

THE Engaged

Scholar MAGAZINE

“We want to engage in a systematic way, and a measurable way, so that the pedagogical efficacies are defined. Achieving a replicable model can lead to mass success.”

Austin D. Jackson, Ph.D.

Assistant Professor,
Residential College in the
Arts and Humanities
Director, My Brother's Keeper



student engagement

Dr. Austin Jackson and his students are helping at-risk youth beat the odds through the My Brother's Keeper program.

SEE PAGE 14.



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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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FOREWORD

This issue of *The Engaged Scholar Magazine* looks at student engagement.

Effective citizenship—defined as seeing oneself as a member of local, national, and global communities and having the capacity to lead in an increasingly interdependent world—is one of five core goals for undergraduate learning at MSU.¹ Some have argued that participatory democracy itself may depend on ensuring that our college graduates take on the responsibilities of being active citizens and community members.

In tandem with this goal, the university also has a long-standing commitment to collaborative teaching and learning. There is a growing body of evidence that validates the effectiveness of this approach.

For example, in an article that appeared in *Frontiers in Ecology and the Environment*, published by the Ecological Society of America, a team of researchers from institutions across the country, including MSU, outlined why it's important to pursue science collaboratively. Lead author Kendra Cheruvilil, associate professor with MSU's Lyman Briggs College and Department of Fisheries and Wildlife, said equally important to team members' scientific knowledge is whether they can communicate well, are socially sensitive, and are emotionally engaged with each other.² "Better science gets done when people put their egos aside, when they like each other, when they come from a wide range of backgrounds, and when they know how to effectively talk to each other," she said. "Based on the studies that we compiled, these factors are quite critical to the success of many types of teams."

These factors are among the skills and competencies that students are expected to acquire through service-learning placements, study-abroad experiences, capstone projects, and other forms of active learning.

The other half of the equation is the benefit to the community organizations and agencies that sponsor these learning experiences. The partners highlighted in this issue said it many times over: "I think [our] project's success was due in no small part to the project management abilities of the student leaders," said one. Another acknowledged that "we benefit tremendously from the creative talents of the students in this collaboration." Still another expressed appreciation for the mutual benefits of the collaboration, saying "The students give us a fresh perspective. What they learn from us is how to take it to market."

Look inside this issue to see how MSU graduate and undergraduate students are applying their classwork to projects in the field, and learn about resources their faculty mentors can use to support this work.

Linda Chapel Jackson
Editor

¹ See learninggoals.undergrad.msu.edu/goals.

² See msutoday.msu.edu/news/2014/research-its-more-than-just-the-science for news release, or esajournals.org/doi/abs/10.1890/130001 for full text of article by Cheruvilil et al.

student

engagement



CONTENTS

- PAGE 2 ▶ **Public Health in Flint: Bringing MSU to the Community**
- PAGE 5 ▶ **A Medical Student's Passion for Flint**
- PAGE 6 ▶ **Hands-on Learning Experiences for Engineering Students**
- PAGE 10 ▶ **Bringing Clean Water to the Mabibo-Makuburi Community in Tanzania**
- PAGE 12 ▶ **LATTICE: Weaving Together an International Learning Community**
- PAGE 14 ▶ **My Brother's Keeper: Intergenerational Mentoring for At-Risk Youth**
- PAGE 17 ▶ **MBK Mentoring for Intellectual Growth**
- PAGE 18 ▶ **MBK Developing Critical Literacy**
- PAGE 19 ▶ **MBK Keeping it Real and Relaxed**
- PAGE 20 ▶ **Think Piece: On Land Grant Universities and Being My Brother's Keeper**
- PAGE 22 ▶ **Community Voices—
Finding New Ways to Communicate:
Expanding Oakland County eGovernment Services**
- PAGE 24 ▶ **2014 Outreach Scholarship Community Partnership Award—
Closing the Academic Achievement Gap**
- PAGE 25 ▶ **2013 Data Snapshot of Outreach and Engagement at MSU**
- PAGE 26 ▶ **News and Notes**
- PAGE 28 ▶ **Learning Opportunities**
- PAGE 29 ▶ **University Outreach and Engagement Departments**

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MSU is the top producer of global citizens and leads the state in international student enrollment and study abroad participation.

MSU ranks sixth among large universities for producing Peace Corps volunteers.

Goal 1 of MSU strategic framework: "Enhance the student experience by expanding opportunities for where, when, and how students learn." (bolderbydesign.msu.edu)

20,781 students registered for service-learning placements during academic year 2013-2014.

MSU earns 2014 Michigan Engaged Campus of the Year Award from Michigan Campus Compact.

"Effective citizenship" is one of five core goals for undergraduate learning at MSU (learninggoals.undergrad.msu.edu/goals).

MSU Center for Service-Learning and Civic Engagement is the first in Michigan to receive the 2008 Presidential Award for General Community Service.

PUBLIC HEALTH IN FLINT, MICHIGAN

Bringing MSU

Article by Amy Byle



Tarek Yaqub, Serena Zhou, Adiraj Singh, Huda Afaneh, and Bernadene Jayasundera volunteer at a health fair held September 6, 2014, at Our Savior Lutheran, Flint, one of the Partners in Health participating churches.

“Preventative medicine gets right back to public health and helps prevent misery before it gets started.”

Dr. Laura Carravallah

“If you wait for people to come, they will come later rather than sooner.” This statement, made by Dr. Laura Carravallah, refers to the hurdles—such as cost and lack of transportation—often faced by those living in underserved areas when it comes to visiting the doctor’s office.

“A number of people never make it to the doctor’s office, in an underserved area,” said Carravallah. And since populations in these areas can be at greater risk for various health-related factors, such as diabetes and high blood pressure, the need for public health programs that disseminate preventative information and training is essential. “Preventative medicine gets right back to public health and helps prevent misery before it gets started,” she said.

Since the 1960s, MSU College of Human Medicine has partnered with three Genesee area hospitals, including Hurley Medical Center, through the MSU Flint Area Medical Education (MSU-FAME) program. The program provides community-based training to medical students, as well as increased health care access and awareness to Flint-area communities.

Carravallah, herself a graduate of the MSU-FAME program ('89), has a deep love for the Flint community and an equally deep-seated concern for training medical students to be engaged with their communities in culturally relevant ways. “You have to be able to deliver culturally competent care, which includes knowing what environment people face when they go home,” she said. “You have to know what to ask.”

While at Hurley, Carravallah served in many capacities—including director of Hurley Medical Center’s Combined Internal Medicine-Pediatric (Med-Peds) residency program, director of MSU-FAME’s Core Competency Clerkship, and leader in a number of community organizations—before becoming fully employed by MSU this fall. Throughout these roles, she has been a persistent advocate for health care access for the underserved, as well as a role model for many of MSU-FAME’s third- and fourth-year medical students and Hurley’s residents, helping them find ways to participate in the communities in which they may someday serve.

Partners in Heart

Carravallah helped coordinate several collaborative outreach activities with Flint communities, including Hurley’s Partners in Heart, a self-sustaining partnership with churches in Flint through which health professionals and students train church members to screen for high blood pressure. These members then train other church members, with the goal of helping those with high blood pressure gain information about cardiovascular risks, and if necessary, seek treatment.

TO THE COMMUNITY

“We designed it so the health professional would train church volunteers about [measuring] blood pressure and the importance of it,” said Carravallah. “We gave them blood pressure cuffs, guidelines, educational and tracking materials, and we trained them.”

Kay Taylor, Ph.D., director of Hurley’s Research Center, designed the research component and helped guide the project through its review by Hurley’s institutional review board. Taylor also oversees training in the churches, which involves students, residents, and volunteers. According to Taylor, the students serve in various capacities to help with the training. “Sometimes they are the observers, watching as the monitoring is being done,” she said.

According to Carravallah, pastors in the area approached Hurley to collaborate on putting together the initiative. The group of pastors, originally representing 10 churches, was headed by Superintendent Quintin Marshall, founder and pastor of New Life Tabernacle Ministries.

Marshall worked for a year to secure funding for the initiative before he approached Hurley. “Then I went to a luncheon with Hurley,” he explained, “and they said, ‘We’d like to partner with you.’ So they put blood pressure kits into the churches and we started monitoring and sending reports back to them.”

Prior to being approached by Marshall, Hurley received funding from an anonymous donor who had an interest in kidney health, for which hypertension (high blood pressure) is a risk factor. According to Taylor, “The churches also had an interest in blood pressure, so we asked the administrators if this would work, and they said OK.”

(continued)



Meredith Good (center) and Laura Carravallah (right) demonstrate hand-washing techniques to Yvonne Lewis (left) of the Kidney Foundation at the September 6 health fair.

A Recent Community Event with a Partners in Heart Church

Hurley Med-Peds Residents and MSU-FAME medical students joined hands to help screen and counsel community members at Our Savior Lutheran Church this past September. Our Savior has a long history of a strong community health outreach ministry, and has reached thousands of community members through their annual health fair.

This year, Drs. Amani Hassan (Med-Peds resident) and Meredith Good (Med-Peds resident and 2014 College of Osteopathic Medicine Flint campus graduate) were responsible for organizing the Med-Peds Residency’s traditional “ask a doctor” booth, which helps patients interpret the screening results that they got at some of the preceding stations. With the help of Hurley Diabetes Center Director Michele Bernreuter, we were able to help screen for blood pressure and blood sugar, as well. We put out a call for volunteers and had so many students reply that we had to turn some away—for fear of them not having enough to do! We promised them more opportunities in the near future!

– Laura Carravallah

Hurley provided detailed guidelines for the church aides.

Systolic Blood Pressure		Diastolic Blood Pressure	Recommendations (include Healthy Lifestyle for ALL)	Category
100-120	and	< 80	Healthy lifestyle: • Healthy diet • DON'T SMOKE • Control weight • Follow-up with your doctor regularly • Exercise regularly	A
120-139	or	80-89	Recheck BP within a month • If BP still in this range, schedule an appointment with primary care doctor within 1 month	B
140-179	or	90-119	Recheck BP now – follow checklist for member preparation • Take BP pill if today's dose missed • If BP still in this range, schedule an appointment with primary care doctor within 1-2 weeks	C

RESULTS

- **240** church members completed a pre-intervention knowledge and attitude survey.
 - > **47%** definitely thought they might be at increased risk for hypertension.
 - > **84%** thought they could make lifestyle changes to improve their blood pressure.
- **538** total blood-pressure screenings over the six-month pilot period.
 - > **Members screened: 263**
 - > **Members screened more than once: 90**
 - > **Members WITHOUT diagnosis of hypertension with BP in higher range more than twice: 60**

PUBLIC HEALTH IN FLINT, MICHIGAN

Bringing MSU TO THE COMMUNITY

(continued)



Laura Carravallah with MSU-FAME students and Hurley residents.

Marshall believes that previous partnerships with MSU Extension (MSUE), which increased health capacity through nutrition-related classes, helped to “seal the deal” with Hurley. “These classes were part of the whole package that we presented to Hurley,” said Marshall. “MSU has been a good partner with the nutrition and cooking classes, and we want to keep going on with these programs. You have to keep doing repetition; otherwise we won’t get them energized to keep going on the program.”

Keeping his church members energized on this issue is a high priority for Pastor Marshall, who is concerned about both their spiritual and their physical well-being. He is personally aware of the serious health concerns in his community. “In the black community, hypertension is a serious problem,” said Marshall, who is himself undergoing dialysis because of blood pressure. “This has been a catalyst for getting our people to look at this issue. Some people don’t know they have high blood pressure.”

For Marshall, maintaining a strong partnership with MSU is an important aspect of the initiative. “I would like to continue that relationship with MSU to bring better health to the community,” he said. “If we work together, we can make it happen.”

Working together, the partners have helped the project expand from its original 10 churches into 20 churches, and according to Taylor, the churches also want to expand the project’s focus.

“They said we need to do other things, such as screen for diabetes with blood glucose tests,” she said. “This will take more supplies and more money, so we have a grant application out, and are waiting to hear whether it will come through.”

Carravallah believes a key factor in the program’s growth is that the churches don’t need constant supervision from the health professionals. “The beauty of it is they didn’t need us anymore,” said Carravallah. “We developed a sustainable program not dependent on the health care professionals.”

