UNIVERSITY OUTREACH AND ENGAGEMENT
more than a decade of supporting university-community engagement
Since its inception, The Engaged Scholar Magazine has focused on representing the work of Michigan State University faculty and staff that mirrors the University’s commitment to outreach and engagement. MSU was one of the first institutions to formally define and implement outreach, which effectively embodied what has become known nationally and internationally as engagement scholarship (Fitzgerald, 2014). In 1993, a university committee commissioned by Provost David K. Scott defined outreach as a “scholarly endeavor that cuts across research, teaching, and service. It implies generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions” (Provost’s Committee on University Outreach, 1993). Three years later another MSU committee expanded the breadth and depth of faculty work recognized as engagement scholarship by broadening assessment criteria to emphasize four key components of engaged scholarly work. These criteria ask candidates undergoing reappointment, promotion, and tenure review to reflect deeply on their engaged scholarship accomplishments by describing the significance, context, scholarship, and impact of their work, both in the past and projected into the future (Committee on Evaluating Quality Outreach, 1996). MSU also provided evidence-based approaches to university-community engagement, generating assessment tools to demonstrate faculty and community outcomes related to engagement, and expanding MSU’s national and international reputation for outreach and engagement scholarship.

At the time, the Office of University Outreach consisted of three units (Outreach Partnerships, Outreach Advancement, and Academic Service Learning), and one of which the office had oversight responsibilities (the Wharton Center for Performing Arts). As summarized in the timeline (page 3), not only did the name of the office change to include “engagement,” but a number of support units were created or transferred to UOE.

Today, MSU has the most extensive academic support structure designed to advance its engagement scholarship mission in the nation. Supported by the University’s general fund and by external grants and contracts, UOE serves all units across MSU’s 17 colleges. MSU was an inaugural Carnegie Foundation Community Engagement institution and was reaccredited in 2015. Consistent with Provost Simon’s charge to establish national and international leadership for engagement scholarship, members of the UOE staff play key leadership roles in the Engagement Scholarship Consortium, the International Association
A Brief History

OF MSU’S OFFICE OF THE ASSOCIATE PROVOST
FOR UNIVERSITY OUTREACH AND ENGAGEMENT

Mid-1980s

1988

University begins phasing out Lifelong Education Programs and refocusing on an emerging broader understanding of the institution’s knowledge extension and application activities.

W. K. Kellogg Foundation awards Michigan State University a $10.2 million grant to support an institutional-wide engagement effort aimed at broadening, strengthening, and more fully integrating outreach as a primary mission of each of its major academic units.

Office of University Outreach is established and Vice Provost for Outreach is appointed.

Definition of outreach is advanced by Provost’s Committee on Planning and Evaluating Quality Outreach.

1991

1993

1996

2001

Mission of the Office of University Outreach is changed, and name is changed to Office of the Assistant Provost for University Outreach (UOE). Reporting units are Outreach Partnerships, Outreach Advancement, and Academic Service Learning, as well as the Wharton Center for Performing Arts.

University revises its Reappointment, Promotion, and Tenure Action forms to encourage the reporting of scholarly outreach and engagement, referencing Points of Distinction.

UOE Outreach and Engagement Measurement Instrument is implemented university-wide.

UOE Communication and Information Technology is established.

UOE/MSU Detroit Partnerships at WayneState is established.

UOE Cultural Engagement Council for the Promotion of Arts and Cultural Resources is established.

2002

2003

2004

2005

UOE National Collaborative for the Study of Engagement Universities is established. MSU Museum (Cultural and Natural History) is transferred to UOE.

MSU hosts national conference on Benchmarking University Engagement.

MSU hosts annual international K-Service-Learning Research Conference.

2006

2007

2008

2009

UOE Community Evaluation and Research Collaborative is established. MSU inaugurates university-wide award for community engagement scholarship.

MSU is awarded the President’s Award for Community Engagement Classification through 2014.

UOE establishes sustained partnership with Lansing’s Information Technology Empowerment Center (ITEC).

MSU receives the President’s Award for Higher Education Community Service.

MSU inaugurs Michigan Pre-College and Youth Outreach Conference.

2010

2011

2013

2014

2015

Michigan Science Olympiad State Tournament is transferred to UOE.

MSU Detroit Center is transferred to UOE. Estates and Wealth Strategies Institute is established.

Julian Samaera Research Institute is transferred to UOE.

MSU Office of Gifted and Talented Education is transferred to UOE.

MSU receives the Michigan Campus Compact Engaged Campus of the Year Award.

MSU is awarded the Carnegie Foundation Community Engagement Classification through 2025.

MSU receives the American Council on Education Innovations in Collaborative Modeling.

References


Fitzgerald, H. E. (2010). Engaged scholarship in land-grant and research universities. In H. E. Fitzgerald, C. Burack, & S. Seifer (Eds.), Carnegie Foundation for the Advancement of Teaching: The Research University Civic Engagement Network (TRUCEN); Imagining and Outreach. UOE has also led and/or supported MSU participation with such organizations as Campus Compact and its initiative, The Research University Civic Engagement Network (TRUCEN); Imagining America: Artists and Scholars in Public Life; Community-Campus Partnerships for Health; the Tailors Network; and the APLU Commission on Innovation, Competitiveness, and Economic Prosperity.

UOE continues to focus on innovations in engagement scholarship within the context of one of the nation’s major land grant and AAU research universities. For the past 13 years we have supported MSU colleges, departments, and schools, and we will intensify our efforts in the years to come. Our dissemination efforts, including the prior issues of The Engaged Scholar Magazine and e-Newsletter, have primarily examined the work of faculty and academic staff across the University. In this issue of the magazine, we report on highlights of our own current work and offer some perspective on the past 15 years of accomplishments during my tenure leading Michigan State University’s Office of University Outreach and Engagement.

Our report is also integrally that of MSU’s entire scholarly community. To recognize the depth and breadth of engaged scholarship embedded throughout MSU, we focus on aspects of outreach and engagement that reflect the alignment of MSU to its institutional mission to assure that our students are prepared “to contribute fully to society as globally engaged citizen leaders,” that our research and creative activities “expand human understanding and make positive difference(s),” both locally and globally,” and “advance outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world” (Michigan State University, 2008).

Hiram E. Fitzgerald

Associate Provost for University Outreach and Engagement

University Distinguished Professor, Department of Psychology

A Brief History

FOREWORD

(continued)
UOE Facilitates University-Community Partnerships

Partnerships are the heart of successful, sustainable, and impactful university-community collaborations. University Outreach and Engagement works to support the development of partnerships between MSU and the larger community by building relationships with community organizations, neighborhood coalitions, school districts, municipal organizations, state governmental agencies, and other groups eager to engage in scholarly work that addresses important social problems. In addition to developing their own partnerships, UOE staff connect with faculty and staff around MSU to identify new opportunities for collaboration between the university and community and among university units.

In the past few years, UOE has embraced a partnership network model that links sets of potential community partners with interdisciplinary groups of faculty. Partnership networks may be place-based, such as the Flint Community Higher Education Partnership in Flint, Michigan, or they may be topical, like the Regional Economic Innovation Center based in Lansing, focused on economic development. Moreover, UOE is leading the movement for systemic engagement, a framework for university/community partnerships that uses systemic approaches to address social problems through community change. UOE’s work to develop partnership networks grounded in systemic perspectives assists faculty, staff, and students to develop engaged research, teaching, and service that has the ability to produce significant, meaningful, and long-lasting benefits to both community and academic constituents.

Laurie A. Van Egeren
Assistant Provost for University-Community Partnerships
University Outreach and Engagement

Developing Networks for Teaching and Learning:

THE U.S. EDA CENTER FOR REGIONAL ECONOMIC INNOVATION

The University Center for Regional Economic Innovation is a U.S. Department of Commerce, Economic Development Administration (EDA)-funded program of MSU’s Center for Community and Economic Development. The program uses virtual peer networking and collaboration to apply Michigan’s best and brightest new economic development thinking to some of Michigan’s most economically distressed areas.

According to Rex LaMore, principal investigator and director of the REI Center, the U.S. EDA invites universities to collaborate with them in identifying new tools, models, policies, and practices that can stimulate economic growth within the state. “It’s really about trying to address the challenges of people in rural and urban areas that still are in poverty,” explained LaMore. “So we’re collaborating with them and trying to discover, invent, and disseminate those new tools.”

The REI Network and Collaborative Learning

The REI Center utilizes a model of collaborative learning (co-learning), in which members of its virtual network of over 1,000 professionals, practitioners, policy-makers, local government officials, and academics work collaboratively to conduct original, applied research on strategies that its virtual network of over 1,000 professionals, learning (co-learning), in which members of

Participants at Innovate! Michigan Summit.

The end result of a co-learning project is the development of a co-learning plan, which is made available on the REI website, where it serves as a key resource for Michigan’s professionals and policy-makers seeking to implement new ways of creating a vibrant community economy. It is also presented in full at the Center’s annual Innovate! Michigan Summit, where, according to Jennifer Bruen, REI project coordinator, network members also have the opportunity to learn about, vote on, and network around new ideas. “The Summit is a perfect opportunity to learn new approaches or ways of augmenting the tools and tactics necessary to implement local, regional, and statewide economic development,” she said.

Now in its fourth year, the REI Center is gearing up for implementation of completed co-learning plans. “A new element of the program this year is a co-implementation project,” said LaMore. “So they’re going through the whole process—the conceptualization of the idea, the empirical analysis about what the new idea implies in terms of action and behavioral change, and then the actual implementation of the new idea to see if it in fact results in the outcomes that we seek. So we have the whole process of scholarly application.”

Involving Students and Faculty

Besides facilitating co-learning projects, the REI Center gives Michigan college students, with faculty guidance, the opportunity to conduct strategic plans with a community partner to address a specific need. Each project selected is awarded up to $2,500 from REI. “The student-led/faculty-guided project is a technical assistance element of our project scope of work, where we’re providing direct service to a local organization in our community on a need that they’ve identified,” explained LaMore.

Mark Wilson, professor in MSU’s School of Planning, Design, and Construction, oversees student-led projects through his Urban Planning 454 class. He has been involved with the Center for Community and Economic Development for over 20 years and appreciates the Center’s focus on underserved communities. “In particular, I value the focus on Michigan communities and some of the regional and social inequities that exist in the state,” said Wilson.

He considers the student-led projects to be a mutually beneficial experience. “Student-led projects are a great initiative for several reasons,” he explained. “Including serving communities in Michigan, providing experience for students to engage with communities, and adding a practical element to the class.”

One of Wilson’s students, Joel Arnold, was part of a student-led, faculty-guided project in Fall Semester 2014 at the Flint Cultural Center in Flint, Michigan. While the Cultural Center campus houses a number of prestigious fine arts and cultural institutions, it isn’t fully integrated into the city’s geographic “fabric.” “One of the main goals was making the Cultural Center an economic development engine that wasn’t an island unto itself,” said Arnold. “But instead enhanced the neighborhoods adjacent to it in a way that was consistent with the City of Flint’s new Master Plan.”

Arnold believes the project provided a great opportunity: “A lot of students come out of their majors and they haven’t...” (continued)
work in their field. So being able to get that on-the-ground experience with the cultural center was a really cool opportunity to apply theory to practice, and actually take the things we’re learning in the classroom and make them applicable to people’s lives.”

Mike Brown, senior consultant of Municipal and Organizational Services at Prima Civitas, and a native of Flint, has a history of collaboration with REI and helped to make the connection between Wilson’s UP454 class and the Flint Cultural Center. “Mark had done some work for Prima Civitas in Northeast Michigan that focused on the various tourist and recreational sites, including the bike trails,” Brown explained. “Because of the work he had done there, we felt there was an opportunity at Flint Cultural Center. I was actually leading that work with the Cultural Center, doing a strategic plan for them, so it was just a good fit and the timing was right and we were connected.”

He said the goal of the project was to help develop a marketing plan for the various entities that make up the Flint Cultural Center. “The students came in and did a tour of all the institutions there, and through their job was to go back and do research,” he explained. “Part of the focus was to help market the Flint Cultural Center better.”

Brown believes the experience helped students gain a new perspective about Flint, which they can, in turn, project to others. “For Flint it’s good because of the image and reputation. The students really couldn’t believe what they were seeing, because I think they had an image of Flint,” he said. “So for them to come and view Flint from a really different perspective, hands-on, and then see that kind of an asset…it’s helpful to us!”

REI CO-LEARNING PLANS FOR 2015

• An Assessment of the Effects of Mountain Biking in Marquette and on Michigan’s Ecotourism Economy
• Pathways from Prison to Prosperity (P3): A Framework for Training Ex-Offenders to be Entrepreneurs in Legacy Cities
• Policies and Practices to Support Triple Bottom Line Development
• Publicly-Operated Telework Facilities: An Economic Development Opportunity for Michigan’s Rural and Tourism-Oriented Communities
• Recycling Veterans
• The Impact of Employer Commitment vs. Workforce Development Training Programs in Michigan

This hands-on perspective encourages next-generation “thinkers” to take a long-term interest in Michigan’s communities.

“They have an investment in the communities,” said Brown, “and they take an interest in where that community would like to go in the future. Students sometimes get an internship or a job out of the project. Every time they complete a project we are able to find out what percentage of student teams want to stay in Michigan now because of their work in a community. So we’re slowing the brain drain at least in a very small way.”

A Scholarship of Economic Development

For LaMore, REI’s long-term potential is that it looks beyond the invention and application of economic development to the scholarship of economic development. “The dominant model of what the University does in economic development is to invent some new thing; a new drug or a new gadget, and that’s an important role,” he said. “And as enterprises form around those concepts, then jobs are created and wealth is generated. But the actual policies and practices of economic development are not an area of substantial scholarly investigation. Often we don’t apply scientific rigor to the practice of economic development in a systematic way. REI calls on us to think about what are the new tools and methods and policies and practices that create jobs and wealth generation, particularly in distressed areas. So we’re using our intellectual capacity to create new products and processes that result in economic development success.”

SU’s College of Veterinary Medicine and the Julian Samora Research Institute (USRI) are collaborating with partners from Florida Agricultural and Mechanical University, Pennsylvania State University, and Syracuse University, as well as veterinarians, producers, and other dairy professionals, on a project to reduce mastitis and antibiotic use on dairy farms. Mastitis, an infection of a cow’s udder, is a persistent, endemic problem on dairy farms, leading to economic losses, reduced milk quality, and decreased longevity and well-being of the cow. While producers have been following protocols for preventing and treating mastitis for years, changing demographics in the industry are bringing new challenges to managing the disease.

Ron Erskine, professor in the College of Veterinary Medicine, is the primary investigator leading a $3 million, U.S. Department of Agriculture-funded project to develop a multidisciplinary approach for reducing occurrences of mastitis while addressing these new challenges. “The overarching goal is to improve the quality and supply of dairy foods here in the U.S.,” said Erskine. “To that end, our project is involved in helping dairy producers and their employees, and people who work with them, like veterinarians, target mastitis...And because mastitis is one of the most common reasons antibiotics are used on dairy farms, a second goal is to reduce the use of antibiotics.”

The team of partners who collectively make up the Quality Milk Alliance (QMA) started working on this project in 2013 with the goal of reducing antibiotic use among dairy cows by half and mastitis by a third within five years.
when we wrote the proposal that labor and management would become one of the critical elements,” said Martinez. “Not just for addressing mastitis, but for providing a workplace environment that is conducive to good employee morale and good compliance with protocols.”

Project co-investigator Jean Kayitsinga, also of JSRI, agreed. “Using survey results collected from 628 dairy farms in Michigan, Pennsylvania, and Florida, we found that proven management practices such as the use of internal teat sealant, blanket dry cow therapy, and not using water during udder preparation before milking were associated with lower bulk tank somatic cell count (BTSCC),” he said. “In addition, we found that dairy farmer and manager beliefs and attitudes, including the perception of mastitis problems and the threshold of concern if BTSCC is above 300,000 cells/mL, were associated with higher BTSCC. Finally, employee management strategies (e.g., ensuring compliance with milking protocols and giving employees a financial or other penalty if BTSCC increased) and a perceived importance of reducing labor costs were associated with lower BTSCC in farms with nonfamily employees.”

