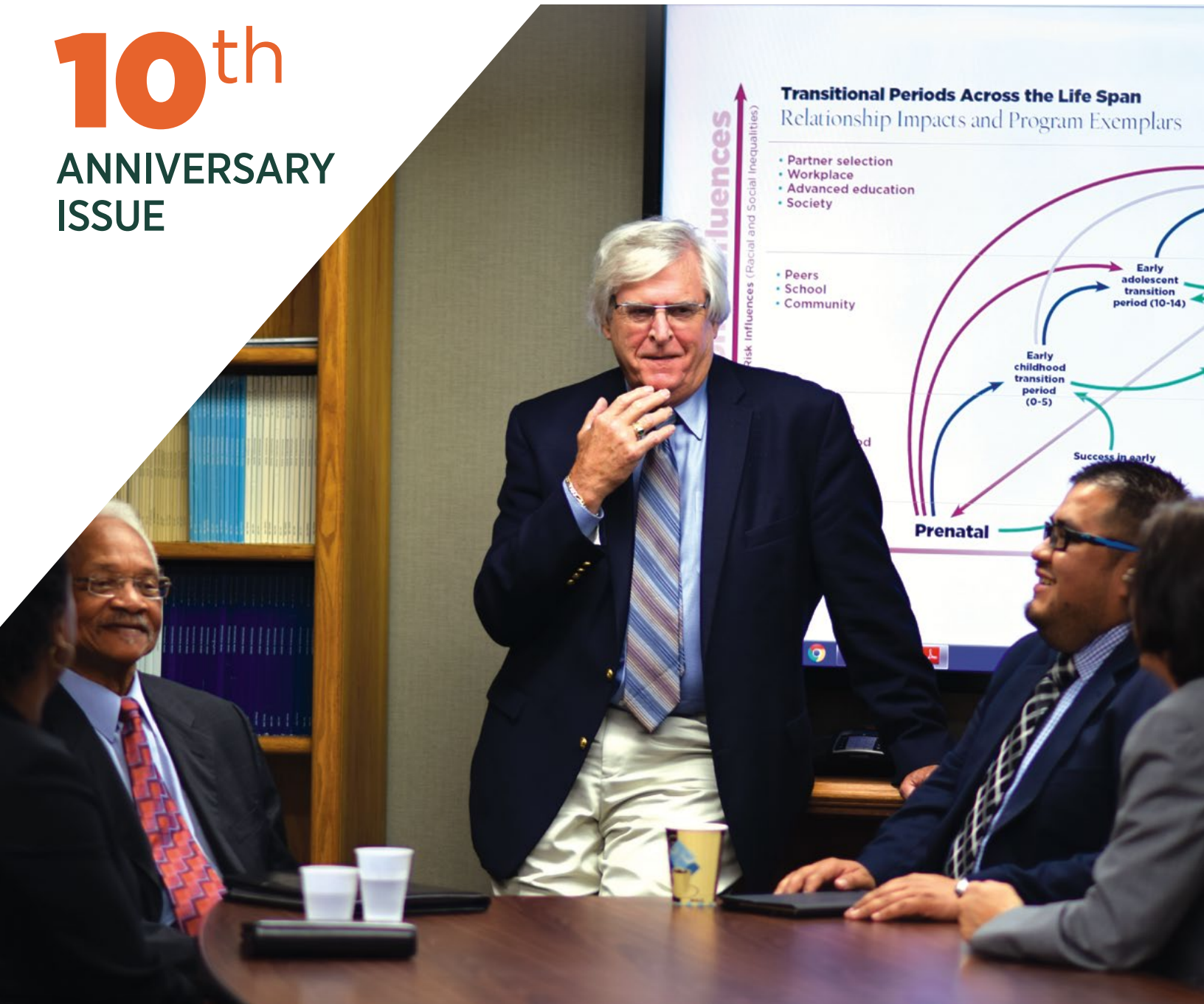


# THE Engaged

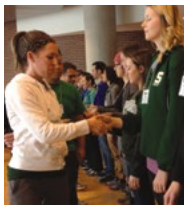
# Scholar MAGAZINE

# 10<sup>th</sup>

## ANNIVERSARY ISSUE



**UNIVERSITY OUTREACH AND ENGAGEMENT**  
more than a decade of supporting university-community engagement



VOLUME 10 • 2015

*The Engaged Scholar Magazine* is published annually by University Outreach and Engagement, Michigan State University. The magazine focuses on collaborative partnerships between MSU and its external constituents—partnerships forged for mutual benefit and learning, with an emphasis on research.

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**Cover photo** (from left to right): Power of We Consortium coordinator Karika A. Phillips meets with Consortium co-chairs Willard Walker (Affiliated Consultant, Public Policy Associates, Inc.) and Hiram E. Fitzgerald (MSU Associate Provost for University Outreach and Engagement); former coordinator Isaias Solis (Program Supervisor, Ingham County Health Department); and Teresa Kmetz (President, Capital Area United Way). Story on page 10.

**FOREWORD**



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 leadership for higher education's transformational change by developing the Outreach Engagement Measurement Instrument (OEMI; Michigan State University, 2004), a measurement tool to assess engagement scholarship within the context of its definition and expanded criteria (Church, Zimmerman, Bargerstock, & Kenney, 2003; Michigan State University, 2004). UOE draws on data to annually report quantitative and qualitative evidence of MSU's engagement scholarship; as of this writing, information has been provided by over 3,600 faculty and academic staff.

President Simon's efforts to invigorate and expand higher education's role in society (Simon, 2009, 2010) had particular meaning for UOE when, as provost, she expanded the responsibilities of the Office of University Outreach to be inclusive of the University's research and scholarly mission as well as its teaching/learning mission. When I became Assistant Provost for University Outreach (December 1, 2001), the charge was to create an academic support unit that could support colleges, departments, and schools to achieve the University's commitment to engagement by advising on policies related to engagement, developing 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 for 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

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FOREWORD

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for Research in Service-learning and Civic Engagement, the Academy of Community Engagement Scholarship, the Michigan Association for Evaluation, the University Professional and Continuing Education Association, and the Association of Public and Land-Grant Universities (APLU) Council on Engagement 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 Talloires 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 13 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

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

Mid-1980s

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

1988

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

1991

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

1993

Definition of outreach is advanced by Provost’s Committee

1996

Faculty committee releases *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach*

2001

Mission of the Office of University Outreach is changed, and name is changed to Office of the Assistant Provost for University Outreach (UO). 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*

2002

Estate and Wealth Strategies Institute is transferred to UO

2003

UO name is changed to University Outreach and Engagement (UOE)

2004

UOE Outreach and Engagement Measurement Instrument is implemented university-wide  
UOE Communication and Information Technology is established  
UOE Usability/Accessibility Research Collaborative is established  
UOE/MSU Detroit Partnerships at YouthVille is established  
UOE Cultural Engagement Council for the Promotion of Arts and Cultural Resources is established

2005

UOE National Collaborative for the Study of University Engagement 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-H Service-Learning Research Conference

2006

UOE Community Evaluation and Research Collaborative is established  
MSU inaugurates university-wide award for community engagement scholarship  
MSU is awarded the Carnegie Foundation Community Engagement Classification through 2014

2007

Center for Community and Economic Development is transferred to UOE

2008

UOE establishes sustained partnership with Lansing’s Information Technology Empowerment Center (ITEC)  
MSU receives the President’s Award for Higher Education Community Service  
MSU hosts inaugural Michigan Pre-College and Youth Outreach Conference

2009

UOE Arts and Cultural Initiatives is established

2010

Michigan Science Olympiad State Tournament is transferred to UOE

2011

MSU Detroit Center is transferred to UOE  
Estate and Wealth Strategies Institute is de-commissioned  
MSU hosts annual National Outreach Scholarship Conference

2013

Julian Samora Research Institution is transferred to UOE

2014

MSU Office of Gifted and Talented Education is transferred to UOE  
MSU receives the Michigan Campus Compact Engaged Campus of the Year Award

2015

MSU is awarded the Carnegie Foundation Community Engagement Classification through 2025  
MSU hosts inaugural Innovations in Collaborative Modeling Conference



# 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

By Amy Byle

**T**he 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 will support high-priority economic development. "The REI network helps us identify emerging opportunities and challenges," explained LaMore, "and assists us in learning about those and then disseminating what we're learning."



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 idea, where we'll work with a partner in a community to implement a co-learning plan that had been previously generated," 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 on 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

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Above: Longway Planetarium and Flint Institute of Arts at the Flint Cultural Center. Below: MSU Center for Community and Economic Development on Michigan Avenue in Lansing.





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Developing Networks for Teaching and Learning:

THE U.S. EDA CENTER FOR REGIONAL ECONOMIC INNOVATION

worked 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 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 then 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



Rex LaMore, director and principal investigator of the U.S. EDA Center for Regional Economic Innovation.

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 Bruen, "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'll 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." 🌱

Supporting Multidisciplinary Research Collaborations:

By Amy Byle

The QUALITY MILK Alliance



MSU Quality Milk Alliance members Rubén Martinez, Lorraine Sordillo, Ron Erskine, and Andrés Contreras at the MSU Dairy Farm.

MSU's College of Veterinary Medicine and the Julian Samora Research Institute (JSRI) 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.

In the first year of the project, the team met with focus groups and conducted a survey of dairy farms in Michigan, Pennsylvania, and Florida to gather data on current mastitis treatment practices. Using the data, Erskine's team was able to see that while farms were doing well at implementing mastitis protocols, there was still room for improvement in several areas, including management and training of employees. This is due, in large part, to a transition in the dairy industry from small, family-owned farms to larger farms with a diverse work force, including many Spanish-speaking employees.