The Public Health Certificate Program

Now that she is working directly for MSU’s College of Human Medicine, Dr. Carravallah has been tasked with creating and directing a Public Health Certificate Program for medical students placed in Flint. Her goal of preparing medical students to be engaged within communities remains strong. “For physicians to be effective, they need to get out of their examining rooms and get to know the people they’re working with,” she said.

Funded by the Mott Foundation as part of the expansion of public health in Flint, the certificate program will boost MSU’s outreach to Flint communities. MSU’s overall public health focus in Flint will also draw national-class researchers from many disciplines, such as epidemiology, biostatistics, environmental health, health policy, and health education, which, according to Carravallah, “presents an opportunity to bring a lot of different perspectives to bear.”

Working on the Public Health Certificate Program expands her commitment to student and community involvement, while deepening her roots in the college. “I come from the College of Human Medicine. I believe in its human service element, and it’s really exciting to continue this,” explained Carravallah. “I have a strong resonance with MSU’s commitment to the community. You can’t effectively teach these things without coupling them with community service.”

While her goal is to inspire medical students to become engaged with their communities, she is equally inspired by them. “The students come from all areas, and they feel called to this work. They bring different perspectives and an enthusiasm that brightens things up!” 🌟

A New Location in Flint, Michigan

As part of its plan to expand its medical education and public health programs in Flint, the MSU College of Human Medicine moved into its new facility in the former Flint Journal building this fall. Dr. Carravallah has an office located in this facility, which also houses the MSU-FAME program, the Leadership for the Medically Underserved Certificate program, and the newly hired public health researchers. Approximately 100 of MSU’s third- and fourth-year medical students will begin using the building in the spring.



➤ **Laura Carravallah, M.D., F.A.A.P., F.A.C.P.**
Associate Professor
Department of Pediatrics and Human Development and Department of Medicine
College of Human Medicine

A Medical Student's Passion for Flint

Article by Amy Byle

Born and raised in Flint, Michigan, Dr. Brian Tesler, a 2014 graduate of the College of Human Medicine, has a passion for the city. Placed at Hurley Medical Center in Flint as a medical student, he has returned to Hurley to do his residency.

"I remember Flint from when I was a child, and it was a different place then," said Tesler. "The factories were still churning, and it seemed like everyone had a Cadillac. As I grew older, the factory jobs were disappearing and a generation of Flint for the first time became unemployed." He admits he was anxious at that time to leave the city.

But his journey in life brought him back to Flint with a very different focus: the people. "The people of Flint are hopeful, tenacious, and relentlessly positive in the face of adversity. I was inspired by the people of Flint and declared I would be one of them again," said Tesler.

MSU's College of Human Medicine has been working collaboratively with hospitals in the Flint area since the 1960s through the MSU Flint Area Medical Education (MSU-FAME) program. Third- and fourth-year medical students can be placed at one of the hospitals, giving them the opportunity to become immersed with Flint's people and communities. This helps future medical practitioners become aware of patients' needs in a complete context.

"One thing that is unique about the College of Human Medicine is they focus on more than just how physiological changes affect a person's health," explained Tesler. "They teach that the health of a person's community can make as much of an impact on health as bacteria or a virus."

The 2014 Flintstone Challenge

In 2014, Tesler was given the opportunity to serve as the director of the Flintstone Challenge (flintstonechallenge.org), a 5K run/walk established in 2012 by a group of MSU Flint campus medical students.

Registration money from the event is donated to the Flint Community Schools Classroom Support Fund, which funds the Great Idea grants that are used to enhance the education of children in Flint community schools.

"My role was to facilitate the 2014 event, manage the fundraising, and ensure a matching or greater gift was made from the 2013 race," Tesler explained, "which we accomplished with the 2014 race, making a donation of \$13,758!"



Brian Tesler and friends work on a community gardening project in Flint.

According to Jerome Winegarden, J.D., president of the Flint Schools Classroom Support Fund, the fund has supported numerous projects over the last 30 years, including such things as field trips, a Spanish class taught in conjunction with a class in Mexico, and a mobile planetarium dome that travels from school to school.

Winegarden is enthusiastic about the race and the students who make it happen. "We thought, 'There's no way these kids are going to be able to get this thing up and running,' but we were blown away by their efficiency, drive, and determination," he said. "Brian led the charge, and it was absolutely exceptional again—bigger, better, awesome!"

Winegarden, who manages a legal practice in Flint and serves as an adjunct professor with the MSU College of Law, explained that plans for this year's grant cycle include a focus on health, which will create opportunities for the medical students to go into Flint-area schools to talk about health-related issues and the Flintstone Challenge.

He senses a particular urgency to support the public schools. "With the crisis in education, it's extremely important to put our best foot forward," he said. He appreciates how MSU's College of Human Medicine is teaching its students to help out. "It's so important to learn to give back to the community, to be a hero in the community. These students are setting an example for others in their profession."

According to Tesler, the 2014 event hosted over 260 runners and introduced a health fair and an activity for children called the Littlestone's Challenge. In two years, the race has earned over \$25,000 for the Flint Community Schools Classroom Support Fund.

Community Outreach: An Essential Component of the Student Experience

Besides serving as director of the 2014 Flintstone Challenge, Tesler has had other opportunities to serve the Flint community, including creating two community gardens that provide fresh produce to local soup kitchens. "Between myself, some fellow medical students, and my mother," he said, "we were able to create two city lot gardens that provide fresh fruits and vegetables [for] the hot meals served at the local soup kitchens."

Tesler has an abundance of good advice for MSU's upcoming medical students. "Medicine is more than what happens in a hospital, operating room, or even an office. Medicine is what you do when you connect with other human beings. You have to take your knowledge and immerse yourself in your community to really see what an awesome impact you can have on health. Don't try to treat people if you don't know where they are coming from, how they live, and what their lives are like, because if you do, you'll never heal anyone or cure anything," said Tesler. Tesler is keenly aware of the privilege and responsibility that physicians have in helping people, and the impact their efforts can have on a community. "I learned physicians have a responsibility to their communities to promote health and well-being," he said. "We can't merely see problems one by one as they enter our places of practice. We must immerse ourselves in the community we serve and find bigger solutions, better ways to help." 🌟



Starting lineup at the 2014 Flintstone Challenge, a 5K run/walk established by a group of MSU-FAME medical students.



➤ Brian Tesler, M.D.
2014 Graduate
College of Human
Medicine

GIVING

Hands-on Learning Experiences

MSU-Engineers Without Borders Helps Local Organization Address Sanitation Concerns in El Salvador

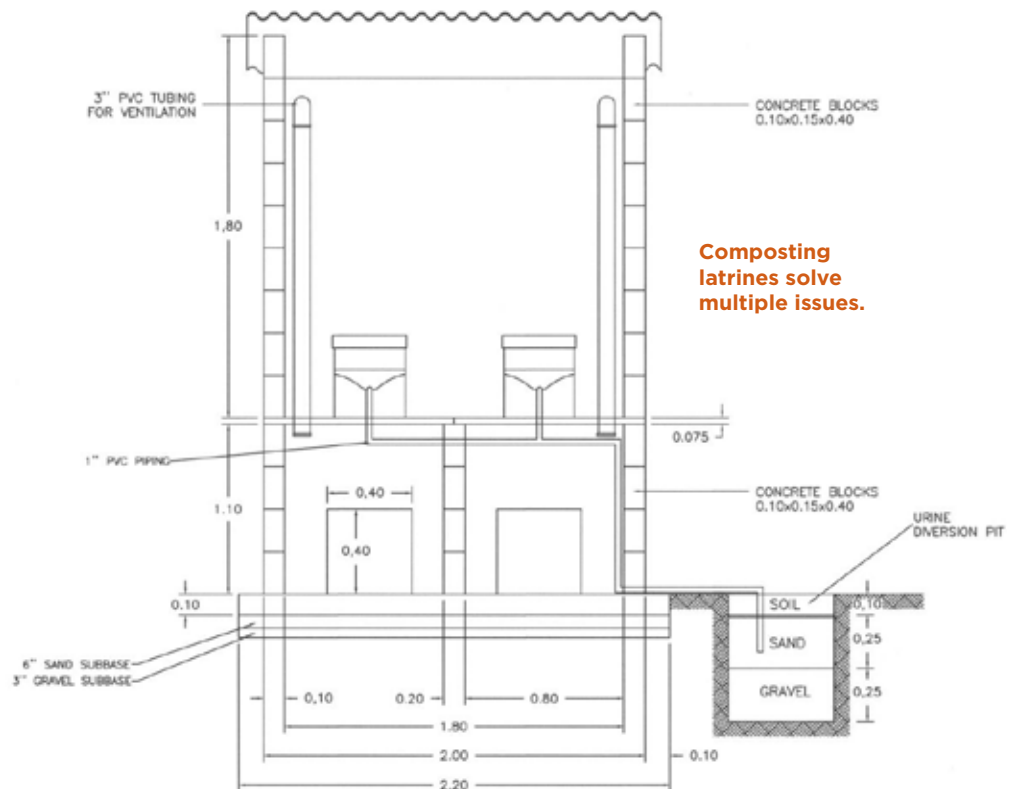
In 2003 when Engineers Without Borders USA (EWB-USA) was a fledgling organization, only a year old, civil and environmental engineering professor Susan Masten invited one of its founders to present a seminar for her environmental engineering students. The concept caught on quickly, and very soon MSU had its own chapter. A Greater Lansing Professional Partners chapter was established at about the same time.

Dr. Masten was MSU-EWB's founding advisor and continues in that role today. "I wanted to get the students out of the classroom and connect them with others in need," she said, "but have it relate to their classes too."

The EWB-USA model is well suited to achieving those goals. Each of its projects starts when a national or international nongovernmental organization (NGO) in the community approaches EWB-USA with an issue, such as a need for proper sanitation, access to water, or a bridge to cross a river during the rainy season.

EWB-USA accepts or rejects the application based on criteria such as community buy-in, sustainability, and cost-feasibility. If the proposal is accepted, a program is opened up to allow student or professional chapters to partner with the NGO. Only EWB-USA approved programs are eligible for partial funding and other support from the organization.

After evaluating several projects, the MSU students decided to apply for a project to build composting latrines in El Balsamar, El Salvador, for their first international mission. They chose this project because



they believed that they had the expertise to best address the needs of the community. Additionally, they felt that travel to Central America would pose fewer challenges, including funding, than the other open projects, all of which were in Africa.

The community of El Balsamar suffers from health issues associated with improper sanitation. While some families in the community have composting latrines, most have either pit latrines or no latrines at all. Pit latrines lack a drying agent, so families become more susceptible to diseases carried by flies, a problem that is exacerbated by the region's wet season. As water levels rise, the contents of pit latrines also rise, and the latrines become unusable. Fecal matter seeps into the ground, polluting the

local springs that are the source of drinking, cooking, and bathing water, so waterborne illness becomes another serious health issue for the community.

Composting latrines solve many of these problems. They have a compartment to catch the waste, eliminating contact with the ground and contamination of ground water. They also continue to be usable during the wet season, and the waste may be removed and used as fertilizer. The fertilizer is very useful, as this community's main source of income is agriculture.

The MSU chapter also worked with the local agent from the Ministry of Health of El Salvador to educate people of all ages about the importance of sanitation and the benefits of composting latrines.

BACK

for Engineering Students

Article by Linda Chapel Jackson



Current MSU-EWB president John Suddard-Bangsund and local assistant set the formwork for a composting latrine in El Balsamar, El Salvador.

In 2012, after winning a grant from EWB-USA, five MSU students traveled to El Balsamar for the first time to perform an assessment. They worked with community members and the NGO Gaia El Salvador to complete a series of community-wide health surveys and design and build 30 latrines for families in the community.

The EWB-USA model requires chapters to do some of their own fundraising for these projects, so the students came home and got busy with 5K sponsorship races on campus, presentations at residence halls, and grant applications. Masten worked with them to write the grant proposals. “Altogether they raised about \$11,000. We raised enough to construct six latrines,” she said.