One issue is that many employees are not from a farm background and therefore lack knowledge of protocols. “One of the things that came through in the focus groups is that workers expressed an interest in knowing more about why they’re doing what they’re doing,” said Martinez. “In other words, what is somatic cell count, what are the factors contributing to mastitis—all these kinds of things.”

A Student’s Perspective

One of the members of Martinez’s team is Joanna Acosta, a senior in MSU’s Animal Science program. She analyzes the data from the focus groups to discover major themes, such as employee training, language barriers, and discrimination on the farm. “Through the focus groups that we’ve conducted we actually learned that discrimination does have a very big impact on farm profitability, because if the employees feel undervalued and if they’re not having good communication with their peers, then that hinders the progress of the farm.”

Growing up, she always wanted to be a veterinarian, and now that she’s about to graduate and apply to veterinary school at MSU, she’s happy to be having this experience. “I think it’s very exciting that we are one of the few studies that is taking a look at the Hispanic employees,” said Acosta. “We’re bringing up the topics that concern them; so by doing that, we’re creating awareness, and we are also going for a solution and trying to fix it.”

Evaluation and Implementation

Using data from the surveys and focus groups, the QMA team developed an evaluation system to help producers and herd veterinarians assess current practices that are impacting the quality of the milk and health of the cows, as well as a fifth element uniquely impacting the quality of the milk and health of the cows, as well as a fifth element uniquely impacting the quality of the milk and health of the cows, as well as a fifth element uniquely impacting the quality of the milk and health of the cows, as well as a fifth element uniquely impacting the quality of the milk and health of the cows, as well as a fifth element uniquely impacting the quality of the milk and health of the cows, as well as a fifth element uniquely impacting the quality of the milk and health of the cows, as well as a fifth element uniquely impacting the quality of the milk and health of the cows. “At the end of the project, we hope that we will have developed, for producers and their allied professionals, not only a better means to evaluate the factors that are impacting the quality of the milk and health of the cows, but also the people who will be trained in how to use that evaluation,” said Erskine. “So if we have the tools and the people who know how to use the tools, it goes way back to the initial objective, to reduce mastitis and antibiotic use.”

A Community Connection

Roger Thomson, a member of the QMA team, is a practicing veterinarian and owner of MQ-IQ, a milk quality consulting service he founded four years ago. Thomson’s connection with Erskine goes back a couple of decades, when Erskine served as a mentor in helping him learn more about milk quality issues as a practicing veterinarian. “Over the years,” said Thomson, “our working together as Extension and private practice veterinarians has expanded into a colleague/friend relationship with the common thread of milk quality always in the conversations.”

As a veterinarian in the mid-Michigan area, Thomson has been valuable to the project, both by serving on the External Advisory Committee and by providing recommendations of dairy clients who could serve as test farms to try out some of the team’s proposed protocols and analysis strategies. According to Thomson, he and Erskine made several visits to these farms to test some novel ideas for collecting farm data, which helped guide the direction of the project.

Thomson believes that the goals of reducing new cases of mastitis and reducing the amount of antibiotics used on dairy farms are at the top of the list for both consumers and producers of dairy products worldwide. “We are currently in a major paradigm shift in this country toward ever increasing efficiencies in milk harvesting and dairy farming in general,” said Thomson. “The motivation is to produce milk at the lowest cost point so more of the world can afford to consume it… I believe the QMA is going to produce some outstanding recommendations backed up by sound research to help the dairy industry find that sustainable balance between efficiency and quality that we all want.”

Groundbreaking Work

According to Erskine, this is possible—such as the most extensive—project of its kind to bring in the employee management aspects of dairy farms. “We find this theme that we’ve built, specifically looking at these employee aspects, to be quite unique,” said Erskine. “And I don’t think we’re going to come up with all the answers—we’re probably just sticking our toe in the water—but at least we’re trying to address what we feel is a very crucial part of what goes on in a dairy farm and trying to help producers work through that.”

Ultimately, having a well-managed farm enables producers to provide a safer and higher quality product. “It really raises the question of how we can help an industry develop better practices and enhanced HR capacity, so that it can maximize its goals,” said Martinez. “You get to see an industry in transition and have the opportunity to make contributions to its capacity for achieving better milk quality on people’s tables.”

5 KEY COMPONENTS OF THE QMA SYSTEM

Components of the QMA evaluation system, including farm management culture.
**The** University Outreach and Engagement (UOE) at MSU facilitates projects and initiatives that are both rooted in and responsive to the needs of specific communities, especially those underserved in terms of access to economic and cultural resources. Rather than working in isolation, these initiatives seek to draw on and bring together the collective strengths of existing programs and organizations to create an even greater impact in the communities they serve. Below are three examples of “places” in which UOE is able to serve as a nexus, connecting the strengths of the University with the strengths of the community.

**The MSU Detroit Center**

The MSU Detroit Center, located in the Brush Park Historic District along Woodward Avenue, serves as a nexus for collaborative partnerships between MSU and many organizations in the surrounding area of Detroit and southeast Michigan. The Center houses several MSU units, including the College of Music’s Community Music School – Detroit; the College of Education; Advancements; Advancement; and Governmental Affairs, each building on their own relationships within the community.

Jena Baker-Calloway is the director of the MSU Detroit Center, as well as the director of the MSU – Detroit Partnerships Office at Youthville Detroit (also on Woodward Avenue), which currently houses MSU Extension, School of Social Work, and College of Engineering programs. But her responsibilities extend far beyond oversight of the office. “While I’m the director of the Detroit Center, my UOE has also involved fostering relationships with organizations and thinking creatively about how the University can be connected with the work that is happening in the community,” she said.

Under Baker-Calloway’s leadership, the MSU Detroit Center offers practical support to community development by creating collaborative partnerships among a broad range of disciplines and with external constituents.

“I am always on the lookout for ways that we can connect the University and what is happening locally to a community that has need. I make myself available to spread the word about what we offer at the Detroit Center, service-wise, space-wise, relationship-wise, as well, and to be a bridge for many people who don’t necessarily think of MSU being in Detroit. So, I’m really an ambassador of sorts, providing information about the work that’s going on in the region, as well as recommending possible connections to the University and our programs, unique opportunities, scholarships, research possibilities, and various other ways to connect.”

An example of MSU Detroit’s connection in the city is through MSU’s longstanding relationship with HOPE, a human services organization that has been operating in Detroit since 1967. Several universities, including MSU, are working with Focus: HOPE to develop a university-community concept for collaborative research and action called the Urban Learning and Leadership Collaborative. It’s an effort to foster new activity in the 100 blocks that make up the Hope Village area.

“...Because place matters a great deal in the life chances of individuals. Place influences the quality of the housing in which we live; the quality of schools that our children attend; the availability of nutritious food; access to safe spaces for recreation; air, water, and soil quality; the availability of jobs; and access to public transportation...Roux and Mair (2010) identified a wide range of neighborhood-level factors that influence health, including residential segregation by race/ethnicity and class; features of neighborhood physical environments such as environmental exposures, food and recreational resources, the quality of the built environment, and housing; and features of neighborhood social environments such as level of safety and violence, social connections and cohesion, local institutions, and local norms. Given that place has a profound impact on the health and life chances of people, working with people to transform the places in which they live for the better is a primary goal of SE [systemic engagement].”


**Capacity Building in Flint**

After 40 years of disinvestment, residents of Flint are coming together in community-based networks to organize grassroots efforts aimed at improving the quality of life in their neighborhoods. Working with partners such as MSU, these citizens are using their existing resources and assets collaboratively to build zero tolerances for violence, create safe places for children and youth to learn-play-grow, dismantle systemic racism, and rebuild civic life in neighborhoods. Bob Brown, associate director of the MSU Center for Community and Economic Development, is a core team member in four of these networks (where multiple MSU faculty and staff participate).

- **Regional Food System**
  - “Flint is a food desert,” said Brown. “In the past three or four months, the last major grocery stores have closed down and moved out further into the suburbs.” This five-year Community Foundation-funded initiative seeks to create a regional food system that is equitable and sustainable.

- **Community Action Group**
  - Organized initially by parents of murdered children in Flint, this network undertakes efforts to eliminate violence in neighborhoods including the breaking of codes of silence.

- **Neighborhoods Without Borders**
  - This network is working on dismantling systemic racism. Bob Brown describes the work in a video available at soundcloud.com/timebanktom/bob-sets-the-stage-for/timebankton sets/neighbors-without-borders.

- **Flint Community Higher Education Partnership**
  - This partnership leverages the scientific resources of several academic partners with the local knowledge resources of residents to create action that helps realize the vision of Imagine Flint’s Comprehensive Master Plan (see imagineflint.com). MSU—community projects—including the Phoneix project: What is Hunger; One Day, One World: Spot on Autism; and Dancing Computers—are helping to fulfill the Arts and Culture part of the Master Plan.

According to Brown, each of these networks is a place where “everybody does the thinking, everybody creates ongoing action based on the assets that they have, which moves us toward the larger outcomes that we’re seeking.” Using Strategic Doing (Brown is a nationally certified Strategic Doing trainer) the networks form action-oriented collaborations quickly, move toward measurable outcomes, and make adjustments along the way.

The outcomes pursued are reflective of the participants in each project. Unlike government funding, where outcomes are often prescribed, we are the ones defining the outcomes with the metrics that make sense to us.

Bob Brown works with community members in Flint.

**CONCLUDING THOUGHTS**

Vision and action are inseparable. When we act in a way that’s consistent with our vision, the vision becomes a reality. When we act in a way that’s inconsistent with our vision, the vision is an illusion. Today, in Flint, we are acting in a way that is consistent with the vision—building a world where every child grows up healthy, educated, and ready to thrive. This vision is not just for the future; it is for the present. It is for us. It is for our children. It is for every Flint child. And it will be achieved through the power of action and the kindness of people. Together, we can create a world where every child in Flint has the opportunity to grow up healthy, educated, and ready to thrive.

Outcomes then become meaningful to those in the room. When you’re passionate about what you’re pursuing it’s more likely you’ll stick around for the long term,” said Brown.

Since the issues these networks address are so complex, the long-term goal is to help the groups to keep moving along the pathway toward those collectively determined outcomes. “What we’re trying to do in each one of these networks is create strategies to get from where we’re at to where we want to be—the outcome,” said Brown. “But the pathways of getting there are often vague or undetermined. So we need to create strategy that’s agile, that’s reflective of the people in the room, and that isn’t waiting for some other resource to come along. We need to try to create efforts and learn from them on the pathways of moving forward.”

“People talk a lot about the power that they feel when they are in control of the action that is being taken to make their community a better place. I’ve heard people say things like, ‘Living in a community that’s been disinvested in for 40 years, to come across a way of doing something together that is based on what I can do is so empowering. It makes me feel hopeful.’

The Power of We Consortium, Lansing

Formerly the Ingham Interagency Human Services Advisory Committee (HSAC), the Power of We Consortium (PWC) draws on the collective social capital and diversity of over 250 human services, nonprofit, governmental, faith-based, and business sector partners in the greater Lansing area to promote systems reform and achieve positive results for their communities.

According to John Melcher, associate director of MSU’s Center for Community and Economic Development, the PWC started under the leadership of the Ingham County Health Department, which wanted to expand the scope of the HSAC to include more community partners. "So the Allen County Health Department recognized that the Allen Center Neighborhood Center. According to Melcher, the Health Department recognized that the Allen Center could help with health education. “So the Allen people went out into the neighborhood with their kits and talked to people personally door to door about what some of their health needs were,” said Melcher. These contacts brought to light other areas of need, such as access to inexpensive and healthy food, so the program expanded through networking into various ways of creating access to food, such as community gardens, a hoop-house, and eventually, a farm market.

According to Melcher, Allen Neighborhood Center reflects the development model of capacity building, geared toward long-term sustainable development, rather than simply providing a series of short-term services. “Services are important, but often our services aren’t tied together in a way that creates real opportunity to lift people out of poverty, to help change their life circumstances,” he explained.

Another way the Consortium helps build capacity is by offering training and mentoring to small nonprofit organizations. Through the process of applying for a Compassion Capital Fund grant, Melcher and members of the PWC’s Investor Steering Committee aimed to enable community organizations, such as nonprofits, to become major players in building the capacity of their own communities: “What we were proposing was to develop, train, and mentor existing nonprofits and to help fledging new ones that were emerging to gain some skills and capacity to manage themselves well.” The partners’ first application was denied, but after collaborative development of the plan they were able to submit a successful reapplication.

Melcher’s work with the PWC allows him to be a nexus between smaller community organizations and large institutions: “Power of We was predicated on a model that suggests we can help to empower communities with a vision of being able to bring nonprofits together with the big institutions to talk about some of these issues of concern and strategize about how we might work together to address them.” He recognizes the ability of MSU to bring a level of concern and strategize about how we might work together to empower communities with a vision of being able to bring nonprofits together with the big institutions. "But the pathways of getting there are often vague or undetermined. So we need to create strategy that’s agile, that’s reflective of the people in the room, and that isn’t waiting for some other resource to come along. We need to try to create efforts and learn from them on the pathways of moving forward.”

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The Power of We Consortium, Lansing

Formerly the Ingham Interagency Human Services Advisory Committee (HSAC), the Power of We Consortium (PWC) draws on the collective social capital and diversity of over 250 human services, nonprofit, governmental, faith-based, and business sector partners in the greater Lansing area to promote systems reform and achieve positive results for their communities.

According to John Melcher, associate director of MSU’s Center for Community and Economic Development, the PWC started under the leadership of the Ingham County Health Department, which wanted to expand the scope of the HSAC to include more community partners. "So the Allen County Health Department recognized that the Allen Center Neighborhood Center. According to Melcher, the Health Department recognized that the Allen Center could help with health education. “So the Allen people went out into the neighborhood with their kits and talked to people personally door to door about what some of their health needs were,” said Melcher. These contacts brought to light other areas of need, such as access to inexpensive and healthy food, so the program expanded through networking into various ways of creating access to food, such as community gardens, a hoop-house, and eventually, a farm market.

According to Melcher, Allen Neighborhood Center reflects the development model of capacity building, geared toward long-term sustainable development, rather than simply providing a series of short-term services. “Services are important, but often our services aren’t tied together in a way that creates real opportunity to lift people out of poverty, to help change their life circumstances,” he explained.

Another way the Consortium helps build capacity is by offering training and mentoring to small nonprofit organizations. Through the process of applying for a Compassion Capital Fund grant, Melcher and members of the PWC’s Investor Steering Committee aimed to enable community organizations, such as nonprofits, to become major players in building the capacity of their own communities: “What we were proposing was to develop, train, and mentor existing nonprofits and to help fledging new ones that were emerging to gain some skills and capacity to manage themselves well.” The partners’ first application was denied, but after collaborative development of the plan they were able to submit a successful reapplication.

Melcher’s work with the PWC allows him to be a nexus between smaller community organizations and large institutions: “Power of We was predicated on a model that suggests we can help to empower communities with a vision of being able to bring nonprofits together with the big institutions to talk about some of these issues of concern and strategize about how we might work together to address them.” He recognizes the ability of MSU to bring a level of expertise to the development of the Power of We Consortium. “It was that force to be able to give a vision,” said Melcher. “and to help articulate some different models that people would then be able to grasp the pieces they wanted and help shape and form it into what we see today as the Power of We Consortium.”

Convening and Supporting Place-Based Networks:

CAPACITY BUILDING

in Detroit, Flint, and Lansing

Creating an Integrated Communication Plan:
The MSU Science Festival

By Ghada Georgis and Linda Chapel Jackson

UOE’s Communication and Information Technology (CIT) department develops communication plans and information technologies for outreach projects using websites, news and social media, events, presentations, and publications. CIT offers integrated, full-service communications to assist faculty at all stages of a project, from conception and planning to dissemination and evaluation. Professional expertise available includes writing, editing, graphic design, public relations, information architecture, instructional design, web applications, database programming, and conference planning.

The box below shows some of the things that CIT has done to support the MSU Science Festival, a free multi-day celebration of science with over 200 events presented around campus to lifelong learners of all ages. CIT has supported the Festival since its inaugural year in 2013 by creating several systems that were handed off to the Festival coordinators for incorporation into the following years’ programs. CIT staff continue to work with the coordinators to improve on the systems and materials and to provide the technical expertise that is essential for making each year’s event a success.

