

THE ENGAGED  
**SCHOLAR** Magazine

Volume 7 • 2012



**diversity and inclusion**

*Building relationships and community*

— MSU's MRULE program utilizes experiential learning techniques to promote social justice, human agency, and action research. • Page 14



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## CONTENTS

<b>Foreword .....</b>	<b>1</b>
<b>Race, Gender, and Politics in Documentary Filmmaking.....</b>	<b>2</b>
<b>Developing Cultural Intelligence.....</b>	<b>4</b>
<b>Helping Diverse Job Seekers “Fit” Into a Tight Job Market .....</b>	<b>6</b>
<b>Evolving Partnerships with Native American Tribes .....</b>	<b>8</b>
<b>Working Across Cultures to Nurture Healthy Babies .....</b>	<b>10</b>
<b>Advancing Our Understanding of Muslim Politics and Religion .....</b>	<b>12</b>
<b>Being the Change: MRULE .....</b>	<b>14</b>
<b>Clubhouses in Michigan: Including People with Psychiatric Disabilities .....</b>	<b>16</b>
<b>Walking the Talk: Lyman Briggs College Receives 2012 MSU Excellence in Diversity Award .....</b>	<b>18</b>
<b>Teaching Englishes .....</b>	<b>20</b>
<b>Reconnecting Veterans with Civilian Life: The Mission Continues .....</b>	<b>22</b>
<b>Engaged Scholarship: Full Participation, Nothing Less.....</b>	<b>24</b>
<b>Outreach Scholarship Community Partnership Award .....</b>	<b>26</b>
<b>Snapshot of Outreach and Engagement at Michigan State University, 2011 .....</b>	<b>27</b>
<b>News and Notes .....</b>	<b>28</b>

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## Foreword

In the 21st century, global realities permeate our daily lives. Going “off the grid” takes far more effort than simply being on it. And global doesn’t necessarily mean far away. Local communications are increasingly multicultural as well, as communities in the U.S. and beyond grow more diverse.

The good news is that many of them are learning to adapt to these changes—and MSU and its partners are co-creating effective ways to do this. From Mohammed Ayoub, whose research offers a bridge to understanding the real, lived experiences of Muslims in the U.S. and around the world, to Geri Zeldes, who brings the stories of silent—and sometimes silenced—communities to a wider audience through documentary filmmaking, the investigators in this issue of *The Engaged Scholar Magazine* are all learning and sharing valuable lessons about the interfaces between and among the subcultures that together make up our society.

Diversity is a fact of life. Valuing inclusion is optional. But evidence that it is the only sustainable and equitable approach to coping with the social, technological, and economic complexities of life in the 21st century grows daily. For this reason Michigan State University has named inclusiveness as one of its three core values, along with quality and connectivity. As Paulette Granberry Russell says in her essay for this issue, “Full Participation, Nothing Less”: We challenge you to think differently about your work, about each other, and about your role in the global community.

We hope you enjoy this issue of *The Engaged Scholar Magazine*.

Linda Chapel Jackson  
Editor

change  
diversity  
cultural intelligence  
ethnicity  
politics  
COMMUNITY  
accessability  
equity  
identity  
DISABILITY  
INCLUSION  
Race  
GENDER  
equal  
opportunity

# THE ENGAGED SCHOLAR Magazine

## ► Race, Gender, and Politics in Documentary Filmmaking

**Geri Alunit Zeldes**  
Associate Professor  
School of Journalism  
College of Communication Arts and Sciences



*“Engaging with audiences and trying to get researchers and academics outside to engage with them, that’s the real gift of these projects.”*

**Geri Alunit Zeldes**

**N**o one has to sell Geri Alunit Zeldes on the virtues of collaborative learning. She’s a filmmaker.

As Zeldes, her former student Jessica Lipowski, and faculty colleague Robert Albers pointed out in a recent article,<sup>1</sup> “Working on a film crew is an *exercise* [emphasis added] in collaborative learning.” The proof is in the product—Zeldes and her students have created a number of award-winning productions.

“The Kings of Flint” video features karate masters Jacky and Dora King of Beecher, a community near Flint. By teaching karate and urban farming to local students, the Kings are attempting to re-grow their community.

Zeldes and specialist Troy Hale, who holds a joint appointment in the Department of Telecommunication, Information Studies, and Media and the School of Journalism, visited the Kings in 2009. Hale edited a two-minute clip of the visit that an Associated Press reporter saw on the *Great Lakes Echo* news service.<sup>2</sup> After that, features about the Kings appeared in the *Chicago Tribune*, in the *Detroit News*, and on National Public Radio.

Zeldes, Hale, and the journalism students worked on additional video clips about the Kings, with the intention of building a longer documentary when funding became available—which it eventually did, through the Ruth Mott Foundation and the College of Communication Arts and Sciences. A 30-minute version premiered in February 2011 at the Beecher Village Hall in Flint.

“The Kings of Flint” received an Emmy nomination from the National Academy of Television Arts & Sciences – Michigan Chapter and a Best Mini-Doc/Series in Public TV award from the Michigan Association of Broadcasters.

Hale commented that “Every time you make a documentary film you learn new things. You start to care about the people in the film and the issues that are important to them. The collaboration is so important. The film crew and the Kings needed to trust each other to tell the story. It is our job as filmmakers to be true to the story and to present it in the most entertaining and informational way.”



**Dora and Jacky King**

*“The most important thing the documentary did was tell our story, or at least part of it, to a whole lot more people. It tied us to people doing things all over. We know now we’re not alone. It goes a long ways toward restoring hope.”*

**Dora King**



**View award-winning videos by Geri Zeldes, her partners, and students at [gerizeldes.wordpress.com/](http://gerizeldes.wordpress.com/).**

Alyssa Firth, who was a student producer for the film, agreed. “Learning about documentary filmmaking involves more of actually doing it rather than classroom lectures,” she said. “It helps to work with a team of people on one specific subject rather than trying to learn about an entire genre in a lecture setting. The most valuable thing I learned was how to approach interview subjects. Not everyone wants to talk to you! I definitely learned a lot about how communities can come together. This city isn’t how the media or outsiders portray it. There are a lot of hardworking people who want to create a better environment for everyone.”

Zeldes often deals with gritty topics. Her current projects include “Flint River Farm,” a documentary about two female farmers; a film tentatively titled “868” about the dramatic influx of Chinese students to MSU in recent years (“doubled from last year, and up 400 percent since 2007”) and how these students are coping with American

culture; and “The U.S. v. Narciso, Perez & the Press,” a documentary about two Filipino nurses who were convicted in 1977 of poisoning patients in the veterans’ hospital in Ann Arbor.

Lately she has been finding that her projects “are becoming more personal. I feel really attached to these narratives.” Her reason is simple: “I am Filipino and of Chinese descent,” she said. “When we’re interviewing Chinese students I get why there’s so much pressure on them to succeed. I know what they’re going through. I’m an immigrant myself.”

She also believes that “engaging with audiences and trying to get researchers and academics outside to engage with them, that’s the real gift of these projects. One of my greatest joys is that I get to be in the audience as the films screen. I love it when the audience interacts with the films, which was the case with our documentary ‘Arabs, Jews, and the News.’ We had audience members yelling with glee and disgust, and asking questions and challenging us afterward.

“My mission behind choosing the documentary film genre was to extend the audience beyond those who may learn about these topics in newspaper articles and scholarly journals. Documentary filmmaking is akin to my work in quantitative and qualitative content analysis, in that the process involves finding patterns in the content. The process is similar in that you’re trying to analyze and speculate as to why this content is the way it is.”

Article by Linda Chapel Jackson



*“When we’re interviewing Chinese students I get why there’s so much pressure on them to succeed. I know what they’re going through. I’m an immigrant myself.”*

**Geri Alunit Zeldes**

**“The Kings of Flint” received an Emmy nomination from the National Academy of Television Arts & Sciences - Michigan Chapter and a Best Mini-Doc/Series in Public TV award from the Michigan Association of Broadcasters.**



<sup>1</sup>Lipowski, J., Zeldes, G. A., & Albers, R. (2011). Infusing a documentary education ethos. *Electronic News*, 5, 132-137.

<sup>2</sup>Great Lakes Echo is a project of MSU’s Knight Center for Environmental Journalism.



Photos for this article courtesy of Geri Alunit Zeldes

## ► Developing Cultural Intelligence

**Nicole S. Dandridge**

Associate Clinical Professor of Law  
 Director, Small Business & Nonprofit Clinic  
 MSU College of Law

**André B. Dandridge**

Project Manager  
 Small Business & Nonprofit Clinic  
 MSU College of Law

The Small Business and Nonprofit Clinic (SBNC) at MSU’s College of Law has a social justice mission grounded in client-centered lawyering. “There are three main components of the clinic,” explained director Nicole Dandridge.

First, SBNC provides direct legal service to small businesses and nonprofit organizations that can’t otherwise afford it.

Second, it conducts general community outreach. The clinic offers free seminars on starting a business, obtaining and maintaining tax exempt status for nonprofits, and intellectual property matters such as trademark and copyright. Also, the law students write legal education columns for the *Lansing State Journal* business section and draft tutorials that are available for free at the clinic and on its website.

The third component is targeted research, policy, and outreach projects. One such project is the Community Economic Development Inclusiveness (CEDI) initiative, which offers legal information and support to local and on-campus entrepreneurs with a specific focus on the Chinese community.

A study conducted in 2011 by U.S. China Creative Space showed that 69 percent of Chinese students surveyed had an interest in starting or investing in a business in the U.S. That interest, coupled with the recent increase of Chinese national students on campus, prompted the clinic to provide heightened outreach to this community. The initiative was funded by a Creating Inclusive Excellence grant from MSU’s Office for Inclusion and Intercultural Initiatives.

SBNC partnered with several university units and community organizations to develop what N. Dandridge calls a “cultural intelligence” curriculum for the law students to take before going out to work with the Chinese entrepreneurs.



Photo courtesy of SBNC

**Student clinicians at the Explore Entrepreneurship International Student Forum, February 2012: Lisa Ferro, Rachel Tutak, Homan Fayhihi-Naraghi, Sheila Terry, Rachel Fox, and Lin-Chi Wang**

“When you’re dealing with people who have English as a second language, you have to be very sure that your verbal and written communication is clear,” said project manager André Dandridge. “Our expert lecturers this year included two immigration attorneys and one who taught contract negotiation with people from diverse backgrounds. We also pulled in a psychologist who trains university staff that work with incoming Chinese undergraduate students and a representative from the Capital Area Center for Independent Living. The students had the training followed by immediate practical experience in the same semester.”

One issue that emerged was the importance of visa status. “We hosted several events for international student entrepreneurs and that was one of the first questions they asked,” said A. Dandridge. “We spent a lot of time trying to figure it out.”

“It’s complex,” said N. Dandridge. “We can do what they need in the way of business legal services but we’re not immigration attorneys. We’re looking at potential strategic partnerships with attorneys that practice both immigration and business law.”

Peter Briggs, director of the Office for International Students and Scholars (OISS), pointed out that “the growth in the number of international students is transforming our campus and community. The talents, life experiences and networks they bring to Greater Lansing are amazing. It is in our best interests to help set up a system in which we strengthen our engagement with each other.” Laura Wise, who is the student advisor in OISS, added that



*“The growth in the number of international students is transforming our campus and community. The talents, life experiences and networks they bring to Greater Lansing are amazing. It is in our best interests to help set up a system in which we strengthen our engagement with each other.”*

**Peter Briggs**

“while advising international students about their U.S. work authorization options, it quickly became apparent that our students want to know how to start and work for their own business in the U.S. as a professional option. We’ve been exploring campus and community partnerships to assist us in educating them and the CEDI project has been a natural fit.”

A suggestion from Dan Redford, former director of U.S. China Creative Space, to publish the clinic’s outreach materials in Mandarin proved to be a turning point. Through Briggs they found a student volunteer for the task, Xiangxi Chen, who signed on for two internship semesters. “Ms. Chen has been great,” said N. Dandridge. “She is part of a coalition of Chinese undergraduate students. We co-hosted an entrepreneurship outreach program in February for international students and she played a big part in promoting it.”

Chen also found the CEDI project a valuable experience. “In the beginning I felt segregated because I didn’t know anybody,” she said. “However, people I met in the project were honest, respectful and open-minded when we worked together. I was inspired not just to work on the project, but to really care about the people we were trying to help.”