Local politics derailed their plan to go back and start work in El Salvador in 2013. “We had planned the trip, and were ready to leave, but at the last minute it was canceled due to a State Department warning,” said Masten. “Not being allowed to travel was devastating to the students, the community, and the NGO with which we were working. However, the students were committed to the community and seeing the project to fruition. We had been working with the Detroit Professional Chapter

(continued)



“I was privileged to be the student president of MSU-EWB for two years from the fall semester of 2012 to the spring semester of 2014. Through my time as president I led, assisted coordinating, and participated in local, national, and international volunteer events and projects. My time in EWB helped me learn the importance of volunteerism, especially in the efforts of international development. Among many other things, I helped rebuild homes in New Orleans, cleared hiking trails in Tennessee, and constructed composting latrines for a rural community in El Salvador. The people I met and the projects I worked on all over the nation and the world have developed in me a global perspective that has prepared me for the professional world as I move on from university. My participation in EWB has been one of the most rewarding and enriching experiences of my life.”

James Rice
B.S., civil engineering
Spring 2014

¹ Masten, S. J., & Haider, S. W. (2014, August). *Experiences teaching a capstone design course*. Paper presented at the International Conference of Engineering Education and Research, Hamilton, Ontario.

GIVING BACK

Hands-on Learning Experiences for Engineering Students

(continued)



Ribbon-cutting committee of GAIA, MSU-EWB, and EWB Detroit Professional Chapter members with beneficiary family formally opens a latrine in El Balsamar, El Salvador.

of EWB and as it was apparent that the State Department warning would not be lifted soon, it made sense to transfer the project to them.”

The travel ban soon proved to be only a temporary deterrent, and several students and Detroit Professional Chapter members traveled to the community in May 2014 to build their six latrines. “It was a tremendous experience for them,” said Masten. “Before the students could construct anything, they had to evaluate the soil to see if it would hold the foundation and carry the runoff. All of the designs had to meet U.S. code. They were reviewed by professional engineers for volumes, ventilation, and so on. One family used their latrine as a storm shelter! It was one of the best built structures in the community.”

Masten also likes the fact that both she and her students are learning about what she calls the “soft” side of engineering—things like project

management, working across subdisciplines, and intercultural communication. They have to consider ethics, health and safety, economics, and community impact. “It gets me out of the silo,” she said. “I have to learn about pavement, transportation, team management, all kinds of things. I believe I’ve become a better engineer.” 🌍

“The Detroit Professional Chapter [of EWB] recognizes the dedication of the students and passion to keep their promise to the community and NGO in completing the composting latrine project. The Detroit Professionals now have ownership of the program, but it is an equally shared program with the students working heavily with design and project assessment, while the professionals work in more of a mentor capacity.

The most successful student chapter projects within EWB-USA are those that have both strong faculty guidance and mentoring support from professionals. The MSU student chapter has been lucky to have both, allowing the chapter to grow in membership and implement responsible international projects with communities in need.”

Esther Johnson
Mentor
Detroit Professional Chapter
EWB-USA



EWB-USA Detroit Professional Chapter members Esther Johnson (far left) and Claire Bourseleth (far right) with members of MSU-EWB student chapter at EWB-USA National Conference in Reston, VA, November 2014.

Senior Capstone Partnership Assists Meridian Township Planning and Development

Susan Masten regularly tracks and evaluates student outcomes of the EWB and other experiential learning encounters, and presents her findings at engineering education conferences. In August 2014 she presented a multiyear study at the International Conference of Engineering Education and Research in Hamilton, Ontario, about learning outcomes in a senior capstone design course that she teaches.

The capstone partnership involves ongoing development of an area near campus in Meridian Township. Each new MSU student team is required to review township board minutes to understand the concerns and desires of the community for the site. This year the Township board requested that the students focus on a 30-acre site, ripe for mixed-use development. The site selected has high visibility in the community, but also some real challenges—wetlands, railroad easements, older (and somewhat obsolete) buildings, and multiple property owners. Redevelopment of this site would be transformative for the whole corridor.

Course learning objectives include mastery of teamwork, project management, professional practice, and effective communication. Students are assigned to teams, each led by a student project manager, that act as consulting firms. Each team is responsible for a subdisciplinary aspect of the project—environmental, water resources, geotechnical, transportation, and so on. Students in each of the subdisciplines are guided through the course by a faculty member in that subdiscipline. The course is organized to give all of the students an opportunity to interact across and learn about the multidimensional aspects of civil and environmental engineering.

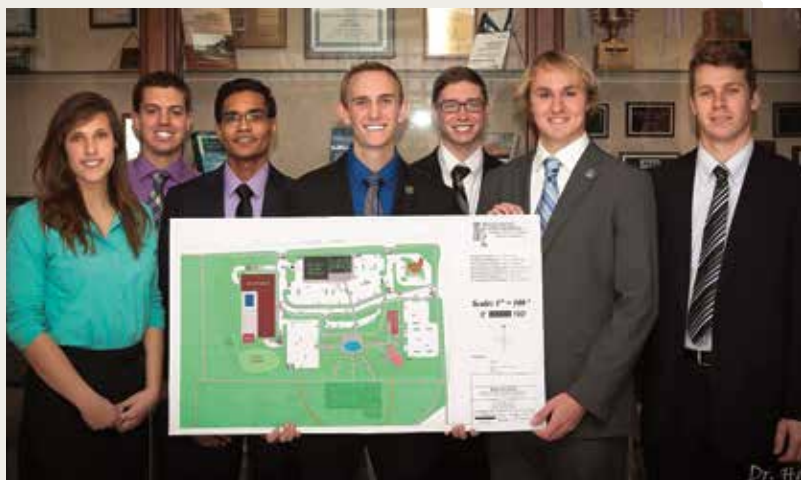


“We benefit tremendously from the creative talents of the students in this collaboration. We need to attract young people to live, work, and play in Meridian in order to have a sustainable community. What better way to get ideas than involving young people in the actual design of the community? The students are helping us put our policy of enhancing diversity of our population, housing, and commerce into action.”

Julie Brixie
Meridian Township Treasurer

“I wanted to get the students out of the classroom and connect them with others in need, but have it relate to their classes too.”

Photo by Syed Waqar Haider



Student presenters Hayley Betker (environmental engineering), Kyle Jasina (transportation), Priyank Patel (hydrology), Evan Pomeroy (project manager), Charles Stcy (transportation), Kyler Sheerin (pavement), and Duncan McLean (structure) at Engineering Design Day, December 5, 2014.

What the students learn from the township are the real-world development standards and local ordinances that must be adhered to for site development. These standards are different in every community, but follow common state regulations.

Projects are assessed by professional engineers during Design Day (held at the end of each semester), when the students make a formal presentation to a panel of engineers who serve as the “client,” along with any other interested parties (e.g., from the city or township, or county drain and road commissions) who care to attend.

All of these experiences have fortified Masten’s belief in the power of engaged learning to meet course learning objectives, although she and her colleagues will continue to look for any keys that can be used to improve their courses. And, she says, the students and the professional evaluators all agree: “They both view it as a positive experience that prepares students well for the ‘real world.’” 🌟



> Susan J. Masten
Professor
Department of Civil and Environmental Engineering
College of Engineering

CLEAN

Bringing Clean Water to the Mabibo-

Water is everything. Just ask Tula Ngasala, who comes to MSU from Dar es Salaam, Tanzania, where water is always in short supply—especially if you happen to be poor.

“There’s not enough for household use, let alone gardening,” said Ms. Ngasala. “We had a water supply system through the government 60 years ago, but it’s old and the population has been increasing. Production capacity is not enough. In addition to scarcity of water, our wastewater disposal system is very poor. Most people have pit latrines or septic tanks that are poorly designed. When full they get dumped into water bodies untreated. Even if someone has a pumping well, it’s likely to be contaminated. Residences are too close.”

Looking for water as well as paying for it takes up a lot of time and resources. Ngasala remembers that as a child it was her job to do the looking, along with the rest of her household chores and school requirements. Later, when she enrolled at the University of Dar es Salaam (UDSM) already knowing that she wanted to major in water resources and be a civil engineer, it seemed like a natural outgrowth of those childhood experiences.

She arrived at MSU about six years ago with a freshly minted master’s degree from UDSM, determined to help her home community solve its water and sanitation issues.

Her church in East Lansing, University Lutheran, was ready to help. The church has a small endowment fund that was accepting applications. They worked with Mabibo-External Lutheran Church in Dar Es Salaam to put together the application, and were awarded \$4,000. David Wiggert, a retired MSU engineering professor who is also a member of the church, helped connect her with Engineers Without Borders (EWB) and Susan Masten, professor of civil and environmental

Photos (this article courtesy of Tula Ngasala and MSU-SWB)



MSU-SWB members Justin Rowe, Tula Ngasala, and Lisa Warner discuss education program on sanitary practices at a primary school office in Mabibo, Dar es Salaam.

engineering and the MSU EWB chapter’s faculty advisor. Ngasala also credits Vicki Anderson, another member of the East Lansing church and a good friend, as having “great ideas on how to get help. She was my main advisor.” Anderson is a consultant at MSU’s Institute of Water Research.

The MSU-based organization Spartans Without Borders (SWB) has a mission that is similar to (though broader than) that of EWB. Dr. Masten urged Ngasala to apply for funding from SWB rather than EWB. “If we had applied through EWB, we might not have gotten the contract,” said Masten. “They would have put it out for open bid. We wanted to make sure that we would be doing this project ourselves.”

Along with engineer Malumbo Mhamilawa, Ngasala is cofounder of the nonprofit organization Water, Environment, Energy, and Sanitation (WEES). WEES was the on-site nonprofit consulting firm (NGO partner) and main contact between the community in Dar

es Salaam and Spartans Without Borders. WEES also provided site supervision and technical support throughout the project.

The SWB project team has now dug a well and built a distribution system on the grounds of the partnering church in Dar es Salaam, with whom they have signed a memorandum of understanding, with the church acting as representative for the community.

Although a previous hydrogeological survey had predicted that the well would have a high salt concentration, surprisingly it did not. “They’ve tested the water coming through it and it’s OK—slightly saline, but OK. Even if saline water isn’t good for drinking, it’s OK for household use if it’s clean. But this is OK for drinking,” said Ngasala, who attributes the success of the project to two factors. First, a hydrogeologist was hired to find a good aquifer. Second, they dug a very deep well to ensure that the water supply would be reliable.

WATER

Makuburi Community in Tanzania

Article by Linda Chapel Jackson



Well drilling in progress.



MSU-SWB team spouts off in Mabibo, Dar es Salaam.



Children practice the tippy tap process.

Teaching Sanitary Practices

Along with drilling a well this past summer, the team also introduced a health education program about clean water. “We talked to adults, both men and women, and to pre-school as well as primary school children in two sessions—younger (age 7-10) and older (age 11-14)—at each school. We covered hand-washing and sneezing. We did skits to make it easier for the kids to understand. We installed a hand-washing Tippy Tap, a hands-free device where you use a foot pedal to tip out the water supply from a big jug. You can put it anywhere, outside or in. We built one in each school and in the church.” They also talked to adults about how to make a Tippy Tap and how to avoid getting malaria (a primary community concern) by keeping everything clean and following proper water treatment procedures like boiling and filtering. They also talked to women-only groups, a new idea in this community. For

the women it was less of a presentation and more of a conversation about what they need, said Ngasala. It was also about challenging assumptions: “They had been using sanitary pads made of cloth, assuming that was less expensive than disposables. But cleaning the cloth pads requires a lot of water. They did a cost analysis and it turned out that because of the water shortage, using the disposables was way cheaper.”

Plans for the future include a rainwater collection system using the church roof to harvest fresh rainwater, which will augment the water supply from the new well. Long-term hopes include a wider distribution system, as many of the widows in the women-only meetings said they wished the water could be distributed further out.

“University Lutheran Church established a service theme of ‘Clean Water’ for 2013-2014. We did local service projects related to clean water and we also wanted to make an impact internationally. The well project in Tanzania provided that opportunity.

I was an adviser to the students on the education aspect of the project. I attended MSU (B.S. Crop & Soil Science '78, M.S. Resource Development '92) and was very impressed with my fellow Spartans who worked on this project. The students put in a lot of personal time and their openness to input and suggestions was wonderful. They were eager to explore different approaches. I think the project's success was due in no small part to the project management abilities of the student leaders.”