Built three information systems

• A website built as a content management system so that the event coordinators can update the site themselves.

• A proposal system where presenters can enter their proposed presentation and make their selections for the type of presentation they plan on giving. The event coordinators can edit proposals, designate venues, schedule events, and more using a private web interface. Once an event is accepted, it is automatically listed in the public-facing website’s schedule.

• A scheduling system where K-12 teachers can reserve seats in limited-capacity venues for on-campus presentations for their students.

Supported content development

• Helped to develop and review materials from grant proposals to publicity flyers, the program booklet, and reports to funders.

CIT SUPPORT FOR MSU SCIENCE FESTIVAL

UOE Provides Communication and Technical Support for Engaged Scholarly Work
R T

Building Engagement into the Core Academic Mission of the University: The MSU Approach

The authors explore the tension that arises from the dual pressure on universities (especially public and land-grant universities) to be both research-intensive and committed to the public good. They believe that institutions of higher education can best fulfill both roles by recommitting to their societal contract. Their key point is that engagement serves the academic contract as well as the societal one: It improves research by broadening academic thinking; improves student development as scholars, researchers, leaders, and citizens; and advances opportunities for interdisciplinary research and teaching.

This philosophy is supported at the highest levels of MSU’s administration. The University’s mission statement names “advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world” as one of three core ways that MSU fulfills its mission to advance knowledge and transform lives.

MSU President Lou Anna K. Simon, who has written about engagement herself, has an impressive list of publications on the topic, and repeatedly emphasized the point in strategic planning documents, speeches, and publications.

University Outreach and Engagement was charged to create and develop administrative infrastructures to support community-engaged scholarship across all of MSU. NCSUE supports this mandate with studies on things like reappropciation, promotion and tenure documents to embed faculty reporting of community-based work; developing a typology to discuss such work; and looking at disciplinary variations and publication patterns of faculty involved with it. Learn more about this topic on pp. 16-17 of this issue.

UOE also conducts its own work in accordance with known principles of quality engagement. These principles are loaded with values—scholarly, collaborative, participatory, systemic, capacity-building, sustainable, grounded in context—that are difficult to explain, let alone quantify.

Difficult, but not impossible: By facilitating model partnerships and programs; creating a shared vernacular; and promoting reflections and conversations among faculty and students involved in community-based work, UOE staff members can identify what works and doesn’t work when collaborating with communities. By reflecting on these experiences, they learn why. By sharing these reflections in formats that are useful to their community partners as well as their academic ones, they participate in the greater scholarly and societal conversation that are useful to their community partners as well as their academic ones, and come back to the next project as better partners.

I’ve worked with Hi Fitzgerald, Burt Bargerstock, and Diane Doberneck through the Engagement Scholarship Consortium (ESC). MSU is the pre-eminent university in the country for engagement scholarship, historically as well as in the present. I get questions all the time that I point to Hi, Burt, and Diane—and have done for years. I send people to them for resources. I say pre-eminent because of the sustained high level (of) multiple leadership.

Innovating, Experimenting, and Risk Taking

In order to advance the development of new models and approaches to outreach and engagement, UOE strongly supports innovative approaches to solving societal problems.

This mindset resonates well with MSU’s Bolder by Design (BBD) manifesto, which President Simon has characterized as a “shared strategic framework that aligns our efforts across Michigan State University and around the globe, harnessing the power of working together to achieve our highest aspirations and to fuel the creation of better outcomes and growing value for our students, state, nation, and world.” The cornerstone of BBD is “an enterprising culture that takes intelligent risks and learns from failure, empowering all of us to collaborate, create, explore, and discover.” As Simon warned during her rollout of the BBD campaign, “The ability to anticipate change and respond nimbly is a game changer, and it will differentiate the 21st Century’s leading institutions of higher education.”

UOE incorporates a philosophy of inventiveness into its approach to community engagement at least partly through sheer necessity. Community needs are not predictable, and a certain level of improvisation is involved in the process of addressing them. In trying to meet those needs and solve those problems, the goal is to perceive needs as they are emerging—to keep looking ahead of the curve.

One successful example of this approach was UOE’s hand in developing the Usability/Accessibility Research and Consulting (UARC) facility. In the early 2000s, when accessibility issues were just starting to become an issue, the idea that universities should address web accessibility as an opportunity for strategic investment and put substantial resources into developing lab space, hiring a director, and so on.

The result was UARC, launched in 2004. At first the facility mostly worked directly with government, industry, and community partners; now it increasingly acts as an internal consultant to the University in trying to meet the complex guidelines published by the World Wide Web Consortium, the main international standards organization for the Internet. By reimagining the model of this issue for more years.

UOE also fully supported a community-engagement project that focuses on problem solving and critical thinking among middle school students. A multidisciplinary faculty team worked with community partners to develop the Information Technology Empowerment Center (ITEC) initiative, a nonprofit partnership of community, education, business, and government based in Lansing, Michigan. ITEC offers programs for high school students, middle school students, and adults that develop academic and leadership skills, increase educational

(continued)
Building Engagement into the Core Academic Mission of the University: The MSU Approach

promotes the scholarship of engagement

performance, and foster students’ confidence in their ability to compete professionally.

With startup assistance from numerous MSU and community partners (led by faculty from the College of Engineering, College of Education, College of Communication Arts and Sciences, Department of Psychology, and UOE), ITEC began offering pilot programs during academic year 2007-2008. By academic year 2015-2016, ITEC was able to boast that it had 47 MSU students and local professionals working with youth at 20 course locations in mid-Michigan, 23 summer camps offered that year, and 518 students enrolled in its three main programs. The organization, which now operates independently, continues to thrive, with a mobile teaching platform planned for rollout in December 2015, new field trips, and new classes.

The Cultural Engagement Council (CEC) is composed of leaders from MSU’s many academic units that focus on the University’s engaged scholarship portfolio. The CEC seeks to build a common understanding of the importance of culture among students and the broader community. It was accompanied by the establishment of a common format designed to convey both their engagement activities. The CEC works with the Pre-College Committee (PCC) to provide guidance on institutional and college-level reports for each college and a discussion guide for departments and colleges about RP&T and engaged scholarship.

The study found that most faculty members (90%) reported at least one outreach/activity on campus as their RP&T form. Noncredit instruction was the most common activity (70%), closely followed by public events (69%) and technical assistance or expert testimony (56%). The researchers’ findings have also informed the development of a useful typology of publicly engaged scholarship and observations about disciplinary variations in faculty members’ approaches to community-engaged scholarship.

In addition to journal articles and presentations on this study, UOE researchers produced institution and college-level reports for each college and a discussion guide for departments and colleges about RP&T and engaged scholarship. For example, the University of Michigan has packaged the study as well as a summary of the revisions made, is available at: ncsue.msu.edu/research/reappointment.aspx.

Convening and Supporting Campus-Based Networks

Collaboration is central to outreach and engagement, both in terms of scholars working with communities and with one another. UOE assists this process through efforts to foster and support campus-based networks.

MSU’s Cultural Engagement Council (CEC) is composed of leaders from MSU’s many academic units that focus on the University’s engaged scholarship portfolio. The CEC seeks to build a common understanding of the importance of culture among students and the broader community. It was accompanied by the establishment of a common format designed to convey both their engagement activities. The CEC works with the Pre-College Committee (PCC) to provide guidance on institutional and college-level reports for each college and a discussion guide for departments and colleges about RP&T and engaged scholarship.

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Conducting Institutional Research on Outreach

By the time NCSUE was launched in 2005, UOE scholars had been working for several years to develop a measurement instrument for faculty outreach activities. MSU began participating in national efforts to collect data on faculty outreach activities. The Outreach and Engagement Measurement Instrument (OEMI), which came out of this work, is an annual survey, first administered in 2004, that collects data from MSU faculty and academic staff about their engagement activities. The OEMI gathers numerical data along several dimensions: time spent, societal issues, Bolder by Design imperatives, forms of activity, locations, non-university participants, and external support. The survey also asks for descriptive information about disciplines, methodologies, and impacts on the external audiences for individual activities. Those who did not participate in any outreach/engagement activities during the year are asked to confirm that they didn’t.

Since 2004, 3,685 faculty and staff members have responded to the survey, with approximately 80% reporting that they have participated in some form of outreach or engagement. In the aggregate, these individual stories express the breadth of disciplines, qualities, impacts, and rewards represented in MSU’s engaged scholarship portfolio.

The work reported by these respondents over the 12 years of data collection represents a collective investment by Michigan State University of over $177,778,200 in faculty and academic staff time devoted to addressing the concerns of the state, nation, and world through engaged scholarship (based on the salary value of time spent).

MSU now has one of the most sophisticated databases of scholarly engagement information in higher education, and has licensed and adapted the OEMI for use by several partnering universities to collect institutional data about their community-engaged scholarship and outreach. The University is also exploring ways to streamline all faculty reporting. Work ahead includes determining how to integrate engagement data collection within new university processes. Increased interest in geographic representations of OEMI data is expected to lead to broader utilization of GIS. Also, collection of OEMI data from some non-academic employees who support outreach and engagement is under consideration.

“’We continue to refine the instrument. We have to balance our desire for data that’s both deep and broad with the respondents’ willingness to give it, especially in light of their other, competing reporting requirements. Also, multiple interpretations of what is ‘engagement’ persist, as well as the complexities of trying to make the instrument items relevant across disciplines and other variations. And demand for the data is huge. The efficiency of standardizing it is attractive, but many of its uses demand specialized niche support.’”

Telling MSU’s Engagement Story

UOE uses the data gathered with the OEMI and other university reporting systems to support a broad range of communication and public relations efforts. Through its print and web communications, UOE aims to clarify and reinforce messages about the centrality of engagement in higher education and its importance for collaboratively addressing societal challenges.

By showcasing examples of high-quality community-engaged scholarship by faculty across disciplines and with partners from across sectors, UOE strives to help faculty better understand what this form of scholarship might look like in their field and in their own work. UOE also aims to communicate to stakeholders the many ways in which the University partners with communities, businesses, government agencies, schools, and NGOs, and how these partnerships might be beneficial to their own organizations.

(continued)
Building Engagement into the Core Academic Mission of the University: The MSU Approach

HOW ARE OEMI DATA BEING USED AT MSU?

- OEMI data have been used in MSU’s accreditation and Carnegie Community Engagement Classification self-studies.
- They have been used to document progress on MSU strategic imperatives.
- Targeted briefing material, based on the data, is frequently requested by the President, the Provost, and other university leaders to support proposal initiatives with stakeholders and potential funders, as well as speaking appearances.
- Data documenting the thematic diversity and salary investment of university contributions to scholarship for the public good are published and shared annually with faculty and stakeholders.
- Unit-level data are periodically requested by department chairs and directors, and are also provided annually to deans.
- Geographic data have been used to map the locations of partnerships for various university development efforts.
- The data have helped to identify faculty working in particular communities and/or around specific topics for the purpose of organizing systemically-focused networks (e.g., Detroit, Flint, STEM, health, child abuse, schools, transportation, Hispanic students).
- The data are routinely reviewed in order to identify engagement opportunities and outreach programs, which are cataloged by UOE staff in websites maintained to promote public access.

The Engaged Scholar Magazine is published annually and distributed to MSU faculty and academic staff, community leaders, legislators, and others (local through international subscribers). The goals of the publication are to encourage faculty to do outreach/engagement work, provide examples of what community-engaged scholarship can look like across disciplines and information about resources available to support this work, and to explore/elicitate theories and models (the scholarly basis for the work).

Published four times during the academic year, The Engaged Scholar E-Newsletter supplements the magazine. The more frequent publication schedule allows for timely stories, announcements, updates about upcoming events, and partnership and funding opportunities. Each issue contains stories about MSU engaged scholars and projects addressing societal priorities (e.g., community and economic development), announcements, and events.

Both publications are posted online and linked through social networks, and over time subscription requests for both publications have grown. The print publication is currently mailed to 1,320 (20% non-MSU addresses) and the e-newsletter readership includes 1,382 (25% non-MSU subscribers).

UOE also distributes information via news releases, display panels and other materials for events, social media, videos, and its website. See p. 13 in this issue for a look at how UOE’s Communication and Information Technology Department went about creating an integrated communication plan for an annual event, the MSU Science Festival.

Recognizing Exemplary Engaged Scholarship

UOE provides leadership and administrative support for university-wide programs that recognize exemplars of high-quality community-engaged scholarship. Beyond simply honoring individuals, recognition programs are an expression of the culture an institution wants to promote and project. MSU’s awards are a statement that this university deeply values, encourages, and celebrates the accomplishments of its faculty, staff, and partners in community engagement.

Currently, UOE supports two recognition programs: the MSU Community Engagement Scholarship Award and the MSU Curricular Service-Learning and Civic Engagement Awards.

Presented since 2006, the MSU Community Engagement Scholarship Award (CESA) recognizes a faculty member and community partner with a joint presentation at the All-University Awards Convocation and a shared stipend. CESA recipients additionally serve as MSU’s nominees in the national competition for the W. K. Kellogg Foundation Community Engagement Scholarship Award and the C. Peter Magrath Community Engagement Scholarship Award, presented at the annual meetings of the Engagement Scholarship Consortium and the Association of Public and Land-grant Universities, respectively. Inaugurated in 2007, these awards have been presented to MSU nominees in 2009 and 2011.

In 2008, to commemorate its 40th year in operation, the Center for Service-Learning and Civic Engagement (CSLCE), in partnership with the Associate Provost for University Outreach and Engagement and the Vice President for Student Affairs and Services, and with endorsement from the Provost, inaugurated the MSU Curricular Service-Learning and Civic Engagement Awards. The awards recognize individuals who have demonstrated innovative and/or sustained effort in service-learning and civic engagement that is specifically linked with the mission of their college. Recipients are selected from faculty and staff by the deans of each of MSU’s 17 degree-granting colleges. In addition to these recognitions, the CSLCE began introducing additional awards in 2012 to honor community partners and philantrophies, civic advocates, and engagement innovators.

UOE is currently reviewing these and other recognitions programs with the intention of expanding the number and variety of MSU awards honoring community engagement. New recognition programs will be announced in the months ahead.

National Leadership in Discourse about the Scholarship of Engagement

The 1990s was a period of rapid growth with regard to national discourse about outreach and engagement in higher education. Notable figures like Ernest Boyer and Ernest Lynton wrote important essays and articles; the Kellogg Commission on the Future of State and Land-Grant Universities produced a series of influential reports; keynotes and papers on the subject were increasingly included in conference programs; and new journals and associations began to form.

During the same period, faculty committees at MSU were working to conceptualize outreach and engagement and identify means for its assessment. As a movement to advocate for community engagement in higher education began to take shape, the University was increasingly recognized for its leadership with regard to institutional alignment in support of outreach and engagement.

At the start of the 21st century a few institutions could claim to be as involved in national conversations about the future of outreach and engagement in higher education as Michigan State. With new leadership from Associate Provost Fitzgerald, MSU brought a fresh energy and direction to these conversations, providing a particularly strong voice for research-intensive public universities that embrace and align themselves to an engagement mission. Drawing on this expertise and influence, the University has participated in and undertaken a number of initiatives that continue to impact the landscape of community engagement in higher education.

“In the work of many faculty, departments, and units at Michigan State demonstrate the best practices of engagement scholarship. MSU was an earlier leader in demonstrating this work through their partnership with the W. K. Kellogg Foundation in the 1990s. Michigan State became an early partner with Ohio State, Penn State, University of Wisconsin – Extension and University of Georgia on the National Outreach Scholarship Conference in the early 2000s. That conference evolved into the Engagement Scholarship Consortium, which involves universities from across the United States and several other countries. Members from Michigan State have been leaders in the APLU Council on Engagement and Outreach. As Michigan State has articulated and implemented its vision for community engagement, it has informed and served as a model for faculty and universities across the country.”

Pilot Study for Carnegie Community Engagement Classification

In the early 2000s the Carnegie Foundation for the Advancement of Teaching began development of a new elective Community Engagement Classification. Acknowledging that most national rankings of universities overlook the significant work and investments of partnering with communities, the Foundation sought to develop a classification that would invite institutions to be assessed at the institutional level for their outreach and engagement work.