Law student Lu Wang, who assisted with the initial project preparation research, recently translated the clinic’s business planning guide into Mandarin. It is already available online in English and Spanish at [law.msu.edu/clinics/sbnp/](http://law.msu.edu/clinics/sbnp/). Wang’s experience includes working as an undergraduate in China and translating contracts from Mandarin to English. “My work with CEDI mainly involved reaching out to partners, introducing the project to them, and discussing possible cooperation,” he said. “I learned about so many useful resources around us that had not been efficiently utilized. This is something that I would not have found in the classroom.”

There is a research component to the CEDI initiative as well. The clinic worked with the Office for Inclusion and Intercultural Initiatives to prepare a survey that assesses the students’ cultural intelligence at the beginning of the semester and again at the end, after the training and outreach interaction. “We’re still interpreting survey results from last semester, but at first glance we’re finding that the training worked,” said N. Dandridge. “The students felt more confident after going through it. They felt they had more tools to work with.” With this and further data she hopes to co-author an academic article about the project with A. Dandridge.

She also believes the CEDI initiative has some sustainable components that will survive the project’s end. “We’re right here in the midst of a Big Ten university that has a large international population,” she said. “So we want to give meaningful resources to these entrepreneurs. We have received strong support from the Law College to do this work. We are ready to expand the scope and go out there and do it.” 🌟

Article by Linda Chapel Jackson

Photo by Paul Phipps



*“We want to give meaningful resources to these entrepreneurs. We have received strong support from the Law College to do this work. We are ready to expand the scope and go out there and do it.”*

**Nicole Dandridge**  
SBNC Director

### Students gain confidence and insights...

*“One lecturer that stood out was Al Swain from Capital Area Center for Independent Living. Al has multiple sclerosis, affecting his ability to see, walk and move. He is sharp, funny and has a great outlook on life. He really touched me. We can’t help but live with certain prejudices and stereotypes that we learn growing up, but it doesn’t mean that we can’t change what we’ve learned and it doesn’t mean that what we’ve learned is accurate. The biggest takeaway that I gained from Al’s presentation is to strive to always be open-minded, never stop learning, and be compassionate toward others no matter what the ‘cover’ looks like.”*

**Lin-Chi Wang**  
Vice President  
Asian Pacific American Law Student Association

*“Taking the cultural intelligence training and being part of the CEDI project helped remind me to slow down and take my time when breaking down legal concepts to clients, especially those for whom English is a second language. It is hard enough for people who do speak English as a first language to grasp complex business or legal concepts. That was one of the fantastic things about the project—jumping right in and giving business and legal counsel to a number of diverse clients who had different levels of business experience and different levels of English proficiency.”*

**Kent Wood**  
Third-year law student

## ► Helping Diverse Job Seekers “Fit” Into a Tight Job Market

**Ann Marie Ryan**  
 Professor, Department of Psychology  
 Director, Identity Management Lab  
 College of Social Science

**W**ith a tight job market and many people vying for the same jobs, how do you approach a job interview if you identify yourself with a group that is potentially stigmatized or marginalized? And if you are an employer doing the hiring, how do you make your company welcoming to diverse or marginalized populations?

Ann Marie Ryan researches how members of various social groups manage their identity in a work context, as well as the conditions under which certain identity management strategies are adopted.

### Promoting a Diverse Work Climate

One local organization that prioritizes a positive diversity climate is Peckham Industries, a Lansing-based nonprofit company that focuses on providing vocational employment for people with disabilities. It was an apt site for Ryan to research workplace diversity. “This project was unique because Peckham is a very different kind of corporation. It’s an organization primarily focused on vocational support for people with disabilities. But we wanted to study it as an example of—I almost want to call it extreme diversity, if you will—because it’s an organization that is unique in terms of the kinds of people who work there,” said Ryan.



**Ann Marie Ryan has been investigating how individuals who perceive that they are part of a stigmatized group manage their identity, especially as they look for a job.**



**Ashley Groggins, former graduate student with Ryan’s Identity Management Lab, is now a human resources assistant at Peckham Industries.**

Peckham is certainly unique in that most of the employees have some form of disability. But it’s also unique because of the incredible ethnic diversity, with 34 different languages being spoken by their employees. Yet, things that might be traditionally seen as barriers—language differences, cultural preferences, and ability challenges—seem instead to help Peckham thrive.

Ryan was interested in learning about how Peckham is able to function, and what other organizations can learn from them. So her team conducted focus groups with staff members at the company to discover keys to their success. One thing they found was the

importance of flexibility in handling each diversity-related situation. Ashley Groggins, a former graduate student member of Ryan’s team who is now a human resources assistant at Peckham, coordinated the focus groups and worked with Ryan on putting together the research report. She explained how it works: “I believe the key to how Peckham’s diversity thrives is accommodation—knowing that every situation needs to be handled differently because everyone is different and comes from different circumstances and backgrounds,” she said.

### Managing a Marginalized Identity

More recently, Ryan has been investigating how individuals who perceive that they are part of a stigmatized group manage identity disclosure, especially as they look for a job. Related to this work, Ryan directs the Identity Management Lab, where she supervises students who are currently investigating the strategies of female faculty members, individuals with mental disabilities, atheists in the workplace, and Muslim and African American job seekers.

Photo by Paul Phillips



The ACCESS Center in Dearborn, Michigan, the largest Arab American human services nonprofit organization in the United States, assists a variety of cultural groups in Southeast Michigan. One of Ryan’s students, Abdifatah Ali, was particularly interested in Arab Americans as job seekers. Under Ryan’s supervision, he conducted surveys at ACCESS with two different sample groups of unemployed job seekers (primarily Arab American and African American), in which the researchers asked about issues of perceived discrimination. According to Ali, “We found that when these job seekers felt as though they were being treated differently while interacting with a prospective employer, that had negative consequences on the extent to which they subsequently performed job searching behaviors, such as filling out another application and going to another interview, and the amount of effort they exerted toward those same behaviors.” In other words, they became discouraged about the job hunt.

Ali is currently writing a technical report that includes recommendations for ACCESS. “One important thing ACCESS can do to help their clients is to increase their job search self-efficacy or confidence,” he suggested. “With our study, we noticed that people who had higher confidence were reporting higher ratings of job search behavior as well as job search effort.”



**Diversity thrives at Peckham because each situation is handled individually.**

Photo courtesy of Peckham Industries

### Focusing on the Individual

While Ryan’s research has always focused on improving hiring practices, especially as it relates to diversity, and designing better tests and interviews, her more recent focus on identity management came from a desire to look beyond the testing, to the individual and the choices he or she makes. “It starts to put the focus on the person who is experiencing the discrimination or the harassment,” she explained. “They do have choices. But we don’t really give them much advice. Or we give advice but we don’t actually have a lot of empirical evidence regarding how it will affect outcomes for them.”

Ryan hopes her work will help to improve outcomes for these individuals. “I think we could be helpful, particularly in these times, for the job seeker,” she says. “Companies right now have a lot of people to choose from—not in all jobs, but for certain jobs—and job seekers have a rough time right now.”

Article by Amy L. Byle

*“With our study, we noticed that people who had higher confidence were reporting higher ratings of job search behavior as well as job search effort.”*

**Abdifatah Ali**

Photo courtesy of Guillermo Delgado



### Art at Work

MSU’s Residential College in the Arts and Humanities has a longstanding partnership with Peckham Industries, one of the largest and most ethnically diverse vocational rehabilitation communities in the U.S.

Since 2009, students in the RCAH’s civic engagement courses have been working alongside the Peckham team to complete a 40’ x 200’ mosaic of individual paintings by Peckham team members. The mosaic, titled “Art at Work,” will be installed at the company’s northwest Lansing factory.

In 2011, MSU’s College of Engineering joined the collaborative project and has been providing technical expertise as the installation develops.

## ► Evolving Partnerships with Native American Tribes

### Gordon D. Henry

Director, Native American Institute  
College of Agriculture and Natural Resources

Professor, Department of English  
College of Arts and Letters

**M**SU's Native American Institute (NAI) has existed in one form or another for more than 30 years. It was established in 1981 as part of the newly created Urban Affairs Programs. When UAP was disbanded in 2003, the NAI became part of the College of Agriculture and Natural Resources—now with an English professor as director.



Luckily these transitions make sense to Gordon Henry, who was named to the directorship in 2010. “NAI started out as a technical assistance institute,” he said. “Given the tribal economic growth, the outreach need

changed. We'll always do education and health, but the tribes have some of their own people to do that now.” The NAI now includes promoting public knowledge and awareness of Michigan Indian communities, history, and culture as part of its mission, as well as research, education, and policy assistance.

The increasing sophistication and self-sufficiency of its tribal partners gives NAI the opportunity to pursue a wider range of programming. The Institute still does a lot of the direct technical assistance work it has always done, in fields such as health, education, and sustainable development, but now the tribes are more active partners. Henry does the overall planning and coordination of these efforts, while his staff specialists lead individual projects.

Nathan Lambertson (Ojibwe, Odawa), an outreach specialist with the Institute, said that “Whenever possible, we endeavor to use a participatory/empowerment approach. Historically the story of native peoples, as well as the direction of programs aimed at supporting those communities, has been forged and told from the outside looking in. Consistent with our roots in technical assistance, the NAI believes

in helping native peoples but in ways that are mindful that the communities themselves have much to offer toward self-shaped goals and research agendas. Our role now is to be a facilitator for that.”

For a small organization the Institute has a bulky portfolio. Henry named the following projects in rapid-fire succession: “We're just now getting a project off the ground with the Pokagon tribe and the ANR Product Center to assess their land for community use. We've submitted a proposal with the College of Menominee Nation to integrate new science and technology with their traditional ecological knowledge about forest management. Nathan Lambertson is designing a green-development site plan with the Saginaw Chippewa Tribal College. We're doing webinars on indigenous farming and a summer event about indigenous wild foods. Mary Calcaterra, our other specialist, is doing a project about school readiness. And the Gun Lake Band wants to assess damages from the Enbridge oil spill. They're working with a historian to boost their claim that they can act as trustee. We're helping them get the assessment funded.”

*“The purpose of these partnerships is to produce outcomes that benefit the tribal community or ‘move the needle’ and expand the current body of research. Projects that regard tribal leaders and members as partners, apply the tenets of community based participatory research, and include high levels of transparency, reciprocity, and consultation are more likely to produce positive results.”*

**Mary Calcaterra (Sault Ste. Marie Ojibwe)**



**Institute co-director Ellen Cushman with a student.**

Calcaterra (Sault Ste. Marie Ojibwe) said that “The purpose of these partnerships is to produce outcomes that benefit the tribal community or ‘move the needle’ and expand the current body of research. Projects that regard tribal leaders and members as partners, apply the tenets of community based participatory research, and include high levels of transparency, reciprocity, and consultation are more likely to produce positive results.”

**NATIVE AMERICAN YOUTH FILM INSTITUTE, JULY 2012**



**Participants edit their videos.**

Photos by Paul Phillips

Many of NAI’s initiatives draw on Henry’s strengths as a writer and cultural scholar. “In July we did the second annual Native Youth Film Institute with Ellen Cushman (Cherokee Nation) and the Center for Applied Teaching and Learning in Arts and Humanities,” he said. “Twenty-five kids produce short films. They learn about scripting, editing, music and so on. At the end we have a film festival where they showcase their work for their families and the community.”

Henry is also working to bring more Native American scholars into the academy. “I’m on the organizing committee for the Native American Literature Symposium,” he said. “It’s the only one that’s done on the reservation, in reservation communities. It covers art, history, politics, science, religion—all aspects of Native American studies.”

Increasingly, NAI’s projects are being powered by student interns. “We’re moving toward more internships,” said Henry. “They’re being requested by tribes and they’re good experiences for the students.” Calcaterra added that “The benefits for students and faculty include opportunities to learn about tribal laws, policies and issues related to a sovereign and self-determining government.”

With encouragement from the College of Agriculture and Natural Resources, the Institute plans to expand its research portfolio. “We want to do some economic development research,” said Henry. “We’ve talked to the Michigan Economic Development Corporation about assessing the tribal influence on Michigan’s economy. We’re planning to write some policy papers about agricultural and food resources.”