Vicki Anderson
Consultant
MSU Institute of Water Research

Ngasala believes the work is sustainable over the long range because “the church will take care of its own.” She plans to do her dissertation research on sanitation and wastewater treatment, and it will include this project. “We will follow up with the well project for the next five years,” she said. And after that? “After I get my Ph.D., I will work as a professional and help other communities who are facing similar challenges,” she said. 🌱



➤ **Tula Ngasala**
Doctoral Student,
Civil Engineering
College of Engineering

LATTICE

Weaving Together an International Learning Community

Article by Linda Chapel Jackson

Linking All Types of Teachers to International Cross-Cultural Education (LATTICE) is a nonprofit organization that aims to challenge preconceived attitudes and beliefs about cultural differences by forming practical links between MSU's international community and local K-12 classrooms. Its members are international educators—mostly MSU graduate students and international visiting scholars, along with a few faculty members—and Michigan teachers.

The organization's primary activity is simple: Invite everybody to be part of their monthly sessions. Cook up some great food, discuss and share experiences related to a chosen topic, which can be anything from technology to current politics to world hunger.

Of course, there are some sophisticated purposes behind this simple program. Dwi Yuliantoro was LATTICE's graduate coordinator until he received his Ph.D. in Fall 2014. Working in partnership with Matinga Ragatz—director of the monthly sessions, member of LATTICE's board, and Michigan Teacher of the Year in 2010—he was responsible for planning, presentations, and communications, including the website and an interactive newsletter/blog.

"We set a theme for each year and then follow it through the monthly sessions," said Yuliantoro. "We decide on urgent topics, for example Russia and the Ukraine, and ask ourselves, 'How can this big, international adult topic be taught to school kids at appropriate learning levels?' We help teachers think about these social issues and how to teach about them. LATTICE brings a cross-cultural perspective into the classroom: 'Why is

this issue important? What part of it is important for educators? How can we create a lesson that's engaging and aligned with MEAP curriculum standards?'"

Many of the MSU members are experienced educators in their own countries who came to MSU to get a doctorate. The teachers mostly come from Greater Lansing, but some come from as far away as Detroit and Grand Rapids. Monthly session attendees usually number about 40-50 members. Yuliantoro said there are no formal membership requirements, just an interest in and experience with schools. "But we do ask them to be consistent," he said. "If you're going to come, make a commitment. Don't just come once or not regularly. It can be a challenge to retain first timers and keep them interested."

Educators are beginning to see the benefits of joining professional learning communities. Organizers of local professional development opportunities today allow members to engage in much more pedagogical discourse than in the traditional sit-and-get-PD formats. At LATTICE, we take things a bit further by inviting participants to network with educators from different parts of the world as well as to engage in "shop-talk" at a global level.

Every month, local teachers are introduced to international perspectives in every presentation, at every meal, during every performance, and around every table discussion. They leave with wonderful ideas and unbiased information to take back to their classroom. International scholars are introduced to American education at levels that dissolve ongoing stereotypes and media headlines. As we encourage K-16 students to become more global, we must embrace and act on the fact that teachers need to expand their perspectives beyond their schools, communities, and national borders.

One of the most powerful elements of LATTICE is the fact that it is not a one-time-only professional event. Meeting monthly allows participants to grow as global educators throughout the year(s) and reflect on this growth every time we meet. LATTICE quickly becomes family to every participant. As local teachers return to their classrooms and international scholars return to their home countries, they all take with them the most wonderfully diverse network of "teacher-friends." This is the fantastic way to truly become an engaged and connected educator.

– Matinga Ragatz, LATTICE



Matinga Ragatz
and Dwi Yuliantoro

In addition to the monthly sessions, LATTICE has “a lot of unofficial activities,” said Yuliantoro. “We do cultural excursions and try to tie them into school curricula. We visit museums and use their resources for teaching.”

They also conduct school visits, based on teacher invitations, that are tied to specific topics. They go to international “fairs” like Haslett High School’s One World Day and Mason Middle School’s World Cultures Day.

LATTICE was started at MSU in 1995 by educator Sally McClintock as an international education partnership with schools in mid-Michigan. It has grown to encompass about a thousand members in more than 40 countries now. Fourteen school districts and most of the MSU units with international interests support the partnership.

LATTICE is not the only project Yuliantoro has had a hand in during his time at MSU. Between 2008 and 2013, he worked with Dr. Margo Glew, coordinator of global initiatives at the College of Education, to develop the Global Educators Cohort Program (GECP). He and Glew also cofounded the Global Initiative Forum for Future Teachers (GIFT), a learning community modeled after LATTICE, to help GECP students embrace the world’s diversity and its issues related to education in a formal setting. He worked with the Consulate General of Indonesia, his home country, to facilitate the development of partnerships between MSU and universities in Indonesia. For these and other activities he received the 2010 Homer Higbee International Education Award for outstanding contributions to promoting cross-cultural understanding at MSU.

During the 2013-2014 academic year Yuliantoro undertook a mentored community engagement experience through the Graduate Certification in Community Engagement¹ sponsored by University Outreach and Engagement and the Graduate School, with LATTICE as his community partner. He worked closely with the board of directors, session director Ragatz, and a planning team composed of active members who volunteered for such activities as food and setup, promotion, fundraising, and content for learning.

Photos this article by Dion Efrum



November 2014 LATTICE group session.

The collaboration started by mapping organizational assets that might be available to identify and address challenges that LATTICE faced in 2013. These included declining teacher participation, dwindling organizational spirit, and the need to offer more technology-related learning experiences for educators. The issues were identified by looking at the previous year’s attendance as well as feedback that had been gathered at the monthly sessions and presented to the board over the course of the year. It also became clear that while LATTICE’s social and cultural capital were strong, financial capital was minimal, relying almost exclusively on donations and community volunteers.

Ragatz and Yuliantoro developed a proposal for the year and got the go-ahead from their board of directors. One facet of the plan was a move toward more interactive communications online, along with a lot of coaching at the monthly sessions to help everybody get on board with the new technology. “We wanted to make sure that members would be familiar with it and able to navigate the website on their own with ease,” said Yuliantoro. “It was part of our effort to build individual capacity.”

They conducted a two-minute survey at the end of every session to collect feedback on what the attendees learned and to solicit ideas for future sessions, which were then discussed at planning team meetings. “We developed the questions and analyzed the answers together so that we could continuously improve the quality of our learning,” said Yuliantoro. “It was our way to hold ourselves accountable.” At the end of the year they produced an annual report for the board.

“My role in this partnership was to strengthen it by introducing a new model for the learning community,” said Yuliantoro. “By new model, I mean the integration and infusion of technology into designing, planning, and running the monthly session in order to reinforce LATTICE’s organizational spirit. Matinga and I believe that technological pedagogical knowledge is important and needed by our members. These days they are required by the state to introduce and incorporate technology in their teaching. In addition, the various committees that we instituted were part of an effort to increase the members’ sense of ownership. We both agreed that more of a culture of collective responsibility and collaboration among members was needed.”

Yuliantoro said that the mentored community engagement experience has improved his leadership skills as well as his understanding of community-engaged scholarship. He is proud that some of LATTICE’s board members told him the 2013-2014 sessions were among the best they had had in the 15 years since the organization was established. “Our sessions clearly carried out the mission and vision of LATTICE as a professional learning community,” he said. “This success cannot be separated from the learning I gained through my participation in the MSU Graduate Certification in Community Engagement.” 🌟



➤ **Dwi Yuliantoro, Ph.D.**
Fall 2014 Graduate
Curriculum,
Teaching, and
Educational Policy
College of Education

¹ See page 28 for more information about the Graduate Certification in Community Engagement.

MY BROTHER'S KEEP

Photo by Paul Phillips



Austin Jackson (center) discusses the importance of mentoring with students A.J. Rice (left) and Zack Silverman (right).

My Brother's Keeper (MBK) is a Residential College in the Arts and Humanities (RCAH) pre-college civic engagement and mentoring program for at-risk African American males in middle school at the Paul Robeson Malcolm X Academy in Detroit. Austin Jackson leads the program, overseeing an MSU collaboration rich in historical context, academic innovations, and societal impacts.

Dr. Jackson knows about at-risk youth dynamics and the importance of mentors. With parents who had fallen victim to the crack cocaine epidemic in Upstate New York during the 1980s, Jackson became self-reliant at an early age. He joined the Navy and served during the Gulf War, stationed on a fast-attack nuclear submarine. "I went to a lot of funerals when I was younger. Too many of my Black male peers were lost to prison, drug addiction, or murder."

To avoid the same fate, Jackson immersed himself in the politically conscious rap music and hip-hop culture of the 1980s: "The lyrics of Public Enemy, KRS-One, and Eric B and Rakim raised my social consciousness in ways my formal education did not." His interest in using rap, hip-hop, and Black popular culture as an educational intervention led him to pursue an M.A. in critical studies in the teaching of English and a Ph.D. in African American and African Studies at Michigan State University.

The potential of hip-hop as a teaching tool is reflected in this year's My Brother's Keeper theme, "Detroit Remix: (Re) Invention, Creativity, Performance." The Saturday teaching and mentoring sessions

provide a series of creative workshops on creative writing, spoken word poetry, improvisational performance, and more. Jackson says that, as a potential intervention tool, "Performances are not only a reflection of who we are; they also shape and direct who and what we can become. Within

MBK, critical perspectives of performance can provide us a window in which to see certain kinds of behavior in the normal, everyday cultural practices of Black youth culture. They can also provide a range of alternative 'scripts'—if necessary—to incorporate into their own, individual performative repertoires."

"...as a potential intervention tool, [Saturday workshop] performances are not only a reflection of who we are; they also shape and direct who and what we can become."

Jackson credits undergraduate research opportunities sponsored by the Graduate School for connecting him to his sustaining mentor, University Distinguished Professor Emerita Geneva Smitherman. Jackson

ER Intergenerational Mentoring for At-Risk Youth

Article by Carla Hills



spent several summers studying under Dr. Smitherman (affectionately known as “Dr. G”) at MSU while completing his B.A. in English at Norfolk State University, an HBCU in Norfolk, Virginia.

Smitherman is a dynamic force, and her longtime career as an educator, scholar, and advocate has fostered a generation of scholars who continue her vision with their own professional talents. She was one of the founding committee members of the African American Studies doctoral program at MSU, where Jackson was the second student to earn a Ph.D. from the program in 2009. A year earlier, the first graduate was Jeffrey Robinson, who is now principal of the Paul Robeson Malcolm X Academy and community partner of the RCAF My Brother's Keeper collaboration.

Smitherman established and served as the longtime director of the MBK program. Jackson took over the directorship when Smitherman retired in 2011.

Photo by Ian Sporn



Young students in a My Brother's Keeper workshop show their art created with Emmanuel Nkuranga (left), a visiting artist from Rwanda.

THE GROUNDWORK FOR MY BROTHER'S KEEPER

In the late 1980s and early 1990s the education of Black males came to the national forefront, with alarming statistics documented in *Educating African American Males: Detroit's Malcolm X Academy Solution* (1996):¹

- 23% (nearly one in four) of Black men ages 20-29 were either in prison, in jail, on probation, or on parole on any given day in 1990 (Mauer, 1990).
- 41% of Black males were unemployed versus 16.5% of White males (U.S. Department of Labor, 1985).
- 40% of adult Black males in Detroit were functionally illiterate in 1988 (Detroit City Council, 1991).
- The Black male high school drop-out rate was estimated to be as high as 60% in select urban areas (Detroit City Council, 1991).
- Black male college enrollment in 1976 was 4.3% and by 1986 had declined to 3.5%. From 1976 to 1986 the proportion of Black men attending college suffered the largest decline of all racial and general groups (American Council on Education, 1988).
- Homicide was the leading cause of death among African American males ages 15-24, and a Black male was twice as likely to die before the age of 45 as a White male (Detroit City Council, 1991).

¹ Sources briefly noted here are as cited in Watson, C., & Smitherman, G. (1996). *Educating African American males: Detroit's Malcolm X Academy solution*. Chicago, IL: Third World Press.

On March 10, 1990, nearly 500 people turned out on a Saturday morning to attend a conference called by an informal group that included Smitherman, with the aim of “Improving Self-Concept for At-Risk Black Students, with Emphasis on Saving the Black Male.” As a result of the call to action by that group, the Detroit School Board created a Male Academy Task Force to study issues surrounding education and mentoring and develop a strategic plan.