In 2005, MSU was one of 13 colleges and universities invited to assist the Foundation to develop a set of indicators and a framework for the classification. Fitzgerald and Diane Zimmerman, NCSUE director emeritus, represented MSU in the pilot project and were the primary authors of the MSU report. In 2006, Carnegie selected MSU as one of the first institutions in the nation to be designated as a “community-engaged university” using its new Community Engagement Classification criteria. The selection included recognition in curricular engagement as well as outreach and partnership—the highest achievement possible within the classification framework. After a trial and refinement period between 2006 and 2010, the Community Engagement Classification now takes place on a five-year cycle. MSU has successfully defended its Community-Engaged University status for 2015-2020.

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Building Engagement into the Core Academic Mission of the University: The MSU Approach

Activities with National/International Organizations. UOE represents MSU, and in some cases takes a leadership role, in a number of cross-organizational bodies that focus on the advancement of university outreach and engagement. Among other things, these collaborations work on defining, assessing, benchmarking, classifying, and advocating for outreach and engagement. The Engagement Scholarship Consortium is composed of higher education institutions working to promote strong university-community partnerships that are anchored in the rigor of scholarship and designed to help build community capacity. Dr. Fitzgerald was instrumental in helping this organization incorporate and serve as its founding president through September 2015. During the eight years of his leadership the Consortium grew from seven to 33 institutional members, including universities outside the United States. MSU continues to be a vital voice in the ESC, as Assistant Provost for University-Community Partnerships Laurie Van Egen represents MSU on the ESC board of directors and NCSU director Burton Bargerstock serves on the organization’s Conference Leadership Committee. Bargerstock and Ghada Gharbi, associate director of UOE’s Communication and Information Technology Department, also serve on ESC’s Online Communication and Community Committee. UOE played a primary role in the development of ESC’s Emerging Engagement Scholars Workshop (EESW). See p. 43 in this issue for more information about the EESW.

Fitzgerald and Bargerstock were part of a “think tank” that led to the founding of the Association of Community Engagement Scholarship (ACES) in 2012. ACES recognizes and contributes to high-quality scholarship that, in collaboration with participating community partners, has a positive impact on complex societal needs and issues. ACES provides recommendations, on request, to inform local, regional, national, and international research and policy agendas. In recognition of his long career of contributions, Fitzgerald was inducted into the inaugural class of the Academy in 2014, and currently serves as vice president of its board of directors.

A longtime member of the Association of Public and Land-grant Universities, MSU has been active with its Council on Engagement and Outreach (CEO) for two decades. CEO is composed of administrators responsible for outreach, engagement, community development, extension, and related functions at their universities. The Council provides a forum for members to discuss and take collaborative action on issues relevant to institutional efforts in community engagement. Over the past several years, Fitzgerald and Bargerstock have worked on CEO committees studying institutional measurement of outreach and engagement, and each has also been elected to serve on CEO’s governing executive committee. A recent accomplishment of the Council was a white paper elucidating an argument for the centrality of engagement within higher education, authored by Fitzgerald and leaders from several other universities and published in 2012 (see pp. 14-16 in this issue for more about this article). More recently, under the auspices of CEO, Van Egen prepared an infographic drawn from her study of the numbers of associations/networks, journals, awards programs and other features of what she termed “the engagement landscape” in September 2015. The International Association for Research on Service-Learning and Community Engagement (IARSCLE) promotes the development and dissemination of research on service-learning and community engagement internationally and across all levels of the education system. MSU has played an active role with IARSCLE from its early years. Center for Service-Learning and Civic Engagement director emeritus Karen McKnight Casey organized its international conference on the MSU campus in 2009 and co-edited its proceedings volume with CSLCE colleagues the following year. In 2015, Burt Bargerstock was appointed to the IARSCLE board of directors, which elected him to serve as its Chair in 2015-2016. MSU faculty and academic specialists are regular contributors to the state and national conferences and meetings of Michigan Campus Compact and national Campus Compact. MSU has hosted workshops in Compact settings on topics ranging from the assessment of student engagement to best practices for working with community partners.

MSU’s emphasis on scholarship-driven community engagement has resulted in numerous invited presentations and consultations about the MSU model. The University’s regional, national and international reputation has directly benefitted from this attention as other institutions have sought to learn more about MSU’s experience. Universities have invited MSU and UOE leaders to consult and/or give formal targeted talks on their campuses or in East Lansing about community engagement scholarship and related institutional alignment issues. These universities include institutions in the United Arab Emirates, Saudi Arabia, the United Kingdom, and Canada, as well as the US. During the same period, dozens of individual leaders have also made short visits to meet with UOE staff about the MSU model.

“Global discussions about how universities collaborate with communities to address pressing societal concerns, Michigan State University is often cited as an example. Over the past decade, MSU Outreach and Engagement has contributed important foundational and practical leadership to demonstrate how to leverage and sustain healthy community partnerships. The Engagement Scholarship Consortium (ESC) is an international collaboration of universities focused on the scholarship of engagement. In addition, Hiram Fitzgerald served as the first author of ‘The Centrality of Engagement in Higher Education’ (published in the Journal of Higher Education Outreach and Engagement), which has become a seminal scholarly position statement that is broadly referenced by researchers and practitioners. MSU’s efforts to define, measure and communicate community engagement have been utilized and replicated by numerous institutions.”

“Where Were We Then?”

Out of the 203* APLU member institutions that were examined …

“Are We Now?”

outreach and/or engagement in their mission or core goals

that began as a grassroots movement in response to the Kellogg (1999) report …

Outreach and Engagement...have been defined as core functions of public universities.

...is a time to briefly highlight outreach and service to what the Kellogg Commission defines as “engagement.” If one success of the future will continue to be our ability to define engagement. We strive to make it clear that the Commission...public universities.

“ENGAGEMENT SCHOLARSHIP CONSORTIUM

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University Outreach and Engagement

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University Outreach and Engagement

September 2015

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UOE promotes the scholarship of engagement...to expand our work in this area. As K-State scanned colleges and universities with well-developed engagement infrastructure, Michigan State University’s Outreach and Engagement office caught our attention. We invited Hiram Fitzgerald and Burt Bargerstock to K-State to tell us more about the engagement work at MSU and provide a roadmap for the development of our Center for Engagement and Community Development at K-State. Shortly after our center was established, we realized the need to benchmark our campus engagement efforts. Again, we turned to Michigan State University and were introduced to the National Collaborative for the Study of University Engagement and the Outreach and Engagement Measurement Instrument. Burt Bargerstock was extremely helpful in assisting us to think about how to benchmark campus engagement—the kinds of questions to ask, the kinds of data to collect and how best to collect those data. Burt also was instrumental in connecting us to a national network of university engagement offices who were working to benchmark engagement on their campuses. We have relied heavily on Burt and the network as we built our own benchmarking tool—the K-State Engagement Benchmarking Tool. We are indebted to MSU for its assistance as we pursue and strengthen engagement at Kansas State University.”

DAVID E. PROCTOR
DIRECTOR, CENTER FOR ENGAGEMENT AND COMMUNITY DEVELOPMENT KANSAS STATE UNIVERSITY
MEMBER, EXECUTIVE COMMITTEE, ENGAGEMENT SCHOLARSHIP CONSORTIUM (CONSULTATION CLIENT)
**Introducing New Models for Successful Teaching and Learning:**

**The MSU Museum Collaborations**

By Matt Forster

As it is traditionally understood, the responsibility of a museum is to gather and house various collections or artifacts—cultural or scientific—and exhibit a small portion of those collections for the edification of the museum-going public. Visitors expect a museum to draw on these collections and present the public with a changing schedule of exhibits. Lora Helou, interim director of the MSU Museum since 2013, said that this museum aims to challenge some of these expectations and expand the idea of what a museum does and can do. “We’re expanding into models for successful learning,” she said. “It’s not exclusive to our own artifacts anymore.”

Helou’s efforts have done just that; they have also created opportunities for the Museum to partner with MSU researchers to create new kinds of exhibits and collections. As the museum reaches out, imagining new ways to meet its mission, new partners have come on board. In turn, these partners have created new models for collaboration and given researchers the opportunity to think differently about their work, broaden their audience, and find partners around the world for furthering their knowledge.

With its mission to explore both the natural and cultural history of Michigan, the Great Lakes, and the world, the MSU Museum is a unique representation to work with researchers from various disciplines. What follows are two examples of projects that the museum has worked on with MSU professors from the colleges of Education and Natural Science.

**Deep Play**

Not many people hear about the various research interests of professors in disciplines outside their own. A biologist measuring photosynthesis will rarely keep up on the engaged scholarship of a philosopher working with indigenous populations on responses to climate change. By working with professors from every college on campus, the museum creates a space where these diverse research interests can be shared with others on campus and with a wider public audience.

This past year saw the first ever collaboration between MSU’s College of Education and the Michigan State University Museum. Dr. Punya Mishra, professor of educational psychology and educational technology, and director of the Master of Arts in Educational Technology program, worked with the Museum to co-produce an exhibit titled, “Deep Play: Creativity in Math and Art Through Visual Vocabulary” (deep-play.com/creative). Displayed in the Creativity-Art-Science Gallery, the exhibit explored the world of ambigrams—stylized word forms that hold different meanings when looked at from different perspectives. The playfulfulness of ambigrams can be deceiving. Underneath the fun exterior, there are deeper discussions to be had about math, language, and human perception. Ambigrams have interested Mishra for years, and he has found that the practice of creating and interpreting ambigrams reveals the importance of play in the process of learning. The process of creating an ambigram is a highly engaging activity that challenges the viewer to search for solutions. These solutions can be elegant, and they are often surprising. Ambigrams are interesting in the ways they engage different disciplines, in particular mathematics and design. “I am not a mathematician, or artist, or designer, though I work at the intersection of these disciplines,” Mishra said. “This exhibit helps present the nature of our research. It’s transdisciplinary.” By getting outside the College of Education and exhibiting at the museum, that transdisciplinary nature can be shared across disciplines.

Typically, ambigrams are displayed in two dimensions, and in the past, Dr. Mishra has published ambigrams in journal articles and on his Deep Play website (punyamishra.com). The museum exhibit, however, allowed visitors to experience ambigrams in three dimensions. This not only made the exhibit more interactive for visitors; it challenged Mishra to consider new ways of engaging an audience with his research.

“The exhibit puts a very public face on our deeper research interest,” said Mishra, “which is learning and the importance of play.” Not only were museum guests seeing his work with ambigrams; the exhibit also led to an interview on Michigan Radio’s Stateside with Cynthia Canty.

In many ways, Mishra’s interest in ambigrams is part of a wider philosophy. He finds them interesting so he looks for ways that this interest might enrich his teaching. It’s something he encourages his students to do, especially in their role as future educators. “When you look at educators who have won teacher awards, you find that they bring their personal interests to their teaching,” said Mishra. “Their avocations inform their vocations.”

To create the exhibit, Mishra worked closely with Sandra Sawaya, a doctoral student in educational psychology, and Teresa Goforth, exhibitions manager for the MSU Museum. Both Mishra and Sawaya credit Goforth as being an irreplaceable help preparing the exhibit. She helped navigate their way through the new territory of museum exhibitions.

Sawaya became interested in ambigrams in a design class taught by Mishra, where she became intrigued by the ways design could reveal the importance of play. “I thought of play as a tool to create meaning and elicit reactions and emotions from others.”

**AvoCet**

With the ubiquity of digital media, the 21st century poses several challenges to museums. People expect more sophisticated displays, more interaction, more bells, more whistles. At a deeper level, however, the digital revolution offers curators a whole new way to look at collecting. Not all exhibits require walls and a roof, and collections can more easily be shared with an international audience. In fact, some collections make it possible for individuals around the world to participate in the co-creation of knowledge.

A major activity of ornithological research is the determination of how many bird species exist. The task is not always straightforward, and many birds may long remain considered a sub-species (and therefore of lesser importance to conservation) until enough data emerges to challenge that classification. Birds are identified by a number of characteristics, including size, coloring and plumage, habitat, and habits. One important identifier is bird sounds or vocalizations.

Researchers and amateur birders have been recording bird calls for generations, and the technology to record, store, and widely share these calls has not been available until recently. New technology and web-based social networks have made way for sites like xeno-canto and xeno-canto.org, which allows users to share their own bird recordings online. These sites, however, are like Wikipedia in that they rely on knowledgeable users to verify information and query users to share their own bird recordings for generations, but the data on these sites are generally accurate, but often do not provide enough information on how identifications were made for the needs of someone trying to use them for scientific purposes.

What had been missing was a database of more researcher-qualified recordings, assembled with significant contextual information, and cataloged so that recordings could be cited in research papers. To answer that need Dr. Pamela Rasmussen, MSU integrative biologist and assistant curator at the MSU Museum, helped launch the Avian Vocalizations Center (AvoCet) in 2008, building off the collection of field recordings that she had been making for her own research. As expressed on the AvoCet website (avocet.zoology.msu.edu), “Project AvoCet aims to provide a global database of well-documented, downloadable bird sounds in aid of environmental and ornithological research.”

This interest led to her participation with the museum exhibit. “This experience helped me think of design as an effective, powerful, and engaging way to represent ideas.” Sawaya said. “It helped me think of design as a tool to create meaning and elicit reactions and emotions from others.”

Pamela Rasmussen, MSU integrative biologist and assistant curator at the MSU Museum.
THE MUUSEUM Collaborations

Opening Doors for Students With Academic Aptitude: Gifted and Talented Education

By Matt Forster

MSU’s Gifted and Talented Education (GATE) programs offer gifted students in Michigan the opportunity to access accelerated learning with programs that run the gamut from a crime scene investigation camp to Future DCOs, which works in collaboration with the College of Osteopathic Medicine to get middle school students excited about careers in the STEM fields.

Several of the GATE programs have been successfully challenging gifted students for decades. The Mathematics-Science-Technology (MST) program, for example, is a two-week summer program for academically talented students who are currently in 7th through 9th grades. The residential or commuter program is conducted on the East Lansing campus of Michigan State and is designed for academically talented students selected from Michigan and across the nation. Referred to as MST@MSU, the program was launched in 1990.

MST@MSU relies on faculty from numerous departments, from the MSU Music School to the National Superconducting Cyclotron Laboratory. Students are able to schedule their own math-, science-, or technology-based classes and an enrichment workshop to create their own experience. When classes are done for the day, the students are supervised by resident advisors who help make the social aspects of the two-week program successful.

Two programs that run throughout the year are CHAMP (Cooperative Highly Accelerated Mathematics Program) and ISHALL (Intensive Study in Humanities, Arts, Language and Literature). Rather than bringing students to Michigan State, these bring Michigan State to students. Through CHAMP and ISHALL, students take just two years to complete the four-year Michigan high school mathematics or English curriculum. The accelerated curricula were developed in collaboration with Michigan State faculty, many of whom continue to teach in the program.

GATE works with Ingham County Intermediate School District as well as other districts in Michigan to offer satellite classes. These have included and continue to include Memphis, Newayo, Lapeer, and Mason. Most recently the programs have become available to students in southeast Michigan with satellite classes being offered in Novi.

The GATE website (gated.msu.edu) offers a complete listing of the programs for gifted and talented students.

Capitalizing on a Cultural Resource: The MSU FEDERAL CREDIT UNION INSTITUTE FOR Arts and Creativity

By Matt Forster

Michigan State University’s Wharton Center for Performing Arts brings world-class theatre to mid-Michigan with a regular schedule of concerts, Broadway shows, and other live performances. The MSU Federal Credit Union Institute for Arts and Creativity at Wharton Center capitalizes on this cultural resource to engage the community in new and meaningful ways. This translates into programs aimed at different populations, from students to area residents.

One of those programs is the Young Playwrights Festival, which helps identify and encourage new playwrights while they are still in high school. Students at area high schools are encouraged to submit their original one-act plays. The entries are whittled down to 12 semi-finalists, and the best six entries of those are produced for the stage.

Bert Goldstein has been director of the MSU Federal Credit Union Institute for Arts and Creativity since it was established in 2008. One of his first projects was adding a mentoring component to the Young Playwrights Festival, partnering the six finalists with theatre professionals experienced in preparing scripts for the stage, who can help them polish their work. Finalists and semi-finalists each receive a small cash prize, but the real prize is seeing their works performed for an audience.