The job demands a lot of road time and follow-up, as well as persistence, flexibility, and a philosophical outlook. Although Henry, who is himself a member of the White Earth Chippewa Tribe of Minnesota, had worked in tribal communities before, he said, “It’s more complex now, figuring out what we can actually do for them. We think we know what they need but they come back with something else. And we submit some stuff that doesn’t fly, like a proposal on developing biofuels. The tribes liked it but it wasn’t funded. We’ll try again.”

A year and a half into the job, Henry is already reflective about the lessons he’s learned. “There’s a lot of communications

groundwork, finding the right people for projects,” he said. “You have to be in it for the long haul and build relationships. When new leadership comes in—like me—we have to reintroduce ourselves.” But, he added, “We’ve worked with almost all the tribes in the Lower Peninsula. We have an open invitation.”

Article by Linda Chapel Jackson

*“There’s a lot of communications groundwork, finding the right people for projects. You have to be in it for the long haul and build relationships.”*

**Gordon Henry**

## Working Across Cultures to Nurture Healthy Babies

**Mildred A. Horodynski**  
 Professor  
 College of Nursing

For the past 15 years, Mildred Horodynski has directed her research toward helping low-income mothers of infants and toddlers develop healthy feeding behaviors. The goal is to reduce the risk of childhood obesity, which has been identified as a critical public health threat by the Institute of Medicine.<sup>1</sup> NIH has set as one of its priorities improving the health status of racial and ethnic minorities in the U.S. In Michigan, 30.5 percent of low-income children aged 2-5 and enrolled in WIC are overweight or obese.<sup>2</sup>

“The first year of life is a critical period for reducing risk of obesity, particularly the first six months,” said Horodynski, who is currently the principal investigator on a \$1.5 million federally-funded grant from the USDA, “Healthy Babies Through Infant Centered Feeding.” Research partners from Colorado State University (CSU) Department of Food Science and Human Nutrition and CSU Extension, along with MSU colleagues from Food Science and Human Nutrition, Human Development and Family Studies, University Outreach and Engagement, and MSU Extension, are testing a skill-building and educational intervention aimed at helping mothers to understand their baby’s feeding style and to be sensitive to the baby’s cues.

“What we’re concerned about, especially with bottle-fed babies, is not just weight gain, but rapid weight gain, in the first couple months of life,” explained Horodynski, “because rapid weight can set up a pattern that leads to childhood overweight and obesity later in life.”



Introducing the right solid foods at the right time and in the right amounts is important for later health.



Dads help keep babies healthy too.

The intervention is an evidence-based curriculum developed by Horodynski and her colleagues. It contains six lessons that are delivered over the first six months of the baby’s life during in-home visits by Expanded Food and Nutrition Education Program (EFNEP) Extension paraprofessionals. The lessons address key issues that many of the moms struggle with, such as introducing solid foods into the diet before the baby is developmentally ready, knowing the appropriate portion size for an infant who is transitioning to solid food, and recognizing the signs that indicate when the baby is hungry or full.

MSU Extension and CSU Extension, because of their work with low-income families, helped make vital connections with human service agencies such as the Special Supplemental Nutrition Program for Women, Infants and Children (WIC). According to Joel Lindau, a member of the CSU research team, “Extension county educators in the field enroll the clients, often through local WIC offices. We educate the WIC staff about the program, and they review the curriculum to see that it’s in line with their objectives.”



*“What we’re concerned about, especially with bottle-fed babies, is not just weight gain, but rapid weight gain in the first couple months of life, because rapid weight can set up a pattern that leads to childhood overweight and obesity later in life.”*

**Mildred Horodynski**

<sup>1</sup>Koplan, J. P., Liverman C. T., & Kraak, V. I. (Eds.). (2005). *Preventing childhood obesity: Health in the balance*. Washington, DC: National Academies Press.

<sup>2</sup>Polhamus, B., Dalenius, K., Mackentosh, H., Smith, B., & Grummer-Strawn, L. (2009). *Pediatric Nutrition Surveillance 2008 Report*. Atlanta, GA: Centers for Disease Control and Prevention.

<sup>3</sup>Taveras, E. M., Gillman, M. W., Kleinman, K., Rich-Edwards, J. W., & Rifas-Shiman, S. L. (2010). Racial/ethnic differences in early-life risk factors for childhood obesity. *Pediatrics*, 125, 686-695.



Photos courtesy of Mildred Horodyski

**The intervention is an evidence-based curriculum developed by Horodyski and her colleagues. It contains six lessons that are delivered over the first six months of the baby's life during in-home visits by Expanded Food and Nutrition Education Program (EFNEP) Extension paraprofessionals.**

**Mildred Horodyski (on right) visits a Healthy Babies program participant.**

### A Program Tailored for Diversity

One of the strengths of Horodyski's project is that it can be tailored to meet the needs of diverse groups. Over the last decade she has worked with low-income Hispanic, African American, Native American, and White families, as well as teen moms.

Currently her team is working in Kent, Saginaw, and Wayne counties in Michigan, primarily with low-income African American and White families. Her partners at CSU are working in two counties in Colorado, primarily with Hispanic populations, as racial/ethnic disparities in parental feeding behaviors have been shown to be associated with childhood obesity and nutritional deficiencies.<sup>3</sup>

Working with diverse groups, Horodyski and her colleagues have found that it's crucial for researchers to build on learner strengths, not perceived shortcomings. She has learned to ask the mothers, "What is it you're doing that is working well for you when feeding your baby? And what are some things that we could work on together that might work better for you and your baby?"

It's also critical to build a sense of trust. "It's important for our presence to be seen and be part of what it is that they're doing," said Horodyski. Having someone on her research team who can specifically identify with the group also helps build trust. "We might have the information and knowledge, but having that 'go-between' trustworthy person in the community does wonders; it opens many doors and retains the participants," she explained.

A fun and practical way they appeal to diverse groups is through cooking and sharing recipes that are tailored to be culturally relevant. According to Horodyski, "Moms love having the opportunity to cook and prepare simple, healthy, and low cost meals."

### Partnership is Key

Working with many families over a large area can be challenging. To make sure everything is running as smoothly as possible, Horodyski's partners at CSU are actively involved in process evaluation—that is, finding out directly from the participants what they think about the Healthy Babies program. Mothers have indicated that the HB lessons made a positive difference in feeding their babies; one mother said that she now knows how to understand her baby's signs for mealtime and how much to feed.

Horodyski also relies heavily on her partners in Extension, who are familiar with existing community programs, to make initial contacts with potential participants and to facilitate the in-home visits. "We couldn't do this alone, and we don't want to do this alone, because we want to work with what's existing in the community in order to enhance what they have so it remains sustainable," she said. "Because once the grant's over, we want to leave them with the curriculum, and then, hopefully, it can expand into the other counties."

While Horodyski's team is still analyzing data from the Healthy Babies project, they are seeing some important improvements, such as mothers being more responsive to their baby's feeding cues about being full and not pressuring their baby to eat more. These changes, happening over and over in homes in these counties can, over time, make a big impact on community health and childhood obesity. 🍎

Article by Amy L. Byle

## ► Advancing Our Understanding of Muslim Politics and Religion

**Mohammed Ayooob**

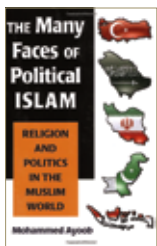
University Distinguished Professor of International Relations  
James Madison College  
and  
Department of Political Science  
College of Social Science

Founding Director  
Muslim Studies Program, International Studies and Programs

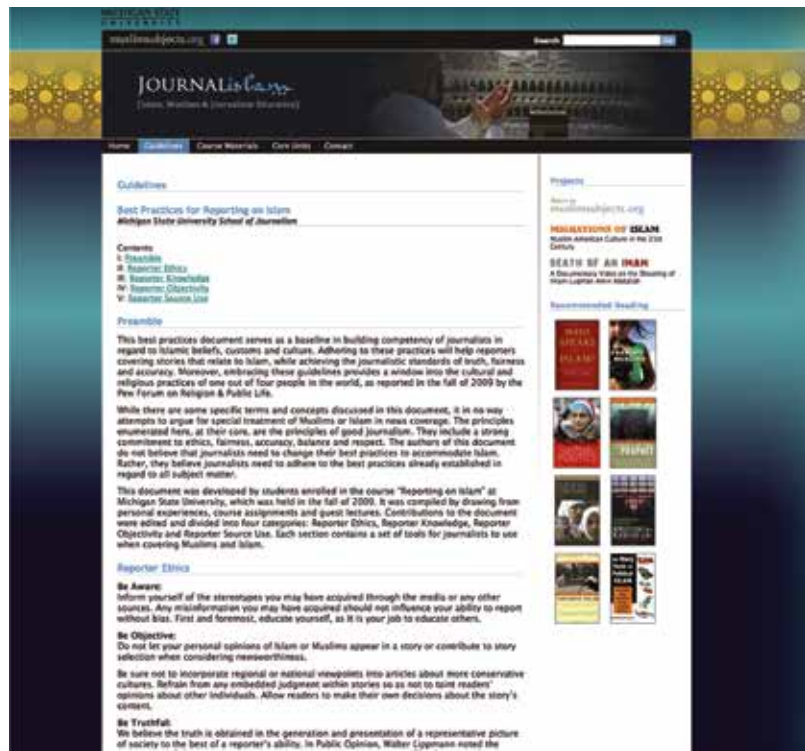
The terrorist attacks on the United States on September 11, 2001, deeply affected Americans and others around the world, including Mohammed Ayooob. In the aftermath of this tragedy it became poignantly clear that providing Americans with an informed understanding, based on accurate, scholarly knowledge (rather than stereotypes) of the real, lived, and diverse experiences of Muslims in the United States and around the world, was vital for both domestic harmony and international relations. This is precisely what Ayooob offers to a variety of audiences, through his research, teaching, and community engagement.

Originally from India, Ayooob earned his Ph.D. in political science at the University of Hawai'i in 1966 and, after working at universities on four continents, joined the Michigan State University faculty in 1990. He was named University Distinguished Professor in 1996.

An internationally renowned scholar and specialist on conflict and security in the Third World for more than four decades, Ayooob also researches, teaches, and publishes on the intersection of religion and politics in the Muslim world. He has authored, co-authored, or edited 13 books and published around 100 research papers and scholarly articles in leading professional journals. His commentaries and op-eds on world affairs have been published in *The New York Times* and *The Guardian*, and distributed worldwide through *Project Syndicate*. He has also been published numerous times on the websites of *Foreign Policy*, CNN, YaleGlobal, and the Institute for Social Policy and Understanding, where he is an adjunct scholar. Ayooob has acted as a consultant to organizations such as the International Commission on Intervention and State Sovereignty and the Ford Foundation. He is the recipient of numerous fellowships and grants, as well as literary and political science awards. His 2008 book, *The Many Faces of Political Islam: Religion and Politics in the Muslim World* (University of Michigan Press, 2008), which challenges prevalent assumptions about political Islam, has received acclaim both nationally and internationally.



More recently, Ayooob collaborated with co-PI Salah D. Hassan, associate professor, Department of English, College of Arts and Letters, on two Social Science Research Council (SSRC) grant-funded projects: “Journal/Islam” and “Migrations of Islam: Muslim American Cultural Expression in the 21st Century.”



**“Journal/Islam” aims to provide a nuanced perspective on Islam, Muslims, and Muslim societies that will generate more accurate reporting.**

This shift in Ayooob’s focus from his earlier, more theoretical work on subaltern realism<sup>1</sup> was a direct result of the events of September 11, 2001. As Ayooob pointed out, “9/11 literally changed the trajectory both of my teaching and my research.” He had already been interested in what was happening in political Islam and in the Middle East and South Asia and how these were connected. As he explained it, “9/11 sort of brought all of that together and I started thinking about going back to my earlier work on political Islam and the Middle East.” As it turned out, others at Michigan State University, including then-Provost Lou Anna K. Simon and several deans, were similarly interested in these issues and welcomed this shift in Ayooob’s scholarly focus.

After 9/11 Dr. Simon decided to invest more resources in bringing information and knowledge about the Muslim world to MSU’s faculty and students. As Ayooob recalled, “I started moving in that direction and thanks to the vision of Provost Simon...that led to the Muslim Studies initiative.” He explained the distinction between “Muslim studies” and “Islamic studies” by noting that Muslim studies is mostly social science-based and focuses on the rich, diverse, lived experiences of Muslims, not on Islam as an essentialist phenomenon.

