Community & Family Security
- Community & Economic Development
- Technology & Human Development
- Scholarship of Engagement
Faculty-Extension-Community Partnerships to Create Evidence Based Approaches to Community Change

Funding Seed Grants

FACT

UO&E-
Extension

Community Partners

Extension Partners

Faculty Partners

Community Partners
Nutrition Education Aimed at Toddlers (NEAT)

• **Partners**
  – Mildred Horodynski, MSU College of Nursing
  – MSU Department of Food Science and Human Nutrition
  – MSU Extension Family and Consumer Sciences
  – Mid-Michigan Community Action Agency
  – The Women, Infants, and Children (WIC) program
  – Early Head Start

• **Major aims**
  Teaching parents healthy choices and skills for feeding finicky tots.

• **Major findings/results**
  A three-part curriculum for parents was developed to increase their knowledge of food and kitchen safety, educate them about proper portion sizes and foods for toddlers, and help them develop strategies for planning family meals. The program has been spotlighted on local news broadcasts and was featured in Michigan Agricultural Experiment Station’s Futures magazine. Project leaders hope to expand the program to EHS sites statewide before becoming a national model of nutrition intervention for preschoolers.

• **External funding achieved**
  Three-year, $375,000 grant from U.S. Administration for Children, Youth, and Families.
Kid Curator

- **Partners**
  - Norman Lownds, MSU Department of Horticulture
  - Michigan 4-H Children’s Garden
  - Head Start

- **Major aims**
  Encouraging preschoolers to think scientifically and ecologically through participation in learning activities in the 4-H Children’s Garden. Immersion field trips bring students to the garden for three days for hands-on learning. A new partnership with Head Start teachers is training instructors on how to incorporate scientific inquiry into their daily lessons.

- **Major findings/results**
  This pioneer approach to teaching science and developing environmental stewardship has become a model for other programs in the U.S., the U.K., and Canada, and has consistently received high approval ratings in Michigan.

- **External funding achieved**
  $873,295 in recently awarded grants, including $429,000 from the Dow Foundation.
Grandparents Raising Grandchildren

• **Partners**
  – Teresa Jones, Director, MSU Kinship Care Project
  – MSU School of Social Work

• **Major aims**
  Collecting descriptive information about grandparent-led households and assessing their needs for support, services, and other resources as they raise children for a second time.

• **Major findings/results**
  This study of kinship care providers revealed several areas of concern, including the need for respite care, the need for affordable and accessible legal services, and the impact of caregiving on grandparents’ health. Unlike many national studies of families in urban centers, the MSU research looked also at families in rural and suburban areas. The initial pilot study has grown into a long-term project that includes building a knowledge base about kinship care in Michigan and establishment of a resource center in Lansing.

• **External funding achieved**
  More than $500,000 in grants from public and private sources to support further efforts.
Early Head Start Evaluation

**Partners**
- Jackson Community Action Agency
- MSU College of Nursing
- MSU Departments of Psychology; Family and Child Ecology; and Food Science and Human Nutrition
- MSU Office of University Outreach & Engagement

**Major Aims**
To evaluate the impact of Early Head Start within the context of a national RCT and to assess relationship between EHS participation and school performance during transition from preschool to Kindergarten.

**Major Findings/Results**
EHS participation lead to significant impacts on children’s cognitive skills and behavior regulation. Home based programs also enhanced parenting skills.

**External Funding Achieved**
Over $1,000,000 to date from Administration for Children, Youth, and Families; National Institute for Child Health and Human Development.
Learning to Give

• **Partners**
  – Council of Michigan Foundations; MSU College of Education, Institute for Public Policy and Social Research, and UO&E

• **Major Aims**
  To enhance students’ understanding of and commitment to philanthropy, political participation, and volunteering. MSU faculty advise the project leaders and evaluate the program’s curriculum development process and impact on student knowledge, attitudes, and behavior related to citizenship and a civil society.

• **Major Findings/Results**
  Curriculum development has lead to enhanced understanding about issues related to civic engagement, philanthropy, and volunteerism among elementary, middle, and high school students.

• **External Funding Achieved**
  Council of Michigan Foundations; Kellogg Foundation; Lilly Endowment; C. S. Mott Foundation (nine-year contract to MSU for ongoing evaluation, now in beginning stages of a national roll-out). Over $1,000,000 to date
Measuring Outreach & Engagement
A Faculty-Institution Approach to Documenting Outreach and Engagement Research, Teaching, and Service

Developing measurement instrument to:
• Credit faculty & staff performance
• Use data for planning & resource allocation
• Provide public accountability
• Benchmark cross-institutional comparisons
• Establish best practices
# Points Of Distinction Matrix for Evaluating Outreach & Engagement

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<tr>
<th>Dimension</th>
<th>Components</th>
<th>Sample Questions</th>
<th>Qualitative Indicators</th>
<th>Quantitative Indicators</th>
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Outreach & Engagement
Measurement Instrument
Outreach & Engagement Measurement Instrument

This instrument (CEMI) 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, industry 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 is 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.