My Brother's Keeper was initially implemented in 1990 at Woodward Elementary School in Detroit with the following objectives:

- Eradicate fear of the unknown, specifically college life.
- Start early with middle-school students, because young Black male high school dropout rates are still too high.

(continued)

rcah.msu.edu/my-brothers-keeper

(continued)

MY BROTHER'S KEEPER

Intergenerational Mentoring for At-Risk Youth

- Introduce college life to mentees through the eyes of their mentors, many whom share the same socioeconomic backgrounds.
- Increase mentees' knowledge of, and preparation for, viable career options.
- Increase mentees' sense of educational self-esteem, personal responsibility, self-control, and self-discipline.

Partnering with the Paul Robeson Malcolm X Academy in Detroit

In 1991, when the late science and math educator Dr. Clifford Watson, along with Smitherman and other members of the Detroit community, established the Malcolm X Academy, it was the first public African-centered elementary school in the United States. The school was initially geared toward males in the pre-K to eighth grades in the Detroit Public Schools. My Brother's Keeper and the collaboration with MSU was instituted at the same time.

When Jackson became the MBK graduate coordinator in 1999, he had already begun mentoring during his own graduate studies. The importance of encouraging Black males to pursue educational goals, as well as the Academy's emphasis on students' historical roots and traditions to give context in developing cultural pride, self-esteem, and community identity, resonated with him.

Robinson spent 18 years as a teacher, and is only the Academy's second principal.

The current program is implemented with the leadership and collaborative efforts of Jackson and Robinson, who is now in his fifth year as principal.

While MBK is an RCAH pre-college program, and Jackson and the MSU team offer their Saturday sessions at the college's facilities, participants get familiar with the entire campus during visits. Mentors also travel to Detroit for field experiences at the Academy, conducting classroom observations and spending time with their mentees during the school day.



Jeffrey Robinson, principal of Paul Robeson Malcolm X Academy, Detroit.

Transportation, meals, supplies, fees, and other expenses are made possible by support from RCAH; Vennie Gore, MSU Vice President for Auxiliary Services; MSU Residential and Hospitality Services; MSU Student Housing Cooperative; Alpha Phi Alpha Fraternity, Inc. (MSU undergraduate chapter); private individual donations; and Detroit Public Schools.

Mentors are MSU undergraduate students who are screened and trained to work with the middle schoolers. Traditionally focused on working with boys, the 2014 program includes girls, and activities have been designed to incorporate the co-ed atmosphere.

The Paul Robeson Malcolm X Academy selects students based on their continuing efforts to climb academically. They are recommended by teachers, with parent support. Word of mouth by students already in the program often inspires others to seek entry into MBK. There are approximately 45 sixth to eighth graders participating, with 10 to 15 slots that open up for new inductees each year. Robinson promotes a steady emphasis on educational pursuit and the MBK program.

"Our teachers put their degrees on the wall," said Robinson. "The students that are selected for the My Brother's Keeper program are scholars. Any student can join if they are willing to facilitate their dreams by focusing on school. We want them to know that their hard work has benefits now and in the future."

More than half of the Paul Robeson Malcolm X Academy eighth graders continue their education at one of the three top-performing Detroit high schools that send graduates on to college.

The partnership continues to evolve and is now working to align MBK goals and objectives with the curriculum guidelines at Detroit Public Schools.

"We want to engage in a systematic way, and a measurable way, so that the pedagogical efficacies are defined. Achieving a replicable model can lead to mass success," says Jackson.

The My Brother's Keeper Program is a long-standing university-community partnership with deep academic and professional connections. Jackson and Robinson are seeing a new strength emerge. As mentees mature and pursue higher education, they are joining in the efforts to mentor younger students, resulting in a generational effort to improve outcomes for some of Detroit's most vulnerable, and most promising, citizens. 🌱



➤ **Austin D. Jackson, Ph.D.**
Assistant Professor,
Residential College in
the Arts and Humanities
Director, My Brother's
Keeper



Mentoring for Intellectual Growth

Article by Carla Hills

A. J. Rice works with Austin Jackson in preparing and presenting the historical framework of the My Brother's Keeper program to mentors-in-training, along with the pedagogical model that mentors follow to work with mentees.

Rice became an MBK mentor in 2007 during his undergraduate studies in James Madison College (majoring in international relations). He grew up in a Detroit suburb that didn't encompass some of the harshness experienced by the young Black males he mentored. As his understanding and awareness grew during the program, he developed a desire to pursue further studies and a commitment to help those who didn't experience the same opportunities he had growing up in the Black middle class.

"Dr. Jackson helped explain how the MBK program provides exposure to education as a way to inspire higher goals and expectations. When I was involved in MBK it really led to a period of intellectual growth on my part," said Rice.

Advanced studies in political science at the New School for Social Research took him away from MSU, but Rice found himself returning to become MBK's graduate coordinator in 2010-2011, and again in 2012-2013.

"I wasn't always interested in school, but all of my experiences, including the MBK program and Dr. Jackson's leadership, have helped me to develop a passion for teaching and research. I'm very much interested in issues surrounding Black economics and racial inequality in urban spaces," said Rice. "I understand the importance of mentoring and sharing my experiences while encouraging others to have goals and dreams." 🌟



➤ **A. J. Rice**
MBK Graduate Coordinator
Doctoral Student,
African American
and African Studies

About President Obama's MY BROTHER'S KEEPER Initiative

In a Presidential Memorandum dated February 27, 2014, President Barack Obama established an interagency effort to improve educational and life outcomes for boys and young men of color. Representatives from the highest levels of the federal government named to a My Brother's Keeper Task Force included the U.S. Attorney General and the secretaries of Agriculture, Commerce, Defense, Education, Health and Human Services, Housing and Urban Development, Interior, Labor, and Transportation.

Among the goals of the Task Force is to address the persistent opportunity gaps faced by boys and young men of color, determine the public and private efforts that are working, and concentrate efforts to expand upon them. President Obama has directed the Task Force to evaluate how the federal government's own policies and programs can better support these efforts, and how to better involve state and local governments, the private sector, and the philanthropic community.

There is no direct connection between the MSU program and the presidential initiative at the federal level, but President Obama is currently addressing similar concerns for boys and young men of color nationwide as those brought to the forefront for Detroit male youth in the late 1980s and early 1990s by Geneva Smitherman and her colleagues.

The Task Force has identified a number of areas where the federal government can lead by example, outlining key areas for further focus, making recommendations, and assessing progress. The work of the initiative is just beginning, and the Obama administration has pledged to address this long-recognized problem in a comprehensive manner.



Developing Critical Literacy

Article by Carla Hills



Nicole DiMichele and Zack Silverman review *Educating African American Males* (Watson & Smitherman).

Nicole DiMichele encourages students in the My Brother's Keeper program to read and write about what they see happening around them. She then asks them to question those experiences and analyze them from different vantage points.

It can be a complex journey, and DiMichele has devoted considerable effort to creating strategies for critical literacy that will draw at-risk youth into articulating their experiences so they can learn to think all the way around different issues.

"The goal is to challenge them to look at a situation from multiple perspectives. We flip things around and try to introduce fresh thinking. Sometimes they get going very quickly, other times it's more of a struggle," said DiMichele.

Her work in My Brother's Keeper began as a student in Austin Jackson's "Third-Year Tutorial" (RCAH 380). Her research project consisted of a micro-ethnographic study of the ways the My Brother's Keeper Program infuses critical literacy into its curriculum.

Critical literacy is a core theory that seeks to build awareness of injustice, inequality, and power. When applied to educational content, teachers or facilitators draw students into awareness from viewpoints they may not have considered or been cognizant of. DiMichele advances the work of the My Brother's Keeper program by helping to construct curriculum with activities to empower student expression through writing, video, music, and drawing.

The concepts are loosely inspired by the Freedom Writers Foundation, an outreach organization formed from a successful writing program launched in a Los Angeles high school in the 1990s, where students were encouraged to write expressively about the adversity in their lives.

Working with Jackson, DiMichele has developed, refined, and tweaked curriculum content that addresses the students' lives in Detroit and facilitates expression for the intense feelings that middle school Black males experience as they try to sort out what is happening around them.

"This way of learning becomes meaningful outside of the classroom because they are talking about culturally relevant experiences. The kids accept and reinforce one another," says DiMichele. "They identify more strongly with each other, and it creates opportunities to further explore self-esteem, educational goals, dreams, and how to achieve success despite some of the difficulties they face."

According to DiMichele, the best activities have been those that allow for more unconventional and creative learning. The students have written poetry about what they love and what they dislike about their communities, painted landscapes and then constructed an artist's statement to explain their work, and used theater and performance to bring out their inventiveness and imagination.

DiMichele plans to enter an Advanced-Standing Master of Social Work program after her May 2015 graduation from MSU.

"I hope to continue working with the population I've focused on in the My Brother's Keeper program. I'm particularly interested in working at a macro level with education policy and the broader community and economic development," said DiMichele. 🌟



Nicole DiMichele
MBK Undergraduate Coordinator
Residential College in the Arts and Humanities and School of Social Work

Keeping it Real and Relaxed

Article by Carla Hills

The first thing you notice about Zack Silverman is his affable demeanor. He converses easily and moves with an energetic, swinging style that hints at his skateboarding proficiencies.

Zack was a student in Austin Jackson's RCAH 292B course, "Engagement and Reflection," which provides training to MBK volunteers in critical approaches to literacy, education, and mentoring. Silverman says one of his goals is to create a comfortable, nurturing environment where middle school boys can interact freely with him and other MSU students.

His laid-back manner puts students at ease and contributes to Silverman's ability to facilitate the intellectual environment that shapes the program. Getting students to respond to them allows the mentors to convey the goals of the program. Key among those goals is introducing at-risk youth to a positive university experience by showing that learning is enjoyable, college is possible, you have potential, you are able to dream, and you can achieve those dreams.

The Silverman family moved from a Detroit residence when Zack was young, but he spends a good deal of time in the city with friends who live in Detroit neighborhoods. He believes that mentoring is a two-way learning experience.

"We learn about them, they learn about us," said Silverman. "There is major bonding that happens, and it forms naturally as we do things together."

Zack and other mentors in the program pair up to work with four or five mentees during visits. Structured activities such as writing exercises are interspersed with outdoor activities and meals in an MSU residence hall cafeteria. "Eating lunch is one of their favorite things, because of the choices and the freedom they have to make decisions," said Silverman.

Photo by Paul Phipps



The My Brother's Keeper pledge: We will work hard. We will gain knowledge. We will share. We will be kind to each other. We will love and take care of each other. We will learn to become our own brother's and sister's keeper.

Silverman understands that food and Frisbees help frame a positive environment, while the more serious purpose is to offer experiences where the middle school boys can gain confidence and envision themselves attending MSU. Some of the boys know people who have attended college, but many do not have close family members with university experience or a college-educated background. The thought of attending Michigan State University, or any other higher education institution, is rarely discussed or contemplated in the home. Often, that leads to negative perceptions about who is college-worthy, or what abilities are necessary to advance beyond high school learning.

Silverman and the other mentors dialogue with the mentees and bring campus life into focus, addressing everything from classroom work to dorm life to extracurricular activities to life after graduation.

"It's a good mix of fun and serious, same as the real college experience," said Silverman. 🌟

"We learn about them, they learn about us. There is major bonding that happens, and it forms naturally as we do things together."

Zachary Silverman



> Zachary Silverman
MBK Undergraduate Coordinator
Residential College in the Arts and Humanities

On Land Grant Universities and Being **MY BROTHER'S KEEPER**

Article by Marvin H. McKinney, with assistance from Allen Buansi, Juris Doctor candidate, University of North Carolina - Chapel Hill

In 2006 I was involved with a collaborative partnership, Promoting Academic Success (PAS), which Michigan State University entered into with a local school district that had expressed concern regarding the academic achievement of its young boys of color. This project, which lasted six years, developed a multigenerational mentoring component, utilizing college student males of color who trained high school student males of color to tutor and mentor young males of color in pre-kindergarten through third grade. The goal was to augment and supplement classroom learnings and the academic development of all participants, from the preschoolers to the college students.