With the support of Simon and the deans of James Madison College, International Studies and Programs, and the College of Social Science, Ayooob came to lead two programs under the Muslim Studies initiative. The first was the establishment in 2004 of an undergraduate specialization in Muslim Studies (housed in James Madison College), for which Ayooob served

<sup>1</sup>Dr. Ayooob’s subaltern realism perspective is an analytical tool in international relations theory. See Ayooob, M. (2002, Autumn). Inequality and theorizing in international relations: The case for subaltern realism. *International Studies Review*, 4(3), 27-48.



**“Migrations of Islam” focuses on demonstrating the experiences of Muslims in North America, as well as the cultural connections between Muslim minorities in the United States and Canada and Muslim majority regions of the world.**

as coordinator until 2011. The second was the establishment in 2006 of the Muslim Studies Program, which is housed in International Studies and Programs. The program was established with financial support from the offices of the Provost and the Vice President for Research and Graduate Studies, International Studies and Programs, and James Madison College. Ayooob served as its founding director until August 2012. About 20 core faculty currently participate in that program.

As Ayooob steps down from the director’s position of the Muslim Studies Program, he expressed the hope that his successor will work hard to ensure that the Muslim Studies Program is established as a major resource for information and analysis about the Muslim world.



Reflecting on Ayooob’s legacy, his co-PI on the SSRC projects, Salah Hassan, noted that “Professor Ayooob has been extremely supportive of the key faculty and students by endorsing and promoting these initiatives. And in turn, these projects have enhanced the profile of the Muslim Studies Program.”

“Journal/Islam,” a project developed with and for journalism faculty and now also a website launched in April 2012 ([muslimsubjects.org/journalislam/](http://muslimsubjects.org/journalislam/)), aims to provide a nuanced perspective on Islam, Muslims, and Muslim societies that will generate more accurate reporting. The resources provided on the website are designed for journalism professors to use in their teaching and research as well as for journalists in the mainstream media who seek materials related to Muslims.

**While Ayooob continues his research and worldwide travels to help domestic and international audiences gain a better understanding of Muslims and the intersection of religion and politics in the Muslim world, he is also helping to educate a new generation of community-engaged scholars and journalists in this field.**



“Migrations of Islam” ([muslimsubjects.org/migrationsofislam/](http://muslimsubjects.org/migrationsofislam/)) focuses on demonstrating the experiences of Muslims in North America, as well as the cultural connections between Muslim minorities in the United States and Canada and Muslim majority regions of the world. In February 2012 a free public symposium in the MSU International Center provided a forum for scholars and writers to further the discussion of Muslim American artistic expression by critically engaging the various social, political, cultural, and technological forces that condition the ways Muslims represent themselves and how they are represented.

An “umbrella” website ([muslimsubjects.org](http://muslimsubjects.org)) provides access to current projects of the Muslim Studies Program and other resources. The “Muslim Subjects” website was produced in collaboration with MATRIX and with the assistance of Donald Matlock, a student in the Muslim Studies Specialization.

While Ayooob continues his research and worldwide travels to help domestic and international audiences gain a better understanding of Muslims and the intersection of religion and politics in the Muslim world, he is also helping to ensure the continued success of the MSU Muslim Studies Program and to educate a new generation of community-engaged scholars and journalists in this field. 🌍

Article by Catherine A. Gibson

## ► Being the Change: MRULE

**Jeanne Gazel**

Director  
Multi-Racial Unity Living Experience (MRULE)  
Office of the Vice President  
for Student Affairs and Services

“**B**e the change you want to see in the world”—a somewhat idealistic phrase that is attributed to Mahatma Gandhi, and also a popular T-shirt slogan—can be difficult to implement in the real world. However, the real world is precisely where Jeanne Gazel, the director of MSU’s Multi-Racial Unity Living Experience, operates and where she works to inspire her students and provide them with the knowledge, skills, and tools they need to reach for this lofty goal. According to Gazel, students who have experienced MRULE learn, among other things, “to critically think about how the world is ordered, whether or not it is sustainable, and what role they can play changing and practicing that within diverse communities.”

MRULE was created in 1996 by then-MSU Ph.D. student and consultant Jeanne Gazel, along with Richard Thomas, MSU professor of history (now retired). It was created at the behest of then-Provost, Dr. Lou Anna K. Simon, who wanted to see greater community building across the increasingly diverse groups on campus. After Gazel and Thomas completed a needs assessment, it became evident that a community building program based in MSU residence halls might provide one of the best ways to build relationships that could be sustained over time.

More than a program, MRULE is a transformational process for promoting individual change and growth and building relationships and community. Based on the concepts of unity and diversity, it utilizes experiential learning techniques to promote the three pillars of social justice, human agency, and action research.

With bases in MSU neighborhoods Brody, East, and South, MRULE offers participating students the opportunity to increase their understanding of how they can make positive change in the world, both as students and as professionals. This includes improving race relations and decreasing socioeconomic inequality and injustice in their communities. As Gazel observed, “It’s a win-win situation for students and communities when we engage together to reduce barriers that prevent some people from having just basic necessities and a quality of life.”

Recruited into the program by a team of MRULE student leaders from a “thoroughly diverse, volunteer group of their peers,” many students participate for their entire stay at MSU. According to Gazel, MRULE “helps them to connect with one another from diverse backgrounds while connecting them to find a greater purpose.”



**Jeanne Gazel (seated, left) with Multi-Racial Unity Living Experience (MRULE) students**



**MRULE student with young friend at VVOCF, Zonkizizwe, South Africa**

Operationally, MRULE comprises several components. Students debate social issues in weekly roundtable discussions and participate in weekly community service. Gazel and MRULE have an ongoing relationship with Village Summit, a local youth center established by Lansing resident Marcus Brown in 2010. MRULE students mentor, tutor, and assist with activities organized by the center’s volunteers, including the development and maintenance of a community garden. To further a sense of unity and relationship-building, MRULE also holds monthly socials and weekend trips that integrate education, entertainment, and community organizing.

Beyond local community service, MRULE students can also participate in a study abroad program through the College of Social Science and Integrative Studies in Arts and Humanities, called “Race Relations in South Africa.” Students work with South African community members and staff at VVOCF, a nonprofit support center for children orphaned and made vulnerable by the HIV/AIDS epidemic. (VVOCF stands for Vumundzuku-bya Vana, or “Our Children’s Future” in the Tsonga language.) The center is located in Zonkizizwe, an area with high unemployment and poverty outside of Johannesburg. Built largely from money raised by MRULE students, the two-building center opened in 2007 after Gazel and the center’s co-founder, Christina Nomusa Buthelezi, worked to get the organization off the ground. Buthelezi is a former domestic worker turned community activist who knew little English when Gazel met her in 2002, shortly after Buthelezi learned about her own HIV-positive status.

To date, the center has helped nearly 500 children, youth, and their families. Buthelezi and her volunteer staff provide three meals a week and funds for school uniforms. They also accompany children and youth, some of whom are HIV-positive, to appointments with healthcare providers. These services are provided through an afterschool program that also promotes physical, academic, psychosocial, and life skills development. Visiting MSU students assist with all of these activities.





Photos courtesy of MRULE

**MRULE students participate in weekly roundtable discussions, which director Jeanne Gazel calls “the backbone of the program.”**

Since 2007, Gazel has accompanied some 80 MSU students to VVOCF. Through a partnership with Global Youth for Education and Change (GYEC), an East Lansing-based nonprofit organization, VVOCF also hosts an internship program for MSU students. During summer 2012 interns Annie Melcher (who created a video about the MSU-VVOCF Partnership) and Meghan McCulloch were engaged in project-based learning with Buthelezi, who is now the executive director of VVOCF. Buthelezi said that “Jeanne and MRULE have been our stable partners from the beginning of our service in 2007. They work side by side with us to help us succeed. VVOCF would not be functioning without this vital relationship.” MRULE received an Outstanding Commitment award from the Clinton Global Initiative University in 2008 in recognition of the important contribution it is making through VVOCF.

More than 1,200 students have participated in MRULE over the past 13 years. Gazel has maintained a connection with many of her alumni over the years and has interviewed some in order to more systematically assess the impact MRULE has had on their lives, which has been significant. This is in preparation for the book on MRULE that she is planning to write. As she noted, “I want my scholarship and my lived experiences to inspire young scholars from all walks of life to engage where they live to improve their communities.”

Gazel also taught a course on global diversity and interdependence for the Integrative Studies in Social Sciences program from 2003 to 2008 and is currently teaching a course on experiential learning. Students participate in MRULE discussions to augment course work. MRULE’s approach recognizes that in order to create change, as Gazel stated, “We have to change structures but individuals have to drive that and if they are not conscious of the need, why would they engage?” MRULE students leave MSU not only with this consciousness but also better equipped to help lead change in their chosen field of work in a global, multiracial, multicultural world. ♡

Article by Catherine A. Gibson

### Students Reflect on the MRULE Experience

*“My research interests involve manifestations of active and engaged citizenship in systematically marginalized youth. VVOCF affirmed my commitment to creating and sustaining paradigms of youth development based in parity, rather than pity.”*

**Lisette DeSouza**  
2008 MSU graduate; 2009 VVOCF intern;  
current Ph.D. candidate, Tufts University

*“MRULE provided me with a safe place to share my thoughts and beliefs, to confront my own naivety, to gain understanding through the shared knowledge and experiences of my peers, to cultivate meaningful relationships, and to engage with service initiatives motivated by a deep belief in social justice...The remarkable individuals who make [MRULE and VVOCF] all that they are, the same individuals who have also become my closest friends and family, helped me transform my passion into something both thoughtful and active; they nurtured my humanity through the transparency of their own.”*

**Meghan McCullough**  
Summer 2012 VVOCF intern

*“MRULE is the living, breathing, realized action of social justice scholarship. In MRULE, the unification of theory and action culminates in unique experiences that fundamentally change how individuals choose to live their lives. Ultimately, that should be the goal of any scholarship, and I feel truly grateful to have been a part of it.”*

**Kevin Kuehn**  
2008 MSU B.A. in education;  
humanities teacher, American Embassy School,  
New Delhi, India

*“The principles and values that I learned in MRULE still guide me in understanding and fulfilling my fundamental purpose in life.”*

**Ramya Narahariseti**  
2009 MSU graduate, B.S. health studies;  
M.S. in public health, Harvard University;  
American India Foundation Fellow, 2011-2012

## ► Clubhouses in Michigan: Including People with Psychiatric Disabilities

**Esther E. Onaga**

Associate Professor  
Department of Human Development and Family Studies  
College of Social Science

When we hear the word “clubhouse” most of us envision a party scene, full of fun. While the clubhouses that Esther Onaga works with in Michigan create their fair share of enjoyment, they also have a more serious purpose. Dr. Onaga has, for decades, collaborated with community partners to ensure the societal inclusion of groups that have all too often been marginalized from mainstream society, including those with psychiatric disabilities and children and youth with autism spectrum disorder. Evaluating the Michigan Clubhouse program is her latest endeavor aimed at creating supportive, inclusive communities.

Clubhouse is a community-based, collaborative, psychiatric rehabilitation model, which dates back to 1948, when Fountain House was established in New York City.<sup>1</sup> With the success of Fountain House and subsequent versions of it, Clubhouse soon became a movement within the United States and then globally.

**Radical for its time and progressive even by today’s standards, Clubhouse is a purpose-built, non-residential community for women and men who have a history of psychiatric illness.**

Radical for its time and progressive even by today’s standards, Clubhouse is a purpose-built, non-residential community for women and men who have a history of psychiatric illness. Rather than being part of a traditional “doctor-patient” medical model for care, Clubhouse members partner with staff as peers, sit on advisory boards, and undertake work that is both productive and satisfying in spite of their psychiatric challenges.