Impact of Workplace Culture on Employee Performance

Rubén Martinez, professor of sociology in the College of Social Science and director of the Julian Samora Research Institute, is leading an evaluation team of social scientists who are looking at this project from a social science perspective, focusing on organizational, behavioral, and management aspects, especially in light of the changing cultural demographics. "The social side of agriculture is what we understand," said Martinez. "Dairy farms are businesses, so they have the same organizational dimensions as other firms, except that as an industry, it's going through a couple of major transitions."

According to Martinez, many factors are increasingly affecting the performance of employees, such as morale, ability to acquire basic skills, and workplace environment. "We didn't necessarily know

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Supporting Multidisciplinary Research Collaborations:  
The **QUALITY MILK** Alliance

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.”<sup>1</sup>

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 control practices, such as how the cows are milked, the equipment used for



USDA photo by Bob Nichols

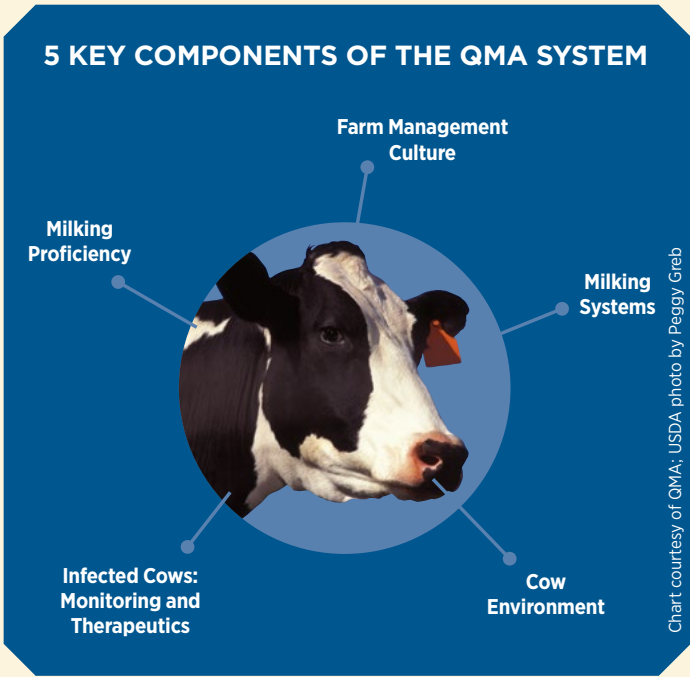


Chart courtesy of QMA; USDA photo by Peggy Greb

Components of the QMA evaluation system, including farm management culture.

milking, the environment the cows live in, and how farmers use drugs and monitor mastitis, as well as a fifth element uniquely important to this study—the management culture. “If you’re going to address the incidence of mastitis,” said Martinez, “then, along with the science and medical research, the labor force becomes the primary factor in the practices that occur on the dairy farms to reduce the incidence and to treat and maintain the conditions in which the minimum prevalence of mastitis occurs.”

After an initial pilot study last year, the quality milk evaluation system was refined and will be implemented on approximately 130 farms in three states for 12 months. Under the leadership of partners from Penn State, the team is also creating an education program in which students and veterinarians can complete online and hands-on components to become certified Quality Milk Alliance (QMA) specialists who will be able to use the evaluation systems on the farms and make necessary reforms. “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.”



Photo courtesy of MSU CABS

Ron Erskine (left) and recent Ph.D. graduate James Averill at the MSU Dairy Farm.

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 possibly the first—and certainly 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 do we 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.”

<sup>1</sup> Schewe, R. L., Kayitsinga, J., Contreras, G. A., Odom, C., Coats, W. A., Durst, P., Erskine, R. J. (In press). Herd management and social variables associated with bulk tank somatic cell count in dairy herds in the Eastern United States. *J. Dairy Sci.*



Convening and Supporting Place-Based Networks:

# CAPACITY BUILDING

By Amy Byle

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; Admissions; 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 offices. “While I’m the director of the Detroit Center, my UOE hat also involves 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’m 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



Photo by Charles Saadiq

## WHY THE FOCUS ON PLACE?

...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].

McNall, M. A., Barnes-Najor, J. V., Brown, R. E., Doberneck, D., & Fitzgerald, H. E. (2015). Systemic engagement: Universities as partners in systemic approaches to community change (p. 7). *Journal of Higher Education Outreach and Engagement*, 19(1), 1-25.

Community members gather for a Thanksgiving Day Parade fundraiser at the MSU Detroit Center.

# in Detroit, Flint, and Lansing



Bob Brown works with community members in Flint.

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 Focus: 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.

“The universities came together because we were all doing our individual work with this particular organization,” explained Baker-Calloway. “So we wanted to maximize the efficiency and bring some projects to scale that are led primarily by the needs and wants of the community, as well as those of the universities. It’s designed to be co-creative, so the universities aren’t leading that effort. It is really a collaborative effort.”

Baker-Calloway explained that the MSU Detroit Center is a visual and physical representation of Michigan State University’s commitment to Detroit and Southeast Michigan: “We want to provide opportunities through the Center both space-wise, as well as through faculty and staff, to connect and engage with the community that we’re in, because we do see Detroit as being critical to the

development of the State. In my outreach activities, that’s one of the things foremost on my mind: How can we as a university community serve Detroit?”

## 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?in=timebanktom/sets/neighborhoods-without-borders](https://soundcloud.com/timebanktom/bob-sets-the-stage?in=timebanktom/sets/neighborhoods-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](http://imagineflint.com)). MSU-community projects—including the Photovoice 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<sup>1</sup> (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.

<sup>1</sup> See *The Engaged Scholar Magazine*, Vol. 6, Fall 2011, p. 33, for more information about Strategic Doing. Retrieved from : <http://engagedscholar.msu.edu/magazine/volume6/morrison.aspx>.



(continued)

## Convening and Supporting Place-Based Networks:

# CAPACITY BUILDING in Detroit, Flint, and Lansing

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 stakeholders 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 voices. "They were looking at human services from the health department perspective and saying, where we see capacity out in the community, we'd like to partner more with them," said Melcher.

Because of Melcher's experience in community development, he was asked to help give direction to the growing organization: "I started to help form some goals and develop the concept of growing the organization into a more robust community network

that could both inform and be informed by the large institutions, as well as the perspective that the work could be done and enhanced by partnering with community-based organizations."

One early example of Power of We networking involves the **Allen 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 fledgling new ones that were emerging to get 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 grab the pieces they wanted and help shape and form it into what we see today as the Power of We Consortium." 🌱



The MSU Center for Community and Economic Development works with many Lansing-based organizations to build capacity.

# UOE Provides Communication and Technical Support for Engaged Scholarly Work

## 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. 🌱

"MSU's Science Festival supplied ample opportunity for me to provide editorial support on a variety of publications, including the program guide and flyers, as well as the Science Festival website. I also helped with hands-on tasks, such as putting together building signs and chalking lizard footprints on the sidewalks. My most enjoyable responsibility, however, was guiding groups of visitors to various venues on campus during the Festival itself."

AMY BYLE  
EDITOR, COMMUNICATION AND  
INFORMATION TECHNOLOGY



### 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.

### Implemented media relations and marketing strategies and tactics

- Developed a graphic identity for the event and produced web and print materials to support the branding consistently across delivery formats, from the website to e-newsletters to flyers, brochures, posters, and newspaper advertisements.
- Pursued several media opportunities and sponsors

### Assisted with planning and management

- Helped the conference coordinators navigate through logistical issues such as registration, catering, transportation, facilities, audio-visual equipment, and team/volunteer communications.

### Supported content development

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





# UOE Promotes the Scholarship of Engagement

Building Engagement into the Core Academic Mission of the University:

## The MSU Approach By Linda Chapel Jackson

Ten years ago, in our inaugural issue of *The Engaged Scholar Magazine*, we posed the question, “What is an engaged university?”

Drawing on core university documents,<sup>1</sup> we noted that for Michigan State University, engagement is not a separate “service” activity, detached from research and teaching; it is part of the core academic mission of the University, embedded within the traditional scholarly endeavors of generating, transmitting, applying, and preserving knowledge.

We asserted that scholarly engagement efforts should be mutually beneficial for all partners—community, faculty, and students—and that all should have the opportunity to participate in the design, operation, and evaluation of projects.

We also discussed principles to be observed in pursuing this work, such as giving careful attention to building relationships and communities, as well as favoring multidisciplinary and evidence-based approaches.

Over the past decade we’ve learned a lot about how to further these principles and values. Additionally, a growing literature has emerged from the study of engaged scholarship itself—its principles, processes, and practices—and a host of associations and other organizations have been formed to support and advocate for its place in higher education.

MSU had already recognized the significance of this movement in 2005, with the creation of the National Collaborative for the Study of University Engagement (NCSUE) within University Outreach and Engagement (UOE). NCSUE seeks greater understanding of how university engagement enhances faculty scholarship and community progress. How do scholars engage most effectively with their communities, and how, in turn, does such engagement enhance their scholarship?

### Walking the Talk

In a journal article published in 2012,<sup>2</sup> MSU Associate Provost for University Outreach and Engagement Hiram E. Fitzgerald and colleagues stated unequivocally (p. 7), “The centrality of engagement is critical to the success of higher education in the future... Undergirding today’s approach to community engagement is the understanding that not all knowledge and expertise resides in the academy, and that both expertise and great learning opportunities in teaching and scholarship also reside in non-academic settings.”