The program drew upon the expertise of College of Education faculty to design and deliver a teacher training component and a children's summer learning camp. Community partners became involved to lend funding support and community connections. The local project implementation team consisted of 28 school district teachers, administrators, early childhood program and community agency administrators, and university faculty, staff, and students. Evaluations of the project, both formal and informal, documented positive results for all parties, and the participating young males of color demonstrated a positive learning trajectory over the six-year life of the program based on standardized measures.¹ The PAS model has been implemented in two summer programs with middle school children (in 2013 and 2014), and further evaluation of this adaptation is planned. The resource manual for program implementation is available online.²

Another stellar example of a university-community collaboration to address educational obstacles faced by young boys and men of color is My Brother's Keeper (MBK), a mentoring program that operates out of the Paul Robeson Malcolm X Academy in Detroit. Assistant Professor Austin Jackson of MSU's Residential

College in the Arts and Humanities leads the program, with guidance and support from partners MSU Professor Emerita Geneva Smitherman, who was the founding director of MBK, and Jeffrey Robinson, who was the first graduate of MSU's African American Studies doctoral program in 2008 and is now principal of the Academy. The story of My Brother's Keeper is reported elsewhere in this issue of the *Engaged Scholar Magazine* (pp. 14-19), so I will not repeat it here, but this effort also represents a longstanding partnership with deep academic and professional connections.

The name of Dr. Jackson's program, My Brother's Keeper, is a phrase that lately has been resonating widely with the faith and philanthropic communities. President Obama picked up on it with his recent announcement of a new national initiative—also titled My Brother's Keeper³—directed at the segment of society that is represented by my brothers and their sons.

Having spent a lifetime personally and professionally involved with the plight of under-represented men of color in general and with African American men in particular, I had a cautiously optimistic reaction to the rollout of the national My Brother's Keeper initiative in February 2014. The “bully pulpit” of the presidency, a gathering of committed leaders, and a boatload of scholarly research all gave cause for both the caution and the optimism. This oxymoronic reaction happens when you really want to believe, but your life experiences encourage you to take a wait-and-see posture as a hedge against psychic and emotional deflation.

How We Got Here (an Abbreviated Political Chronology) and Where We Are Going

In a January 28, 2014, press release, the President stated, “I’m reaching out to some of America’s leading foundations and corporations on a new initiative to help more young men of color facing

especially tough odds to stay on track and reach their full potential.” A month later he called together civic, faith, philanthropic, and corporate leaders to announce the launching of My Brother's Keeper, which he described as a new effort to positively alter the life trajectory of boys and young men of color. It was more than mere coincidence that three of Michigan's major foundation leaders—Kellogg, Kresge, and Skillman—were in attendance and pledged their commitment and financial support.

In his comments, President Obama cited the discouraging fourth grade reading and math scores for Black and Latino boys. He also cited the litany of rotten statistics that we all know too well—high school dropout rates, incarceration rates, unemployment rates, and homicide rates—many of which have their genesis in limited resources and opportunities. He emphasized the point that despite sometimes overwhelming odds, many young men and boys in such circumstances do thrive, but not enough.

This was not the first national call for attention to the lack of opportunities for vulnerable, limited-resourced men of color. The issues surrounding these men, who have been marginalized by social, educational, and economic disenfranchisements, are not a new phenomenon.

In 1968, as a young teacher of 10-year-olds, I read with interest the report by the National Advisory Commission on Civil Disorders, historically known as the Kerner Commission Report. Speaking to all indicators of well-being, it stated that “our nation is moving toward two societies, one black, one white—separate and unequal.”

Twenty years later, Dr. Jewelle Taylor Gibbs, referring to the title of her nationally acclaimed book, *Young, Black, and Male in America: An Endangered Species*,⁴ stated, “All of the major institutions of American society have failed to respond appropriately and effectively to their multiple needs and problems.”

A TIMELINE OF NATIONAL EFFORTS TO ADDRESS RACIAL DISPARITY

1954

Overtaking of the original "separate but equal" ruling (*Plessey v. Ferguson*, 1896) by *Brown v. Board of Education*, Topeka, Kansas: "Separate educational facilities are inherently unequal."

1968

The Kerner Commission reports: "Our nation is moving toward two societies, one black, one white—separate and unequal."

1988

In *Young, Black, and Male in America: An Endangered Species*, Dr. Jewelle Taylor Gibbs contends: "All of the major institutions of American society have failed to respond appropriately and effectively to their multiple needs and problems."

1997

President Bill Clinton, addressing the University of California, San Diego, says: "Today, we face a different choice: Will we become not two but many Americas, separate, unequal, and isolated? Or will we draw strengths from all our people and our ancient faith in the quality of human dignity to become the world's first multiracial democracy?" This speech lays the groundwork for One America in the 21st Century: The President's Initiative on Race.

2014

President Obama launches My Brother's Keeper: "I'm reaching out to some of America's leading foundations and corporations on a new initiative to help more young men of color facing especially tough odds to stay on track and reach their full potential."

In 1997 President Bill Clinton acknowledged the nation's changing demographics and sought to create a broader conversation, more inclusive of vulnerable populations. In a commencement speech to the University of California, San Diego, after citing the 1968 Kerner Commission Report, he said, "Today, we face a different choice: Will we become not two but many Americas, separate, unequal, and isolated? Or will we draw strengths from all our people and our ancient faith in the quality of human dignity to become the world's first multiracial democracy?" Clinton's address laid the groundwork for the creation of a national advisory board, One America in the 21st Century: The President's Initiative on Race, which listed four broad goals. Goal Four was to "identify, develop, and implement solutions to problems in areas in which race has had a substantial impact, such as education, economic opportunity, housing, health care, and the administration of justice."

Thus, for the better part of the 20th Century, even while recognizing that we have more people of color enrolled in colleges and universities than ever before and more people of color classified as middle class, we continually allowed large segments to be excluded from participating in the American Dream.

President Obama's My Brother's Keeper program seeks to be the catalyst for altering the life trajectory of this group by enlisting the private sector to get in front of the issue with funding, organization, and expertise.

Is this a formula for success? Or will it be another example of national exposure but failed opportunity, where we continue to see 50% graduation rates in some of our urban areas, continued double digit unemployment rates, and one out of four men of color between 18 and 30 tethered to the criminal

justice system? These are very complex issues that cross political ideologies as well as demographic identities. Many efforts have been put forth over the years, perhaps most noticeably the overturning of the original "separate but equal" ruling (*Plessey v. Ferguson*, 1896) by the *Brown v. Board of Education*, Topeka, Kansas, decision (1954) that "separate educational facilities are inherently unequal." As a nation, we have been at the precipice of equal opportunity for a very long time. The optimism at this time comes from the reality that the President has again called it out.

My Brother's Keeper and Land Grant Universities

My Brothers' Keeper is a bold and courageous move, but are there enough different voices at the table? Perhaps the voices should include representatives from colleges and universities in general and land grant colleges and universities in particular. For many U.S. citizens, these institutions have long served as the portal to becoming economically viable and self-sufficient.

The present-day economy requires workers to be tech-savvy and information-directed. Moreover, higher education provides an opportunity to connect to similar as well as dissimilar people, broaden one's world view, and grow and develop in a safe and controlled environment.

Unfortunately, one significant segment of the population lags behind all others in terms of workforce participation and post-secondary institution attendance. The application, acceptance, enrollment, matriculation, and graduation rates of racial and gender groups indicate that certain males of color continue to struggle to thrive in higher education. To address this issue, land grant institutions can play an instructive and pivotal role through outreach and extension services. Over

the years land grant institutions have accumulated a wealth of knowledge about how to democratize education and they have a responsibility to educate the citizens of their respective states.

Without question, some extension and community service functions would need to be refocused in order to address the ambitious agenda of My Brother's Keeper. But with public funding and a public mandate, with work already underway in limited-resource communities, and with a service-oriented student body, land grant universities are poised to make a positive difference in the academic success of young boys. The country's land grant institutions possess time-tested traditions of public service to the people who need it. Many of us remain optimistic about the possibilities, and we envision a time in our collective future where academic success for all children from challenged communities is the norm and not the exception. With the full support of our public land grant universities, My Brother's Keeper may be an opportunity to contribute to more equitable academic opportunity. 🌟

"...with a service-oriented student body, land grant universities are poised to make a positive difference in the academic success of young boys."

¹ McKinney, M., Hernandez, R., Lee, K. S., Farrell, P., Sáenz, G., & Tichenor, C. (In preparation). *Engaging schools and communities to close the achievement gap: The PAS program*.

² F2 Farrell, P., Sáenz, G., Davis, J. L., Keck, S., & McKinney, M. (2012, August). *Promoting Academic Success resource manual*. East Lansing: Michigan State University. Retrieved from: http://ucp.msu.edu/documents/PASmanual_091412_lores.pdf

³ No relation, other than philosophical, to Dr. Jackson's program at the Paul Robeson/Malcolm X Academy in Detroit.

⁴ Gibbs, J. T. (Ed.). (1988). *Young, black, and male in America: An endangered species*. Westport, CT: Auburn House.



Marvin H. McKinney
Senior Consultant
and University
Senior Fellow
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FINDING NEW WAYS TO COMMUNICATE

Expanding Oakland County

Over the past couple of decades Oakland County, Michigan, has faced the same budget challenges that confront local governments everywhere

in the United States. Yet the county government has remained financially stable and its portfolio of services offered to the public has grown rather than dwindled.

Using technological resources to the hilt is a big part of this success story. Since the 1990s the county has been developing online initiatives to manage business operations more cost-effectively, create automated systems, and establish on-demand reporting to support the best decisions about budgeting and operations. Its IT department has worked hard to enable more interactive communication with the public and to make services and information available in multiple formats and platforms. All of this has resulted in a government that is both more transparent and more engaging for the constituents it serves.

Officials who run the county's IT department say that a collaborative partnership between their eGovernment office and MSU deserves a fair share of the credit. Since 2004, they have been working with an MSU capstone/practicum course in information technology management that brings graduating seniors out to the county to assist with Oakland's eGovernment challenges.

The course, ITM 444, is offered by Communication Arts and Sciences. It is part of the undergraduate minor in information technology, and is co-instructed by associate professor Constantinos Coursaris and assistant professor Wietske van Osch, both of the Department of Media and Information.

Each year a new project is undertaken. In 2004, their first year at Oakland County, the students created a strategy for the county to begin accepting electronic submissions of commonly used forms. In 2005-2006, they developed a conversion to allow access to content and applications via handhelds like cell phones and PDAs. They have since created an e-mail subscription service,

a series of training videos to promote and explain the my.oakgov.com portal, a crowdsourcing application that increases opportunities for two-way communication with residents and visitors, and more.

Under the direction of eGovernment staff, the students gather requirements, create a development strategy, make recommendations, and plan the implementation of a prototype or pilot. They function as a group of professional consultants working for the county.

Jim Taylor, chief of eGovernment in the IT department, and Phil Bertolini, deputy county executive and CIO, have nothing but praise for the program. "We've implemented all of the projects the students have worked on," said Taylor. "Some have won national awards."

This year Oakland County launched the G2G Marketplace (g2gmarket.com), an online store that provides local governments with an easy way to research and purchase technology and professional services. G2G simplifies the purchase and licensing process by offering pre-negotiated blanket purchase agreements with approved vendors so government agencies can acquire technology and services quickly. The Marketplace boasts several advantages, said Taylor. It reduces costs associated with researching and drafting complex agreements with vendors; it takes advantage of savings from shared software and licensing purchases; and, by cutting costs, it makes resources available to local governments that would not otherwise be able to afford them. "We believe in starting small and growing organically," he said. "New solutions and professional services are being added every day."

The cohort of MSU students who worked on this project did a preliminary study on how governments purchase technology. They conducted an analysis to identify

current government procurement "stores" or services and wrote a report detailing potential competitors to the proposed Marketplace. They also evaluated the G2G Marketplace site that was under development by Oakland County, and made recommendations for future enhancements based on market research. They created a prototype to demonstrate recommended new features and submitted an implementation strategy with their final report.