From its early days, Clubhouse has grown into an international community comprising more than

330 clubhouses worldwide serving some 55,000 people annually. The International Center for Clubhouse Development (ICCD), a nonprofit organization based in New York, provides resources and oversees a certification process; ICCD-certified clubhouses are recognized as evidence-based practice by the Substance Abuse and Mental Health Services Administration. Michigan’s 44 clubhouses, which involve 18 prepaid inpatient health plan (PIHP) providers, serve some 2,800 “active” members (defined in a 2011 report<sup>2</sup> as those who attended a clubhouse at least once in June 2011). Clubhouses are located in urban, suburban, and rural communities across Michigan. Today there are six ICCD-certified clubhouses in the state and one that is awaiting the results of a review. According to Onaga, these are “Michigan’s leaders.”

Clubhouse services include employment and vocational supports, education, outreach, advocacy, housing, assistance with accessing health care, substance abuse services, and social support. Providing meaningful tasks that involve a diversity of roles is key to the program’s success. While creating supportive, positive environments that provide useful skills and enhance



**MSU graduate student Eun-Jin Han and Dreams Unlimited Clubhouse director Joyce Raupp at lunch hosted for ICCD reviewers**

members’ sense of personal empowerment and self-esteem is itself a worthy goal, it is also important to ensure that clubhouses are performing effectively on a consistent basis. Onaga and her team of graduate student researchers have been measuring the performance of Michigan clubhouses for the past few years, producing assessment reports in both 2010 and 2011.

In 2010, in partnership with the Michigan Department of Community Health (MDCH) and with input from Clubhouse members and staff, Onaga and her team developed a survey that was completed by approximately 44 clubhouses in Michigan, in both 2010 and 2011. The surveys collected information on a set of performance indicators based on Michigan’s Medicaid requirements and a University of Hawai’i survey instrument.

In June 2011, MDCH distributed reports on the survey results to clubhouse directors and the executive directors of PIHPs and community mental health services programs. The reports described quantitative program and performance indicators of clubhouses in Michigan, and provided information on how these clubhouses were performing; discussion points for each clubhouse regarding areas of improvement; and data comparing 2010-2011 with 2009-2010. The assessment team also provided a set of recommendations, focusing on areas such as employment, education, housing, cost per member, accountability (including more stringent standards for non ICCD-accredited clubhouses), and ongoing data collection needs.

<sup>1</sup>International Center for Clubhouse Development. (2009). *ICCD history*. Retrieved from [iccd.org/history.html](http://iccd.org/history.html).

<sup>2</sup>Onaga, E., & Han, E.-J. (2011, December 31). *Report on the 2011 Michigan Clubhouse survey*. Lansing: Michigan Department of Community Health.



**Esther Onaga at Dreams Unlimited Clubhouse, Royal Oak, Michigan**



**“Sherry” developed and leads a volunteer education program for Dreams Unlimited Clubhouse members.**

Photos by Paul Phillips

*At the Dreams Unlimited Clubhouse, members are encouraged to develop their own programmatic agendas. “Sherry” runs an education program, powered by volunteers, which she developed from scratch. She works with 25-28 students a month. Topics include citizenship, computer skills, reading, sewing, typing, cashbox/making change, and preparation for college work—whatever people want. Sherry noted that no paid staff were involved, “just member helping member. Anybody who wants to learn, we can accommodate. I may not know how to do something, but I know how to find somebody who does.”*

Onaga described a pilot project, aimed at quality improvement, in which people with a psychiatric diagnosis served as peer reviewers of Michigan clubhouses: “The staff liked doing it, but peer members loved it—all but the writing. They made good observations, had good rapport—I couldn’t do that. The work of helping people at the edge is an important part of recovery.”

At a meeting of the Dreams Unlimited Clubhouse in March 2012, in Royal Oak, Juliana Harper, program director for Easter Seals, noted the importance of the study: “In Michigan, there’s not much emphasis on clubhouses and their outcomes,” she said. “This evidence-based model reinforces the role of staff. We have some standards but application is variable. The report by Dr. Onaga and her team is a beautiful document; programs can now get a comparison against their peers in the same area.” Harper also lauded Joyce Rupp, the Dreams Unlimited Clubhouse director, saying that “Beyond being a leader, she wants to learn and share knowledge. Joyce is amazing” (a view that Onaga shares).

Armed with information from the reports, Clubhouse staff and members and the stakeholder groups that support them can help ensure that this rehabilitation program achieves its goal of assisting people with psychiatric disabilities to recover and to become fully integrated into mainstream society. “People with mental illness have the hardest stigma to overcome,” noted Onaga. “Inclusion is not just getting people to change attitudes, but actual status change: your own house, car, friends, and tickets to a football game.” Such inclusion is, for Dr. Onaga, what really matters. 🍀



**Juliana Harper, program director for Easter Seals, talks about the importance of evaluating outcomes.**

Article by Catherine A. Gibson

## ► Walking the Talk: Lyman Briggs College Receives 2012 MSU Excellence in Diversity Award

**Elizabeth Simmons**

Professor, Department of Physics and  
Astronomy, College of Natural Science

Dean, Lyman Briggs College

When Elizabeth Simmons accepted a position at Michigan State University in 2003, part of her decision was based on the land-grant values deeply ingrained in the mission and purpose of the University.



Simmons is a professor of physics and the dean of Lyman Briggs College. She is responsible for leading a college that includes approximately 1,900 student scholars who focus their studies on the sciences and humanities, and who

challenge themselves not only academically but societally. She has set the tone for a number of transformative accomplishments within the college and is proud that Lyman Briggs College was the organizational recipient of a 2012 MSU Excellence in Diversity Award.

Lyman Briggs was founded as an MSU college in 1967, then was reorganized as a school within the College of Natural Science in 1981. Simmons served as the school's director beginning in 2003, implemented a 25 percent expansion of the student body starting in 2005, and was named dean when the MSU Board of Trustees restored Lyman Briggs to college status in 2007.

According to Simmons, the expansion and college transition created a sense of momentum and purpose in the Lyman Briggs community. She has led faculty, staff, students, and alumni in articulating a shared vision and identifying well-defined goals, along with creating action steps to achieve those goals.

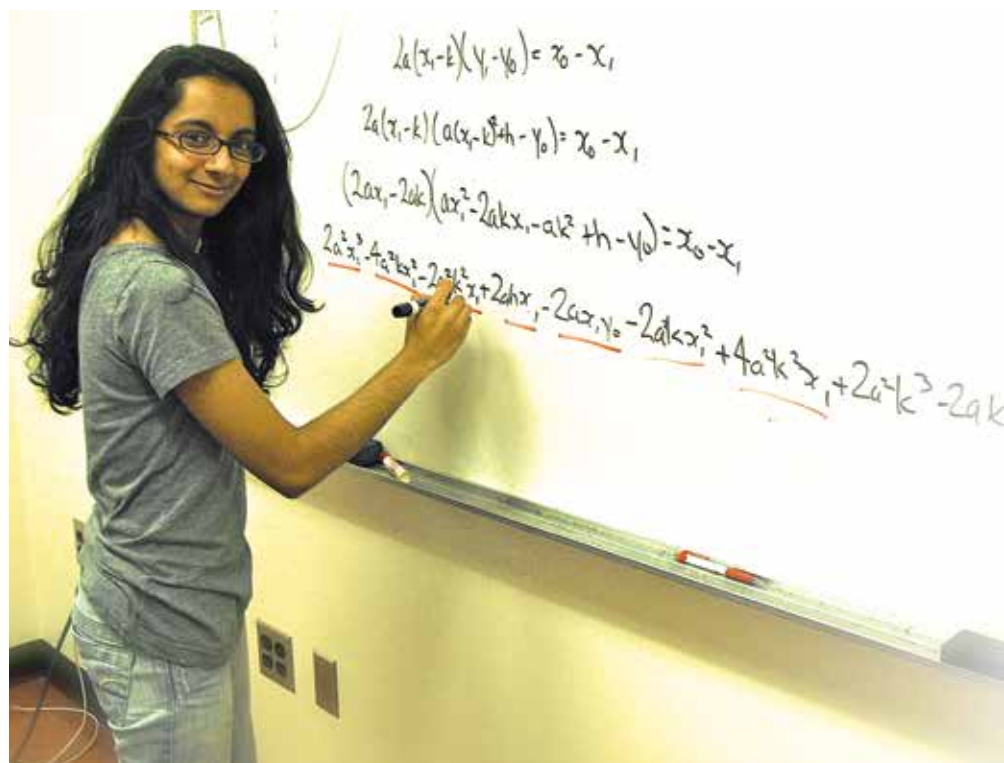
Included in Lyman Briggs College's vision for the future is the wish to reflect the diversity of the national population. Specific objectives include:

- Increasing the diversity of its student body
- Increasing retention and inclusion of students from all backgrounds and narrowing achievement gaps between groups of students
- Providing an inclusive environment and appropriate accommodation for students with disabilities
- Increasing the diversity of the faculty and staff
- Enhancing awareness of diversity issues and appreciation of the importance of diversity in all activities of the entire Lyman Briggs community

Diversity and inclusion is a topic with which Simmons has personally engaged during her career as a theoretical particle physicist and university administrator.

Less than 10 percent of full professors of physics are women, and significantly fewer women are in academic leadership positions within physics programs. There are additional challenges to recruiting and retaining faculty and student populations in science based on racial, ethnic, and sexual identifications.

"Who you are impacts how people listen to you," said Simmons. "A person's competence can be called into question and judgments can be made based on how you look. Sometimes people aren't even aware of what they are doing; it can be as subtle as exclusionary behavior. We are currently participating in an MSU initiative called Advancing Diversity through Alignment of Policies and Practices (ADAPP). We want to encourage a culture of inclusion, cooperation, and encouragement. We also want to provide opportunities for broadening the diversity among faculty, staff, and students at Lyman Briggs College and sustain a welcoming, inclusive environment."



Harini Chandramouli from the University of Pittsburgh visited Lyman Briggs as part of the NSA/NSF-funded Research Experience for Undergraduates (REU) summer program.

Photo by Matt Hund

Simmons has created a positive community atmosphere with a comprehensive approach for addressing inclusion strategies in nearly all levels of operation. Among the accomplishments cited in the nomination for the 2012 MSU Excellence in Diversity Award:

- **Faculty:** Administrators and faculty collaborated to create more inclusive processes for faculty hiring, retention, mentoring, evaluation, and tenure reviews.
- **Governance:** Structures have been reformed to be more inclusive in membership and outlook, and to provide leadership on research, education, and engagement related to inclusion.
- **Students:** The Briggs Multiracial Alliance and Women in Science student organizations promote an actively inclusive community within the college through service-learning and outreach events.
- **Graduate and undergraduate assistants:** Training has been developed for graduate teaching assistants and undergraduate learning assistants on teaching diverse student cohorts and creating instruction strategies that yield strong learning outcomes for all students.
- **STEM participation:** The college's curriculum for college freshmen with less mathematics preparation and its K-12 outreach activities at local schools are aimed at broadening participation in the sciences by underrepresented groups through improving students' science, technology, engineering, and math (STEM) skills.

Paulette Granberry Russell, senior adviser to the president for diversity and director of MSU's Office for Inclusion and Intercultural Initiatives, said "The Excellence in Diversity Award was bestowed on Lyman Briggs College this year because of their commitment and dedication in creating a truly inclusive university community that offers opportunities for all individuals.

It is particularly impressive to see overwhelming participation by administrators, faculty, staff, students, and alumni. They have worked together to make progress in challenging each other to think differently about their work, about each other, and about their role in our global community."

In addition to her administrative duties, Simmons devotes a portion of her busy schedule to efforts that recruit and encourage school-age girls to enter STEM fields and mentors women in science for academic appointments, promotion, and tenure. She has worked with faculty to establish and obtain grant funding for new programs that support degree completion by students from groups traditionally underrepresented in science and math.

Looking toward the future, Simmons wants to see improved retention, evidence of deeper learning, and more effective education methods for engaging diverse populations in the STEM fields: "Students who join our college have a spirit of wanting to learn. They are here because they *choose* to be here. And that inspires me and the rest of the Briggs team. We will continue to find ways to help them succeed. I want that for each and every student." 🌟

Article by Carla J. Hills

### MSU Excellence in Diversity Awards

Since 1990, the Excellence in Diversity Awards have annually recognized and rewarded efforts that support an environment where diversity and inclusion are valued.

Members of the MSU community can nominate individuals, units, and organizations whose efforts reach the level of excellence essential to making MSU a welcoming and inclusive community. Initiatives that are outstanding, exceptional, extraordinary, and innovative in areas such as teaching, research, programs, services, and community outreach are invited for consideration.