**“As part of its institutional strategic planning process in 2009, the University of Iowa appointed a university-wide task force to explore strategies to foster greater public outreach and civic engagement. The task force’s review of the outreach and engagement landscape quickly revealed Michigan State University as a national leader in both the theory and practice of engaged scholarship. At the task force’s recommendation, Hiram Fitzgerald was invited to campus in 2010 to convene a conversation about the scholarship of engagement. Fitzgerald emphasized the importance of building an infrastructure for engagement, maintaining rigorous academic standards for engaged scholarship, and weaving engagement into the fabric of the University’s teaching, research and service missions. The conversation Fitzgerald ignited on campus continues today and the catalyzing effects of his visit are visible. In 2013 the University established an Office of Outreach and Engagement and appointed a new associate provost to direct it, and earlier this year Iowa received the Carnegie Community Engagement Classification for the first time.”**

ANN RICKETTS  
ASSISTANT VICE PRESIDENT FOR RESEARCH  
UNIVERSITY OF IOWA (CONSULTATION CLIENT)

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.



NANCY FRANZ  
PROFESSOR EMERITUS,  
SCHOOL OF EDUCATION  
IOWA STATE UNIVERSITY  
FOUNDER AND THINK TANK  
PARTICIPANT, ACADEMY OF  
COMMUNITY ENGAGEMENT  
SCHOLARSHIP

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.<sup>3</sup>

MSU President Lou Anna K. Simon, who has written about engagement herself and has an impressive list of publications on the topic,<sup>4</sup> has 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 revising reappointment, 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 projects, UOE staff members learn first-hand 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 and come back to the next project as better partners.

### 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<sup>5</sup> (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 was new. UOE saw 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. See pp. 35-37 of this issue for more about UARC.

UOE also fully supported a community-university partnership 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)

<sup>1</sup> See, for example: Provost’s Committee on University Outreach. (1993, October; reprinted 2009, June). *University outreach at Michigan State University: Extending knowledge to serve society*. East Lansing: Michigan State University. Retrieved from outreach.msu.edu/documents/ProvostCommitteeReport\_2009ed.pdf

<sup>2</sup> Fitzgerald, H. E., Bruns, K., Sonka, S. T., Furco, A., & Swanson, L. (2012). The centrality of engagement in higher education. *Journal of Higher Education Outreach and Engagement*, 16(3), 7-27.

<sup>3</sup> See president.msu.edu/mission/index.html

<sup>4</sup> See president.msu.edu/biography/academic-publications.html for a brief list.

<sup>5</sup> See bolderbydesign.msu.edu



(continued)

## Building Engagement into the Core Academic Mission of the University:

# The MSU Approach

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 2013-2014, 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.<sup>6</sup>

Both of the above projects were focused on responding to a community need. Both were a risk with a successful outcome. Not all of UOE's ventures are as successful, but there are always lessons to be learned from the experience. For example, early efforts to bring together faculty from campus who had an interest to work in different geographic areas did not always pan out. Over time the organizers of these networks found that more active support was needed than merely getting faculty to the table. Now UOE sponsors a number of place-based hubs like the Detroit Center and a permanent office in Flint, as well as supporting the CCED's recent relocation to more high-visibility space in Lansing. (See pp. 10-12 of this issue for more about MSU's place-based hubs.) The approach continues to be refined and adjusted.

### 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 cultural institutions and venues. The CEC seeks to build a common understanding of the importance of culture among students and the community through innovative partnerships and collaborations, and to enhance teaching and research in all aspects of the study of culture. Kurt Dewhurst, director of UOE's Arts and Cultural Initiatives, chairs the Council.

Through the CEC, faculty and units from across the University come together to plan and implement cultural initiatives meant to engage both MSU and its wider community. The CEC's inaugural project was the Year of Arts and Culture in 2007-2008, which featured dozens of

coordinated and co-branded cultural activities. It was accompanied by the launch of a website designed to promote public access to the breadth of MSU's offerings (see it at: [artsandculture.msu.edu](http://artsandculture.msu.edu)). The Council is currently supporting the 2015-2016 China Experience initiative, exploring China through art, film, music, performances, lectures, events, and exhibits. See p.26 in this issue for more about the China Experience initiative, or visit [artsandculture.msu.edu/about/focus.aspx](http://artsandculture.msu.edu/about/focus.aspx).

The **Pre-College Committee** (PCC) is composed of program directors and administrators who coordinate the activities of MSU's many programs for children, youth, and pre-college students. It is supported by the offices of the Associate Provost for University Outreach and Engagement, the Associate Provost for Undergraduate Education, and the Director of Admissions. The Committee provides guidance on policies and procedures and offers a framework for the staffs of pre-college programs at MSU and other organizations to collaborate. It has also established a set of common goals and encourages all programs to pursue them.

One step toward building a campus-wide network was the establishment of a collective annual report featuring data from many programs about their audiences, funding, overall impact, and other information. All pre-college programs are invited to submit a program summary in a common format designed to convey both their similarities and their variety.

The PCC organized the first Michigan Pre-College and Youth Outreach Conference in 2008. The conference has subsequently grown to become an annual all-day event that brings together leaders in education, workforce development, and government from across the state to engage with other professionals interested in strengthening support for pre-college and youth development programming, and college access in Michigan. The conference site rotates among universities across the state, with MSU having hosted in 2012 and hosting again in 2016.

### Developing Infrastructure to Support Faculty Engagement: RP&T

In reports published nationally in the late 1990s, reappointment, promotion, and tenure (RP&T) policies were cited as a major barrier to faculty involvement in outreach and engagement activities.

Following a recommendation of the 1993 Provost's Report on University Outreach, a faculty committee supported by UOE led efforts to revise the faculty review guidelines and forms with the goal of integrating engagement activities into the qualifications for RP&T. The revisions, which were implemented in 2001, allowed faculty to report their outreach and engagement throughout the form rather than in a separate section.

Implicit in this change was the assumption that outreach and engagement are part of how many scholars conduct their research, their teaching, and their service—and they should be able to characterize this work as such when seeking reappointment, promotion, or tenure. The new forms also emphasized the use of multiple ways to document quality, and distinguished service to the broader community from service to scholarly and professional organizations or to the University.

Six years later, UOE researchers conducted a study to determine how and to what extent faculty were reporting their engagement work on the revised forms, what types of activities were being reported, and whether demographic variables made a difference in reporting. Document analysis of 244 forms focused on faculty members who successfully underwent RP&T review between 2001 and 2006.

The study found that most faculty members (90%) reported at least one outreach/engagement activity on 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. More information about the study, as well as a summary of the revisions made, is available at: [ncsue.msu.edu/research/reappointment.aspx](http://ncsue.msu.edu/research/reappointment.aspx).

### 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 identify measures in 2002.

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 purposes, methods, impacts on scholarship, 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 communities 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 \$177,178,200 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.”**

BURTON BARGERSTOCK, DIRECTOR  
NATIONAL COLLABORATIVE FOR THE STUDY OF UNIVERSITY  
ENGAGEMENT

### 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 from 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.

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<sup>6</sup> See [iteclansing.org](http://iteclansing.org) for more about ITEC.



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## 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 proposed 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/elucidate 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 1,182 (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 philanthropies, 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 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.

**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 partnerships—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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**"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 scholarly engagement, it has informed and served as a model for faculty and universities across the country."**



KAREN BRUNS  
ASSISTANT PROFESSOR, EXTENSION  
COLLEGE OF EDUCATION AND HUMAN ECOLOGY; COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES  
OHIO STATE UNIVERSITY  
FOUNDING MEMBER, ACADEMY OF COMMUNITY ENGAGEMENT SCHOLARSHIP  
ENGAGEMENT SCHOLARSHIP CONSORTIUM



(continued)

## 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 served 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 within the ESC, as Assistant Provost for University-Community Partnerships Laurie Van Egeren represents MSU on the ESC board of directors and NCSUE director Burton Bargerstock serves on the organization's Conference Leadership Committee. Bargerstock and Ghada Georgis, associate director 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 **Academy 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 with 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 Egeren prepared an infographic drawn from



"In global discussions about how universities collaborate with communities to address pressing societal concerns, Michigan State University is often cited as an exemplar. Over the past decade, MSU Outreach and Engagement has contributed important foundational and practical leadership to

demonstrate how to leverage and sustain healthy 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 faculty contributions to engagement have been utilized and replicated by numerous institutions."