Proceed to next section

Save and return later

Log Out
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 the 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
<table>
<thead>
<tr>
<th>Outreach &amp; Engagement Measurement Instruments: Section Three</th>
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<tr>
<td>Scans of Your Outreach &amp; Engagement Work from January 1, 2008 to December 31, 2009</td>
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**Did the activity focus significantly on international development and product Development?**

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**Did the activity primarily focus on student issues?**

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<th>Arts and Humanities</th>
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**Was the activity designed to promote diversity and accessibility?**

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<td>Outreach Research</td>
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<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>Clinical Service</td>
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<td>Public Events and Information</td>
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**What forms of outreach & engagement activities did you engage in?**

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<th>Arts and Humanities</th>
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<td>Public Events and Information</td>
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**How many people attended or participated in your outreach & engagement programs or activities?**

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<thead>
<tr>
<th>Arts and Humanities</th>
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<tbody>
<tr>
<td>25</td>
<td>169</td>
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</table>

**Where did your programs or activities take place?**

- My outreach activity in this area of concern was not directed primarily or specifically at institutions or individuals in Michigan.
- My outreach activity in this area of concern was directed at institutions and individuals throughout the State of Michigan.
- My outreach activity in this area of concern was directed at institutions and individuals in specific locations in Michigan.
- My outreach activity in this area of concern was directed at institutions and individuals in specific locations in Michigan.
### 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 and that incorporates frequent, structured, and disciplined reflection on the linkages between the activity and the content of the academic experience. Other forms of experiential learning may include career-oriented practice and internships, or volunteer community service.

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

### 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.

### Contributions provided by off-campus groups and organizations
Calculate the contributions provided by off-campus groups and organizations that enabled you to advance knowledge through your outreach activity. Some of what they provided, of course, is "beyond price" and cannot be quantified in dollars and cents: the endorsement of a respected community organization, access to special populations, or access to confidential or proprietary materials, for instance. But some can be quantified: for example, did your partners spend time working to make your project successful, time that your partners would otherwise have devoted to other responsibilities? Did the partners provide equipment, space, transportation, or other material necessary to complete your work?

### Volunteer time
Volunteer assistance may include such activities as data gathering (e.g., distributing surveys) and other activities such as advisory groups and the like. Do not, however, count the time that volunteers may have spent in completing data gathering instruments.
- 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 MSU 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.

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<td>Wexford</td>
<td>Tuscola</td>
<td></td>
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</tr>
</tbody>
</table>
- 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>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>Menominee</td>
</tr>
<tr>
<td>Lansing</td>
<td></td>
<td>Montcalm</td>
</tr>
<tr>
<td>Marquette</td>
<td></td>
<td>Muskegon</td>
</tr>
<tr>
<td>Midland</td>
<td></td>
<td>Newaygo</td>
</tr>
<tr>
<td>Traverse City</td>
<td></td>
<td>Oceana</td>
</tr>
<tr>
<td>Other Cities (separate by commas)</td>
<td></td>
<td>Ottawa</td>
</tr>
</tbody>
</table>

- Alcona
- Albany
- Antigo
- Benzie
- Cheboygan
- Crawford
- Emmet
- Genesee
- Ionia
- Kalamazoo
- Kane
- Keweenaw
- Luce
- Macomb
- Manistee
- Mason
- Menominee
- Montcalm
- Muskegon
- Newaygo
- Oceana
- Osceola
- Otsego
- Presque Isle
- Roscommon
- Sault Ste. Marie
- Shiawassee
- Tuscola

Cancel changes and close
Did your outreach & engagement activity involve:

- bringing in money from gifts, grants, contracts, tuition or fees? If yes, estimate the dollar value. Include all money committed for during this period, even if they will be spent later.

- helping 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 $35.00/hour. You have the option to change the estimated dollar value if you wish.

  - 10 hours  
  - $35.00/hour
  - $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/hour. You have the option to change the estimated dollar value if you wish.

  - 10 hours  
  - $18.50/hour
  - $185

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

  - $100

Proceed to next section

Save and return later
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
Center for Usability and Accessibility
  Sarah Swierenga, Director
How to Reach Us

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