

**MICHIGAN STATE UNIVERSITY**  
**Addendum for Carnegie Classification, Engaged University**  
**Submitted 8/31/06**

*I. B. 7. Does community have a “voice” or role in institutional or departmental planning for community engagement?*

XX Yes      Describe:

In the 2005 Outreach & Engagement Measurement Instrument, of the over 1000 faculty who responded (25% response rate), 602 filled in the question asking the respondent to describe collaborator roles, if any. Of these, 410, or 68% described collaborator roles as including planning, including identifying issues or problems. Since not all of the respondents took the time to fill out the open-ended questions, we believe this 68% may be an underreporting. In addition, in the 2005 report for the North Central Accrediting Association, numerous departments, centers and institutes answered the question on collaboration by citing external advisory bodies.

*II. A. 1. a. Does the institution have a definition and a process for identifying service learning (community-based learning) courses?*

XX Yes      Describe:

Service-learning at Michigan State University is a unique form of experiential learning, academic, curricular and co-curricular, focused on civic engagement for the public good, in which students voluntarily serve with non-profit organizations, health and human service agencies, and educational, government and other publicly-funded institutions to help meet needs and/or address issues that have been identified by the communities in which the students are involved.

Preparation for, on-going monitoring of, and reflection about the service-learning and civic engagement experiences is core to the work of the Center for Service-Learning and Civic Engagement (CSLCE). The nature of the preparation includes pre-course consultations with faculty, in-class presentations, individual student interviews, and on and off-campus orientations and trainings, dependent on the particular circumstance. On-going monitoring includes reading and response to student journals (jointly by CSLCE staff and course instructors, depending on circumstances and faculty preference), as well as e-mail and phone follow-up by CSLCE staff (professional and student) with students and community constituents, and end-of-the-semester assessments. As with preparation, reflection takes a variety of forms contingent on circumstances, and ranges from class and other group discussions, reflection papers, combined research reflection papers, and planned, purposeful, interactive group activities.

Given the scope of the service-learning and civic engagement opportunities administered by the CSLCE, (the CSLCE works with all 14 colleges on campus, but not all departments), in 2001 the members of the Faculty Task Force on Service-Learning unanimously agreed that Michigan State University would have standards of quality in

terms of what comprised service-learning, with, of course, preparation, monitoring, and reflection being key, but would honor and support a variety of models, methods and points of access. Faculty, students and other members of the university community interested in service-learning and civic engagement are encouraged to contact the CSLCE. Individualized plans and processes are then developed. In addition, Professional Development opportunities also are offered to faculty and department chairs through workshops and seminars.

Students access service-learning and civic and community engagement opportunities through a variety of methods. Registration may occur collectively through a service-learning course. Faculty may give students a range of options connected to course themes, but require that the students apply for individual positions through the CSLCE. Individual students and student-led initiatives also access the services of the CSLCE. The application process is both web-based and 'in person', with CSLCE staff offering consultations, individual and group, as needed/requested. In 2005-2006, the CSLCE received and accommodated 11,235 student registrations/applications for service-learning and civic and community engagement opportunities.

Annually, an array of community non-profit social and human services agencies, organizations, Pre-K to grade 12 educational institutions, hospitals, health, senior, and recreation services, youth mentoring programs, museums, government and legislative offices, and environmental and economic empowerment initiatives approach CSLCE with requests for service-learning students. 351 community affiliates and partners made such requests in 2005-2006. A formal Memorandum of Collaboration is in effect between the CSLCE and each community partner, which helps to insure that service-learning arrangements are mutually beneficial and reciprocal in nature. The submission of the Position Description, which is composed by the community partner, constitutes agreement with the Memorandum.

*II. A. 1. b. How many formal for credit courses (Service Learning, Community Based Learning, etc.) were offered in the most recent academic year? What percentage of total courses?*

The CSLCE has determined that a minimum of 297 undergraduate courses, Summer 2005 through Spring Semester 2006, incorporated service-learning. This number represents 6.5% (rounded) of the 4,588 undergraduate courses offered. These numbers exclude independent study and independent community-based research projects. If these were to be included, the number and corresponding percent would be higher. For example, every faculty member has the opportunity to offer independent study and/or independent research courses each semester. A very conservative estimate of the number of faculty offering service-learning or community-based research experiences would be 500 (roughly ¼ of the tenure stream faculty). If each enrolled 5 students (again, a conservative estimate, it would result in an additional 2500 students involved in a service-learning or community-based research experience each semester, or 5000 per year. We also have not included internships or externships associated with particular

college graduation requirements because these often do not pass administratively through the CSLCE.

*II. A. 1. d. How many faculty taught Service Learning or Community Based Learning courses in the most recent academic year? What percentage of total faculty?*

As a major research university, Michigan State University effectively utilizes visiting professors, fixed-term faculty, academic specialists and graduate assistants, in addition to tenure track faculty, to teach university courses, including service-learning-based courses. In addition, the practice in some departments, e.g., Physics, is to rotate courses taught by particular faculty, so that a faculty who may be committed to service-learning may be unable to offer a service-learning-based course for several consecutive semesters, but is still highly committed to the pedagogy and supports the efforts in other ways, e.g., workshop facilitation for other faculty. Therefore, MSU cannot ‘pinpoint’ a represented number of those who teach service-learning courses in the manner requested.

*II. B. 3. Using the grid below, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year.*

See grid on next attachment. Our original response as a pilot institution had countless excerpts, but here are six that fit the table.

*II. B. 4. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?*

XX Yes      Describe:

In the 2005 Outreach & Engagement Measurement Instrument, of the over 1000 faculty who responded (25% response rate), 602 filled in the question asking the respondent to describe collaborator roles, if any. Of these, 479, or 79.5% identified mutuality and reciprocity in identifying issues, planning and management, participation in research, evaluation, and teaching, in shared responsibility for dissemination, and in contributing to identification of resources. Our original written response as a pilot institution had countless examples of mutual, reciprocal partnerships.