Another way the Institute for Arts and Creativity develops talent is through the Imagen program. In collaboration with MSU’s Department of Theatre in the College of Arts and Letters, the program pairs students—from high school through graduate school—with Broadway professionals to produce musical theatre at Wharton. The inaugural production this year was the staged concert, Chess, which played in the Peartin Theatre in March 2015. With only a week to prepare, the participants’ final performance was a stripped-down production that served to highlight the story and the show’s incredible music.

Wharton Center’s collaborations with the Department of Theatre and local high school theatre programs that recognize and develop theatrical talent are a natural extension of its role as a regional cultural center. However, the MSU-FCU Institute for Arts and Creativity also reaches out to other academic units and to discrete groups within the broader community. Many of these relationships are developed through the Institute’s Artists-in-Residence program.

Two of those artists are Stuart Pimsler and his wife, Suzanne Costello. They are the team behind Stuart Pimsler Dance and Theater, which, for the past several years, has partnered with MSU’s College of Osteopathic Medicine to offer a workshop titled, “Transforming the Doctor-Patient Relationship: Telling the Story.” For three days, medical students and faculty take off their shoes, dance, draw, and write their way to a better understanding of the human element in medicine, especially gaining insight into how to approach and relate to people who are suffering both physically and emotionally.

“The program is a natural fit for the College of Osteopathic Medicine,” said Goldstein. “The doctors at the college are already very holistic in their approach to medicine.” According to Goldstein, word of mouth has played a big role in the success of the workshop here at MSU. “The first group of students who went through the program were excited by the experience and told other students,” he said. “Professors have learned a lot too, and each year sees more people looking to participate.”

Another artist-in-residence has been David Gonzalez. A master storyteller, Gonzalez weaves together music, comedy, and visuals to fully engage audiences in his narrative. Several years ago, Rubén Martínez, director of the Julian Samora Research Institute, talked with Goldstein about ways the MSU-FCU Institute for Arts and Creativity could engage more with Lansing’s Hispanic community. The storytelling work of Gonzalez addresses that need. While at MSU, he not only works with students on campus, he partners with local schools, performs at the Cristo Rey Community Center, and participates in the classes of Sheila Contreras, associate professor in the Department of English.

These are just a few examples of the many ways that the MSU-FCU Institute for Arts and Creativity broadens community access to the University. Visit the Institute’s website (whartoncenter.com/education-engagement/) for a list of current programs for students, educators, and families.

Photo courtesy of MSUFCU Institute for Arts and Creativity at Wharton Center

David Gonzalez engages the community with storytelling.

Capitalizing on a Cultural Resource:

The MSU FEDERAL CREDIT UNION INSTITUTE FOR Arts and Creativity

at Wharton Center

(continued)
Supporting Exploration of Arts and Cultures: THE MSU China Experience

With a population of nearly 1.4 billion people across 3.7 million square miles of East Asia, China boasts a rich and widely diverse cultural heritage. That heritage is the focus of the China Experience, an 18-month exploration of the arts and culture of the world’s most populous country.

The MSU-themed year is an example of how campus-based networks create valuable experiences for students and broaden community access to the University’s cultural resources. The China Experience was officially launched in February 2015 with events timed to coincide with the Chinese New Year and the 10th anniversary of the MSU China Initiative. The latter was commissioned by President Lou Anna K. Simon to expand the University’s presence and outreach in China through academic, research, and economic development programming, and strategic global, national, and local alliances.

Continuing through August 2016, there will be events that celebrate Chinese culture all over the MSU campus. Kurt Dewhurst is the director of arts and cultural initiatives for University Outreach and Engagement and co-chairs the China thematic year for the MSU Cultural Engagement Council (CEC). “The China Experience,” he said, “will showcase both signature events such as art exhibits and musical performances, and more informal events where Chinese students can share their culture with others on campus."

The first slate of events has already attracted a lot of attention. One of the first was the “Future Returns: Contemporary Art from China” exhibit at the MSU Eli and Edythe Broad Art Museum. The exhibit was on display throughout the winter. There was a regular schedule of tours led by Chinese-speaking docents for those who wanted the full immersion experience.

In February, the Chinese Undergraduate Students Association and the Chinese Students and Scholars Association at MSU hosted a 2015 MSU Spring Festival. Held in the Breslin Center, this event featured traditional Chinese music, performances, and food. In March, visitors to the Communication Arts and Sciences Building discovered the award-winning advertising work of Chinese students and professionals on display. There have also been concerts and TED-style talks.

Behind the China Experience stands not one organization, but rather an entire campus-based network dedicated to broadening access to the University’s cultural resources, MSU’s Cultural Engagement Council. The CEC was established in 2007 to explore ways that deans and directors from various units on campus could gather to share their own activities with a wider audience and then work together to promote arts and culture to the greater community. This network of leaders is assisted by the Cultural Engagement Council Communicators, which is in turn composed of individuals from each unit charged with disseminating information to their departmental colleagues.

The China Experience is only the most recent of the MSU-themed years spearheaded by the Cultural Engagement Council. The first was the Year of Arts and Culture in 2007. This was the council’s first big effort, and University Outreach and Engagement (UOE) helped launch the initiative with financial resources and leadership. The Year of Arts and Culture was heralded by a campus-wide awareness campaign with banners and flyers and stories in all of the campus’s major publications.

Themed years are intended to meet the CEC’s core goals: strengthening ties to ensure lifelong engagement, enhancing the teaching and research capacity of campus units, and increasing the visibility of cultural resources. These goals spring from a conviction that the cultural contributions of MSU are more than trivial. Cultural enterprise not only benefits student and community well-being; it not only adds value to the learning experience; it also proves to be an economic driver that can dramatically impact a local community and region.

There are a number of reasons to focus on China this year. China’s influence has been growing and is felt around the world, economically and geopolitically. Economists anticipate that China will soon be the largest and most important consumer market on the planet. There is, consequently, an increasing awareness of and interest in Chinese culture.

Another factor is the growing number of Chinese students on the MSU campus. In 2015-2014, more than 5,000 students from China attended Michigan State. That represents well more than a twofold increase from 2009-2010. These students not only want to experience American culture, they want to share their own heritage with their classmates. This presents opportunities which benefit everyone.

According to Elizabeth Matthews, assistant director in MSU’s Office for International Students and Scholars, the China Experience broadens access for both domestic and international students to arts and culture. “China and Chinese culture, as a shared point of interest, opens opportunities for Chinese international students to impact the campus and community through culture-sharing,” she said. “At the same time, it provides opportunities for Chinese students to learn more about their home country through arts and culture.”

The China Experience not only gives these students the opportunity to share an important piece of their identity with the community, it also connects them with local Chinese organizations like the Greater Lansing Chinese Association. These connections help them integrate into the community, both on campus and in the greater Lansing area.

Sponsoring Public Festivals: SCIENCE, JAZZ, AND FOLK ARTS FESTIVALS

The MSU Science Festival is a multi-day celebration of science, fueled by curiosity, wonder, and discovery, held every year in April on the MSU campus and at participating sites around the state. Event formats include demonstrations, lectures, discussion panels, hands-on activities, exhibits, and guided tours.

The Summer Solstice Jazz Festival kicks off East Lansing’s summer cultural calendar every year in June. The Festival is presented by the City of East Lansing, the Wharton Center for Performing Arts, and the MSU College of Music, and is funded by dozens of sponsors, including University Outreach and Engagement at MSU and the MSU Federal Credit Union.

The Great Lakes Folk Festival showcases the traditional cultural treasures of the nation’s Upper Midwest and a sampling of the best of traditional artists from around the country and the world. This unique fusion of art fair, music festival, county fair, multi-ethnic festival, and celebration of cultural heritage is held annually in August, in downtown East Lansing. MSU collaborators include the MSU Museum’s Michigan Traditional Arts Program, University Outreach and Engagement, the International Studies Program, and WKAR. The City of East Lansing and provincial and state folk arts programs of the Great Lakes region are also partners.

Developing and Maintaining Online Directories of MSU Resources: Catalog Websites

MU Statewide msustatewide.msu.edu

MSU’s Office of University Outreach and Engagement maintains the MSU Statewide website, an online catalog of more than 1,000 programs and services that connect MSU resources with Michigan’s professionals and practitioners working in government, business and industry, education, agriculture, nonprofit organizations, health care, law, and the media.

Resources profiled on the site are searchable by keyword, topic and subtopic, program type, date, and location. Users can find professional development opportunities, such as conferences, online courses and certificate programs, medical and clinical services, publications, software, and databases; expert consulting and special events, such as performances and exhibits.

Spartan Youth Programs spartanyouth.msu.edu

The Spartan Youth Programs (SYP) website is a popular web portal that displays a wide range of exciting opportunities for K-12th grade students to improve their knowledge and skills in specific subject areas. With over 200 listings, the SYP is the comprehensive source for finding resources in agriculture, art, business, computers, engineering, math, music, science, sports, and writing. The SYP can be searched for summer and school year programs, opportunities to earn college credit, residential experiences on the MSU campus, programs that include financial assistance, and study abroad possibilities. Precollege programs are an excellent way for students to explore career possibilities while being introduced to the college environment.

“Each page...is a concrete example of how MSU translates new ideas into practical knowledge that improves the quality of life for Michigan residents.”

LOU ANNA K. SIMON
PRESIDENT, MICHIGAN STATE UNIVERSITY
Conducting Research in Diverse Communities:

**WIBA ANUNG (Early Star)**

By Carla Hills

It is widely acknowledged that American Indian children and their families face obstacles that impact educational goals. Early childhood education programs can introduce children and their families to a journey that prepares preschoolers for future social and academic success.

Michigan State University, the Inter-Tribal Council of Michigan, Bay Mills Community College, and 11 Michigan tribes have created a sustaining partnership that focuses on improving outcomes for children enrolled in Michigan-based American Indian Head Start/Early Head Start (HS/EHS) programs.

The idea began in 2005 with a meeting between Hiram Fitzgerald, associate provost for University Outreach and Engagement (UOE), and Ann Belleau (Ojibwe), Head Start director for the Inter-Tribal Council of Michigan (ITC Michigan). They met at the American Indian/Alaska Native Head Start Research Center (AI/AN HSRC), which is located at the University of Colorado – Denver and funded by the U.S. Department of Health and Human Services’ Administration for Children and Families. Both were invited to join the steering committee of the AI/AN HSRC, whose members were charged with designing a national study that could help create more effective American Indian/Alaska Native Tribal Head Start programs.

AI/AN HSRC steering committee members determined that several critical issues needed to be addressed before a national study could be designed and proposed three key aspects of systems change: (1) enhance the qualifications and skills of Head Start teachers; (2) build more effective cultural competency skills for nontribal Head Start teachers; and (3) infuse culturally appropriate components into existing curricula being used in AI/AN Head Start programs.

The federal Administration for Children and Families then highlighted nine core areas for potential funding that would address those critical issues so that work on a national study could begin.

Fitzgerald and Belleau assembled a Michigan team that participated in a joint submission for one of the federal grants focused on early childhood education programs. The MSU leadership is provided by Fitzgerald and Jessica V. Barnes-Najor, associate director of the Community Evaluation and Research Collaborative (CERC) in UOE. Patricia Farrell (Taos Pueblo), assistant provost emeritus and initial collaborator, continues involvement as time permits.

Hope Gerde, associate professor in the Department of Human Development and Family Studies, is an early childhood specialist participating in the project. Her research focuses on how teachers’ classroom practice supports children’s development during preschool and how well-designed professional development opportunities can enhance teachers’ interactions with children. KyungSook Lee, postdoctoral research associate from CERC, provides critical input for statistical analyses of Wiba Anung data.

The Wiba Anung partnership involves expertise and collaborative efforts from a wide range of participants. In addition to the member tribes of ITC Michigan, community participants include parents, Head Start directors and staff, and tribal elders.

**University-Community Collaboration**

Belleau and Fitzgerald approached leaders of ITC Michigan to discuss AI/AN HSRC steering committee recommendations and to propose what eventually became the Wiba Anung collaboration.

The Inter-Tribal Council of Michigan, Inc. Head Start Program is a nonprofit organization and consortium of Michigan’s federally recognized tribes. According to the mission statement, “The ITC HS/EHS programs are dedicated to providing and advocating for quality services through a holistic approach of developmentally appropriate, family-centered, and culturally relevant services to promote strong healthy families.” HS/EHS director Belleau has advocated for effective data use to identify strengths and gaps in early education for Michigan American Indian children and their families.

Head Start services are designed to be responsive to each child and family’s ethnic, cultural, and linguistic heritage.

**Systemic Engagement and Systemic Approaches to Community Change**

What is noteworthy about the Wiba Anung partnership is the collaborative involvement between university and community participants working together to co-create an organizational design based on a systemic approach to community change.

“Inclusiveness is a core value of the University (along with quality and connectivity). Likewise, in all of its work, UOE emphasizes university-community partnerships that are collaborative, participatory, empowering, systemic, transformative, inclusive, and anchored in scholarship. Conducting research in diverse communities and designing new technologies for usability and accessibility are two of the many ways that University Outreach and Engagement promotes inclusion.”

It was recommended that university researchers, students, and staff working with the Wiba Anung project also become familiar with the culture and inculcate cultural understanding into their scholarly products. Emphasis was placed on face-to-face interactions and meetings to facilitate communication and gain understanding about how the partners would work together to plan and accomplish the goals of the project.

In 2015 the administrative project model has evolved into a series of teams: the Tribal Partnership Team, including university researchers, community and research partners who have an interest in working to address issues regarding early childhood education in tribal communities; the Leadership Team, consisting of a small group of researchers and community partners who meet monthly, virtually, or in person, to move forward on a particular strand of inquiry; the Professional Development strand of inquiry.

An immediate fact before the group was the low percentage of teachers with degrees in migrant or AI/AN Head Start/Early Head Start programs. There are national discrepancies between desired teacher educational degrees and tribal teachers with educational degrees. Reasons for this gap exist because of traditionally low pay for HS/EHS teachers; working teachers with educational degrees and tribal teachers are not enough teachers or adults who speak tribal languages, and community participants agreed that it was part of the effort that needs support from everyone involved.

The first two years of the partnership emphasized building trust among the university researchers, tribal members, parents, and HS/EHS administrators, teachers, and staff.

Seven focus group sessions included parents and education professionals. These sessions provided an opportunity to learn about perceptions of the role of formal education in the children’s lives, parent perspectives on the current structure of education and the educators involved with their children’s learning, and their views on incorporating cultural components into formal education. The focus group findings suggested that some cultural additions, such as the custom of wintertime storytelling that tribal elders have passed along to younger generations for centuries, could integrate seamlessly into Head Start curriculum.

They also revealed deep concerns about the impact of racism and microaggression on the quality of education their children experience.

The primary goals of the assessment are to understand the quality of the classroom environment; the preschoolers’ social, emotional, and academic development; and the educational supports provided by families.

The data collected to date indicate a great need to improve children’s opportunities to develop literacy and numeracy skills.

In 2010 abstract describing the project for the national C. Peter Magrath Community Engagement Scholarship Award, Gerde said, “Using a community-based participatory research approach meant that community members informed the research design, selection of measures, and research priorities.”

Dr. Gerde and the MSU team trained a team of community members in the standardized assessment of young children and classroom observation coding systems to collect the outcome data. This has resulted in the development of a longitudinal database of parent, teacher, and child outcome data that can track cognitive, social, and language skills across preschool children in the American Indian Head Start programs and be matched against national Head Start data.

“Wiba Anung partnership employs a multi-contextual theory of change, emphasizing the importance of home, community, and school in the successful development of children. We used a community-based participatory research methodology to co-create a preventive-intervention plan for systems change,” said Gerde.

The system is now in place to document issues beginning at the student level; and can follow that data through to classroom, then to center, then to program levels. This means that data, trends, and themes can be utilized effectively to create individualized plans for students, as well as to reinforce teachers, staff, administrators, and parents as preschoolers experience Head Start education.

In the first three years, the co-designed training to collect data was led by MSU researchers; for the past six years the ITMC Michigan partners have assumed leadership of data collection.

“While we still participate in trainings and data analysis, the co-planning called for the community to acquire the knowledge to sustain the project and continue identifying needs and strengths on an ongoing basis,” said Barnes-Najor.