Information regarding applications and nominations is available at: [inclusion.msu.edu/Outreach/NominationTips.html](http://inclusion.msu.edu/Outreach/NominationTips.html).

### The Ronald E. McNair Post-Baccalaureate Achievement Program/ Summer Research Opportunity Program (McNair/SROP)

McNair/SROP is co-named after the 1986 Challenger space shuttle crew member and funded by the U.S. Department of Education. The McNair program encourages first-generation, low-income college juniors and seniors to enter doctoral study. McNair runs simultaneously with SROP, an undergraduate research program that gives minority students the opportunity to acquire the research skills necessary to be successful in graduate school. SROP is funded by the Committee on Institutional Cooperation and Michigan State University.

A major component of the joint initiative is assisting students in their search for faculty mentors; this mentoring process is vital to having students develop expertise in their chosen field.

The program's outcomes are measurable and results have been positive. McNair/SROP scholars have taken their research skills and knowledge to some of the top graduate schools in the country, including UCLA, Purdue University, Cornell University, Case Western Reserve, Emory University, Northwestern University, Boston University, University of Michigan, Washington University in St. Louis, and Michigan State University. For more information visit [msu.edu/~oss/mcnair/](http://msu.edu/~oss/mcnair/).

## Teaching Englishes

### David E. Kirkland

Associate Professor  
Department of Writing, Rhetoric,  
and American Cultures

Co-Director, Center for Applied  
Inclusive Teaching and Learning  
in Arts and Humanities

College of Arts and Letters

Literacies. Englishes. Pedagogies.  
Rhetorics. Hip-hops, even.

David Kirkland is a pluralist, no doubt about it. His conversation is peppered with terms that many people use only in singular form—which is exactly his point. In a recent article he raised the question of “whether or not the category of English education remains useful, particularly in a postmodern world: one in which authority is decentered, notions of truth are questioned and questionable, grand narratives are deconstructed, knowledge is functional, and Englishes are plural.”<sup>1</sup>

Kirkland maintains that many youth who have been stereotyped as disengaged or illiterate are, in fact, avid readers. “We attach adjectives, like ‘disengaged reader,’ to these young men,” he said. “I gave a Beowulf reading to an English class that a few young Black men were in. They weren’t reading Beowulf. But when I followed up on them outside the classroom, they were reading magazines, comic books, newspaper articles—especially the sports section—events that were tied to their lives. So they weren’t disengaged readers. They were very much engaged. The issue was disengaged classrooms and disengaged text.”

Kirkland has conducted research studies in Lansing, Michigan, schools, in afterschool communities in New York, and with homeless youth. A participant in one of these projects commented that young Black men wear books like clothes. “The argument here is that reading for young people is like fashion,” said Kirkland. “They’ll wear, or read, what helps to construct



David Kirkland

Photo courtesy of David Kirkland

an identity of coolness, of youth, of place. It’s within this identity model that young people *become*. They become readers and writers and they situate themselves within what I call genres of self.”

These theoretical concepts hit the road at the Center for Applied Inclusive Teaching and Learning in Arts and Humanities (CAITLAH), where Kirkland and Ellen Cushman are co-directors. Both are also faculty members of the Department of Writing, Rhetoric, and American Cultures. CAITLAH aims to support educators across the arts and humanities, in part by researching languages and cultures within and across boundaries of difference.

CAITLAH’s programs fall under two broad umbrella areas, “Urban Literacies” and “What We Owe.”

### Urban Literacies

The Urban Literacies initiative currently supports three research projects. One is a study of homeless youth and how they use language and writing to negotiate homelessness. Another is a study of what Kirkland calls “found literacies, looking at the everyday iconographies that tell the human story.” Finally, he said, “We are researching the ways in which rural youth appropriate urban symbology and linguistics. What does the rural contribute to the shaping of the urban?”

The initiative also supports the Urban Literacies Institute for Transformative Teaching (ULITT). “This is a summer institute where artists, teachers, K-12 students, and MSU students come together to explore pedagogical social justice possibilities around spoken word poetry, hip hop culture, and new digital and multimedia practices,” said Kirkland. “We work with Urban Word of New York City, which does literary arts education and youth development programs in creative writing, journalism, college prep, literature, and hip-hop. They do poetry slams.”



Rapper Invincible (in white T-shirt) leads a youth workshop at Urban Literacies Institute for Transformative Teaching (ULITT), June 2012.

<sup>1</sup>Kirkland, D. E. (2010, April). Teaching English in a sea of change: Linguistic pluralism and the new English education. *English Education*, 4, 231-235.

Michael Cirelli, executive director of Urban Word NYC, said that “The relationship with MSU is reciprocal. It opens doors in the academy to validate our work, and it also gives legs to what Dr. Kirkland believes in—a grass-roots educational approach. It puts street cred together with academic cred. Kids trust us, so we must be doing something right.” About ULITT, he said, “We create conferences that are both academic and hands-on. We give the theoretical context and bring in community teachers for the practical approach. It’s exciting for the teachers to see there are academic research and educational models that support what they’re doing intuitively.”

### What We Owe

CAITLAH’s What We Owe initiative derives its title from a talk given to the American Educational Research Association in 2006 by Gloria Ladson-Billings, who was at that time the Association’s president.<sup>2</sup> As Kirkland explained it, “Billings gives us this notion of the education debt. What she means is that the ‘achievement gap’ works from a deficit model. Her shift in metaphor from gap to debt suggests that the kids who occupy the low side of the gap are not at fault for failing to

get an education. We owe every student an education. However, we’re only paying some and not others. So with this initiative, we are looking for ways that the College of Arts and Letters can create opportunities for all students to learn.”

What’s been created at CAITLAH is what Kirkland calls a “pipeline project, where the assumption is you’re going to college. You take a curriculum that will prepare you for the university. You meet people who go to college. You have college visits as early as age 12. All of these things make a huge difference in terms of whether a student will go to college. So one set of programs is aimed at creating social and educational supports for students to come here.”

The other half of this recruitment-and-support agenda is what happens when these students arrive. “In order to increase graduation and retention rates for students of color, first generation students, and English learners, you have to have a critical mass of those students represented in universities,” said Kirkland. “We lose a lot of students of color. The research bears this out.

The university has some programs aimed at supporting these students, but they often see those programs as top-down. At CAITLAH we constructed a mentoring program—by students, for students—to support those who fall in those less dominant populations.”

CAITLAH is relatively new and many of its programs are just starting up. However, plans to evaluate them are already underway. “We’re measuring whether we’ve increased the rate of students of color accepted into Arts and Letters, and eventually we will do a longitudinal review of whether or not they finish,” said Kirkland. “We’re also using efficacy scales to rate the likeliness of students to come to MSU based on these programs, as well as their likelihood to remain at MSU and graduate.”

“It’s a lot,” he admits. “But it’s so needed. I can’t underscore how much this work is needed.”

Article by Linda Chapel Jackson



Photos by Linda Chapel Jackson

Michael Cirelli takes notes at a ULITT workshop, June 2012.

*“The relationship with MSU is reciprocal. It opens doors in the academy to validate our work, and it also gives legs to what Dr. Kirkland believes in—a grass-roots educational approach. It puts street cred [credibility] together with academic cred. Kids trust us, so we must be doing something right.”*

**Michael Cirelli**  
Executive Director of Urban Word NYC

<sup>2</sup>Ladson-Billings, G. (2006, April). *From the achievement gap to the education debt: Understanding achievement in U.S. schools.* Presidential address at the annual meeting of the American Educational Research Association, San Francisco.

## ▶ Reconnecting Veterans with Civilian Life: The Mission Continues

**Andrea Norton**  
 Master's student  
 Organizational and  
 Community Practice  
 School of Social Work  
 College of Social Science

**A**ndrea Norton arrived on campus in fall 2007 as an eight-and-a-half year Air Force veteran, including a tour of duty in Afghanistan. Norton initially entered James Madison College and began working toward an undergraduate degree in international relations. During a bumpy and sometimes emotional journey, she has developed professional goals that address cultural perceptions about veterans re-entering civilian society and pursuing higher education at colleges and universities across the country.

Since the 2012 spring semester, Norton has been serving a community service fellowship awarded by The Mission Continues, a nonprofit organization dedicated to challenging returning service members to utilize their skills and leadership while renewing their sense of purpose. Norton's work concentrates on facilitating stronger connections between the MSU community and area veterans.

The fellowship requires Norton to lead a service project in the community, bringing veterans and civilians together for a common effort. Norton worked with Karen McKnight Casey, director of MSU's Center for Service-Learning and Civic Engagement, for the annual Fill the Bus! program held during Fall Welcome.

"The Fill the Bus items collected for personal care, school supplies, and food have immediate and meaningful impacts for mid-Michigan residents. The campaign also provides an opportunity for civilians and veterans to interact on The Mission Continues volunteer team. Veterans work hard, complete assignments with integrity, achieve excellence through extraordinary effort, and take on great challenges with great intensity. We want to continue using the skills and leadership we learned in the military—serving our country and continuing to serve our communities as veterans—to the best of our abilities," said Norton.

Norton's experiences with MSU administrators, faculty, and students made her aware that not only are there pre-conceived opinions about war, military culture, service men and women, and veterans, but those opinions often homogenize an entire population with

**Norton's work concentrates on facilitating stronger connections between the MSU community and area veterans.**



Photo by Paul Phipps

*"Female vets are certainly not as common as male vets, and as a group we are either invisible or misunderstood. There was sometimes a vibe of disapproval, a silent judgment that you could detect in someone's demeanor."*

**Andrea Norton**



diverse ethnic, gender, socioeconomic, and educational representations, as well as situational complexities. “It was a host of things that pretty much brought me to a crisis stage,” said Norton. “Female vets are certainly not as common as male vets, and as a group we are either invisible or misunderstood. There was sometimes a vibe of disapproval, a silent judgment that you could detect in someone’s demeanor.”

Beyond the reactions from others, Norton felt out of place in classrooms with younger students who were just starting their life journey.

“As a member of the Air Force I was used to a great deal of responsibility in the intelligence field, working at a high security clearance level. As a college student I was trying to operate in a world that is often focused on teaching younger individuals who are at the beginning of self-sufficiency, self-awareness, and autonomy. It’s a pretty hard transition for a veteran.”

There are about 300 veterans and members of the armed forces currently enrolled at Michigan State University. Identified through the Registrar’s office, the numbers reflect only veterans receiving benefits, omitting those who are teaching, working, training, or in MSU’s student system in some other capacity. As others have discovered before her, Norton found that MSU does not offer assigned staff or a permanent location for veterans to connect with each other, find assistance or support, and create a sense of community.

“Until I worked through my own transition issues, I didn’t know how to help other veterans. I was desperate to connect with people who might have had similar experiences and could give me insight or helpful suggestions,” said Norton. “The work I am doing through The Mission Continues fellowship challenges me to serve others in direct ways and bring other vets into the process.”

During her undergraduate work she switched her major to social work, yet credits a James Madison College professor for boosting her resolve to succeed at Michigan State University. “He told the class that he was a veteran,” said Norton. “It helped me because he had an approach that incorporated



MSU student Emily Walsh sorts items donated for Fill the Bus, September 2011.

his experiences as a veteran. It was beneficial to learn from someone with a perspective that I am familiar with based on my military career.” According to Norton, her social work undergraduate and graduate education has taught her to incorporate a more holistic approach into her work, assessing factors that can be barriers and creating achievable steps for success.

Norton hopes that the fellowship leads to other endeavors. She talks about the need for a permanent MSU veteran services staffer who can look at issues on a full-time basis, and has launched plans for a military culture and veteran awareness program, modeled after the MSU LGBT Resource Center’s SafeZone.

“I was frustrated by the slow rate of change, and The Mission Continues fellowship was a catalyst for me to begin really doing what I’m meant to do,” said Norton. “I want to improve cultural awareness and sensitivity about veterans and the issues we face at MSU and on campuses across the country.”

Article by Carla J. Hills



JSRI director Rubén Martínez talks to the media.

### Spotlight on Engagement with Latino Communities

**MSU’s Julian Samora Research Institute** ([jsri.msu.edu](http://jsri.msu.edu)) serves the needs of Latino communities in the Midwest by generating a program of research and evaluation to illuminate the social, economic, educational, and political conditions of Latino communities; transmitting its research findings to academic, government, community, and private sector audiences; providing technical expertise and support to Latino communities; and developing Hispanic human capital.