The students were equally enthusiastic about their experience on the project. When Taylor wrote to the class in September of this year to let them know that G2G had not only launched but made the "Best of the Week" article for *Government Technology* magazine, Alex Dietrich (Media and Information, Spring 2014), responded, "It is truly awesome to see something we had a hand in creating come to fruition. This was a

project I was extremely proud of and provided me with a wealth of knowledge." He also had positive things to say about working with the Oakland County staff: "You and your team helped

tremendously in guiding us through the project and you ensured we succeeded."

Cody Hall (Marketing, Spring 2014), agreed. "It is really cool that our project came to life," he said. "I appreciate the update. The market research experience I gained during this project helped me land a market research analyst position soon after graduation. You could bring this up while recruiting kids for next year's project because it really helped me."

Dr. Coursaris said, "I am grateful to the dozens of organizations that have supported the professional development and personal growth of our undergraduate students over the past decade by affording them these experiential learning opportunities. Oakland County—or OakGov—is the longest standing supporter of this program, having



eGovernment Services

Article by
Linda Chapel Jackson

Photo courtesy of Oakland County IT Department



From left to right: Val Talia (Oakland County); Cody Szostek, Alex Dietrich, Jerold Lewis, and Cody Hall (MSU students); Jim Taylor (Oakland County).

participated in the Capstone annually ever since its inception 10 years ago. OakGov's CIO, Phil Bertolini—recipient of the Outstanding Alumni Award from the College of Communication Arts and Sciences—and Jim Taylor have been instrumental not only in making these new media projects available to our students but also in offering personal mentorship of the students in the process. OakGov is truly a great role model for prospective community partners."

Bertolini summed up the interaction this way: "We are used to accomplishing things our way and the students give us a fresh perspective. What they learn from us is how to take it to market. Jim is their resource, the one with real-world experience. We promise if the result is reasonable, it will be implemented. The students are expected to meet deadlines, prepare presentations, and know that their decisions impact citizens. At the presentations we press them on their recommendations and how those fit our organization."

"Put some skin in the game. The partnership has to be strong. Choose partners that are committed to being successful and form a strong relationship."

Phil Bertolini

Funding comes from a fee that the county pays to the university, said Taylor. The county is also expected to provide the hardware, software, and other resources that the students need to complete their project. Students donate about 400 hours to these projects, for an estimated savings of more than \$10,000 a year for the county.

When asked if he had any advice for MSU faculty who want to work with community partners, Bertolini said, "Yes. The same advice as for the businesses that want to partner with them: Put some skin in the game. The partnership has to be strong. Choose partners that are committed to being successful and form a strong relationship."

For faculty to understand governments, said Bertolini, "Come out and see what we do. Until you do, it's hard to understand the services governments provide. We provide the best services we can for 1.2

Oakland County, Michigan BY THE NUMBERS

- **6** county-wide elected officials
- **21** elected commissioners
- **62** local communities (urban and rural)
- **82** departments and agencies
- **910** square miles
- **4,000** county employees
- **1.2** million residents

Adapted from: Washington, S., & Coursaris, C. (2009, November). *eGovernment services for a sustainable county*. Presented at the 5th Annual World Usability Day, East Lansing, MI.

million people in the county. It's not just pushing paper. You need to see it. Don't hesitate to go out and visit."

And, he added, "Remember that we get as much out of the program as the students do. Their outstanding ability to do research is a credit to the university. I don't regret a single dollar we have spent on this program." 🌟



Constantinos Coursaris
Associate Professor
Department of Media and Information
College of Communication Arts and Sciences



Wietske van Osch
Assistant Professor
Department of Media and Information
College of Communication Arts and Sciences

Closing the Academic Achievement Gap

Article by Carla Hills

The 2014 Outreach Scholarship Community Partnership Award honors Dorinda Carter Andrews, Clifford Seybert, and David Chapin for their partnership to close academic achievement gaps in East Lansing Public Schools (ELPS).

The partnership is designed to utilize culturally relevant and responsive interventions for improving student achievement. The Closing the Achievement Gap in ELPS initiative focuses on identifying factors that contribute to African American student underperformance and implementing academic and cultural interventions for student success. The initiative involves significant collaboration among school district leaders, teachers, parent groups, East Lansing Public Schools students, and MSU students (particularly in the Department of Teacher Education and the Residential College in the Arts and Humanities). This extensive collaboration has led to notable personal, institutional, educational, and research contributions to the school district and the larger community.

The partnership has focused on increasing educator awareness of and sensitivity to the role of race and culture in teaching and learning, helping educators make instructional decisions based on academic and cultural data, building leadership capacity around educational equity and cultural competency, and integrating youth voices in effecting positive change in learning spaces.

Carter Andrews has worked with administrators, parent groups, teachers, and students to develop interventions that increase individuals' cultural humility and competency. Over the past five years, she has collaborated with each school's staff to better understand how to make data-driven decisions about meeting the academic and social needs of marginalized youth. Organizational and curricular outcomes of Carter Andrews's leadership with the Achievement Gap project include the establishment of an Achievement Gap Task Force (now in its fourth year), the establishment of a director of educational equity position, a diversity conference at East Lansing High School, the district's membership with the Minority Student Achievement

Network, a yearlong professional development course on teaching across cultural differences, and community forums on race and cultural diversity.

Carter Andrews is recognized nationally for her research on race and equity in education. She has partnered with school districts throughout the country to address the academic needs of culturally diverse students. Her scholarly work is published in peer-reviewed education journals and books as well as training manuals and technical reports.

As superintendent and former superintendent of ELPS respectively, Seybert and Chapin are dedicated educators focused on offering meaningful and quality educational experiences to all students, particularly those most disadvantaged by the educational system. Chapin originally invited Carter Andrews to participate in the ELPS strategic planning process. So successful was the collaboration that she and Chapin continued working together in the school system for more than five years—and this work is now continuing with Seybert. 🌟

Photo courtesy of MSU Communications and Brand Strategy



David Chapin, Lou Anna K. Simon, Dorinda Carter Andrews, and Clifford Seybert at the All-University Awards Convocation, February 11, 2014.

About the MSU Community Engagement Scholarship Award

Each year, the Community Engagement Scholarship Award (formerly the Outreach Scholarship Community Partnership Award) is conferred on one MSU researcher for exemplary engaged scholarship with a community partner. The researcher and partner are recognized at the University's annual Awards Convocation in February, where each receives a stipend of \$1,500.

The award-winning partnership also represents MSU in the competition for the regional Engagement Scholarship W. K. Kellogg Foundation Engagement Award and the national C. Peter Magrath University/Community Engagement Award. These 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.

2013 Data Snapshot of Outreach and Engagement at Michigan State University

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 2013 were collected between January and April 2014 and represent the tenth year of data collection; 735 faculty and academic staff responded to the survey. Since 2004, 3,360 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 2013 include the following:

\$12,763,314

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)

76.8%

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

75.9% Enhanced the student experience

71.8% Enriched community, economic, and family life

42.1% Expanded international reach

57.5% Increased research opportunities

52.7% Strengthened stewardship

64.0% Advanced our culture of high performance

529

Number of specific projects/activities reported

Of the respondents who described specific projects/activities:

83.1% Reported working with external partners

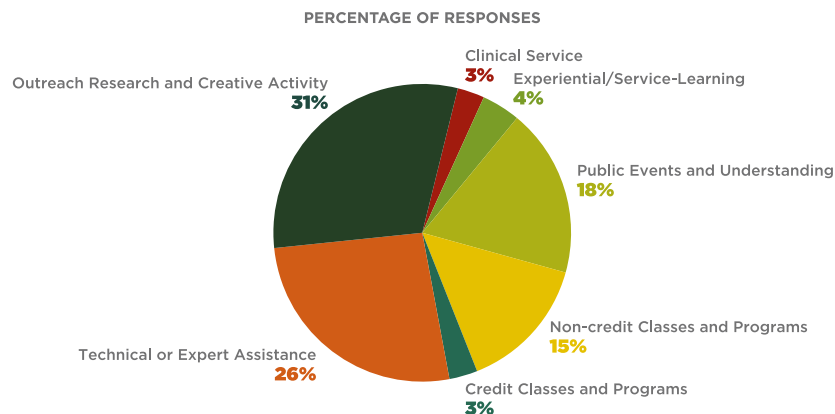
68.3% Reported having created intellectual property and scholarly outcomes

58.0% Reported that their outreach work impacted their scholarly or teaching practices

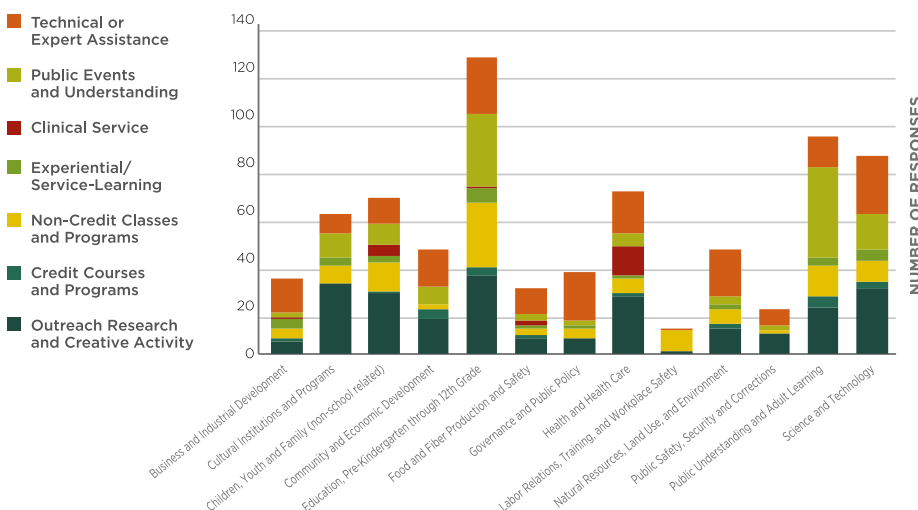
MICHIGAN STATE
UNIVERSITY

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

Forms of Engagement Reported by MSU Faculty and Academic Staff in 2013

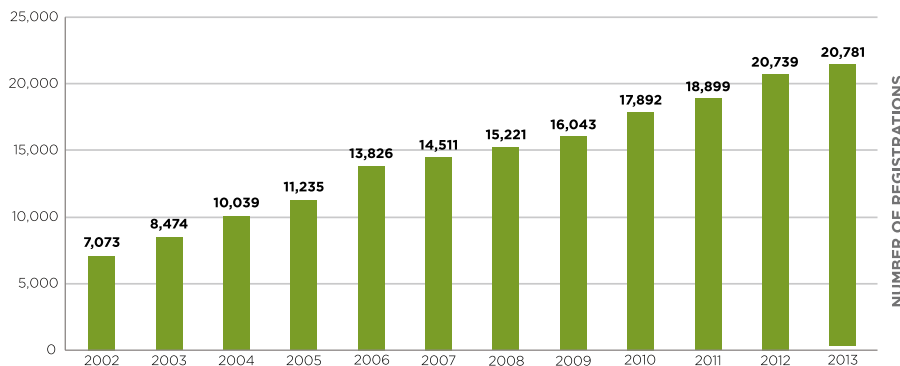


Forms of Outreach Cross-Tabulated with Societal Concerns for 2013



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 (2002-2013)



Awards and Honors

MICHIGAN STATE UNIVERSITY

Michigan State University has earned the 2014 Michigan Engaged Campus of the Year Award from Michigan Campus Compact. The award, which was presented in April 2014 at the State Capitol, recognizes institutions of higher education for exemplary commitment to being an “engaged campus.” Michigan Campus Compact is a coalition of college and university presidents who are committed to fulfilling the public purpose of higher education. MCC promotes the education and commitment of Michigan college students to be civically engaged citizens.



Burton A. Bargerstock, Director of the National Collaborative for the Study of University Engagement, Director of Communication and Information Technology, and Special Adviser to the Associate Provost for University Outreach and Engagement, has been elected Vice Chair of the Board of Directors of the International Association for Research on Service Learning and Community Engagement (IARSLCE). After his term is completed, he will advance to serve as Chair of the Board.