VALERIE OSLAND PATON, PH.D.  
PROFESSOR AND PROGRAM CHAIRPERSON,  
HIGHER EDUCATION RESEARCH  
TEXAS TECH UNIVERSITY  
CHAIR-ELECT, APLU COUNCIL ON ENGAGEMENT AND OUTREACH

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** (IARSLCE) 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 IARSLCE 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 2005 and co-edited its proceedings volume with CSLCE colleagues the following year. In 2013, Burt Bargerstock was appointed to the IARSLCE 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 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. 📍



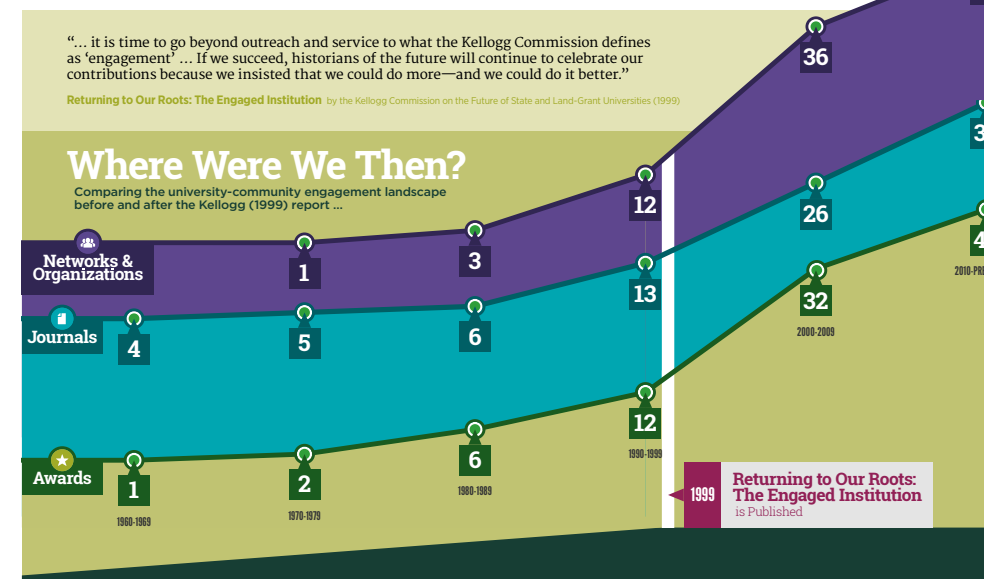
"In 2005, our university provost recognized the importance of higher education's engagement mission and worked to expand our work in this area. As K-State scanned colleges and

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. They literally provided 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—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. PROCTER  
DIRECTOR, CENTER FOR ENGAGEMENT AND COMMUNITY DEVELOPMENT  
KANSAS STATE UNIVERSITY  
MEMBER, EXECUTIVE COMMITTEE,  
ENGAGEMENT SCHOLARSHIP CONSORTIUM  
(CONSULTATION CLIENT)

## SCANNING THE ENGAGEMENT LANDSCAPE

University Engagement  
by the Numbers



Adapted from Van Egeren, L. A. (2015). *Scanning the engagement landscape: University engagement by the numbers*. Infographic produced by Michigan State University in collaboration with the Council on Outreach and Engagement of the Association of Public and Land-grant Universities.

## TRANSFORMATIONS IN HIGHER EDUCATION

In 2010, MSU Press launched the *Transformations in Higher Education: The Scholarship of Engagement* book series. The series is designed to provide a forum for engaged scholars whose work better fits monograph or book length outlets than journal articles. It premiered with the two-volume *Handbook on Engaged Scholarship* in 2010 and has subsequently published six additional volumes with others currently in press.

[msupress.org/books/series/?id=Transformations+in+Higher+Education](http://msupress.org/books/series/?id=Transformations+in+Higher+Education)



# UOE Broadens Access to the University

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.”



Lora Helou, interim director of the MSU Museum

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 in a unique position

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 larger 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 Wordplay” (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 playfulness 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



The Deep Play exhibit at the MSU Museum.

One of the recommendations made by the Provost’s Committee on University Outreach, as outlined in its 1993 report, *University Outreach at Michigan State University: Extending Knowledge to Serve Society* (pp. 38-39), was that “Michigan State University should enhance the awareness of external constituents regarding its outreach activities, and then help them gain efficient access to these offerings.” This mandate is directly in line with UOE’s administrative responsibility to reinforce and streamline delivery of the University’s primary engagement message: We are here as a resource for you.

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 them 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 be used to communicate and problem-solve.

As we saw in the first section of this issue of *The Engaged Scholar Magazine*, UOE has worked hard to create and sustain innovative research partnerships and to establish place-based networks capable of bringing together existing programs and organizations to tackle community issues systemically.

In this section we look at programs with a broader invitation, in many cases one that goes out to the general public rather than to academics and professionals with specific expertise.



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

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.”

### 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, but 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 (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 sketchy contributions. Like a Wikipedia entry, 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,

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## THE MSU MUSEUM Collaborations



The Sichuan Bush-warbler is a new species recently discovered by Dr. Pam Rasmussen and a team of ornithologists.

conservation, education, and the identification and appreciation of birds and their habitats.”

An important part of providing this global database is gathering quality data. “We need recordings that can serve as baseline data and can be independently verified,” Rasmussen said. “So uploading recordings takes a lot of time. There’s a lot of information that goes along with each recording.”

Since its creation, the database has grown to almost 18,000 recordings of almost 4,700 bird species, much of the work being done by student workers and volunteers here at MSU. One of those students was Joseph Shemanski, who came to work with Rasmussen as part of the Professorial Assistantship Program. His primary research was a project that looked at the vocalizations of two Southeast Asian crows. When he wasn’t up to his ears in sonograms of *Corvus enca* and *Corvus macrorhynchos*, he helped prepare recordings for the AVoCet database.

“My experience with AVoCet allowed me to interpret sonograms, which are visual representations of sound, in a program called Raven, with great efficiency,” Shemanski said. “I was able to see sound and then hear it. I could predict what a call would sound like just by looking at it.” Shemanski credits the experience with a new interest in the vocalizations of birds. He’s also begun wondering more about vocal learning and how it differs between language regions in Europe.

These recordings have been used by researchers around the world. Being able to have confidence in the data—being able to identify the recorder and the context of the recording—has led to AVoCet recordings being used in a number of journal articles. 🌱

## 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 DOcs, 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, Newaygo, 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 ([gifted.msu.edu](http://gifted.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 at Wharton Center

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 **ImáGen** 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 Pasant 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 Martinez, 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](http://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.



## Supporting Exploration of Arts and Cultures:

# THE MSU China Experience By Matt Forster

**W**ith a population of nearly 1.4 billion people across 3.7 million square miles of East Asia, China boasts a rich and wildly 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. This 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.



Photo courtesy of the MSU Museum

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 spate 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 2013-2014, 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

## MSU Statewide [msustatewide.msu.edu](http://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](http://spartanyouth.msu.edu)

The Spartan Youth Programs (SYP) website is a popular web portal that displays a wide range of exciting opportunities for pre-K through 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



# UOE Promotes Inclusion

We are resolved to maintain our active role in addressing the inequalities, both large and small, that plague our society and that from time to time manifest themselves on our campus.

– LOU ANNA K. SIMON

Conducting Research in Diverse Communities:

## WIBA ANUNG (Early Star)

By Carla Hills



Classroom display by Little Traverse Bay Band of Odawa Indians in Pellston, Michigan.

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 professional development for teachers. They believed this focus had the potential to enhance positive outcomes for children, particularly with respect to their academic and behavioral school readiness skills.

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.



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

### 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.

“What we knew in forming the partnership was that research, training, and information gathering were essential for identifying strengths in our program, as well as areas of concern,” said Belleau.

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.

### 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.

“Inclusion involved creating a research team with individuals drawn from all components of our theory of change,” said Fitzgerald.

One of the more immediate impacts of the process in 2005-2006 was the dialogue between university and community participants that led to the partnership’s name change from “Building Teacher Capacity in American Indian Head Start and Early Head Start Programs in Michigan,” to “Wiba Anung (Early Star): Promoting Academic and Social Success in Michigan Tribal Head Start Programs.” The name change shifted project emphasis onto tribal assets as the basis for building systems change, created better balance, and focused efforts on changes in children as the key outcome.<sup>1</sup>

“Capacity building, understanding needs, and co-designing a plan to meet the needs are the core fundamentals of Wiba Anung, as well as the way we approach all university-community partnerships at MSU,” said Barnes-Najor.

A 25-person Wiba Anung Research Advisory Team was assembled early in the project, consisting primarily of tribal members who oversaw all facets of program development and policy recommendations. There was also a Research Advisory Team, a Cultural Competence Advisory Team, and a Core Research Team.

Parents, Head Start directors, teachers, community members, and university researchers on the Tribal Partnership Team continue to participate in all aspects of proposed work and to jointly assess, prioritize, and address community needs and desired outcomes.

(continued)

<sup>1</sup> Fitzgerald, H. E., Farrell, P. (Taos Pueblo), Barnes, J. V., Belleau, A. (Ojibwe), Thompson, N. L. (Mohican), Lee, K., Calcaterra, M. (Sault Saint Marie Ojibwe), & Parish, A. (Ojibwe). (2013). Wiba Anung: Co-creating a sustainable partnership with Michigan’s American Indian Head Start programs. In H. E. Fitzgerald & J. Primavera (Eds.), *Going public: Civic and community engagement* (pp. 137-161). East Lansing: Michigan State University Press.



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## Conducting Research in Diverse Communities:

# WIBA ANUNG (Early Star)



Head Start classroom project underway with students from the Nottawaseppi Huron Band of Potawatomi in Grand Rapids, Michigan.

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 three types of teams: the Tribal Partnership Team, including 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 a minimum of monthly (and as frequently as

weekly) via conference call to make decisions about the overall direction of the partnership; and Communities of Learning, consisting of smaller teams of researchers and community partners who meet monthly, virtually, or in person, to move forward on a particular strand of inquiry.<sup>2</sup>

### Teacher Education and Professional Development

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 typically pursue degrees on a part-time basis either long distance or online, and they

often have families of their own that increase their obligations of both time and resources.

In addition to boosting teacher education, goals were set to institute a professional development program designed to enhance teachers' classroom practices. In 2014, under Hope Gerde's leadership, MSU approved an agreement that enables any student graduating with an associate's degree to enter the early childhood education program with junior status at MSU, providing all core requirements for admission are met.

