Advocating & Modelin the Engaged University

Scholarship Focused Outreach and Engagement: Building New Definitions of Engagement Across the Mission

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Assistant Provost, University Outreach & Engagement

CECPSE
Washington, DC
June 18, 2004
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
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
The Engaged University

A Conceptual Framework for Outreach and Engagement

Systemic
Grounded in systems theory and change models

Diverse
Capitalizes on the strengths of diversity

Contextual
Recognizes the impact of environment and setting on outcomes

Participatory
Focuses on open communication and responsive operations and equality of partnerships

Knowledge based
Grounded in evidence-based methodologies and scholarly outcomes
Outreach and Engagement:

• Involves generating, transmitting, applying, and preserving knowledge

• For the direct benefit of external audiences

• In ways that are consistent with university and unit missions.

• Across teaching, research and service

Provost’s Committee on University Outreach, 1993

*University Outreach at Michigan State University: Extending Knowledge to Serve Society*
Outreach & Engagement Scholarship Model

University

Knowledge

Generation  Application  Dissemination  Preservation

Impact

Community
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
- Strengthen citizen participation and civic responsibility to improve outcomes for community members
- Globalize perspectives and contacts internationally

Educated Person

Student Focus/Campus

Educated Community/World
University Outreach & Engagement

Extending Knowledge to Serve Society

Partners
With faculty research teams

Consults
With faculty to develop community projects

Trains
Faculty in asset-based approaches to community change

Assists
Faculty in building Service-Learning/Civic Engagement into their courses

Funds
Seed grants for outreach research

Develops
Outreach measures and standards of practice for university-community partnerships

Markets
Outreach and engagement activities of MSU faculty

Advocates
– Across the University for the engagement mission
– Across higher education institutions for models and measurements
– To communities about the mutual benefits of collaboration

Engaged Faculty
Research Focus
Community Focus
Capable Community
O&E Focal Areas

Children, Youth & Families
Community & Family Security
Community & Economic Development
Technology & Human Development
Scholarship of Engagement
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
Interdisciplinary Collaborations

**Colleges & Academic Units**

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

2. Fostering cross-disciplinary outreach and engagement research collaborations
   - MSU FACT Coalition & O & 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
   - Speakers Series
   - Committee on Institutional Cooperation: Committee on Engagement
   - National Association of State Universities and Land Grant Colleges
   - Peer Research Institutions
Measuring Outreach & Engagement

• Developing measurement instruments to:
  • Credit faculty & staff performance
  • Use data for planning & resource allocation
  • Provide public accountability
  • Make cross-institutional comparisons
  • Establish best practices
Measuring Impact Indicators

- Student Involvement
- Resources Generated
- Faculty Interdisciplinary Teams
- Community Needs Met
- Scholarship Generated
University Outreach & Engagement
Hiram E. Fitzgerald, Assistant Provost

Advancement & Administration
Diane L. Zimmerman, Director

Partnerships
L. Annette Abrams, Director

Civic Engagement/Service-Learning
Karen McKnight Casey, Director

Wharton Center for the Performing Arts
Michael Brand, Executive Director
How to Reach Us

University Outreach & Engagement
Michigan State University
Kellogg Center, Garden Level
East Lansing, MI 48824

Voice: (517) 353-8977
Fax: (517) 432-9541
E-mail: outreach@msu.edu
Web: outreach.msu.edu
Outreach & Engagement Measurement Instrument

This instrument (OEMI) 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-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 login ID and password. Note: your web browser must accept cookies to log into this site. See the troubleshooting page for more information.
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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 36% of your time in outreach activity. Of that 36%, three-quarters of that time is focused on Arts and Humanities, and 0% in Health and Health Care. If the areas of concern you chose do not include all your outreach & engagement activity, the total entered should be less than 100%. |
|---|---|
| Arts and Humanities | 75% |
| Health and Health Care | 25% |

<table>
<thead>
<tr>
<th>Did the activity focus significantly on international development and understanding?</th>
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<tr>
<td>Yes</td>
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<th>Did the activity primarily focus on urban issues?</th>
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<td>Yes</td>
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<th>Was the activity designed to promote diversity and accessibility?</th>
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<tr>
<td>Yes</td>
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<tr>
<th>What forms of outreach &amp; 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.</th>
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<tbody>
<tr>
<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>Experiential/Service-Learning</td>
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<td>Clinical Service</td>
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<td>Public Events and Information</td>
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<tr>
<th>How many people attended or participated in your outreach &amp; engagement programs or activities? For example, count participants in your on-credit courses 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., preschool teachers and their students).</th>
</tr>
</thead>
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<tr>
<td>Arts and Humanities</td>
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<tr>
<td>Health and Health Care</td>
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</tbody>
</table>

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<tr>
<th>Where did your programs or activities take place? To which specific 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 specific locations in Michigan, a second window will open and allow you to specify City, Metropolitan Area, or County locations. You can also click on the link to open the window.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My outreach activity in this area of concern was not directed at institutions or individuals in Michigan</td>
</tr>
<tr>
<td>My outreach activity in this area of concern was directed at institutions and individuals throughout the state of Michigan</td>
</tr>
<tr>
<td>My outreach activity in this area of concern was directed at institutions and individuals in Michigan</td>
</tr>
</tbody>
</table>
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.

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

- **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.

  \[
  \text{10 \text{ hrs}} \times $18.50 = $185
  \]

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

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  \text{100 }
  \]
Select only one geographical category, i.e., Cities, Metro Areas, or Counties.

- Within a geographical category, you can make multiple selections.
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- 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>Upper Peninsula</th>
<th>Northern Lower Peninsula</th>
<th>Counties</th>
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<td>Other Cities (separate by commas)</td>
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<td>Traverse City</td>
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<td>Cheboygan</td>
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<td>Clinton</td>
<td>Kalamazoo</td>
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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: Breaking 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 Slythe Foundation that was awarded a large grant to support further development of websites and online 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 improvements)
- 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 residents 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 Slythe 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:
- Fixed-term and adjunct faculty:
- Other academic staff and specialists:
- Extension professionals and field staff:
- Graduate and/or graduate professional students:
- 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.

[Text area for comments]

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) focused 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) focused on Experiential/Service Learning in Health and Health Care.
The work focused 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.
### 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 practica 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.

### 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? 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.

### Public Events and Information
Resources designed for the public include managed learning environments (e.g., museums, libraries, gardens, galleries, exhibits), presentations, demonstrations, films, 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.