Nicole Springer, Associate Director of the Center for Service-Learning and Civic Engagement, has received a 2013-2014 Faculty/Staff Community Service-Learning Award from Michigan Campus Compact. The award honors faculty and staff who use modeling, influencing, or instruction to engage or influence students to be involved in community service or service-learning. Each member campus has the opportunity to select one faculty or staff recipient per year.



C. Kurt Dewhurst, Director of MSU Arts and Cultural Initiatives and UOE Senior Fellow, has received the Al White Community Service Award. The award, given annually by East Lansing Rotary, recognizes a person from the East Lansing community who has provided exemplary community service.



Michael Wilson, a Ph.D. student in the African American and African Studies program with a specialization in art history, has been selected as the recipient of the 2014 Nelson Mandela Museum – MSU Museum Curatorial Fellowship. Wilson is researching the relationship between globalization, transnational identities, and visual culture. He is spending part of his fellowship based at the MSU Museum, where he assists on the research for a bi-national exhibition of quilts made by U.S. and South African quilt artists in tribute to Nelson Mandela. He is also working with the Nelson Mandela Museum in Eastern Cape Province, South Africa. While there, he aims to research collections management and to assist in creating a virtual gallery that contains artworks from the museum’s collection.



Hiram E. Fitzgerald, Associate Provost for University Outreach and Engagement and University Distinguished Professor in the Department of Psychology, has been inducted into the Academy of Community Engagement Scholarship (ACES). Fitzgerald was selected by peers in recognition of his long career and many accomplishments in collaborating with communities to address critical issues of societal and scholarly significance. ACES is an international academy of individuals deemed by their peers as having made significant contributions to the scholarship of engagement and the worldwide movement for university community engagement. Fitzgerald is among the inaugural members of the Academy.

Dr. Fitzgerald has also been appointed by Gov. Rick Snyder to the Michigan Early Childhood Investment Corp. Guadalupe Lara, of Allen Park, and Susan Broman, of Grand Rapids, were also appointed. The 18-member committee is the state’s expert group for information on and investment in early childhood programs, helping to ensure that children enter kindergarten safe, healthy, and eager to learn. Appointees will serve four-year terms expiring July 22, 2018. Their appointments are subject to the advice and consent of the Senate.

Resources

UOE’s Community Evaluation and Research Collaborative (CERC) is launching a new faculty learning community, *Managing Complex Social and Environmental Problems through Collaborative and Systemic Approaches to Inquiry and Action*. A key concern of this learning community will be how universities can form partnerships with communities to pursue collaborative and systemic approaches to tackling complex community-identified problems. Meetings will occur monthly from 12:00 to 1:30 pm on the third Thursday of each month in the Kellogg Center. Parking passes will be available and participants are invited to bring their lunches. For more information, contact Miles McNall, CERC director, at (517) 353-8977 or mcnall@msu.edu.

New Ventures

Funding Secured for MSU Food Processing and Innovation Center

Chris Peterson (Product Center; Agriculture, Food and Resource Economics), **Bruce Hart** (Packaging), **Mathew Birbeck** (Agriculture, Food and Resource Economics), **John Melcher** (UOE Center for Community and Economic Development), and **Randy Bell** (MSU Extension; Center for Regional Food Systems) have secured funding for the new **Food Processing and Innovation Center**. The \$5,338,000 program is funded by an EDA grant of \$2,669,000; \$1,000,000 is from the Michigan Economic Development Corporation and \$1,669,000 is from MSU. This project is a fine example of a cross-discipline effort between MSU Extension and University Outreach and Engagement to secure a facility that will benefit community business startups and generate scholarship for various MSU departments as well.

Transitions

In memoriam...



Celeste Sturdevant Reed, retired evaluator and engagement specialist with the UOE Community Evaluation and Research Collaborative, passed away peacefully at home on November 6, 2014. During her tenure at MSU, Reed worked on youth development, culture and arts, early childhood, community problem-solving, evaluation, and professional development initiatives. Most of her evaluation efforts focused on building the capacity of evaluation partners, carried out through formal training as well as individual consultation. She published articles on education, evaluation, and engagement in numerous journals, book chapters, and technical reports. Reed held a Ph.D. in social science (with a concentration in labor and industrial relations) from MSU.



Laura Bates, Research Assistant with UOE's Community Evaluation and Research Collaborative, retired in September 2014. Ms. Bates' work with community research and evaluation projects helped to make research accessible to policymakers and practitioners. She coordinated seminars for state legislators on family issues and wrote or edited a number of research briefs for policymakers and practitioners.



Ghada Georgis has accepted the position of Associate Director at UOE's Communication and Information Technology Department. Georgis joined UOE in 2003 as an information architect developing content for both UOE and MSU partners' outreach-related websites, using best practices related to web design and development and user-centered design principles. She co-manages a talented team of programmers, graphic designers, editors/writers, communication managers, and event planners.



Diane Doberneck has accepted the position of Assistant Director at UOE's National Collaborative for the Study of University Engagement. Doberneck's research interests include outreach and engagement in promotion and tenure processes; faculty integration of outreach and engagement across their teaching, research, and service responsibilities; graduate student and faculty pathways to careers as engaged scholars; international community engagement; and effective strategies for teaching and learning community engagement.



Miles McNall has accepted the position of Director of UOE's Community Evaluation and Research Collaborative. Dr. McNall joined UOE in 2005 as an evaluation research specialist and progressed to the positions of assistant director (2007) and associate director (2010) of CERC prior to accepting his current position as director. Dr. McNall has published his work in both scientific and technical reports, and since joining UOE has secured nearly \$1.7 million in external funding.



Laurie Van Egeren has been named Assistant Provost for University-Community Partnerships. Dr. Van Egeren joined University Outreach and Engagement in 2005 as assistant director of University-Community Partnerships, and subsequently served as director of the Community Evaluation Research Collaborative and co-director of the National Collaborative for the Study of University Engagement. She has extensive experience in community-based research and scholarship, has published extensively, and since joining UOE has secured nearly \$10 million of external funding. In her role of assistant provost, Van Egeren continues to provide support for MSU faculty and academic staff who seek to conduct their scholarship in diverse community contexts, and oversees UOE's active support staff focused on university-community partnerships.



Van Egeren succeeds **Patricia Farrell**, who retired from the position in December of 2013.

Develop Skills and Competencies for University-Community Engagement

Graduate Certification in Community Engagement

The MSU Graduate Certification in Community Engagement prepares graduate and graduate professional students for careers that integrate scholarship with community engagement. The program is designed to help students develop systemic, respectful, and scholarly approaches to their community-engaged work.

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.

Who Should Apply?

Graduate and graduate professional students from any program whose scholarly and career interests include the following types of activities are invited to apply:

- Employing community-based research methods and techniques to address society's problems
- Providing expertise and assistance to community-based, nonprofit organizations and agencies
- Involving students in community-based service-learning or civic engagement
- Developing activities or curricula to engage general public audiences in learning
- Creating learning experiences and continuing education programs for working professionals
- Translating health and scientific research findings for general public audiences
- Involving members of the community in the creative arts, humanities, design, or performance

Why Apply?

Past students say the program has given them an opportunity to:

- Prepare for a career as an engaged scholar or practitioner
- Learn about scholarly approaches to community engagement
- Gain skills for collaborating effectively and respectfully with community partners
- Share disciplinary knowledge and experiences with other graduate students, faculty, and staff
- Network with other engaged scholars and practitioners—on campus and nationally

What are the Requirements?

To earn the certification, students must complete three requirements:

1. A series of core competency seminars organized by University Outreach and Engagement (or alternatives approved by the program coordinator in advance)
2. A mentored community engagement experience (60 hours minimum). For the majority of students, this experience is associated with their graduate program and may be a practicum, internship, thesis or dissertation research, graduate assistantship, or teaching responsibility, as long as it meets the definition of community-engaged scholarship
3. A written engagement portfolio and presentation

Students who successfully complete the requirements receive an official notation from the Office of the Registrar on their academic transcripts.

The Graduate Certification in Community Engagement is a joint initiative of MSU's Graduate School and Office of University Outreach and Engagement.

gradcert.outreach.msu.edu

tools.outreach.msu.edu

Tools of Engagement Undergraduate Modules

The Tools of Engagement are a series of online modules designed for use by faculty with undergraduate students. The Tools introduce the concept of university-community engagement, help students develop community-based research and engagement skills, and provide foundational training for the next generation of engaged scholars. The five modules that comprise Tools focus on issues like working effectively in groups, creating and maintaining successful partnerships, and learning negotiation techniques, among others. The modules encourage students to critically reflect on the content, and both provide them with concrete examples that illustrate abstract concepts and encourage them to come up with their own real-life instances. The modules are available for MSU faculty to incorporate into their coursework using their MSU NetIDs.

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

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.

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

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

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

MICHIGAN STATE
UNIVERSITY

University Outreach and Engagement
Michigan State University

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E-mail: outreach@msu.edu

2015 CALENDAR • MSU OUTREACH AND ENGAGEMENT

MARCH 16-17, 2015
T-Summit 2015
tsummit.org/

APRIL 15-19, 2015
MSU Science Festival
sciencefestival.msu.edu

MAY 2, 2015
**Michigan Science Olympiad
State Tournament**
scienceolympiad.msu.edu

JUNE 4-5, 2015
**Innovations in Collaborative
Modeling Conference**
modeling.outreach.msu.edu

JUNE 19-20, 2015
Summer Solstice Jazz Festival
eljazzfest.com

AUGUST 7-9, 2015
Great Lakes Folk Festival
greatlakesfolkfest.net

SEPTEMBER 29-30, 2015
(preconference September 27-28)
**Engagement Scholarship
Consortium Conference**
University Park, Pennsylvania
engagementscholarship.org

NOVEMBER 16-18, 2015
**International Association for
Research on Service-learning
and Community Engagement
(IARSLCE) Conference**
Boston, Massachusetts
researchslce.org

ANNUALLY IN NOVEMBER
World Usability Day
usability.msu.edu/events

T-Summit 2015 Conference • MARCH 16-17, 2015

What Is the “T”?

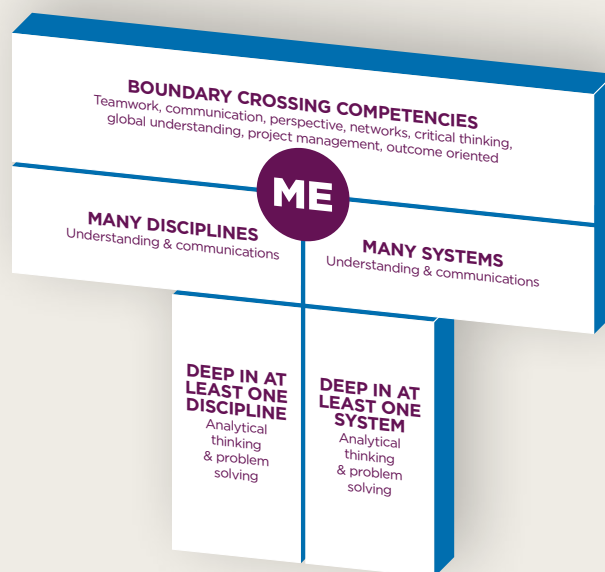
Over the past decade, research has emphasized the need for today's young professionals to possess both deep disciplinary knowledge (the stem of the T) and a keen ability to communicate across social, cultural, and economic boundaries (the crossbar of the T).

The two vertical bars of the T represent a disciplinary specialization and the deep understanding of one system—such as transportation, energy, education, food, or healthcare—that impacts quality of life.

The defining characteristic of the “T-shaped professional” is the horizontal stroke, which represents the ability to collaborate across a variety of disciplines.

T-shaped professionals are characterized by their deep disciplinary knowledge in at least one area, an understanding of systems, and their ability to function as adaptive innovators who can cross the boundaries between disciplines. These professionals are in high demand for their ability to innovate, build relationships, advance research, and strengthen organizations.

The T-Summit 2015 conference aims to provide leaders from industry, academia, government, foundations, professional organizations, and other stakeholders with the tools to design educational models that foster and develop the T-shaped characteristics that are in high demand today and for the future workforce. This meeting will help participants prepare for an era of professionals who use new technologies, business models, and societal innovations to make a positive impact on the world.



Kellogg Hotel & Conference Center
East Lansing, MI 48824 • (517) 432-4000

**Register online
at tsummit.org**



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