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“MSU is an amazing partner. The formal funding source is complete, but the work is still moving on and the continual dialogue is strong. We understand how to engage in a research partnership because of our work together. We value the systems in place that advance our capacity to collect and utilize data for a more effective Head Start program.”

ANN BELLEAU, HEAD START DIRECTOR FOR THE INTER-TRIBAL COUNCIL OF MICHIGAN

**WIBA ANUNG COLLABORATORS**

- Inter-Tribal Council of Michigan, Inc. Head Start Program
- Sault Ste. Marie Tribe of Chippewa Indians Head Start Program
- Grand Traverse Band of Ottawa and Chippewa Indians Head Start Program
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- American Indian/Alaska Native Tribal Head Start programs
- Bay Mills Community College
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- MSU Department of Human Development and Family Studies
- Contributing expertise from MSU faculty and staff from the departments of Psychology, Kinesiology, and Anthropology; and from the colleges of Education, Engineering, Human Medicine, Nursing, and Social Science

Belneau continues the work from her Sault Saint Marie office in Michigan’s Upper Peninsula. “Together we have created a comprehensive process that boosts our ability to collect and examine data at multiple points—student, classroom, Head Start center, or overall program levels,” she said.

**A Sustaining Partnership**

The evolving partnership has deepened beyond expectations. It has led those involved from the tribal community to identify as a more joined community, working collaboratively on projects and goals pertaining to curriculum development, program expansions, professional development for staff, parent-child dynamics, and parental involvement.

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The ACCESS-MSU partnership emphasizes the development of co-creative solutions for issues of concern to ACCESS and the communities it serves. MSU Outreach and Engagement links MSU faculty and academic staff with ACCESS professional staff to promote evidence-based practices in health care, research, training, national/international conferences, and information dissemination.

ACCESS is the largest and most comprehensive Arab community-based health and mental health center in North America. The organization provides a wide range of social, economic, health, and educational services to a diverse population. The research programs continually acquire grants to better understand and improve health for Arab Americans. Integrative prevention strategies and lifestyle changes result in the growth of evidence-based practices in Arab communities and collection of data pertaining to Arab health in Michigan.

ACCESS aims to address the gap in knowledge by stimulating research, documenting outcomes, and promoting collaboration with researchers and scientists interested in the health of Arab communities. ACCESS Community Health and Research Center, the International Conference on Health Issues in Arab Communities, and ACCESS Health and Wellness Center are closely coordinated to further the understanding of the status and health needs of Arab communities.

**Pilot Study**

One long-term objective of the ACCESS-MSU partnership is to establish a statewide survey assessing the health of Arab/Chaldean Americans in Michigan.

“There is not a systematic analysis of data collected by federal and state agencies to understand the health or long-term impacts of health in Arab American communities, because the federal government does not recognize Arabs in the U.S. as a minority. That is why performing an independent survey has proven so valuable,” said Hassan Jaber, ACCESS executive director.

Miles McNall, director of MSU’s Community Evaluation and Research Collaborative, worked in partnership with MSU researchers to develop a survey instrument, a sampling strategy, and an interview procedure that could be implemented by members of the ACCESS staff.

The 2011 pilot study tested the feasibility and acceptability of a modified Behavioral Risk Factor Survey (BRFS) instrument, a sampling strategy, and face-to-face interviewing procedures among a small convenience sample of Arab/Chaldean Americans in Michigan.

The ACCESS-MSU researchers added questions to the BRFS related to ethnic identity, immigrant/native status, language and literacy, dietary acculturation, access to healthcare, substance use, and income. The modified survey instrument was then translated into Arabic.

The pilot study determined that face-to-face interviews were a more effective method because of Arab/Chaldean Americans’ reticence with strangers over the telephone.

The team trained interviewers in techniques and research ethics. After interviews there were regular debriefing meetings with the research team to identify and correct any problems encountered with the survey instrument, recruitment procedures, or survey administration.

“This involves a deliberate and collaborative process to discuss what works and what doesn’t. We co-create effective strategies that can move the work forward. Dialogue and communication are powerful assets when designing a project that is built on community involvement,” said McNall.

Interviewers recruited study participants by identifying people through their local Arab/Chaldean communities, or by contacting local leaders via mosques and community centers to obtain a sample that reflected the full diversity of Arab/Chaldean communities in Southeast Michigan.

The strategy proved effective, garnering responses from all but one of the individuals asked to complete the survey, along with respondents’ willingness to answer sensitive questions pertaining to their health and wellness practices, such as alcohol/tobacco/substance use, mental illness, and child/adult abuse.

**2013 Arab Behavioral Risk Factor Survey**

Hammad and McNall met with Sheryl Weir, Health Disparities Reduction and Minority Health Section (HDRMHS) manager at the Michigan Department of Health and Human Services, to discuss the pilot study methodology and results.

HDRMHS provides and improves the availability of health related data for racial and ethnic minorities in Michigan. The Michigan Department of Health and Human Services (MDHHS) Chronic Disease Epidemiology Section, in collaboration with the Population Health Surveillance Branch of the Centers for Disease Control and Prevention and MSU Institute for Public Policy and Social Research (IPPSR), conducts an annual Michigan Behavioral Risk Factor Survey (MBRFS). The MBRFS collects statewide prevalence data for the Michigan adult population related to risk factors and conditions associated with many of the leading causes of morbidity and mortality.

The MBRFS uses a statewide sampling process and, as a result, some of the smaller racial/ethnic populations within the state (e.g., Arab/Chaldean adults) are not reached. Journals are closely coordinated to further the understanding of the status and health needs of Arab communities.

McNall and the team used preliminary data from the MBRFS to modify and add questions that addressed country origins, English literacy, length of time in the U.S., and other questions tailored to Arab/Chaldean culture.

Unlike the pilot study, the scope of the project required phone, rather than face-to-face, interviews so that costs and time constraints could be kept within budget.

“It was definitely a collaborative effort,” said Weir. “It provided a forum where we were able to talk about the importance of understanding cultural aspects of the communities and the importance of cultural context in interpreting the data.”

ACCESS was a community conduit, sending out notices informing local community members about the survey and requesting participation.

Wayne State University professor Kendra Schwartz contributed a surname database of over 9,000 unique Arab surnames she developed that was critical to making the survey efficient and affordable. The MSU IPPSR Office for Survey Research collected the data.

Data from the 2013 survey provide important information needed to help develop effective and culturally appropriate programs and services for Michigan residents of Arab descent. Health Risk Behaviors among Arab-Adults within the State of Michigan, 2013 is the full report; it was introduced by the Michigan Department of Health and Human Services in June 2015. A summary report, Health Status of Arab Adults in Michigan, was created to accompany the full report. Both documents are available online at michigan.gov/minorityhealth.
Providing Technical Assistance for Community Organizations:

The ACCESS-MSU Partnership for Arab Health

“The information is highly useful to community agencies and health centers, medical providers, and public health agencies,” said Weir. “We foresee other states taking a closer look at how we did things. To my knowledge, we are the first state to conduct a stand-alone survey of Arab/Chaldean populations.”

During the Seventh International Conference on Health Issues in Arab Communities, held in Oman in March 2015, MSU researchers McNall, Harry Peristadt, and Stephen Gasteyer, along with Rima Hassoun from Saginaw Valley State University, presented at a session on Arab American and Chaldean health in Michigan.

McNall discussed conducting the statewide Arab/Chaldean BRF’s survey and addressed methods and challenges associated with developing a cost-effective approach to surveying this population. Peristadt presented on health care coverage and access to health care, Hassoun presented on acculturation and health, and Gasteyer presented on health behaviors.

Looking Forward

Weir is currently reassembling a working group to look ahead at a second statewide survey in 2016. She envisions a smaller, more focused team, with additional community representation.

“There will be interesting discussions around planning, data analysis, whether or not we continue with McNall serving as the chief collaborator representing MSU. They are key members of the team,” said Weir. “We plan to look at lessons learned and move forward in a knowledgeable way.”

Dr. Hammad has since transitioned from the ACCESS Community Health and Research Center (CHR)C and is now the executive director of the National Arab American Medical Association. Mona Makki became the CHR director and, as MSU’s collaboration with ACCESS continues, she is in conversation with McNall and Shaheen to discuss the next phase of collaborative efforts.

“The data collected and disseminated through this partnership promote public awareness about the health status, as well as the problem areas and disparities, of Michigan’s Arab and Chaldean citizens. We value MSU’s involvement and are already hard at work determining priorities for the 2016 survey with the help of our dedicated partners,” said McNall.

“We are in the process of discussing other projects and prioritizing future goals. Research, scientific data, and collaborative efforts have really turned this into an effective partnership,” said McNall.

Sources and Further Reading

ACCESS website: accesscommunity.org


2013 ARAB BEHAVIORAL RISK FACTOR SURVEY PARTNERS

Project Partners

Michigan Department of Health and Human Services
ACCESS (Arab Community Center for Economic and Social Services)
Michigan State University
Wayne State University
Saginaw Valley State University

MSU Collaborators

Hiram E. Fitzgerald
Associate Provost for University Outreach and Engagement
University Distinguished Professor, Psychology
Michigan State University
Director, Community Evaluation and Research Collaborative
University Outreach and Engagement
Stephen R. Gasteyer, Associate Professor
Stephanie Navyn, Associate Professor
Harry Peristadt, Professor Emeritus
Department of Sociology
College of Social Science
Karen Patricia Williams, Professor
Department of Obstetrics, Gynecology, and Reproductive Biology
College of Human Medicine
Paul Shaheen
University-Community Senior Fellow
University Outreach and Engagement

The MICHIGAN WORKFORCE Background Check System

A team of MSU researchers at Usability/Accessibility Research and Consulting (UARC) has been working for over ten years with federal and state officials, academic colleagues, and the private sector to design, implement, customize, and enhance the Michigan Workforce Background Check system. The State of Michigan program uses an online system to assist in determining suitability of prospective employees, independent contractors, or individuals seeking clinical privileges in long-term care settings. The goal is to provide a comprehensive background check that is accurate, easy to use, secure, low cost, and capable of reasonably swift turnaround time.

Phase 1: Project Development (2005 to 2008)

The Medicare Prescription Drug Improvement and Modernization Act of 2003 provided funding for seven states, including Michigan, to pilot the creation of a coordinated, nationwide system of state and federal criminal background checks to improve screening for workers in long-term care jobs.

In Michigan, the original $5.1 million, three-year grant began as a partnership between MSU (Principal Investigators: Drs. Lori Post, James Dehmke, and Sarah Swierenga), the Michigan Department of Community Health, and the Michigan Department of Human Services (both now contained in the Michigan Department of Health and Human Services), the Office of Services to the Aging, and the Michigan State Police.

Prior to 2005 there was little coordinated information available to nursing home, assisted living, or hospice employers who wanted to verify the criminal or civil history of potential employees. Specific information was held by individual entities and turnaround time was as much as six to eight weeks per request.

Rapid technological developments at that time were bringing into focus both the ability and the need to consolidate information and design a user-friendly system that could capture accurate, reliable evidence from multiple sources.

User-Centered Design

Swierenga led an MSU development team that included usability specialists who met with users to gather user interface requirements. They assessed the skill disparities among potential end-users, from those with low or limited computer skills to human resources personnel with more extensive technical skills, and determined that preliminary design discussions were critical.

“Co-designing and co-creating with the development team was a major part of our success,” said Swierenga. She is now the principal investigator at MSU, and leads the research team that developed the Michigan Workforce Background Check system. Her primary research focus is the application (continued)
Designing and Evaluating New Technologies for Usability and Accessibility:

THE MICHIGAN WORKFORCE Background Check System

How UARC Works with MSU Faculty, Staff, and External Clients

Well-designed sites that are accessible and easy to use are necessary in today’s technology-driven world. Professionals and academics utilize the services and scholarship available at UARC to enhance project goals and meet the objectives of their audiences. UARC provides services to corporate, academic, nonprofit, government, and other clients:

- User experience evaluation services—expert reviews, focus groups, and usability testing
- Accessibility evaluation services—website and software compliance with Web Content Accessibility Guidelines 2.0 and Section 508
- Americans with Disabilities Act, as well as e-Document accessibility and usability testing with persons with disabilities
- Training on user-centered design techniques, usability evaluation methodologies, accessibility evaluation, and strategic accessibility policy design and implementation.

Visit usability.msu.edu for UARC’s full list of services and contact information.

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Visit usability.msu.edu for UARC’s full list of services and contact information.

World Usability Day (WUD) is the largest gathering of industry professionals, academics, government and private sector leaders, and students. The annual event raises awareness of usability, user experience, user-centered design, and accessibility. Each November, the usability community holds more than 150 WUD activities in over 40 countries. The worldwide event was founded in 2005 to explore ways to ensure that the services and products important to life are easy to access and simple to use.

MSU’s annual conference recognizing World Usability Day is hosted by Usability/Accessibility Research and Consulting (UARC), and draws prominent experts as speakers and attendees from all around the world. More information and past presentations are available in the Events section of usability.msu.edu.

Background Check National Demonstration Program

Swierenga subsequently collaborated with Paal Abujarad and Post, both at the Yale School of Medicine, and Tony A. Dennis, who served as the Workforce Background Check program manager in the Michigan Department of Licensing and Regulatory Affairs until April 2015, to enhance the Workforce Background Check system under the Background Check National Demonstration Program.

Funded with an additional $1.5 million grant (2013-2016) authorized by the Affordable Care Act of 2010, the program aims to expand the scope of background check requirements to include personal care workers, conduct a pilot of the FBI rap back, expand the Nurse Aide Abuse Registry to include personal care workers, conduct a national pilot of the FBI rap back, expand the Nurse Aide Abuse Registry to include surrounding states, prepare the online system to accept electronic records from Michigan State Police, and establish a legislative advisory committee.

According to Dennis, “Our collaboration with Michigan State University and the Michigan State Police has allowed us to develop a very important and successful tool to protect our parents, other relatives, and friends from criminal predators. I regularly receive calls from other states who are interested in implementing Michigan’s background check processes.”

“It has been an interesting and rewarding partnership,” said Swierenga. “We formed a high performance research and development team early on that remains intact over ten years later; our shared strategic vision to do what we can to protect vulnerable adults underpins the research program. Each success continues to build up to the next step forward. We look forward to sustaining the collaboration.”

More information is available at the project website: usability.msu.edu/research/projects.

UOE Builds Capacity for Engagement Scholarship Among MSU Students, Faculty, and Partners

Learning Opportunities for Students

Service-Learning Engagement Programs

By Amy Byle

In partnership with campus and community, the Center for Service-Learning and Civic Engagement (CSLCE) advances community engaged learning at Michigan State University and prepares students for lifelong civic and social responsibility in an increasingly diverse and complex global society by providing community-based integrated learning opportunities. Two of the many programs supported by the Center are the Social Science Scholars Program and the Inside-Out Prison Exchange Program.

Social Science Scholars Program

The Social Science Scholars Program is an intensive cohort learning experience, giving undergraduate students the opportunity to learn through seminars, research projects, off-campus study, overseas study, and internships. An important element of the program is a service-learning component that allows students to engage in service-focused, community-based learning opportunities, building personal and professional development and civic responsibility.

College of Social Science academic advisors work closely with students to craft an educational plan that is specifically suited to their individual interests and goals. Through the four years of the cohort, students are given ideal preparation for high-profile careers in the public or private sectors and for advanced degree programs at the nation’s best universities. The program has been modeled on the characteristics that researchers have consistently found to appeal most to employers. CSLCE designed and coordinates all of the service-learning and community engagement aspects of this program.

Inside-Out Prison Exchange Program

The Inside-Out Prison Exchange Program at MSU brings college students together with incarcerated individuals to study as peers in a seminar behind prison walls. The core of the Inside-Out Program is a semester-long academic course, meeting once a week, through which 13 to 18 “outside” (undergraduate) students and the same number of “inside” (incarcerated) students attend class together inside prison.

“Altogether, the contact that occurs behind prison walls ultimately has provided a transformative learning experience for both groups of students to have transformative learning experiences that broaden their insights about crime and justice, the collaborative nature of the system. Inside-Out provides an opportunity for students to go behind the prison walls to reconsider what they have come to know about crime and justice. What I love about this course is that it offers students on campus experiential learning opportunities that allow them to humanize those involved in the criminal-legal system.