### Cultural Awareness

Initial partnership meetings determined early on that inclusion of Native language and culture in the Head Start classrooms was important to parents, community participants, and tribal leaders. Discussions about cultural skills, values, beliefs, and ways of life, as well as tribal language, are regarded as an integral part of home and community. Effective teacher-child interaction in Head Start classrooms is built on fundamental inclusion, education, and cultural awareness.

One acknowledged gap exists because there 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.

### Curriculum and Infusion of Cultural Components

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.

### Assessments and Results

The steering committee co-developed a child and classroom assessment aimed at strengthening the education supports provided by tribal Head Start programs. The assessments are conducted each academic year in the fall and spring.

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.<sup>3</sup>

In a 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.

"The 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 ITC 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.

**"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
- American Indian/Alaska Native Head Start Research Center (AI/AN HSRC)
- American Indian/Alaska Native Tribal Head Start programs
- Bay Mills Community College
- MSU Office of the Associate Provost for University Outreach and Engagement
- 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

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3 Barnes, J. V., Gerde, H., Farrell, P. A., Lee, K.-S., Fitzgerald, H. E., & Belleau, A. (2010). Figure 1. Children's Academic Readiness in Year 1. In *Improving Children's Academic Readiness Through High Quality Tribal Head Start Programs* (poster presentation).



## Providing Technical Assistance for Community Organizations:

# The ACCESS-MSU

By Carla Hills

**M**en, women, and children who move to a different country often experience transitions that affect their socio-economic status, and subsequently, their health. The Detroit metropolitan area has one of the largest Arab populations in the United States, and MSU is a partner in addressing health issues that impact their well-being.

ACCESS (formerly known as the Arab Community Center for Economic and Social Services), based in Dearborn, Michigan, works to understand and address health status, needs, and disparities among Michigan's Arab populations.

What began as a conversation between Adnan Hammad, the former senior director of the ACCESS Community Health and Research Center, and Hiram E. Fitzgerald, MSU associate provost for University Outreach and Engagement and University Distinguished Professor in Psychology, evolved into a collaboration that is now in its fifth year.

The 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 Journal* 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/nativity 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.



Representatives of the ACCESS Community Health and Research Center.

## Partnership for Arab Health



Health screening at the ACCESS Community Health Research Center.

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 (MiBRFS). The MiBRFS 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 MiBRFS 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 in large enough numbers to result in reliable health estimates for these populations. To address this, the 2013 Michigan Arab Behavioral Risk Factor Survey (ABRFS) was developed and implemented.

HDRMHS secured funding for the 2013 ABRFS, the first statewide survey to focus on adults of Arab descent in Michigan and provide state-specific, population-based estimates for various health behaviors, medical conditions, and preventive health care practices.

McNall and the team used preliminary data from the MiBRFS 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](http://michigan.gov/minorityhealth).

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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 Perlstadt, and Stephen Gasteyer, along with Rosina 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 BRFs survey and addressed methods and challenges associated with developing a cost-effective approach to surveying this population. Perlstadt 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 add or change content. UOE and IPPSR will continue participating, 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 (CHRC) and is now the executive director of the National Arab American Medical Association. Mona Makki became the CHRC 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 Makki.

“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

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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  
Miles McNall  
Director, Community Evaluation and Research Collaborative  
University Outreach and Engagement

Stephen P. Gasteyer, Associate Professor  
Stephanie Nawyn, Associate Professor  
Harry Perlstadt, 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

Designing and Evaluating New Technologies for Usability and Accessibility:

# THE MICHIGAN WORKFORCE Background Check System

By Carla Hills

One of the most critical aspects of operating long-term care facilities is to assure the safety and well-being of elderly and disabled patients.

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.



Background checks help protect loved ones and health care employees.

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.



Sarah Swierenga, UARC Director

In Michigan, the original \$5.1 million, three-year grant began as a partnership between MSU (Principal Investigators: Drs. Lori Post, James Oehmke, 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. The goal was to design and develop a system that could integrate existing State Police and FBI systems with other registries and databases.

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

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Designing and Evaluating New Technologies for Usability and Accessibility:

THE MICHIGAN WORKFORCE  
Background Check System

of user-centered design principles throughout an iterative system development process environment. These methodologies include usability testing, accessibility compliance inspections, focus groups, and expert reviews, as part of the system design and development effort.

“User-centered design is imperative for deploying usable, cost-effective systems. This project involved the creation of a system that is complex from a technical and business process perspective, but must be simple to use at the other end by a diverse group of people with varying computer access and/or proficiencies,” said Swierenga.

Among the hallmarks of the collaboration was the participation of providers who would use the system to accomplish their prospective employee background checks. According to Swierenga, working with external partners who use the system is a key component for co-designing a successful system.

Mary Bouchard, human resources coordinator at Burcham Hills, a not-for-profit retirement community in East Lansing, participated in user testing with the integrated team from MSU, the State of Michigan, and area long-term care employers. According to Bouchard, ease of accessing and using the website, accuracy and expediency, as well as

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](http://usability.msu.edu) for UARC’s full list of services and contact information.



Photo courtesy of MSU CABS



Multiple partners participate in the Michigan Workforce Background Check System.

timely notifications of results and arrests, were all high priorities as a user.

“We have several important steps in the employment process to ensure we are doing our due diligence in hiring and employment for the care, service, and safety of residents. The background check and ongoing monitoring is important to us, and we take comfort in knowing that if there are employee arrests, we are notified immediately so that we can make appropriate, timely decisions,” Bouchard said. “MSU is a very active participant in the design, maintenance, and upgrade of the MWBC website. I have found the contacts at MSU to be very thorough and thoughtful.”

A Model for Federal Legislation

The Patient Safety and Abuse Prevention Act of 2007 was introduced in the U.S. Senate, and the Michigan pilot project was cited as the most comprehensive in terms of system functionality and cost-benefit analysis. This dramatic improvement was achieved mainly through innovative communication protocols among the Michigan State Police, the digital fingerprinting vendor, and the Michigan Workforce Background Check online system. Michigan Senator Debbie Stabenow was one of the original co-sponsors of the bill.

“I am proud that much of this legislation is modeled after the successful Michigan pilot program, and working together we can expand on its progress,” said Senator Stabenow in a 2007 news release posted on *MSU Today*.<sup>1</sup>

The Act required each state that screens direct access employees to establish procedures for conducting screenings and background checks, monitor compliance with procedures, provide an independent process for employees to appeal or dispute the accuracy of the information obtained from the screenings or background check, create a system for determining appropriate penalties for violations, specify offenses (for example, “violent crimes,” “fraud,” etc.), and develop “rap back” capabilities for notification of new charges against existing employees and subsequent criminal convictions.

The State of Michigan officially supported the bill, as did the AARP, the Elder Justice

Coalition, the Healthcare Association of Michigan, Michigan Assisted Living Association, Michigan Home Health Association, and others.

Background Check National Demonstration Program

Swierenga subsequently collaborated with Fuad Abujarad and Post, both at the Yale School of Medicine, and Toni 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 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’s 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](http://usability.msu.edu/research/projects).

<sup>1</sup>Michigan State University. (2007, June 27). *MSU Today*. Retrieved from <http://msutoday.msu.edu/news/2007/msu-4/>

# World Usability Day

at MICHIGAN STATE UNIVERSITY

Making life easy!

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 preeminent 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](http://usability.msu.edu).



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

By Amy Byle

## Learning Opportunities for Students

### Service-Learning Engagement Programs

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

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

[socialscience.msu.edu/students/future-students/social-science-scholars-program](http://socialscience.msu.edu/students/future-students/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

[insideoutcenter.org](http://insideoutcenter.org)

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.

UOE supports and provides professional development resources, programs, and services to MSU’s undergraduates, graduate and graduate 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.

This experiential-based learning course is composed of various approaches and interdisciplinary modes of inquiry into crime, justice, and issues of social significance, with the goal of creating opportunities for both groups of students to have transformative learning experiences that emphasize both collaboration and discussions in issues of crime, justice, and social inequality. Originally developed at Temple University in 1997, the program now has the participation of over 10,000 students at 150+ colleges and universities in 37 states and two Canadian provinces.

At MSU, the program was developed by Jennifer Cobbina, associate professor in the School of Criminal Justice. She received the 2013-2014 Service-Learning and Civic Engagement Award for her work in developing the semester-long course, “Examining Social Issues Through the Prism of Prison,” and continues to work with the Center for Service-Learning and Civic Engagement on faculty development.



**“The Center for Service-Learning and Civic Engagement works with the Social Science Scholars Program to provide opportunities for 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



**“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 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 reoffending 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.**

**“Altogether, the contact that occurs behind prison walls, the depth of the discussion about crime and justice, the collaborative nature of the engagement, and the consideration of issues from the inside out, makes the course unique, and ultimately has provided a transformative learning experience for many of the students.”**

JENNIFER COBBINA  
ASSOCIATE PROFESSOR  
MSU SCHOOL OF CRIMINAL JUSTICE

## The UOE educational program team seeks to deliver professional development programs that...

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



For more information contact:  
Diane Doberneck, Assistant Director  
National Collaborative for the Study  
of University Engagement  
E-Mail: [connordm@msu.edu](mailto:connordm@msu.edu)



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Tools of Engagement

tools.outreach.msu.edu

The Tools of Engagement (ToE) modules prepare students for community engaged learning. Learning about university-community engagement and developing community-based research and engagement skills helps students to prepare themselves to be engaged scholars. ToE has gained the attention of colleges and universities across the nation as an effective method for preparing students for community engaged scholarship. MSU continues to develop the modules and offer them in multiple formats to keep the content updated and the delivery relevant.