- **Current research/outreach initiatives** target the areas of economic development, education, and families and neighborhoods. A database is also being developed to serve as a resource on and for Hispanics.
- **Recent events** include the Transnational Labor Symposium Series on Union Feminism, Sexual Politics, and Transnational Labor Activism (March 2012) and the Statewide Summit on Latino Education in Michigan (December 2011).
- **Community partners in Michigan** include Centro Multicultural la Familia, Pontiac; Cristo Rey Church and Community Center, Lansing; Detroit Hispanic Development Corporation; Lansing Area Hispanic Business Alliance; Michigan Hispanic Chamber of Commerce; North Central Region Center for Rural Development, East Lansing; and Migrant Education Program, Van Buren ISD, Lawrence.
- **The JSRI Endowed Scholarship** supports undergraduate and graduate students engaged in scholarly activities focusing on Latinos in Midwestern communities.
- **Publications** include policy, demographic, and research reports about Latinos in Michigan and the Midwest, the NEXO newsletter, and books/e-books.

Each issue of *The Engaged Scholar Magazine* features a brief “think piece” about the theory and practice of engaged scholarship. For this issue we asked Paulette Granberry Russell, senior advisor to the president on diversity and director of MSU’s Office for Inclusion and Intercultural Initiatives, for a review of the University’s progress toward its goals related to diversity and inclusion.

## ► Full Participation, Nothing

**Paulette Granberry Russell**

Senior Advisor to the President on Diversity  
Director, Office for Inclusion and Intercultural Initiatives



Equal access to educational opportunity in U.S. higher education began in earnest as a result of the Civil Rights movement of the 1950s and after the passage of the 1964 Civil Rights Act. Legally sanctioned discrimination based on race,

sex, national origin, and religion was eliminated and over the next 40-plus years, initiatives were undertaken to provide equity in higher education access, graduation, and employment.

With the adoption of a new mission statement in 2008, Michigan State University reaffirmed its commitment to being an “inclusive academic community” that “connect[s] the sciences, humanities, and professions in practical, sustainable, and innovative ways” to address society’s needs. Inclusiveness is named as one of the University’s three core values, along with quality and connectivity.<sup>1</sup>

The Office for Inclusion and Intercultural Initiatives (I3) serves as a focal point for carrying out this vital piece of the institutional mission. I3 is charged with developing and facilitating strategies to advance an inclusive university and assessing the effectiveness of those efforts.



**Office for Inclusion and Intercultural Initiatives**

### **Inclusiveness Begins with Equity**

I3 is responsible for ensuring compliance with MSU’s anti-discrimination policy as well as state and federal civil rights and equal-opportunity laws. Recent clarifications on Titles IX and VI and amendments to the Americans with Disabilities Act prompted a university-wide review of policies and procedures related to sexual assault prevention, racially based incidents, broader forms of prohibited harassment, and accessibility issues.

*Sexual violence/assault.* Title IX, Education Amendments of 1972, prohibits discrimination/harassment on the basis of sex. Sexual assault is a form of unlawful sexual harassment. I3 developed new protocols for responding to reports of harassment or assault and created a multi-unit response team to ensure responses are prompt, coordinated, and consistent with approved procedures.

*Racial bias.* Policy and procedural changes have been adopted in response to the ongoing need to assure racial equity at MSU. Education in cross-cultural communication for faculty, staff, and students is continually offered, along with resources and staff to support MSU’s diverse student population.

*Accessibility.* From classroom and workplace accommodations to facilities and web accessibility, MSU’s efforts extend beyond what is required by law. MSU is a model for other institutions on enhancing the quality of experience for the campus community and the broader community accessing the academic, business, and recreational resources of MSU.

### **Fostering Quality Relationships**

Education for inclusive community means acquiring knowledge about the ways in which our beliefs and biases impact the quality of our relationships. I3 uses interactive theatre, small-group workshops, large-group presentations and symposia, and e-learning sites custom designed around specific topics to carry the message.

*Intercultural Education Network (IEN).* IEN experts provide a variety of intercultural education and development opportunities for administrators, faculty, support staff, and students. Topics range from inclusive leadership to family-friendly work environments, the academic hiring process, inclusive teaching methods, and more. These on-campus experts lend support to outside entities in their efforts to advance diversity within their organizations or apply diversity related research in practical ways to enhance intercultural engagement in new ways.

<sup>1</sup>Simon, L. A. K. (n.d.). *President’s statement on core values.* Retrieved from [president.msu.edu/statements/core-values/](http://president.msu.edu/statements/core-values/).

## Less

### Connecting Individual Efforts to the Wider Community

13 partners with many campus units and organizations to connect their ideas and practices regarding diversity and inclusion with similar efforts across the University and the community at large. We do this by providing a range of opportunities for students, faculty, staff and the broader communities to come together to celebrate diversity and experience its rich influence as we connect and learn from each another, supporting community-wide efforts to infuse the value of diversity and encourage the practice of inclusion within the communities that MSU serves, and acknowledging efforts made within the campus community that express diversity and inclusion which can serve to inspire similar efforts by others.

### Informing Progress: ADAPP-ADVANCE

Ongoing assessment of diversity and inclusion initiatives is the key to creating and advancing inclusive learning and working environments.

In fall 2008, MSU was awarded a \$3.98 million Institutional Transformation grant (Provost Kim Wilcox is principal investigator) by the National Science Foundation ADVANCE program, which aims to strengthen the scientific workforce through increased inclusion of women in science, technology, engineering, and mathematics (STEM) disciplines.

The ADAPP initiative at MSU is focused on changes in human resources policies and practices that can advance faculty excellence and diversity. Activities of the grant were initially concentrated in three colleges (Engineering, Social Science, and Natural Science). However, the ADVANCE grant has served as a catalyst for change across the University and in fall 2010, initiatives were expanded to 13 additional colleges. An expectation of NSF is broad dissemination of MSU's grant initiatives among the higher education STEM community.

Early outcomes include the development of instruments for and collection of data on work/environment and women's leadership, and the identification of gaps in policies and practices. A faculty mentoring policy was adopted that recognizes the importance of mentoring as a factor in faculty success, especially for women and underrepresented minorities.

### Full Participation

The University's goal for inclusiveness is nothing less than full participation for every member of the community. The Office for Inclusion's work is not only embedded in the foundational elements of equity and nondiscrimination, but more broadly leads and supports efforts to encourage a more inclusive campus. We challenge you to think differently about your work, about each other, and about your role in the global community. 🌍

### Out of Sight, Out of Mind: Serving "Invisible" Populations

The number of older lesbian, gay, bisexual, transgender, questioning, and intersex (LGBTQI) individuals in the United States is about three million and increasing. LGBTQI elders, like everyone else, are entitled to services that allow them to age with dignity. However, prior research has found that older LGBT people are reluctant to approach the aging services network, citing reasons such as worry about discrimination and poor service, homophobia and heterosexism, and profound policy discrimination in housing, hospitals, care centers, benefits, and legal rights.



Anne Hughes and Rena Harold, faculty members of MSU's School of Social Work, conducted an exploratory survey of Michigan providers, which was published in the *Journal of Gerontological Social Work*, to better understand how the aging services network was responding to

LGBT older adults. The responses tell the story of a system that needs attention. The vast majority of agencies do not offer services or activities specifically for LGBT older adults, and few have plans to do so. There is very little outreach to the community, and few agencies have materials acknowledging LGBT aging issues.

As a first step in addressing this gap, Hughes and Harold (with assistance from students Kristen Admiraal, Janet Boyer, and Melissa Crosby) developed a *Greater Lansing Guide to Aging Services for the LGBTQI Community* with funding from the Lansing Association of Human Rights and the School of Social Work. The guide is available online at [socialwork.msu.edu/research\\_publications/docs/GuideToAgingServicesColor.pdf](http://socialwork.msu.edu/research_publications/docs/GuideToAgingServicesColor.pdf)

# Green Energy Technologies Collaboration with Boys and Girls Club of Lansing Receives OSCP Award

**A**ngela Calabrese Barton, professor in the College of Education, and the Boys and Girls Club of Lansing were named the 2012 co-recipients of MSU's Outreach Scholarship Community Partnership Award in February.

Calabrese Barton and Carmen Turner, Boys and Girls Club (BGC) of Lansing's president, were recognized for the project Green Energy Technologies in the City ("GET City"). The collaboration engages at-risk youth in science, technology, engineering, and math, and encourages them to become community science experts who can bring about change by linking green energy technology with local environmental health.

"We designed the model to link out-of-school science investigations with in-school activities," said Calabrese Barton. "We have discovered new insights into how and why youth engage meaningfully in community-based science, and how they develop science and engineering identities." She and her husband, Scott Calabrese Barton, a professor in the College of Engineering, oversee year-round programming in advanced science and engineering at BGC Lansing. The Club, with Turner's leadership, has been their primary partner since 2007.

"Dr. Calabrese Barton and her staff set high expectations for the kids, which they meet and most often surpass. They understand how to apply what they learn in GET City into making better decisions about life. That's what learning is really about," said Turner.

Experienced GET City students can become "Green Ambassadors" who work with school leaders and teachers to help their school meet the challenges of going green. One notable effort led to changing incandescent light bulbs in Pleasant View Magnet School in Lansing to more energy-efficient compact fluorescent lights. Students designed experiments, made movies to illustrate their research findings, and produced raps to educate teachers and fellow students.



Angela Calabrese Barton and Carmen Turner

"The GET City project is an outstanding example of university-community collaboration. Dr. Calabrese Barton has achieved a significant amount of support in a short amount of time," said Hiram E. Fitzgerald, associate provost for university outreach and engagement. "The model is now being piloted in other states, and we look forward to GET City partnerships that continue to evolve and positively impact youth and the communities in which they reside."

Beginning in 2012, the OSCP Award-winning partnership also represents MSU in the competition for the regional Outreach Scholarship W. K. Kellogg Foundation Engagement Award and the national C. Peter Magrath University/Community Engagement Award. The GET City collaboration was named an Exemplary Project for both award processes.

Learn more about the OSCP Award at [outreach.msu.edu/awards/oscpa](http://outreach.msu.edu/awards/oscpa). 🌟

*"We have discovered new insights into how and why youth engage meaningfully in community-based science, and how they develop science and engineering identities."*

Angela Calabrese Barton

# Snapshot of Outreach and Engagement at Michigan State University, 2011

Sponsored by MSU's National Collaborative for the Study of University Engagement (NCSUE), the Outreach and Engagement Measurement Instrument (OEMI) gathers data about the outreach activities of MSU faculty and academic staff. The information is self-reported and participation in the annual survey is voluntary. Data for 2011 were collected between January and March 2012 and represent the eighth year of data collection; 816 faculty and academic staff responded to the survey. Since 2004, 2,942 distinct (non-duplicative) respondents have reported their outreach and engagement through the OEMI. For this snapshot, OEMI data are augmented with data from the service-learning and civic engagement student registration system.