“Research has established that higher education is key to reducing recidivism and increasing social mobility—contributing to enhanced earnings, increased civic engagement, and stronger families. Inside-Out challenges those inside prison to place their life experience in a larger social context, to rekindle their intellectual self-confidence and interest in further education, and to encourage them to recognize their capacity as agents of change in their own lives, as well as in the broader community.

“I was inspired to develop the program at MSU for a few reasons. First, most students who major in criminal justice plan to work in the field, yet have not had any contact with people directly affected by the system. Inside-Out provides an opportunity for college students to connect and serve with local community partners. Their service is aligned with both the needs of the partners and the learning goals of the Scholars Program. Students put into practice the theories and understandings they gain through the program by engaging with community partners and drawing on their T-shaped skill development.”

RENEE ZIENTEK
DIRECTOR
CENTER FOR SERVICE-LEARNING AND CIVIC ENGAGEMENT

JENNIFER COBBINA
ASSOCIATE PROFESSOR
MSU SCHOOL OF CRIMINAL JUSTICE

For more information contact:
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E-Mail: connordm@msu.edu

CSLCE designed and coordinates all of the service-learning and community engagement aspects of this program.

1. Focus on capacity building for community engaged scholarship;
2. Serve an audience or fulfill a niche in a way that existing programs and activities do not;
3. Have adequate financial resources to support development, testing, refinement, and ongoing support for the program;
4. Yield substantial impacts given the investments of money and time associated with the development and delivery of the program;
5. Involve UOE faculty and staff in the development of the materials and program;
6. Gather input from learners, or representatives of learners, in developing the materials, making decisions about formats, and delivering the materials;
7. Reflect good practices for teaching and learning, instructional design, and innovative delivery; and
8. Achieve learning objectives measured through outcome-oriented evaluation.

UOE supports and provides professional development resources, programs, and services to MSU’s undergraduates, graduate and professional students, academic staff, faculty, administrators, and community partners. These learning resources are designed to increase knowledge, strengthen skills, and build capacity for community engaged scholarship in all forms—community engaged research, creative activity, teaching and learning, service and practice, and to a lesser extent, commercialized activities. UOE offers programs and services in a variety of formats and durations to accommodate learner preferences, including:

- Online toolkits and modules
- Workshops, seminars, and guest lectures
- Conferences, retreats, and week-long intensives
- Learning networks and learning communities
- Cohort-based programs
- Individual consultations

These learning opportunities reflect the latest developments in the scholarship of engagement, best practices in teaching and learning, and thorough outcomes-focused evaluation.

The UOE educational program team seeks to

- Achieve learning objectives measured through outcome-oriented evaluation.
- Reflect good practices for teaching and learning, instructional design, and innovative delivery; and
- Serve an audience or fulfill a niche in a way that existing programs and activities do not.
Learning Opportunities for Faculty and Academic Staff

In December 2012, Michigan State University President Lou Anna K. Simon presented a new Bolder by Design strategic framework, which included an imperative to “enhance the culture of high performance.” This imperative re-focused and re-committed institutional resources to providing professional development for faculty and academic staff. In response, University Outreach and Engagement expanded existing and introduced new professional development resources, programs, and services to support scholarly contributions that serve the broader community. See calendar (back cover) for details.

The Engaged Scholar Speaker Series

The National Collaborative for the Study of University Engagement organizes the Engaged Scholar Speaker Series to bring renowned speakers to campus to address big picture issues related to the theory and practice of outreach and engagement. Invited speakers have given talks on such topics as the important role of collaborative arts-making in society, public understanding of and engagement with science, and engagement in a global context. In addition to public talks and networking receptions, invited speakers visit classes, brainstorm with interdisciplinary research teams, and consult with interested scholars individually.

Service-Learning Toolkit

In 2015, the Center for Service-Learning and Civic Engagement developed a toolkit for faculty and academic staff interested in incorporating service-learning into their courses. This toolkit offers recommendations of how to implement a high quality service-learning experience, combining information from service-learning publications and MSU’s extended history of community engagement. Many practice tools, resources, and templates are also provided through supplemental reading suggestions, web links, and the appendix.

Other Opportunities

In addition to the ongoing programs described above, UOE offers many community-university networking activities, one-time workshops, and training sessions for MSU faculty and academic staff. These have included networking events to connect campus-based faculty, staff, and graduate students with one another and with community partners in specific geographic regions, such as Detroit and Flint, as well as a variety of community engagement conferences that UOE has hosted on campus, such as the 2008 and 2012 Pre-College Programs Conference, the 2005 International Association for Research on Service-Learning and Community Engagement Conference, the 2011 National Outreach Scholarship Conference, and the 2015 Innovations in Collaborative Modeling Conference. MSU faculty, staff, and graduate students were well represented at these regional, national, and international conferences. Topical workshops are offered based on perceived need, resources available, and other criteria as determined by the UOE Educational Programs Team (see p. 38 for a list of the criteria). Workshops for 2015-2016 include the following.

KSF Broader Impacts Workshops
February 4-5, 2016
Proposals submitted to the National Science Foundation are evaluated not only on intellectual merit, but also on their broader impacts—the proposed activity to benefit society and contribute to the achievement of specific, desired societal outcomes. Broader impacts activities are critical to show the relevance of the research, and are increasingly determining which of the many excellent proposals get funded. These sessions, conducted by Dr. Susan Renoe and Dr. Sara Vassmer of the NSF-funded National Alliance for Broader Impacts, describe the broader impacts criterion, how to address it successfully in proposals, and how to identify innovative ways to implement broader impacts activities. Individual 2-4 hour sessions are targeted to grants development staff, faculty and academic staff, postdocs, and graduate students. Sponsored by UOE, the Office of the Vice President for Research and Graduate Studies, and Science and Society faculty (S3).

Put Your Theory into Practice with Service-Learning
Part 1: February 19, 2016
The Center for Service-Learning and Civic Engagement and the College of Social Science are collaborating on a new two-part training series on developing a service-learning course. The first training introduces service-learning as a high-impact educational practice, discusses its quality component, features MSU faculty teaching service-learning classes, and offers tools for service-learning course development. Building on the fall training, the second installment delves deeper into service-learning course development and facilitates connections to community partner organizations. This session provides faculty with further tools, resources, and support to create a course development plan and receive feedback from peers.

Effective Public Engagement for Scientists Workshop
February 25-26, 2016
UOE has partnered with the College of Communication Arts and Sciences and Dr. John Besley, associate professor and Ellis N. Brandt Chair in Public Relations, to bring nationally recognized science communication trainings to campus. In 2015, the American Academy for the Advancement of Science provided public engagement workshops for graduate students, post-docs, faculty, and staff. Jeanne B Brahms offered "Communicating Science: Tools for Scientists and Engineers." In 2016, trainers from Compass, a nationally recognized nonprofit promoting effective science communications, will offer a similar training.

Community Engaged Research: Getting Started
March 18, 2016
This program provides a basic introduction for faculty and academic staff relatively new to community engagement. While workshop participants offer an overview of principles and practices, the main focus is on developing a practical research plan, including the identification of potential community partners, development of research statements, and consideration of various community collaboration approaches.

Learning Opportunities for Community Partners

MSU is committed to a model of engagement that involves the co-creation of knowledge, drawing from both university and community expertise to create solutions to critical issues. University Outreach and Engagement facilitates opportunities to work with communities to generate, transmit, apply, and preserve knowledge. Recent and ongoing examples include the Innovations in Collaborative Modeling Conference, presented in June 2015, the Strategic Doing learning modules, presented periodically in various communities in Michigan; and the community-based, participatory research training modules co-developed with, for, and by community partners.

Innovations in Collaborative Modeling Conference
modeling.outreach.msu.edu

MSU’s Office of University Outreach and Engagement, the Sustainable Michigan Endowed Project, the Environmental Science and Policy Program, and community partners from Detroit and Flint collaborated to organize the Innovations in Collaborative Modeling Conference, held in June 2015 at the Kellogg Center. The conference was designed to address complex social and environmental problems through participatory systems modeling techniques, including system dynamics modeling, agent-based modeling, and social network analysis.

This conference, which attracted participants from all over the world, featured presentations, demonstrations, and posters pertaining to the use of modeling techniques to tackle social and environmental problems related (but not limited) to food systems, natural systems, wildlife management, water, health, transportation, and education.

According to Miles McNall, director of UOE’s Community Evaluation and Academic Staff, this conference was organized as a way to foster, encourage, and support MSU faculty, staff, and graduate students in community-based research. McNall described the conference as a way to bring together experts from different fields to explore the potential for collaborative research and to develop new partnerships. He emphasized the importance of fostering a culture of collaboration and partnership in order to address complex social and environmental issues.

(continued)
connections between complex social and environmental problems,” he said, “we solicited presentations on transdisciplinary modeling efforts involving the integration of knowledge and practice across the natural and social sciences, public health, and other disciplines. In addition, we solicited presentations on participatory modeling efforts that directly involved stakeholders from a wide range of sectors in efforts to manage complex problems. We strongly believe that transdisciplinary and participatory approaches to modeling complex problems hold the promise of co-creating new knowledge at the intersections of discipline-based and local knowledge, knowledge that will promote more effective efforts to manage the many complex problems facing communities in the 21st century.”

Strategic Doing Workshops and Training

Originally developed at Purdue University by Ed Morrison, regional economic development advisor in the Purdue Center for Regional Development, Strategic Doing is an approach designed for open, loosely connected networks that teaches people how to form collaborations quickly, move them toward measurable outcomes, and make adjustments along the way. According to Morrison, “Strategic Doing provides a new discipline for developing and implementing strategy within the loose networks that characterize our communities and regions. Where strategic planning is slow, linear and costly, Strategic Doing is fast, iterative, and inexpensive.”

Bob Brown, associate director of the Center for Community and Economic Development at MSU, provides training in Strategic Doing and facilitates Strategic Doing sessions, in which participants are led through a structured set of conversations that guide them toward realizing opportunities, deciding on outcomes, choosing initiatives or projects, and developing a complete action plan.

Brown introduced Strategic Doing into the Flint, Michigan, area in 2011, where it has been instrumental in the development of several initiatives, such as Neighborhoods Without Borders and the Community Action Group.

According to the Flint Area Reinvestment Office website (http://www.reinvestflint.org/), “The key to unlocking a more prosperous future for Flint rests on our ability to cultivate innovative, collaborative partnerships that move quickly toward solutions. We believe the practice of strategic doing is a vehicle that will help us get to where we want to go.”

Strategic Doing draws on the strengths and assets of the participants, each of whom has an equal voice and equal responsibility to take action.

Community-Based, Participatory Research Training Modules

In 2015, Jessica Barnes-Najor, associate director of MSU’s Community Engagement and Research Collaborative, and CCED associate director Bob Brown collaborated with national faculty, tribal leaders, and engagement specialists to develop a series of training modules, workshops, and webinars for community partners. The materials for the webinars and workshops were co-designed and co-developed with, for, and by community partners, with the goal of demystifying the community-based, participatory research process. A collaborative consultative process was used to identify the main topics for the modules, which included:

- Community-Based, Participatory Research in Early Childhood Programs: Process and Ethics
- The Context of Partnerships: Effective Structures (Part 1)
- Supporting Effective Teams in Partnerships (Part 2)
- Honoring Indigenous Knowledge in Community-Based, Participatory Research and Evaluation

Throughout the materials, developers reduced or explained research jargon, included real-life examples, and addressed issues of power and privilege. The materials are also grounded in current scholarship about engagement and are responsive to concerns raised by community partners. Plans are underway to offer the workshops on a regular basis.

Learning Opportunities Offered in Conjunction with National Partners

Emerging Engagement Scholars Workshop

The Emerging Engagement Scholars Workshop (EESW) is a preconference event at the Engagement Scholarship Consortium Annual Conference, focused on supporting early-career engaged scholars. This intensive professional development workshop provides advanced doctoral students and early career faculty with background literature, facilitated discussions, community research proposals, and mentorship.

The workshop is designed to increase their knowledge and enhance their practice of community engaged scholarship. Sessions include building an engagement dossier, peer discussion of community engaged research proposals, and mentoring from nationally established scholars in the field, along with networking events throughout the conference.

The first workshop, which took place at the University of Wisconsin-Madison in 2007, was co-developed and facilitated by graduate students, including Angela Allen, who was at that time a doctoral student in MSU’s Higher, Adult, and Lifelong Education (HALE) program and graduate research assistant with UOE’s National Collaborative for the Study of University Engagement. UOE faculty and staff supported a pre-conference workshop program proposal that Allen and Tami Moore, a doctoral student at Washington State University at the time, developed together in 2006 while attending and presenting at two educational administration conferences. As community practitioners who chose to pursue doctoral degrees, they talked about the need for students in graduate programs to connect their community practitioner and community engagement experiences with academic research and mentoring.

“Since earning my PhD from MSU, I have been fortunate to continue to co-create successful community engaged capacity-building programs in both Detroit and in Milwaukee that are achieving community and academic systems change. These programs have ranged from connecting art and media to community development, as well as increasing the use of community-based participatory research in community food systems. I am also proud to be a partner with institutions who can continue to support and publish this work, such as the Charles F. Kettering Foundation and its international network of civically engaged scholars and community practitioners. MSU UOE affirmed my own talent and passions and provided the institutional support for me to graduate student to have the autonomy that creation and innovation requires.”

- ANGELA ALLEN
- EXTENSION EDUCATOR
- FACULTY MEMBER IN COMMUNITY AND ECONOMIC DEVELOPMENT
- UNIVERSITY OF WISCONSIN

These conversations led to convening a twelve-member workshop planning committee to develop the first Emerging Engagement Scholars Workshop in 2007. Initially funded by UOE through its National Collaborative for the Study of University Engagement, the workshop subsequently became a signature program of the Engagement Scholarship Consortium, which continues to offer it annually.

Pen to Paper Writing Retreat: Writing With, For, and About Service and Community Engagement

The Emerging Engagement Scholars Workshop is an annual workshop that provides a two day writing retreat for faculty, academic staff, and graduate students interested in publishing their scholarship in interdisciplinary community engagement journals. This professional development opportunity is designed to build peer review publishing capacity for early to mid-career engaged scholars.

Over the two days, participants discuss ideas with journal editors, receive mentoring from faculty coaches, share ideas with colleagues and peers, and have dedicated time to write. The writing retreat offers two tracks: Planning to Write and Manuscript Ready. Planning to Write is for beginners to strategize about writing journal articles based on well-developed projects or community engagement experiences. Manuscript Ready is for those seeking advice on polishing draft manuscripts and selecting journals for submission.

As participating sponsors, editors from the following journals and publications services have committed to participate in the retreat as mentors and coaches: CES4Health (Community Engaged Scholarship for Health); International Journal of Service-Learning and Community Engagement; Journal of Community Engagement and Higher Education; Journal of Higher Education Outreach and Engagement; and Journal of Public Scholarship in Higher Education.
Addressing **GLOBAL HUNGER** Through a **MIDWEST LENS**

By Carla Hills

Sarah Manasreh is a College of Music doctoral student pursuing a degree in musical performance. In 2014 Manasreh became the coordinator of the community composing project, #MidwestHungerIs, a community awareness program that engages in the practices of writing, literacy, creative storytelling, music, and the arts. The goal is to express the meanings of hunger, from literal to metaphorical—everything from issues of food accessibility to the quotation in it are so candid and varied. There are lots of possibilities to combine things—bits of a sentence here or there, a description of an experience, part of a poem, etc. All the material kind of makes The project is led by Trixie Smith, director of the College of Arts and Letters Writing Center, and associate director Dianna Baldwin. Aiming to design a pedagogical instrument for increasing awareness and creating innovative approaches to activism, the #MidwestHungerIs project is collecting written input from community members of all ages. From these written stories, text will be selected for choral compositions by more than a dozen composers whose work will partly because we’re in a farming area. We’re also using it as a metaphor.”

Sistrum Lansing Women’s Chorus is one of the project’s most active partners. “Trixie sings with them. She’s had a dream to create a community composing project both writing and music for years,” said Manasreh. Other choirs, such as LansingOut and all of the Community Music School choirs, are also working with the project. Likewise, composers with ties to Michigan have been commissioned to create the original musical compositions. Philip Rice is a fourth year doctoral student in music composition who also works for the Writing Center. He is one of the Michigan composers who has gotten the project in touch with other composers and worked on the #MidwestHungerIs committee. Rice, who will be composing for the project, said “As a Michigan composer, I’m always excited to do things that are connected with the Midwest and its traditions. Choral music education is hugely important in Michigan, so I love that this project engages that, and supports Michigan composers. As a composer who works with text, the anthology is especially interesting because the quotations in it are so candid and varied. There are lots of possibilities to combine things—bits of a sentence here or there, a description of an experience, part of a poem, etc. All the material kind of makes The performance on April 14, 2016 at the Wharton Center will include a mass choir that brings all the local choirs together. The benefit concert will be free and open to the public.” The concert will coincide with an exhibit at the Broad Art Museum featuring original images and stories composed by the quotation in it are so candid and varied. There are lots of possibilities to combine things—bits of a sentence here or there, a description of an experience, part of a poem, etc. All the material kind of makes the quotations in it are so candid and varied. There are lots of possibilities to combine things—bits of a sentence here or there, a description of an experience, part of a poem, etc. All the material kind of makes

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“The writings are sometimes profound, sometimes funny, and they reflect the diversity of the audience we are reaching out to dialogue with,” said Manasreh. “Some people wrote poetry. There was a lot about wanting more farmers’ markets and fresh food. There were some responses about cultural and gender inequality. It was a mix.”

There are challenges for Manasreh. “The writings will be compiled and matched with composers who will be connected with community choirs. The composers can use the writings however they want. They have to be Michigan composers or at least have a Michigan connection. Composers have been matched with choirs and will be working directly with them to create their new compositions. We are hoping to premiere about 18 original compositions and will record them on our Community Composing album,” she said.

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**DETROIT AREA PRE-COLLEGE ENGINEERING PROGRAM (DAPCEP) AND MSU**

Promote Long-Term Investments in K-12 STEM Programs

By Linda Chapel Jackson and Carla Hills

**How is your work funded?**

DAPCEP is a 501c3 nonprofit organization in the State of Michigan; we rely heavily on corporate sponsorships and grants to provide these tremendous opportunities for young people. DAPCEP has collaborated with MSU on federal and private foundation grants, including the National Science Foundation, NASA Space Grant, the John S. and James L. Knight Foundation, the Skillman Foundation, and the Herbert H. and Grace A. Dow Foundation. At MSU we’ve partnered with Engineering on university-led grants and corporate sponsorships. We have also worked with the DAPCEP Board of Directors since 2002. His extensive knowledge of evaluation, research, and the university culture has been impactful. MSU has been a strong and supportive member of the DAPCEP Family.

**Who do you see as MSU’s contribution to DAPCEP?**

The MSU partnership is awesome. There is a significant demand for MSU courses on the main campus and in the downtown Detroit location. The courses are rigorous; we really like to see our courses prepare children for the college experience and technical careers. MSU’s courses have a reputation for doing that. The largest barrier is the cost for programming, a common issue in K-12 programming today.

We are hopeful that MSU sees the value in our work and continues to collaborate with DAPCEP on projects. Recently, Consumers Energy funded a summer program for 20 high school students at MSU. Students gained an extensive immersion into the world of energy and generation; they are always looking for opportunities to expose our students to careers in demand. MSU plays a large role in supporting opportunities like this.

**What do you see as DAPCEP’s contribution to MSU?**

For MSU and all of our university partners, DAPCEP is a catalyst for identifying talented students from the Detroit area. Through our partnerships, we provide access to the university environment. After completing a program at MSU our students often feel that college is now an option. Many of our students will be the first in their families to complete a post-secondary education; we are proud of our work supporting higher education and technical career pathways.

MSU’s Detroit Center is a great community partner whose close proximity to DAPCEP enables collaboration and shared resources. We often expose our students to educational opportunities held at the Center.

**Can you tell us briefly about outcomes for students participating in DAPCEP programs?**

The vast majority of our students, more than 90%, graduate high school. Of those graduates, 80% are interested in pursuing a STEM career. The overall high school graduation rate for Detroit Public Schools in 2013-2014 was 71%.

DAPCEP programs are extremely impactful at the pre-K to middle school level; we really want kids to feel that math and science are fun! At DAPCEP, we strongly believe that a child must participate in supplemental educational programming in order to be college and career ready. This creates the academic foundation for success, especially for children coming from resource deficient school systems. If children and families are involved early, DAPCEP becomes part of their social construct. We like for students to text or go online with their friends and ask, “What DAPCEP program are you doing now?” and say, “I’m doing this one.”

**What do you see as DAPCEP’s contribution to MSU?**

MSU has worked with us on developing our methods for determining outcomes. We are definitely becoming stronger with our tracking, because we are aware of how important it is to address outcomes, particularly as DAPCEP’s history grows.

**Is there anything else you’d like to add?**

MSU has been a tremendous partner over the years. Thank you for supporting DAPCEP programs and the youth of our community and state!

**Promote Long-Term Investments in K-12 STEM Programs**

Thousands of DAPCEP students have graduated from high school and become students at MSU. DAPCEP is trying to connect with all of the students who have participated in the program, from the most recent graduates to those stretching all the way back to DAPCEP’s beginning when it was founded and led by Kenneth Hill in 1976.

If you are a DAPCEP alum, please contact Maria Webb (MSU Class of ’81) to tell your story about DAPCEP and how it impacted your achievements at MSU and future career aspirations. Help us continue the legacy by becoming a partner and giving back to the organization.

In 2016, we will celebrate 40 years of DAPCEP in the State of Michigan. We would not be here today if not for the generosity and engagement of Michigan State University.

**“MSU is committed to DAPCEP’s mission, which is to increase the number of Detroit students who will graduate with interest in, and preparation for, higher education in fields related to engineering and supportive sciences. Jason Lee has initiated and managed significant re-organizations in DAPCEP programming in order to maintain a smooth alignment between DAPCEP educational experiences and the needs of a 21st century work force. We are delighted to play our small, though important, role in helping DAPCEP to achieve its mission.”**

**HIRAM E. FITZGERALD**

**MSU ASSOCIATE PROVOST FOR UNIVERSITY OUTREACH AND ENGAGEMENT**

**“For me, partnering with DAPCEP has allowed the College of Engineering to connect with intelligent, charismatic young people from the Metro Detroit area, students we might otherwise not meet, and expose them to all of the opportunities available to them at MSU. It has also allowed me to remain connected to the people, places and institutions in my home town. I remember the first time I visited MSU’s campus and how impressed I was and how much I wanted to be a Spartan...my hope is to provide that same experience to DAPCEP students and families.”**

**THEODORE CALDWELL**

**ASSISTANT TO THE DEAN FOR DIVERSITY DIRECTOR, DIVERSITY PROGRAMS OFFICE, MSU COLLEGE OF ENGINEERING**

**“Jason and his staff at DAPCEP have been partners with MSU and the MSU Detroit Center by sharing the University’s mission in providing students with the building blocks to become engaged students and leaders in research and STEM careers and making advances that promote a quality experience for the community. In sharing both local resources and ideas, MSU’s Detroit presence has grown, as well as our partnership in a variety of pre-college activities and the new expansion of the MSU Science Festival in Detroit.”**

**JENA BAKER-CALLOWAY DIRECTOR, MICHIGAN STATE UNIVERSITY DETROIT CENTER**

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Providing Access to High Quality STEM Experiences for Young Learners: 2015 Community Engagement Scholarship Award

The 2015 Community Engagement Scholarship Award honored Gail Richmond, the associate professor of teacher education, and the Detroit Public Schools for their partnership in constructing and implementing a model program designed to prepare and support individuals with a commitment to improving the lives and well-being of children from high-poverty communities through the teaching of science and mathematics.

Richmond’s research has focused on providing access to high-quality STEM experiences for young learners, both in and out of school. Her research has also contributed to how educators conceive of and engage in science teaching across multiple settings and with diverse audiences. She is committed to applying those research findings to helping students from all backgrounds embrace science learning.

This commitment is perhaps best reflected in Richmond’s 26 years as the director of the national summer STEM research program for high school students at MSU. Not only does she provide these 650 students with research guidance and opportunities, she also provides them with the skills to master research proposals, report writing, and presentations. With her direct involvement, these accomplishments help prepare them to apply to college and then to succeed. These students come from multiple racial, ethnic, and socioeconomic backgrounds; because of the investment she makes in the program and in the students, they have met with great success, and their confidence and knowledge has helped them become part of the STEM community in their studies and in their careers.

Richmond’s work has been supported by multiple grants, primarily focused on providing opportunities, she also provides them with the skills to master research proposals, report writing, and presentations. With her direct involvement, these accomplishments help prepare them to apply to college and then to succeed. These students come from multiple racial, ethnic, and socioeconomic backgrounds; because of the investment she makes in the program and in the students, they have met with great success, and their confidence and knowledge has helped them become part of the STEM community in their studies and in their careers.

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UOE PRODUCTIVITY 2002-2015 BY THE NUMBERS

Revenues from External Sources

External Grants to UOE Departments by Grantor Type

June 22, 2001 - June 17, 2015

- Association $833,516
- Federal $6,741,300
- Foundation $1,141,114
- Industry $59,925
- State $12,015,530
- Other $4,358,023

Revenues from Internal Sources

- Community-Engaged University designation $14,680,000
- McQuaid - Wagner Collaboration $1,405,000
- Erate - C.R. Magrath Foundation $975,000
- Other $4,598,023

Revenues from contracts and grants: $25,749,408
Revenues from community engagement and consulting: $3,606,320
Revenues from cultural and educational endowments: $8,541,054

Publications and Presentations

Between 2002 and 2015, UOE staff members published or placed in press:

- Abstracts 66
- Book chapters/contributions 129
- Books 44
- Journal articles 191
- Contributions to proceedings 65
- Research briefs 14
- Research posters 158
- Technical posters 447
- Invited seminars/colloquia and conference presentations 542

For a total of 1,656 PUBLICATIONS AND PRESENTATIONS

Awards and Recognitions

Between 2002 and 2014, MSU and UOE received:

- Presidential Award for General Community Service Corporation for National and Community Service 2009
- President’s Higher Education Community Service Honor Roll with Distinction Corporation for National and Community Service 2008, 2012

UOE staff members received:

- INSTITUTIONAL AWARDS AND HONORS
  - Community-Engaged University designation Carnegie Foundation for the Advancement of Teaching 2007, 2015
  - American Red Cross Award ARC Mid-Michigan Chapter and St. Vincent Catholic Charities - Refugee Services 2007
  - C. Peter Magrath/W. K. Kellogg Foundation Engagement Regional Award Association of Public and Land-grant Universities (APLU) and the Engagement Scholarship Consortium (ESC), with support from the W.K. Kellogg Foundation 2009
  - Awards of Excellence Finalist University Economic Development Association 2010
  - John A. Seeley Friend of Evaluation Award Michigan Association for Evaluation 2011
  - Ford College Community Challenge Ford Motor Company 2013
  - Michigan Engaged Campus of the Year Michigan Campus Compact 2014

- INDIVIDUAL RECOGNITIONS AND HONORS
  - John A. Seeley Friend of Evaluation Award Michigan Association for Evaluation 2011
  - Ford College Community Challenge Ford Motor Company 2013
  - Michigan Engaged Campus of the Year Michigan Campus Compact 2014
Michigan State University has earned the 2015 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. MSU’s application was commended for documenting the nature and extent of engagement activities, including the alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement. It is the second time MSU has earned the important designation. In 2006 MSU was one of the first universities to receive the distinction as a “community-engaged university.” The New England Resource Center for Higher Education serves as the Foundation’s administrative partner for managing and administering the Community Engagement Classification process. The current classification expires in 2025, and reclassification will again be available prior to that time by providing evidence of how MSU community engagement has become deeper, more pervasive, better integrated, and sustained.

Mike Brand, executive director of MSU’s Wharton Center for Performing Arts, was honored at the 2015 Broadway League Conference in New York City with the Samuel J. L’Hommedieu Award, the highest award that can be given to an executive of a performing arts center affiliated with touring Broadway. The award was given for excellence in management and leadership. Brand oversees planning and programming a diverse season of entertainment in four venues: the Cobb Great Hall, Wharton Centre, MSU Concert Auditorium, and Parchment Theatre. He has nearly 35 years of performing arts experience as a performer, teacher and presenter. Prior to his appointment at the Wharton Center, Brand served as a regional vice president for Clear Channel Entertainment. His performing credits include 16 seasons on performing trumpet with the St. Paul Chamber Orchestra, as well as regular engagements with the Minnesota Orchestra and the Minnesota Opera Orchestra. He has also held artist-in-residence contracts with Carleton College and St. Olaf College in Northfield, Minnesota, and the University of St. Thomas in St. Paul, Minnesota.

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 in addressing community needs and 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, University Outreach and Engagement

Laurie A. Van Eggen
Assistant Provost for University-Community Partnerships

UOE is supported by the advice of the University-Community Senior Fellows, a council that includes all MSU faculty who have distinguished themselves through career as engaged scholars, as well as leaders from Michigan government, businesses, foundations, and nonprofit organizations.

For a list of Fellows, see outreach.msu.edu/partnerships.

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

MICHIGAN STATE UNIVERSITY

University Outreach and Engagement

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

Units and special projects

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 engaged learning.

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

Renee Zientek, 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

Miles McNall, Director

CERC develops and sustains university-community partnerships that are mutually beneficial and impactful through community-based participatory evaluation and research.

Gifted and Talented Education

Susan Sheth, Director

GATE promotes differentiated educational programs for students in grade school, middle school and high school in order to provide educational experiences that benefit academically able students intellectually, cultivate social relationships, and encourage a global understanding of their world.

Julian Samora Research Institute

Ruben Martinez, 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

Lora Helou, Interim 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, Director

NCUSE 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 learning 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.
2016 CALENDAR • MSU OUTREACH AND ENGAGEMENT

MARK YOUR CALENDER

NSF Broader Impacts Workshops
FEBRUARY 4-5, 2016 | MSU Kellogg Center
outreach.msu.edu/upcomingevents.aspx

Put Your Theory into Practice with Service-Learning, Part 2
FEBRUARY 19, 2016 | MSU Kellogg Center
outreach.msu.edu/upcomingevents.aspx

Effective Public Engagement for Scientists Workshop
FEBRUARY 25-26, 2016 | MSU Kellogg Center

Community Engaged Research: Getting Started
MARCH 18, 2016 | MSU Kellogg Center
outreach.msu.edu/upcomingevents.aspx

MSU Science Festival
APRIL 12-17, 2016 | MSU campus and statewide
APRIL 18-24, 2016 | Detroit events
sciencefestival.msu.edu

Michigan Science Olympiad State Tournament
APRIL 30, 2016 | MSU campus
scienceolympiad.msu.edu

Innovations in Collaborative Modeling
JUNE 14-15, 2016 | MSU Kellogg Center
modeling.outreach.msu.edu

WATCH FOR THESE ANNUAL EVENTS...

Summer Solstice Jazz Festival
HELD ANNUALLY IN JUNE | East Lansing, MI
eljazzfest.com

Great Lakes Folk Festival
HELD ANNUALLY IN AUGUST | East Lansing, MI
greatlakesfolkfest.net/glff2015

Innovate Michigan! Summit
Sponsored by the University Center for Regional Economic Innovation
HELD ANNUALLY IN EARLY SEPTEMBER | MSU Kellogg Center
reicenter.org/events

Engagement Scholarship Consortium Conference
HELD ANNUALLY IN LATE SEPTEMBER/EARLY OCTOBER
engagementscholarship.org

International Association for Research on Service-Learning and Community Engagement (IARSLCE) Conference
HELD ANNUALLY IN THE FALL
www.researchslce.org

World Usability Day
NOVEMBER 2016
usability.msu.edu

Innovations in Collaborative Modeling

Addressing complex social and environmental problems through systems modeling techniques

JUNE 14-15, 2016
Kellogg Center
East Lansing, Michigan

PRESENTATIONS
We are soliciting presentations on:

• Transdisciplinary (linked) modeling that integrates knowledge and practice across disciplines

• Participatory modeling that involves stakeholders from a wide range of sectors

• Quantitative and qualitative systems modeling techniques

HOSTED BY:

For more information: MODELING.OUTREACH.MSU.EDU