Graduate Certification in Community Engagement

gradcert.outreach.msu.edu

Established in 2009, Michigan State University's Graduate Certification in Community Engagement is designed to help graduate and professional students develop systemic, respectful, and scholarly approaches to their community engaged work, preparing them for academic and professional careers that integrate scholarship with community engagement.

With approval from their Guidance Committee chairperson and University Outreach and Engagement, students tailor a program of study to strengthen their scholarly and practical skills in engaged research and creative activities, engaged teaching and learning, engaged service, and/or engaged commercialization activities.

To complete the Certification, students must show mastery of core engagement competencies, complete a 60-hour mentored community engagement experience, and write and present an engagement portfolio.

Aligned with national curricula and standards, the 20 core competencies include foundations and variations, community partnerships, critical reflection and thinking, community engaged scholarship and practice, approaches and perspectives, evaluation and assessment, communication and scholarly skills, and successful community engagement careers.

Students who fulfill all requirements receive an official notation on their academic transcript and a certificate of completion from MSU's Office of the Registrar.

The Graduate Certification in Community Engagement is an initiative of University Outreach and Engagement and the Graduate School.



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 refocused and recommitted institutional resources to 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

ncsue.msu.edu/esss

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 art-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 practical 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.

NSF 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@State (S3).

Put Your Theory into Practice with Service-Learning

Part 2: 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 components, 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 communications 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 Braha 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 presenters 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



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 Research Collaborative and coordinator of the conference, the organizing committee was focused on bringing a broad, interdisciplinary scope to the conference. “Because of the intricate

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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 2013, Jessica Barnes-Najor, associate director of MSU’s Community Evaluation 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.

**“In neighborhoods besieged by complex, wicked problems, Strategic Doing creates hope through the power of taking action with the assets and gifts that we already possess. In that moment when we combine assets we begin to tell a new story of opportunity and possibility. Strategic Doing gives us the power to change our lives, our neighborhoods, and our communities.”**

BOB BROWN  
ASSOCIATE DIRECTOR  
MSU CENTER FOR COMMUNITY  
AND ECONOMIC DEVELOPMENT



Photo courtesy of Angela Allen

**“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 as a 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

## Learning Opportunities Offered in Conjunction with National Partners

### Emerging Engagement Scholars Workshop

[engagementscholarship.org/initiatives/emerging-engagement-scholars-workshop](http://engagementscholarship.org/initiatives/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 discussion, mentoring, and presentations 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.

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

[micampuscompact.org/pentopaper.aspx](http://micampuscompact.org/pentopaper.aspx)

In 2015, University Outreach and Engagement partnered with Michigan Campus Compact and Indiana Campus Compact to offer 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

**S**arah 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 question, “What are we hungry for?”

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 and knowledge production, the #MidwestHungerIs project is collecting written input from community members of all ages. From those written stories, text will be selected for choral compositions by more than a dozen composers whose work will



Art exhibit with commentaries about “What is hunger?” attached.

be assembled into a performance in the Wharton Center on April 14, 2016.

Manasreh’s background as a music teacher and performer contributes to her awareness of the budget cuts and diminished funding that affect the arts. “In 2001 Michigan provided \$26 million in arts funding. In 2010, Michigan led the nation with an overall 80 percent cut, dropping from \$7 million to just \$2 million,” said Manasreh. “These budget

cuts do not just stop with arts programs, but expand to afterschool programs, welfare, and programs that help homeless populations.”

The project is highly collaborative, engaging university and community partners who represent a broad range of ethnicities, ages, socio-economic strata, and ability levels, including: the Greater Lansing Foodbank, Power of We Consortium, AmeriCorps Program, Imagine Flint, COFY Center, Fiction 440, Sistrum, Garden Project, Lansing Writers and Readers Guild, Capital Area Transportation Authority (CATA), the Camera Shop, MSU Residential College in the Arts and Humanities (RCAH), Poetry Center at RCAH, Broad Art Museum, MSU Museum, MSU Library Special Collections, Abrams Planetarium, W. J. Beal Botanical Gardens, LookOut! Gallery, and REACH Studio Art Center.

All of the partners are local. “The idea was to find a theme that affects us from the local level to a global level,” said Manasreh. “The hunger theme is



Photos this article courtesy of #MidwestHungerIs project.

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 with 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 sense in different configurations because it’s all about hunger. I feel like I’m preparing a meal. You need lots of different moods and textures to make a good musical composition, and all those things are present in the writing. I think composing it into music will be very exciting and satisfying.”

Anyone is welcome to submit an essay to the anthology. The website includes writing prompts that inspire questions to ponder and write about: What nourishes you, besides food? Why do families come together to eat, daily and at holidays? Have you ever hungered for something other than food? When you look to the stars, what do you think about and hunger for? What role can you play in the Greater Lansing Foodbank, a member of Feeding America, a nationwide food bank network? “Sometimes the prompts become part of the writing, like call-and-response,” said Manasreh.

The program is funded in part by the Michigan Council for Arts and Cultural Affairs.

“We were funded last year for the second phase of the project,” said Manasreh. “We also have a match from the Writing Center.”

“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.

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 area youth in response to the question, ‘What is Hunger.’ These are the result of two PhotoVoice projects, one over the summer in Flint, Michigan, and one in the fall with the REACH Studio Art Center in REO Town, Lansing,” said Trixie Smith. A great deal of coordinating, cooperation, and community engagement went into making it happen.

“I’m thrilled with the opportunity to add this to my professional and academic portfolio,” said Manasreh.

Visit [midwesthungeris.org](http://midwesthungeris.org) for further information, or to join the project. 🌱

Below and facing page: Photo Voice sessions with young participants in the #MidwestHungerIs project.





# 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

The extraordinarily successful Detroit Area Pre-College Engineering Program (DAPCEP) is a nonprofit organization that provides historically underrepresented youth with innovative educational programming in science, technology, engineering, mathematics, and medicine. Founded in 1976, DAPCEP promptly began to seek out collaborative relationships with K-12 school systems and Michigan universities to help grow and improve the program, which currently serves 4,000 youth annually in partnership with eight Michigan universities and numerous public and charter school systems, corporations, and community-based organizations. For this issue of *The Engaged Scholar Magazine*, UOE staff members Carla Hills and Linda Chapel Jackson talked to Jason D. Lee, DAPCEP's executive director, about DAPCEP's ongoing partnership with MSU.

### Tell us a little bit about your history with MSU.

MSU was one of our first university partners. Our relationship with MSU started in the MSU College of Engineering Diversity Programs Office with Dr. Gerald Thompkins. Dr. Thompkins left MSU in 1994 for Wayne State University; he's now at Kent State University in Ohio. Dr. Aurlles Wiggins was the next director of the Diversity Programs Office at the College of Engineering before becoming the director of Supportive Services for MSU. Dr. Hiram Fitzgerald, associate provost for University Outreach and Engagement, has been on 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.

The College of Engineering Diversity Programs Office is our major programming partner. Theodore Caldwell and his team do an outstanding job with our students. Drew Kim, the assistant to the dean for Recruitment and K-12 Outreach, also insures we have access to grant funded K-12 programs the College offers. Since its opening, DAPCEP has worked extensively with MSU's Detroit office; we have hosted several successful programs there, working with Jena Baker-Calloway and her team.

**"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

### How is your work funded?

DAPCEP is a \$3M 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 4-H and Dr. Pamela Bellamy (director of GEAR UP) to place kids in summer programs. Collaborations keep us going and give the youth so many more opportunities.

### What do you see as MSU's contribution to DAPCEP?



Young DAPCEP students sport molecule hats.

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 power generation. We are always looking for opportunities to expose our students to careers in demand; MSU plays a large role in supporting opportunities like this.

Dr. Fitzgerald has made a significant difference in DAPCEP and our evaluation work. He helped us boost our evaluation activities, Institutional Review Board (IRB) compliance, appropriate data systems, etc. We have a better understanding of IRB now. MSU training has helped us to keep better records and follow the IRB processes.

**"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

### 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 partnership, DAPCEP students gain 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/or 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."

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 MSU for supporting DAPCEP programs and the youth of our community and state!

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



Providing Access to High Quality STEM Experiences for Young Learners:

# 2015 Community Engagement Scholarship Award

By Carla Hills

The 2015 Community Engagement Scholarship Award honored Gail Richmond, 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.



Left to right: Alycia Meriweather, Detroit Public Schools; Gail Richmond, Michigan State University; Tom Bordenkircher, Woodrow Wilson Foundation.

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 from the National Science Foundation, and has been disseminated in peer-reviewed publications and through various other venues.

MSU's W. K. Kellogg Foundation Woodrow Wilson Teaching Fellows Program provides integrated course- and field-based preparation, a year-long residency in a partner school, and ongoing professional support during the first three years of teaching. The goal of this collaboration is to prepare a new generation of STEM teachers who

will actively engage individuals and organizations within their communities to help ensure the health and well-being of students, families, and communities; and to share research findings to enhance researchers', practitioners', and policy makers' understanding of factors critical for the development of effective and resilient educators. The Woodrow Wilson Foundation National Fellowship Program has been a financial supporter and an active collaborator in the design, implementation, and refinement of Richmond's work.

The Detroit Public Schools has been a core district partner, working with Richmond to identify and partner fellows with mentor teachers, to provide ongoing professional support to fellows and mentors, and to offer a wealth of site-based experiences to fellows to enhance their development of the knowledge and skills critical for effective teaching in challenging contexts.