## OEMI results for 2011 include the following:

**\$12,962,951**

Value of salary investment by MSU faculty and academic staff in addressing issues of public concern (data from those reporting outreach activities on the OEMI)

**95.6%**

Respondents whose outreach contributed to achieving Boldness by Design (BBD) imperatives:

**75.3%** Enhanced the student experience

**73.4%** Enriched community, economic, and family life

**43.9%** Expanded international reach

**66.9%** Increased research opportunities

**55.7%** Strengthened stewardship

**580**

Number of specific projects/activities reported

Of the respondents who described specific projects/activities:

**84.9%** Reported working with external partners

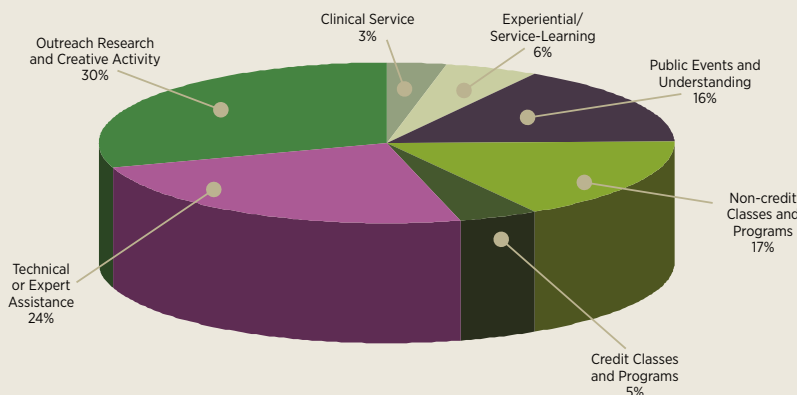
**88.4%** Reported having created intellectual property and scholarly outcomes

**86.2%** Reported that their outreach work impacted their scholarly or teaching practices

**MICHIGAN STATE UNIVERSITY**

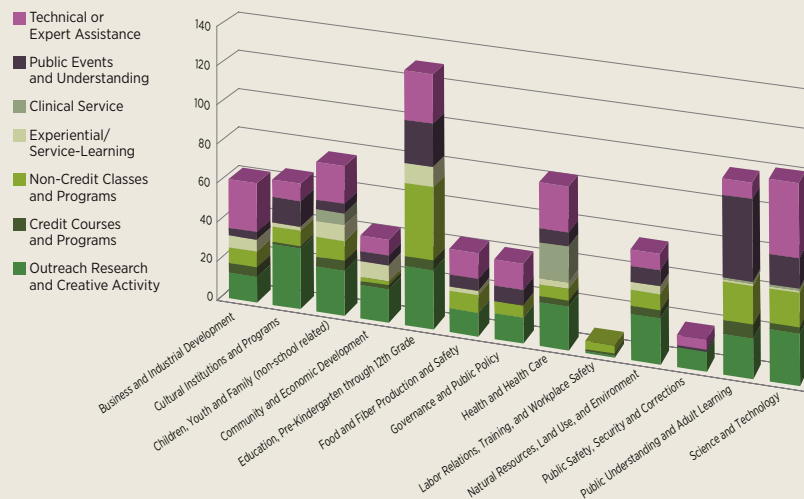
University Outreach and Engagement  
National Collaborative for the Study of University Engagement

## Forms of Engagement Reported by MSU Faculty and Academic Staff in 2011



PERCENTAGE OF RESPONSES

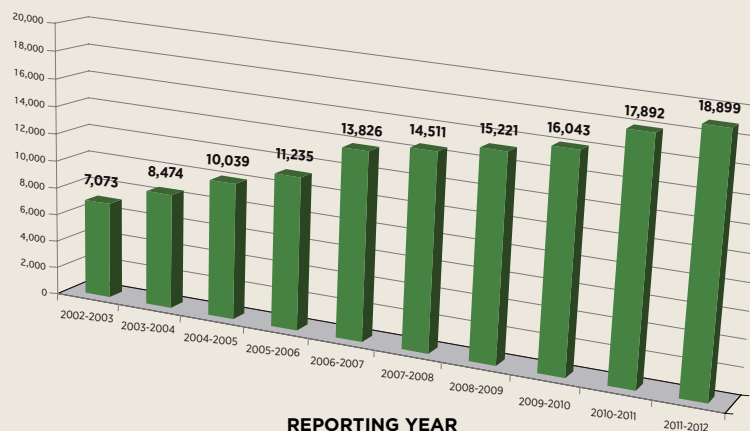
## Forms of Outreach Cross-Tabulated with Societal Concerns for 2011



NUMBER OF RESPONSES

The number of "responses" is greater than the number of "respondents." Respondents were given the opportunity to describe their engagement activities for up to two areas of social concern; each description was counted as a separate response.

## Number of Student Registrations for Service-Learning Received and Accommodated (2002-2012)



NUMBER OF REGISTRATIONS

### MSU Showcases Land-Grant Heritage at Smithsonian Folklife Festival

The Smithsonian Folklife Festival is held every summer in Washington, DC, on the National Mall. Over a million visitors attend the event each year. The 2012 festival program, "Campus and Community: Public and Land-Grant Universities and the USDA at 150," commemorated the creation of the land-grant university system in 1862. UOE's Arts and Cultural Initiatives director **C. Kurt Dewhurst** served as national chair of the Research and Planning Committee and co-curator of the program.

MSU's display on the Mall featured partnerships with Native American Head Start programs in Michigan to create an innovative model for early childhood education. Researchers **Hiram E. Fitzgerald**, **Patricia Farrell**, **Jessica Barnes-Najor**, **Kyung-Sook Lee** (all UOE), and **Hope Gerde** (Human Development and Family Studies) have worked with the tribes to develop methods for incorporating children's native language and home culture into these programs and to promote children's academic readiness.

### MSU Earns National Recognition for Community Service

In March the federal government named MSU to the 2012 President's Higher Education Community Service Honor Roll with Distinction. The honor roll recognizes universities across the nation for their efforts in service-learning, faculty engagement, and precollege programs, among other criteria. MSU is one of 110 schools named to the honor roll with distinction this year and the only university in Michigan on the list. The University has had a place on the honor roll every year since 2006, when the program was launched.

## People in the News



**Jena Baker-Calloway** has been named the first director of the MSU Detroit Center. Baker-Calloway's appointment in December 2011 adds to the growing presence of Michigan State University in Southeast Michigan. She will be responsible for expanding community connections, identifying opportunities for community-based scholarly work, and overseeing daily operations of the Center and the MSU Detroit YouthVille research facility.

**Karen McKnight Casey** and **Laurenza Riojas** of MSU's Center for Service-Learning and Civic Engagement were among the 24 recipients of a 2012 Community Service Award from the Michigan Recreation and Park Association.



**C. Kurt Dewhurst** was elected a Fellow by the American Folklore Society at its annual meeting in October 2011. An honor bestowed by peers within the organization, Fellow status is a societal recognition given to individuals who have made contributions beyond the ordinary.



**Michael S. Elledge**, associate director of MSU Usability/Accessibility Research and Consulting, was elected president of the Michigan Usability Professionals' Association in November 2011. The organization promotes the principles of user-centered design in products, software, and websites; fosters professional community for Michigan user interface designers, usability engineers, human factors engineers, and others; and organizes events on topics of interest to its members.



Associate Provost for University Outreach and Engagement **Hiram E. Fitzgerald** was recognized in December 2011 for service, support, and contributions to the Detroit Area Pre-College Engineering Program (DAPCEP). DAPCEP's mission is to increase the number of historically underrepresented students who pursue educational programming in science, technology, engineering, and math. Leading the Evaluation Committee, Fitzgerald developed and implemented a process and an instrument to assess the attitudinal effect of DAPCEP courses.



**Rex LaMore**, director of MSU's Lansing-based Center for Community and Economic Development, will oversee the first university-based center in Michigan to support collaborative research in economic development innovation. The project, funded by a \$915,000 grant over five years from the U.S. Economic Development Administration, involves working with other colleges, local and regional governments, private businesses, and other groups to identify and share innovative ideas and practices.

MSU students **Kendra Shirey** and **Anthony Sasinowski** were two of only seven students in the state to receive Outstanding Community Impact Awards at the Michigan Campus Compact's annual student awards ceremony in April.

- Shirey, a senior at the Residential College in the Arts and Humanities, collaborated in a statewide series of dialogues about the arts, created a book on arts opportunities for K-12 students, collected quantifiable data to support the arts for legislators, and co-founded the Alliance of Creative Students, which works to engage and support a connected community of talent in the Greater Lansing region.
- Sasinowski, a graduate student in accounting, logged countless hours working for Volunteer Income Tax Assistance (VITA), which provides no-cost tax preparation assistance for low- and moderate-income residents of the Greater Lansing area. He spent four years with VITA, filing paperwork, communicating with IRS representatives, creating and recording volunteer trainings, and preparing taxes.

## About University Outreach and Engagement

**University Outreach and Engagement (UOE)** connects university knowledge with community knowledge in mutually beneficial ways.

UOE assists academic departments, centers, institutes, and MSU Extension on priority issues of concern to society by encouraging, supporting, and collaborating with MSU faculty and academic staff to generate, apply, transmit, and preserve knowledge.

### Hiram E. Fitzgerald Associate Provost

The UOE Associate Provost is supported by the advice of two important councils:

**Outreach and Engagement Campus Senior Fellows**, a group of faculty who have distinguished themselves through careers as engaged scholars

**Outreach and Engagement Community Senior Fellows**, comprising leaders from government, business, foundations, and nonprofit organizations

For lists of these individuals, see [outreach.msu.edu/people](http://outreach.msu.edu/people).

Contact University Outreach and Engagement to learn how you can become more active in the MSU engagement enterprise.

University Outreach and Engagement  
Michigan State University

Kellogg Center • 219 S. Harrison Rd.,  
Room 93 • East Lansing, MI 48824

Phone: (517) 353-8977

Fax: (517) 432-9541

E-mail: [outreach@msu.edu](mailto:outreach@msu.edu)

[outreach.msu.edu](http://outreach.msu.edu)

## University-Community Partnerships

**Patricia A. Farrell, Assistant Provost  
for University-Community Partnerships**

UCP facilitates research collaborations between MSU faculty and community-based partners to address a wide variety of societal issues.

## Arts and Cultural Initiatives

**C. Kurt Dewhurst, Director**

UOE Arts and Cultural Initiatives facilitates research collaborations between MSU faculty and community-based partners using arts and culture to foster effective inclusive communities and cultural economic development.

## Center for Community and Economic Development

**Rex LaMore, Director**

Located in central Lansing, CCED works to improve the quality of life for people in distressed Michigan communities through responsive engagement, strategic partnerships, and collaborative learning.

## Center for Service-Learning and Civic Engagement

**Karen McKnight Casey, Director**

CSLCE provides curricular and co-curricular service-learning and engagement opportunities for MSU students and helps faculty integrate service-learning into their courses.

## Communication and Information Technology

**Burton A. Bargerstock, Director**

CIT provides public access to information about university-wide outreach initiatives through the Internet, as well as consulting and product development services for websites, databases, publications, graphic design, and event management.

## Community Evaluation and Research Collaborative

**Laurie Van Egeren, Director**

CERC provides a hub for university-based evaluators and conducts participatory program evaluation in the areas of education, youth development, early childhood, health, and community development.

## Julian Samora Research Institute

**Rubén Martínez, Director**

Julian Samora Research Institute conducts research on social, economic, educational, and political issues of Latino communities.

## MSU Detroit Center

**Jena Baker-Calloway, Director**

The Center is home to College of Education programs and Detroit internship headquarters; Community Music School Detroit classes, programs, and events; and offices for admissions, advancement, and governmental affairs.

## MSU Museum

**Gary Morgan, Director**

The MSU Museum reaches a broad public audience through collections, field- and collections-based research, public service and education programs, traveling exhibits, and innovative partnerships.

## National Collaborative for the Study of University Engagement

**Burton A. Bargerstock and  
Laurie Van Egeren, Co-Directors**

NCSUE is a national innovator, conducting studies about faculty roles and rewards as well as facilitating conversations on benchmarking, engaged scholarship, and the scholarship of engagement.

## Usability/Accessibility Research and Consulting

**Sarah J. Swierenga, Director**

UARC conducts research and evaluates new interface technologies to ensure that they are useful, usable, accessible, and appealing to a broad audience.

## Wharton Center for Performing Arts

**Michael J. Brand, Executive Director**

Wharton Center educational programs connect students to the performing arts by offering a wide range of programs suited to a variety of learner needs.

## Mark Your Calendar...

**November 8, 2012**

**World Usability Day • East Lansing, MI**  
[usability.msu.edu/events/conferences](http://usability.msu.edu/events/conferences)

**November 19, 2012**

**Michigan Pre-College and  
Youth Outreach Conference • East Lansing, MI**  
[outreach.msu.edu/events/precollege](http://outreach.msu.edu/events/precollege)

**March 2013**

**Community-University Partnerships:  
Invested in Michigan's Future • Lansing, MI**  
[pcsum.org/michigansfuture](http://pcsum.org/michigansfuture)

**April 12-21, 2013**

**MSU Science Festival • East Lansing, MI**  
Details coming soon; contact [scifest@msu.edu](mailto:scifest@msu.edu)  
for more information

**April 27, 2013**

**Michigan Science Olympiad  
State Tournament • East Lansing, MI**  
[scienceolympiad.msu.edu](http://scienceolympiad.msu.edu)



## Subscribe now...

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