"This university-community collaboration provides an excellent example of the scholarship-guided outreach that MSU is committed to as a land-grant university," said Richmond. "Such collaborations are systemic, have practical and theoretical significance, and include a mutually beneficial relationship between MSU and a community partner. This particular partnership merits recognition for making a difference in the lives of underrepresented Michigan youth and Detroit Public Schools as well as encouraging the pursuit of STEM studies and careers."

The Community Engagement Scholarship Award is conferred annually upon one MSU researcher for exemplary engaged scholarship with a community partner. The researcher and partner are recognized at the University's Awards Convocation in February, where they each receive a stipend of \$1,500\*.

The award-winning partnership also represents MSU in the annual competition for the regional W. K. Kellogg Foundation Community Engagement Scholarship Award and the national C. Peter Magrath Community Engagement Scholarship Award. Both awards are jointly sponsored by the Engagement Scholarship Consortium and the Association of Public and Land-grant Universities. They are among the most prestigious recognitions of exemplary engaged scholarship in the United States, and also provide cash prizes, including \$20,000 for the top national award.

\* Beginning with the 2016 award, the stipend for each recipient will be \$2,500.

Sponsored by MSU's National Collaborative for the Study of University Engagement (NCSUE), the Outreach and Engagement Measurement Instrument (OEMI) gathers data about the outreach activities of MSU faculty and academic staff. The information is self-reported and participation in the annual survey is voluntary. Data for 2014 were collected between January and April 2015 and represent the 12th year of data collection; 1,042 faculty and academic staff responded to the survey. Since 2004, 3,685 distinct (non-duplicative) respondents have reported their outreach and engagement through the OEMI. For this snapshot, OEMI data are augmented with data from the service-learning and civic engagement student registration system.

## OEMI results for 2014 include the following:

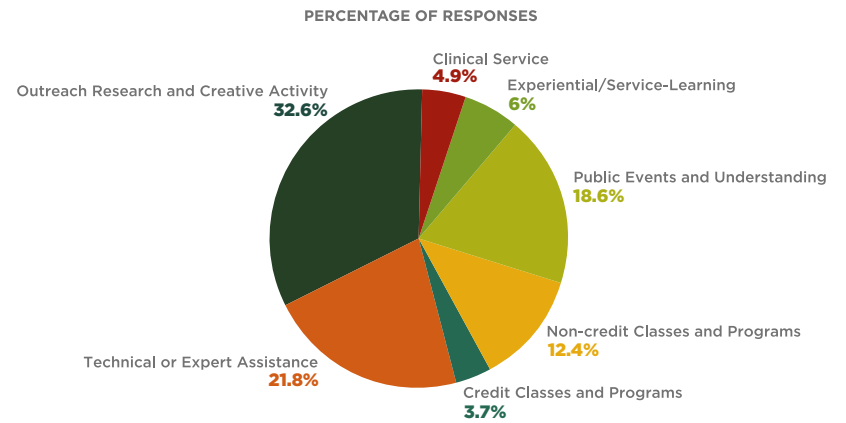
- \$15,824,766**  
Value of salary investment by MSU faculty and academic staff in addressing issues of public concern (data from those reporting outreach activities on the OEMI)
- 98.0%\***  
Respondents whose outreach contributed to achieving Bolder by Design (BBD) imperatives:
- 76.7%** Enhanced the student experience
- 81.9%** Enriched community, economic, and family life
- 45.6%** Expanded international reach
- 59.8%** Increased research opportunities
- 49.9%** Strengthened stewardship
- 66.3%** Advanced our culture of high performance

- 721**  
Number of specific projects/activities reported Of the respondents who described specific projects/activities:
- 80.8%** Reported working with external partners
- 69.1%** Reported having created intellectual property and scholarly outcomes
- 61.6%** Reported that their outreach work impacted their scholarly or teaching practices

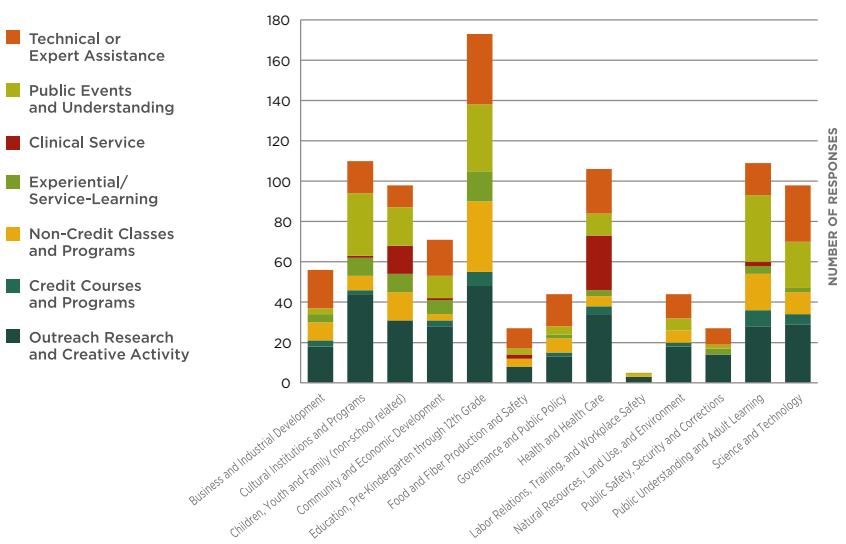
\*This number was reported incorrectly in *The Engaged Scholar Magazine*, Vol. 9 (2014). It should have been 94.6%.

**26,127**  
Number of student registrations for community-engaged learning accommodated by the Center for Service-Learning and Civic Engagement during 2014-2015, an overall increase of more than 25% from 2013-2014. At least 38% of these students were enrolled in courses that included a service-learning component.

## Forms of Engagement Reported by MSU Faculty and Academic Staff in 2014

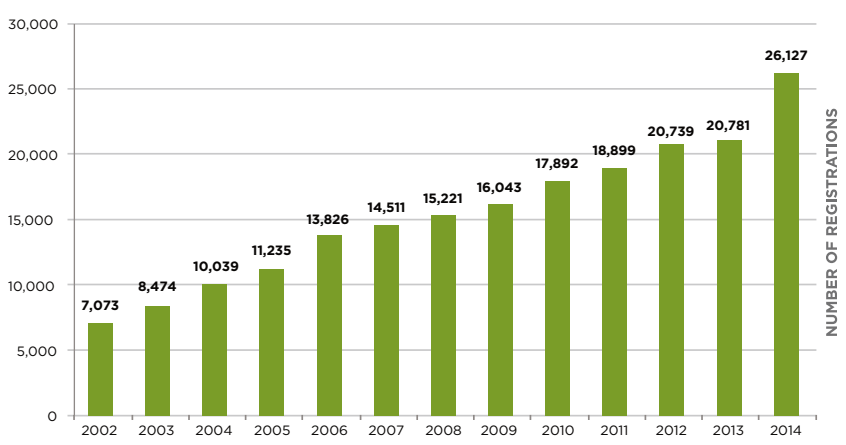


## Forms of Outreach Cross-Tabulated with Societal Concerns for 2014



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

## Number of Student Registrations for Service-Learning Received and Accommodated (2002-2014)



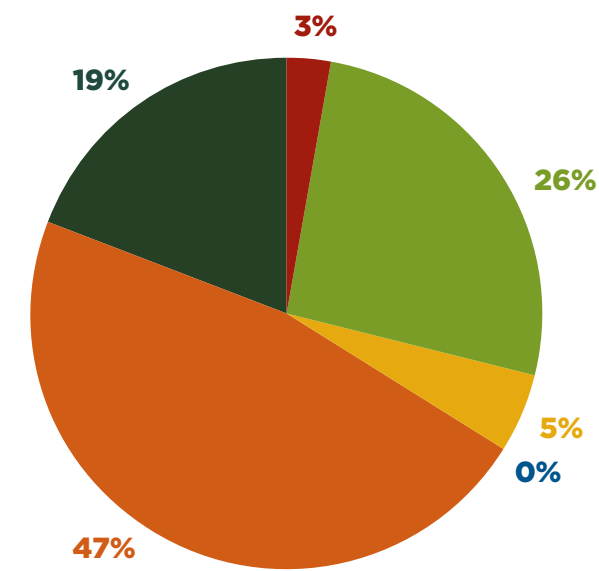


# UOE PRODUCTIVITY 2002-2015

## BY THE NUMBERS

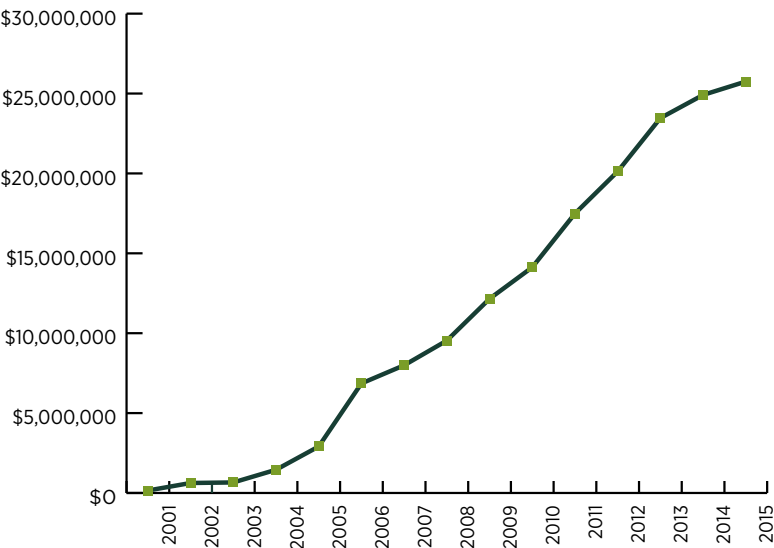
### Revenues from External Sources

External Grants to UOE Departments  
by Grantor Type  
June 22, 2001 - June 17, 2015



Association	\$833,516	Industry	\$59,925
Federal	\$6,741,300	State	\$12,015,530
Foundation	\$1,141,114	Other	\$4,958,023

External Grants to UOE Departments by Year  
(Cumulative)  
June 22, 2001 - June 17, 2015



2001	\$154,790	2006	\$3,947,112	2011	\$3,363,399
2002	\$469,907	2007	\$1,135,760	2012	\$2,632,708
2003	\$35,000	2008	\$1,545,949	2013	\$3,341,677
2004	\$793,589	2009	\$2,616,206	2014	\$1,449,175
2005	\$1,457,135	2010	\$1,971,004	2015	\$835,997

2001-2015

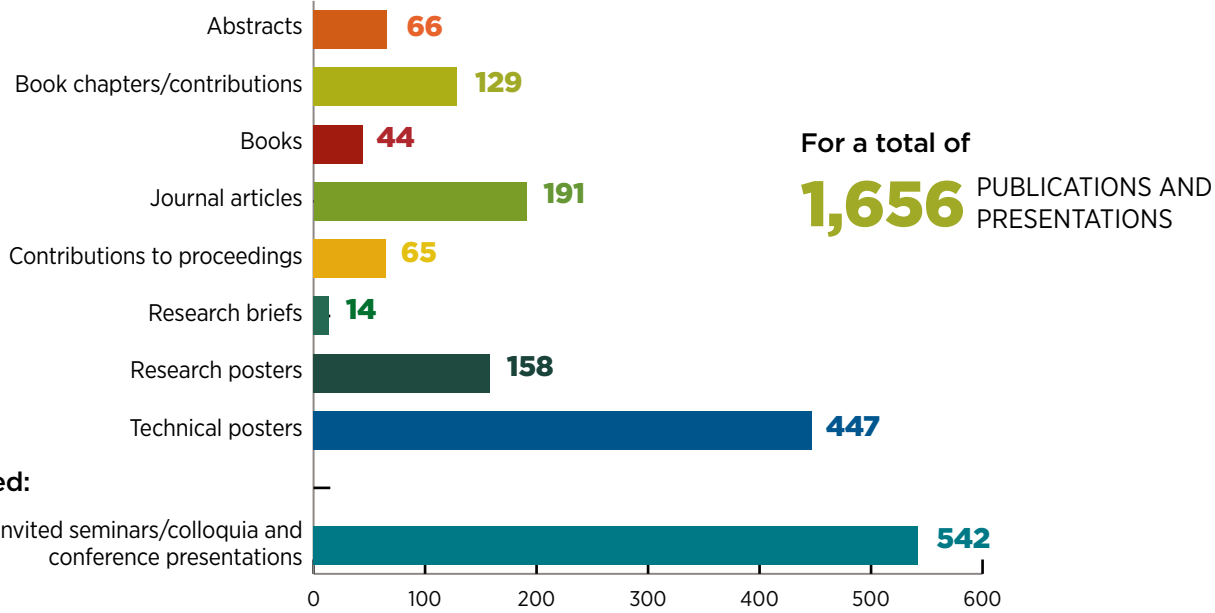
Revenues from contracts and grants: **\$25,749,408**

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:



And presented:

### Awards and Recognitions

Between 2002 and 2014, MSU and UOE received:

**10** INSTITUTIONAL AWARDS AND HONORS

UOE staff members received:

**42** INDIVIDUAL RECOGNITIONS AND HONORS

PRESIDENTIAL RECOGNITIONS	GRANTING ORGANIZATION	YEAR AWARDED
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
President's Higher Education Community Service Honor Roll	Corporation for National and Community Service	2006, 2007, 2008, 2009, 2010
INSTITUTIONAL AWARDS AND HONORS	GRANTING ORGANIZATION	YEAR AWARDED
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



# Awards and Honors

## MICHIGAN STATE UNIVERSITY

**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.

### The Center for Service-Learning and Civic Engagement

received several awards at MSU's Department of Student Life Leadership Awards ceremony in April:

- Alternative Spartan Breaks was awarded both the Outstanding Service Organization Award and the Civic Responsibility Program Award. Tina Houghton is the program's advisor.
- YouVote, a collaborative effort of CSLCE, the MSU Community Liaison's Office, the Associated Students of MSU, and the City of East Lansing, was given the Silver Civic Responsibility Award. Marc Hunsaker and K. C. Keyton are the YouVote coordinators.
- Adam Kogelschatz, student president of the Volunteer Income Tax Assistance Program, was given the Silver Leader of the Year Award. Christie Schichtel is the program's advisor.



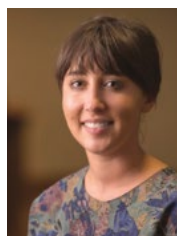
**Mike Brand**, executive director of MSU's Wharton Center for Performing Arts, was honored at the 2015 Broadway League Conference in New York City with the Samuel J. L'Hommedieu Award, the highest award that can be given to an executive of a performing arts center affiliated with touring Broadway. The 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, Pasant Theatre, MSU Concert Auditorium, and Fairchild Theatre. He has nearly 35 years of performing arts experience as a performer, teacher and presenter. Prior to his appointment at Wharton Center, Brand served as a regional vice president for Clear Channel Entertainment. His performing credits include 16 seasons 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.



**Julie Crowgey**, event coordinator for University Outreach and Engagement, was named Up-and-Coming Meeting Professional and inducted into the *Michigan Meetings + Events* magazine's Hall of Fame at its annual awards recognition in May 2015. MSU was also named Best College/University Venue, marking the fourth consecutive year MSU has been recognized

with the honor. Awardees are elected by popular vote through the magazine's website. Crowgey organizes and supports planning, logistics and budget details for events with audiences ranging from several to thousands, including the annual MSU Science Festival. She is also the treasurer of the MSU chapter of the Honor Society of Phi Kappa Phi and editorial assistant for the *Infant Mental Health Journal*. She is a member of the Michigan Chapter of Meeting Professionals International and serves as its education director.



**Nicole DiMichele**, 2015 graduate from the Residential College in the Arts and Humanities who was featured in *The Engaged Scholar Magazine*, Vol. 9 ("Developing Critical Literacy," p. 18), received the Commitment to Service Award from Michigan Campus Compact. The award recognizes up to two students per member campus in Michigan for either

the breadth or depth of their community involvement or service experiences. Only 31 students received the award this year.



The **Michigan State University chapter of the Honor Society of Phi Kappa Phi** (ΦΚΦ) has received recognition from the Society for its outstanding commitment to honor and excellence. The recognition was awarded for academic year 2014-2015. Founded in 1897, Phi Kappa Phi is the nation's oldest and most selective collegiate honor society for all academic disciplines. Burton A.

Bargerstock, director of UOE's National Collaborative for the Study of University Engagement and of its Communication and Information Technology Department, is the ΦΚΦ chapter president for MSU.

## About University Outreach and Engagement

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

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

**Hiram E. Fitzgerald**  
Associate Provost, University Outreach and Engagement

**Laurie A. Van Egeren**  
Assistant Provost for University-Community Partnerships

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

For a list of Fellows, see [outreach.msu.edu/people](http://outreach.msu.edu/people).

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

## MICHIGAN STATE UNIVERSITY

**University Outreach and Engagement Michigan State University**

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

**Phone: (517) 353-8977  
Fax: (517) 432-9541**

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

## Arts and Cultural Initiatives C. Kurt Dewhurst, Director

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

## Center for Community and Economic Development Rex LaMore, Director

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

## Center for Service-Learning and Civic Engagement 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 Rubén 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

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

## Usability/Accessibility Research and Consulting Sarah J. Swierenga, Director

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

## Wharton Center for Performing Arts Michael J. Brand, Executive Director

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

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



## 2016 CALENDAR • MSU OUTREACH AND ENGAGEMENT

### MARK YOUR CALENDAR

#### NSF Broader Impacts Workshops

FEBRUARY 4-5, 2016 | MSU Kellogg Center

#### Put Your Theory into Practice with Service-Learning, Part 2

FEBRUARY 19, 2016 | MSU Kellogg Center

[outreach.msu.edu/upcomingevents.aspx](http://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](http://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](http://sciencefestival.msu.edu)

#### Michigan Science Olympiad State Tournament

APRIL 30, 2016 | MSU campus

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

#### Innovations in Collaborative Modeling

JUNE 14-15, 2016 | MSU Kellogg Center

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

### WATCH FOR THESE ANNUAL EVENTS...

#### Summer Solstice Jazz Festival

HELD ANNUALLY IN JUNE | East Lansing, MI

[eljazzfest.com](http://eljazzfest.com)

#### Great Lakes Folk Festival

HELD ANNUALLY IN AUGUST | East Lansing, MI

[greatlakesfolkfest.net/glff2015](http://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](http://reicenter.org/events)

#### Engagement Scholarship Consortium Conference

HELD ANNUALLY IN LATE SEPTEMBER/EARLY OCTOBER

[engagementscholarship.org](http://engagementscholarship.org)

#### International Association for Research on Service-Learning and Community Engagement (IARSLCE) Conference

HELD ANNUALLY IN THE FALL

[www.researchslce.org](http://www.researchslce.org)

#### World Usability Day

NOVEMBER 2016

[usability.msu.edu](http://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:

