# Carnegie Reclassification Pilot Study

*Michigan State University Response*

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**University Outreach and Engagement**
**Michigan State University**

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MICHIGAN STATE
U N I V E R S I T Y

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# *Acknowledgments*

# INTRODUCTION

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Michigan State University was founded in 1855, the prototype for 69 land-grant institutions. A major public university, it offers more than 200 programs of study through 14 degree-granting colleges and an affiliated law college. Many of its programs are nationally ranked, attracting scholars worldwide who are interested in combining education with practical problem solving. It is situated on a 5,200-acre campus with 600 buildings and owns 15,000 acres throughout Michigan for agricultural, animal and forestry research. MSU Extension reaches into all 83 Michigan counties. MSU's culture and entertainment facilities draw people from across Michigan for performing arts, events, the Museum, an art museum, a planetarium, and six demonstration gardens. Students come from all 50 states and about 125 other countries. In fall 2004, 44,836 students were enrolled: 35,408 undergraduate and 9,428 graduate and professional. There are approximately 4,500 faculty and academic staff and 6,000 support employees. The alumni number 389,500 worldwide. The university's total revenues in 2003-04 were $1.5 billion. Sponsored research totaled $303 million.

Since 1993, Michigan State University has been deliberate and purposeful in defining, planning, implementing, and assessing outreach and engagement. This work has, in fact, become a signature area of the university. The 1993 definition stressed that outreach and engagement are scholarly activities embedded in the generation, transmission, application, and preservation of knowledge for the direct benefit of external audiences rather than being a set of separate "service" activities detached from teaching and research (Provost's Committee on University Outreach, *University Outreach at Michigan State University: Extending Knowledge to Serve Society*, 1993, p. 1).

Because that definition provoked considerable rethinking of how both the institution and individual scholars described and evaluated such work, the Office of the Assistant Provost for University Outreach and Engagement called for and supported a series of studies under the rubric: "the scholarship of engagement." To date those studies have focused either on institution-wide questions of how engagement is measured and valued or on individual faculty practice—how faculty apply the definition to their own work, how engagement activities affect other aspects of their scholarship, how they and their colleagues value such work. At the institutional level the focus has been on issues of measurement—if engagement is embedded in other aspects of scholarship, how does the institution keep track of and reward accomplishments in that area? In addition to the online survey called the Outreach and Engagement Measurement Instrument, which has been shared with many other institutions and is described in the report below, the Office has presented its work at several conferences (AAHE, ASHE, Outreach Scholarship Conference at Penn State and Ohio State, UCEA) and in an article in the *Journal of Public Service and Outreach*. Staff at the Assistant Provost's Office have also published articles on instituting and maintaining true reciprocity in university-community collaborations. The Office

has sponsored a "learning community" focused on how scholarly engagement with community groups alters the faculty role and faculty perceptions of the value of their work. So far, several publications have appeared and a book on the topic is forthcoming.

The Office has also begun studying the work of individual faculty members to better understand how they embed (or do not embed) engagement in their overall scholarly agenda. Currently researchers in the Office of the Assistant Provost are reviewing faculty applications for promotion and tenure and interviewing selected faculty to determine the various ways that faculty describe their outreach work and how they assess, and ask their colleagues to assess, their work. Further, those researchers are reviewing the material that academic units submitted in response to Criterion Five ("Engagement and Service") of the North Central Association accreditation process, again to see how different disciplinary units fulfill the university's commitment to bring scholarship to bear on the concerns of communities, organizations, and groups external to the academy. The Director of the Center for Service-Learning and Civic Engagement has worked with faculty in a variety of disciplines to contribute to the growing literature on academic service-learning. In all these studies—and in those of affiliated colleagues—MSU seeks to stimulate a greater understanding of how engagement enhances faculty scholarship and community progress.

Note: In the answers below, we have identified particular indicators with each of the key questions. The majority of the data are taken from the calendar year 2004.

# FOUNDATIONAL INDICATORS AND DOCUMENTATION EXAMPLES

DIRECTIONS: For the Foundational Indicators, institutions are directed to provide a brief narrative (2-3 pp.) that introduces the institution as a context for community engagement. For each Indicator, there are required ® documentation examples expected from all institutions as well as documentation choices that best represent the uniqueness of the institution. Key questions are provided to guide the narrative development. It is intended that documentation take the form of quotes, descriptions, examples, profile data, and references to publicly available sources such as websites and official documents rather than as attachments of complete documents, studies, policies, etc.

# A. Institutional Identity

## *1. How Does the Institution Represent its Engagement with Community to Major Constituencies?*

### a. Who are its Major Constituencies?

Before answering how the institution represents its engagement, it is necessary to identify the major constituencies. Constituent groups are identified in major university documents as well as in individual college and departmental documents.

MSU's home page identifies Alumni, Donors, Current Students, Future Students, Parents and Families, Faculty and Staff. As part of this study, our team followed the several leads from the MSU home page deeper into various sites. Here are some examples:

- "Current Students" and "Future Students," besides typical leads to information about admissions and financial aid, can find information on outreach curricular offerings through lifelong education and online/continuing education.

- The university's desire to increase visibility of its international partnerships and programs is reflected in the navigation item on "International Presence." The second-tier page links to

International Studies and Programs, Study Abroad, admissions information for international students, the Office of International Development, Peace Corps at MSU, geographic-based area studies centers, thematic international institutes (e.g., Institute of International Health), language study units, MSU Global Access, and more. Many of these international programs are outreach related, and several examples are cited in the document.

- "Faculty and Staff," besides academic and policies information, will find professional development opportunities, a number of which are outreach related, as reported below.

- The Office of University Outreach and Engagement (UOE) is working with other departments across the university to create a linked database of faculty expertise and research interests for those who conduct community-based research in specific locations.

The NCA Self-Study (2005) also identifies these constituents:

Leaders/practitioners/professionals in the field of study of a department/school/college
Public officials & leaders – elected or appointed

These constituents can link to "Extension and Outreach" from MSU's home page, and from the second page they can link to several university-wide Web sites targeted to external audiences and partners. These include the Statewide Resource Network (statewide.msu.edu) for communities, professionals, practitioners, legislators, and researchers; and the Spartan Youth Programs site (spartanyouth.msu.edu) for youth and their families and educators. These are described more fully below. Here it is sufficient to say that MSU has a wide variety of audiences across the University and specific to individual departments, disciplines, and professions and that a number of Web sites have been designed that identify them.

Staff of UOE recently examined the Web sites of 22 of the university's centers, institutes, and research facilities that meet requirements for engagement and collaboration. Examples of external constituents from that study include:

Research organizations
North American tribes
Public libraries
Advisory bodies
Developers
World Bank
Labor organizations
Farmers
Commodities groups
Professional associations
Visiting scientists
And many more

## b. Missions (Institutional, Departmental) ®

### *Institutional*

Michigan State University's commitment to outreach and engagement begins with its institutional mission statement, which reflects the institution's historical founding, its designation as a land-grant college, and its continued commitment to serve the public:

> Michigan State University strives to discover practical uses for theoretical knowledge and to speed the diffusion of information to residents of the state, the nation, and the world. . . .
>
> Michigan State University is committed to . . . emphasizing the applications of information; and to contributing to the understanding and the solution of significant societal problems. . . .
>
> . . . the land grant commitment now encompasses fields such as health, human relations, business, communication, education, and government, and extends to urban and international settings. . . .
>
> Michigan State University fulfills the fundamental purposes of all major institutions of higher education: to seek, to teach, and to preserve knowledge. As a land-grant institution, this university meets these objectives in all its formal and informal educational programs, in basic and applied research, and in public service."
>
> *– Board of Trustees, June 24-25, 1982*

Currently, Lou Anna Kimsey Simon, the president of the university, is leading a team to update this statement for the 21st century land-grant, research-intensive, international university—with outreach and engagement embedded throughout.

### *Departmental*

All units at Michigan State University are required to contribute to the outreach and engagement mission of the university at the unit level. This allows flexibility for individual faculty to contribute to the outreach, research, teaching, and service mission in unique ways. The Outreach and Engagement staff is continuing its study of how deeply embedded the mission has become since a landmark definition of outreach was adopted in 1993 (see "d. Campus Core Values and Norms," below). What we can say is that faculty in every college and in most departments report their outreach and engagement work through an online survey—the Outreach and Engagement Measurement Instrument (OEMI)—as part of their academic assignment. Data from this 2004 survey are reported throughout this document.

## c. Tradition/History

The tradition and history of outreach and engagement are very well represented in MSU's Web pages as well as through its various publications. Here we give a flavor of this without attempting to filter out the "engagement" feature since it is so embedded in the land-grant concept.

- "This Is MSU" at the top of the home page navigation bar has links to the mission statement, history, land-grant heritage, current and past leadership, facts in brief, etc.

- Clicking the S150 logo leads to the Sesquicentennial site, where "History & Traditions" is directly available from the navigation bar. The History & Traditions page then offers a categorized, annotated list of links to background and origins, online historical exhibits, photo galleries, some future-oriented visioning statements, and a "Spartan Spirit" section.

- Designers of the site have compiled what they call "Pathfinder" pages to some broadly defined topic areas. The Pathfinders, though not exhaustive, have better annotation and more help at fishing out non-obvious connections. Pathfinder pages are available for both "MSU History" and "Land Grant Universities."

- Entering "MSU history" in the home page search box leads to a Pathfinder page with 20 annotated links that go to a historical overview, University Archives, history sources at MSU Libraries, books on MSU history, the *Red Cedar Log* (yearbook), photographs, MSU presidents, WKAR history, and more.

- The "Land Grant" Pathfinder page has three links: a national land grant timeline (also compiled by Pathfinder), the MSU history page noted above, and a page on land grant universities at the national USDA site.

## d. Campus Core Values and Norms

In the late 1980s Michigan State University set out to revitalize its commitment to using its intellectual resources to serve organizations and communities in Michigan and beyond. As a land-grant institution, the university had always been committed to engaging with the issues and challenges facing society. However, during the surge of growth in research funding following World War II, such engagement was increasingly seen as something that, although important to do, was not a primary responsibility of regular faculty engaged in research and teaching. Committed to seeing engagement as a key component of the faculty role, the university leadership appointed a faculty committee to review the place of engagement in faculty responsibilities. That committee's 1993 report firmly established engagement as an aspect of the scholarly work of the faculty and other academic staff. Engagement was not, the report declared, a separate function (i.e., "service") but was closely integrated into teaching and research. The committee's definition—"Outreach is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit

missions"—provided guidance in developing mechanisms to ensure that faculty and academic staff would value engagement as an important part of their work at the university.

Key to achieving that goal was to assure faculty that their engagement activities would be recognized in the institution's reward system. Faculty who devote substantial effort to scholarship that engages them with organizations and communities beyond the academy have to get credit for that effort in their quest for promotion and merit pay increases. MSU believes that the incentive for faculty to be engaged in outreach research, teaching, and service is embodied in the scholarship approach to engagement that the university advocates. Anchoring engagement activities in scholarship provides the opportunity to apply performance evaluation standards that are common to all components of the mission. To help faculty present their outreach accomplishments effectively and to help their colleagues judge these accomplishments consistently, an MSU faculty committee developed a new assessment tool, *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* (1996), which has been disseminated widely and is distributed annually as part of MSU's faculty review process. As a result of further work by faculty committees, in 2000 the university revised its Reappointment, Promotion, and Tenure application to place greater emphasis on outreach and engagement as aspects of teaching, research, and creative endeavors, thus encouraging faculty to describe their outreach activities as part of those aspects of their work rather than restricting them to the "service" section.

Because the university leadership was concerned with ensuring that outreach and engagement were also positioned in the reward system affecting academic units, a faculty committee began to address the need for quantitative measures of outreach activity that would stand beside data on teaching and research productivity in assessment of departments and centers. The data collected also provide better material that the university can use in telling its engagement story to the public. The first university-wide application of the Outreach and Engagement Measurement Instrument occurred in 2004-05. It provided faculty, academic staff, and Extension staff with the opportunity to report their outreach activities annually. As was the case with the earlier *Points of Distinction*, the OEMI has gained national attention, with field tests already underway at other institutions and more pilots planned for 2005-06.

By including criteria and measures throughout the reward and incentive system, Michigan State University has reemphasized the importance of faculty and academic staff involvement in scholarship-based outreach and engagement activities.

## e. Celebrations, Recognitions, Events

### *Celebrations*

To accomplish the university's objectives around engagement with society, the Office of University Outreach and Engagement (UOE) has put a number of faculty-based networks into place. The "Advancing Knowledge, Transforming Lives" (AKTL) Networks consist of faculty and staff involved in engagement activities in five key geographic regions of the state: the

metropolitan areas of Detroit, Grand Rapids, Flint, and Lansing, and the broad rural regions of the Upper Peninsula. The purpose of these networks is twofold: (1) to stimulate stronger interdisciplinary collaborations related to teaching and research; and (2) to provide a means to more quickly respond to issues of concern in the communities served by the AKTL networks. Two years ago more than 200 MSU faculty and staff who participate in the Lansing AKTL-Net met together for a celebratory luncheon. They represented 13 different colleges and 32 units, including engineering, medicine, romance languages, and psychology. A second celebration of faculty in all five AKTL Networks took place at a breakfast meeting hosted by the acting provost on January 20, 2005.

### *Recognitions*

The university provides public visibility at its annual awards ceremony for community service. Because faculty who do community-based research with community partners also deserve to be recognized for their efforts, we have proposed that Michigan State University annually recognize a university-community research partnership with the awarding of the Outreach Scholarship Community Partnership Award. The award would be shared equally between the community and university partners (that is, these monetary awards would not be given to individuals but to the partners involved in the community-based project). We hope the first awards will be granted in 2007.

### *Events*

The *Benchmarking Engagement Conference* in May 2005 brought to campus 175 provosts, deans, heads of outreach and extension units, institutional researchers, and faculty from 47 research extensive and/or land-grant colleges to examine broad issues related to the development of criteria, measures, and documentation that will enable them to benchmark their institutional outreach and engagement performance with that of comparable institutions. National authorities spoke and served on panels that addressed national issues of benchmarking and data collection from the perspective of the Committee on Institutional Cooperation; Council on Extension, Continuing Education, and Public Service; Carnegie Commission; University Continuing Education Association; *U.S. News & World Report*; National Science Foundation; W. K. Kellogg Foundation; and Higher Learning Commission of the North Central Association. Keynote speaker James C. Votruba, President, Northern Kentucky University and former Vice Provost for Outreach, MSU, challenged the participants to be engaged in society, particularly in public policy. We have invited these and other peer institutions to join us in a National Consortium on the Scholarship of Engagement, and, at MSU, a Center for the Study of University Engagement that will include a national data warehouse for measures of faculty engagement activities.

In November 2005 the Center for Service-Learning and Civic Engagement (CSLCE) will host the annual *International Service-Learning Conference*. Entitled "Exploring the Premise: Advancing Knowledge & Transforming Lives," this conference will bring together presentations of the most recent breakthroughs in service-learning research at all educational levels. The goal is to share research findings from across the world, build networks and partnerships, and identify

new directions for service-learning research. We are pleased to co-host this unique research conference, in partnership with RMC Research, Inc., the National Service-Learning Clearing House, the W. K. Kellogg Foundation, Michigan Campus Compact, and others, in recognition of MSU's 150th anniversary. Previous conference hosts were University of California-Berkeley, Vanderbilt University, University of Utah, and Clemson University. Approximately 300 participants are expected for the 2005 event at MSU.

## *2. How Is Community Engagement Communicated for the Institutional Image?*

### a. Relevant Sections of Web Site

*University Home Pages*

"Extension & Outreach" gets prime real estate with a navigation item on the home page. The second-tier page has briefly annotated links to several major outreach initiatives, including MSU Extension; Office of Outreach and Engagement (coordinates outreach activities university-wide); Michigan Agricultural Experiment Station; K-12 Education Outreach (based in the College of Education); Spartan Youth Programs (precollege programs and initiatives for children); Families And Communities Together (FACT, a coalition for outreach research on family health and well-being); Institute for Public Policy and Social Research (non-partisan policy network); and Statewide Resource Network (continuing professional education programs and other resources for community practitioners).

The Extension site is vast but could be more usable. The site is undergoing major work. Currently there is no overall search function. The home page has links to Media, About, Offices/Staff, Events, Publications, and Employment. The home page also offers a topical navigation bar (with buttons on Agriculture, Community, Environment, Health & Wellness, Home & Garden, Reference, and Youth & Family). They are identifying hot topics, FAQs, user groups, and search pathways.

The University Outreach and Engagement site is also undergoing a major revision. Meanwhile the UOE home page has a brief mission statement and highlighted links to funding opportunities for outreach research, MSU accreditation self-help tools, and events. There are also links to a staff directory, publications and Web sites developed by the office, and affiliated units and initiatives.

*Audience-Specific Web Sites*

*Professionals and practitioners.* The Statewide Resource Network (SRN) is a large, database-driven catalog of nearly 1800 outreach programs and services offered by Michigan State University that would be of interest to professionals and practitioners across Michigan. The SRN

is searchable by topic, location, and keyword, and the programs and services are placed into one (or more) of seven categories, which are:

- *Applied research: Consulting, programs, and centers.* This category includes MSU centers and faculty who conduct research programs and implement their findings to provide expert help to organizations, agencies, businesses, government, and the media, often as part of a larger collaboration, designed to benefit both the community and the University. Number of records: 323.

- *Arts and events: Collections, exhibits, tours, and demonstrations.* This category includes the libraries, museums, gardens, festivals, expos, public lectures and forums, tours, performing arts centers, archives, special interest collections and exhibits, and demonstrations available to professionals, practitioners, and their clients. Number of records: 80.

- *Community service by MSU students.* Through its service-learning, internship, and national community service programs, MSU provides opportunities for organizations, schools, and agencies to utilize the knowledge of MSU students. Number of records: 33.

- *Conferences, workshops, seminars, and training.* This category contains non-credit professional development opportunities, as well as special events that may be required as part of credit-bearing degree programs, or events that offer Continuing Education Units (CEUs). Number of records: 232.

- *Continuing professional education: Degree and certificate programs and courses.* This category includes degree and certificate programs and courses offered at non-traditional times, location, or formats. Number of records: 107.

- *Medical and clinical services.* Through its medical colleges and statewide community-based clinics and hospitals, MSU offers numerous medical specialties for human and animal patients and clients. Number of records: 38.

- *Publications, software, and databases.* Results of MSU research, teaching, and outreach are available through print publications, CD-ROMs, Web sites, and databases. Creative and educational media are also available. Number of records: 242.

The information included in the SRN is obtained in several ways. Print media is one way—specifically brochures and newsletters. Another way is through online newspapers, articles, and e-newsletters. Most information, however, is obtained by going through the Web sites of every college, department, center, institute, lab, or clinic on campus. When we look at these sites, we have both a research and maintenance objective. From a research standpoint, we are looking for new outreach "offerings" that fit the criteria of the categories listed above. Behind this lies a decision-tree for definitions and criteria that determine which programs are appropriate for this site. And on the maintenance end, we are looking for updated information—such as new program dates, changed Web link, new conference titles and content—to "offerings" that have already been included in the SRN. Therefore, the process of keeping the SRN relevant and up-to-date involves a large maintenance commitment. On a weekly basis, approximately 40-45 FTE

hours are spent on this effort. This number of hours increases as special projects are added. An important feature available only to the SRN editors is the SRN Interface, which has several browsability and keyword search features that enable them to process research and information requests more quickly.

*Children, youth, parents, educators.* The Spartan Youth Programs Web site lists records for pre-K to 12th grade activities offered by the University. The site lists over 200 such activities and is valued by local residents as well as university faculty and staff and their families. The site is searchable by grade-appropriateness as well as by topic. Within each search, the viewer finds listings in the following categories:

- *Camps.* Athletic, science, technology, English, writing, agriculture, natural resources, business, and leadership camps. Number of records: 38

- *College courses.* Online courses and programs which earn college credit for high school students. Number of records: 4

- *Places to visit.* Recreational and educational places to visit at the MSU campus and some remote locations in the state of Michigan, including gardens, farms, museums, observatories, and information on campus tours. Number of records: 22

- *Programs and activities.* Education and recreational activities for children and their families. This category covers programs in a wide range of topics such as the arts, agriculture/4-H, science and technology, culture, recreation, animals, child development, business, leadership, mathematics, and language arts. Number of records: 97

- *Software, reading materials, and Web sites.* Language education, writing, music, college planning, and MSU library collections. Students can also find links to sites with educational agricultural publications, information on the environment, a search for scholarships for college preparation, sign language, and civics. Number of records: 19

*Community leaders and organizations.* Capable Communities, a Web site within the UOE site, was designed to provide tools for community leaders—nonprofit organizations, health and human service agencies, schools, and businesses—to collaborate with the university and its faculty on solving such local issues as youth behavior and school readiness. The site provides examples as well as details on how to work with the university and how to use the tools.

*East Lansing-MSU Web site.* The Office of Governmental Affairs works closely with MSU's own community to provide information of mutual interest, including partnership opportunities, community-based research, upcoming events, student volunteerism, youth activities, senior services, and various social services.

## b. Relevant Sections of Marketing Materials

Community engagement is so embedded in the University's identity that it is virtually impossible to find a publication about the institution's scope, mission, history, or current activities that doesn't talk about it.

- MSU Press is publishing several books in conjunction with the Sesquicentennial celebration. Among them are *Justin Smith Morrill: Father of the Land-Grant Colleges*, by Coy F. Cross, the first biography about the land-grant pioneer in six decades; *A Memoir*, by former MSU President John A. Hannah, who led the university through an extensive period of growth and development from the 1940s through the 1960s; *Michigan Agricultural College: The Evolution of a Land-Grant Philosophy 1855-1925*, by Keith R. Widder, the first of a three-volume history of the university; *Reclaiming a Lost Heritage: Land Grant and Other Higher Education*, by John R. Campbell, which examines the longstanding mandate for accessible higher education and how to revitalize it; and *A University Turns to the World*, by Ralph H. Smuckler, which examines the growth of MSU's international programs.

- Publications for internal audiences regularly feature stories with an outreach connection. Recent articles in the *MSU News Bulletin*, published for faculty and staff, include "Assistant Director, University-Community Partnerships, Office of University Outreach and Engagement" (part of regular staff Profile series; August 12, 2004), and "MSU Outreach Gets New Name, Focuses on Community Strength" (October 9, 2003).

- *MSU Research News*, from the Office of the Vice President for Research and Graduate Studies, featured the new Usability and Accessibility Center in a recent article (Winter 2005). *MSU Alumni Magazine* also featured the grand opening of the Center in a Spring 2005 article.

- University Outreach and Engagement plays a major role in disseminating news and information about MSU's outreach activities. Using a "beat" reporting system, UOE regularly canvasses unit Web sites and publications across campus to collect this data. In addition to supporting several Web sites, the resulting data bank forms the basis for responding to ad hoc requests for targeted information from university officers and others. For example, the President may request information about MSU programs and initiatives in Grand Rapids for a speaking engagement there; Governmental Affairs may request a research summary for a legislative presentation; or a community partner may request assistance in locating faculty members who are interested in a particular social issue.

- Working closely with University Relations, UOE issues press releases about important engagement activities as part of its targeted public relations plan. Stories are released locally or nationally, to the press or other media, depending on audience appropriateness. Recent stories include a partnership with Catholic Social Services of Lansing to offer "grand rounds" training to social workers at a local children's home; a "Benchmarking University Engagement" conference hosted by UOE; and a Child Advocate Award received by Assistant Provost Fitzgerald.

- UOE plans to issue a Sesquicentennial report that will highlight MSU's national leadership in the scholarship of engagement and illustrate the model with examples of best practice.

- MSU leaders are frequently invited by the governor, legislators, and mayors to present MSU's engagement involvement. For example, the Assistant Provost for UOE participated with the First Gentleman in a program for legislators entitled *GREAT START! … GREAT FINISH? Connecting Policy to Developmental Issues of Early Childhood* (Legislative Briefing on Education, January 18, 2005, Lansing, Michigan).

## *3. How do Significant Constituencies Perceive and Describe the Institution's Engagement with Community?*

### a. Community Perceptions ®

Units use a variety of methods to understand how significant constituencies perceive MSU's engagement with community (from NCA Self-Study, 2005):

> Key informant interviews
> General constituent surveys
> Informal conversations with constituents
> Ongoing dialogues with constituents
> Advisory boards
> Satisfaction surveys

The University-Community Partnerships group in UOE conducted a focus group evaluation in 2000. From it they learned that:

- One impact for community participants is more implicit than explicit. From their experiences they have a more positive view of MSU and a greater understanding of how valuable a resource MSU can be. Many explicitly stated that they would be much more likely to become involved in future partnerships and relationships with the university as a result of their partnership experience.

- Community partners explicitly stated that they felt the experience had significantly increased their capacity to deliver services to their constituents and as a result their constituents would be better empowered to improve their lives.

- This sense of empowerment gave validation to their efforts and encouraged many of the community partners to continue on what was, for many of them, a new path and a new orientation for their agency or organization.

- For faculty members the impact has been access to more research opportunities both for themselves and their graduate students.

- Faculty felt that community-based research was in the tradition of MSU's land-grant mission and that UOE provide a unique mechanism for such research.

- Faculty felt that in doing community-based research they were making a difference for agencies and organizations.

- Faculty felt the need for a greater understanding of what UOE does. Many were unaware of the instructional role of UOE.

Another means to assess perceptions is community members' use of the major Web catalogs we have produced (described above). The Statewide Resource Network (SRN) site initially went online on August 28, 2000 and was later launched to the public in a media event held September 25, 2000. Since its launch the site has responded to well over 2,680,000 requests for page views, serving over 4,100,000 total file requests (figures exclude six months of log data lost by the Web server). On average the SRN provides 50,655 page views per month (estimate based on full months for which data are available), but actual usage of the site has tended to rise and fall and includes two large surges in activity. The chart below shows activity of the SRN throughout its existence.



Chart: Statewide Resource Network Web Site Activity Data

Months of Operation (August 2000 - June 2005)
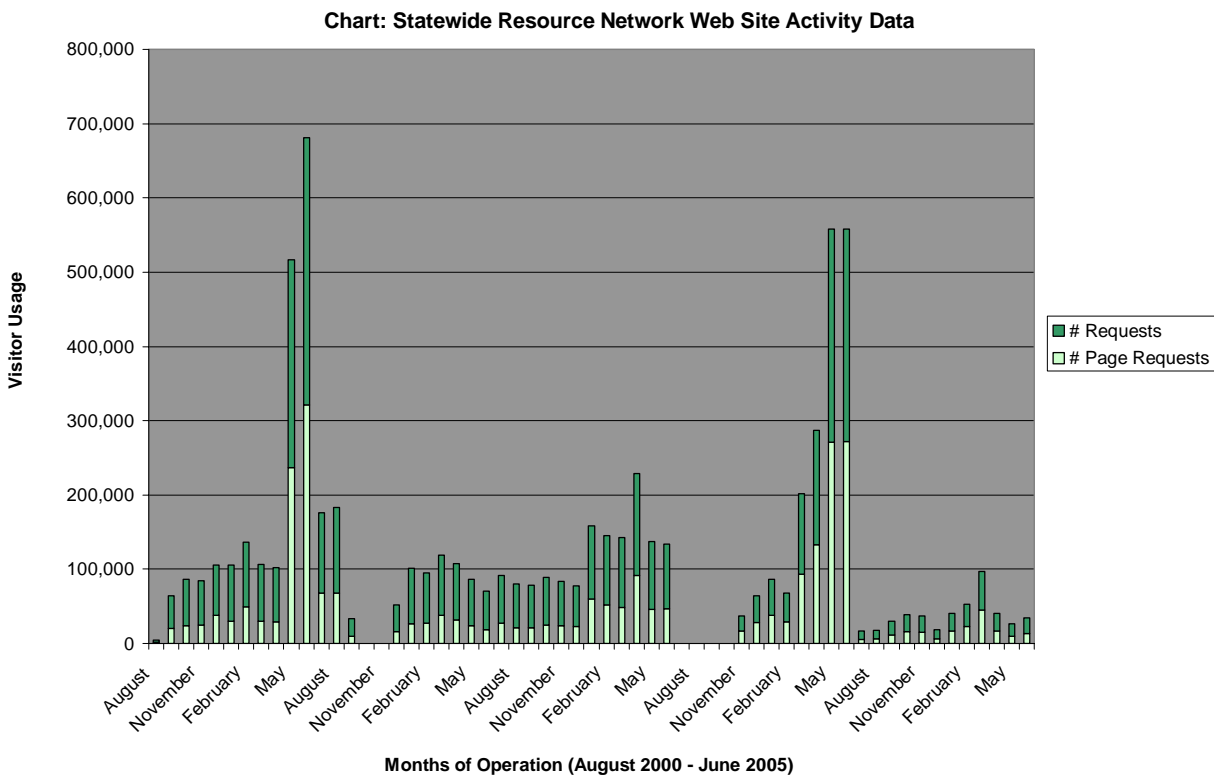
Low activity recently may be the result of problems in changing over to a different Web server and less promotional activity rather than loss of usefulness. However, from the beginning we have conducted user testing via focus groups to assess usefulness and usability of this site. It may be time to do so again.

The Spartan Youth Programs (SYP) site was launched on February 26, 2001, amid a marketing campaign targeting schools and community-based youth program fairs. Over its service life, it has served over 360,000 page views, comprising over 1,500,000 total file requests (figures exclude two to three months of log data lost by the Web server). On average the SYP provides 6,944 page views per month, though actual usage seems to reflect highest activity during periods during which parents are planning for their children's summer activities. The chart below shows activity of the SYP since its beginning operations in 2001.



**Chart: Spartan Youth Programs Web Site Activity Data**
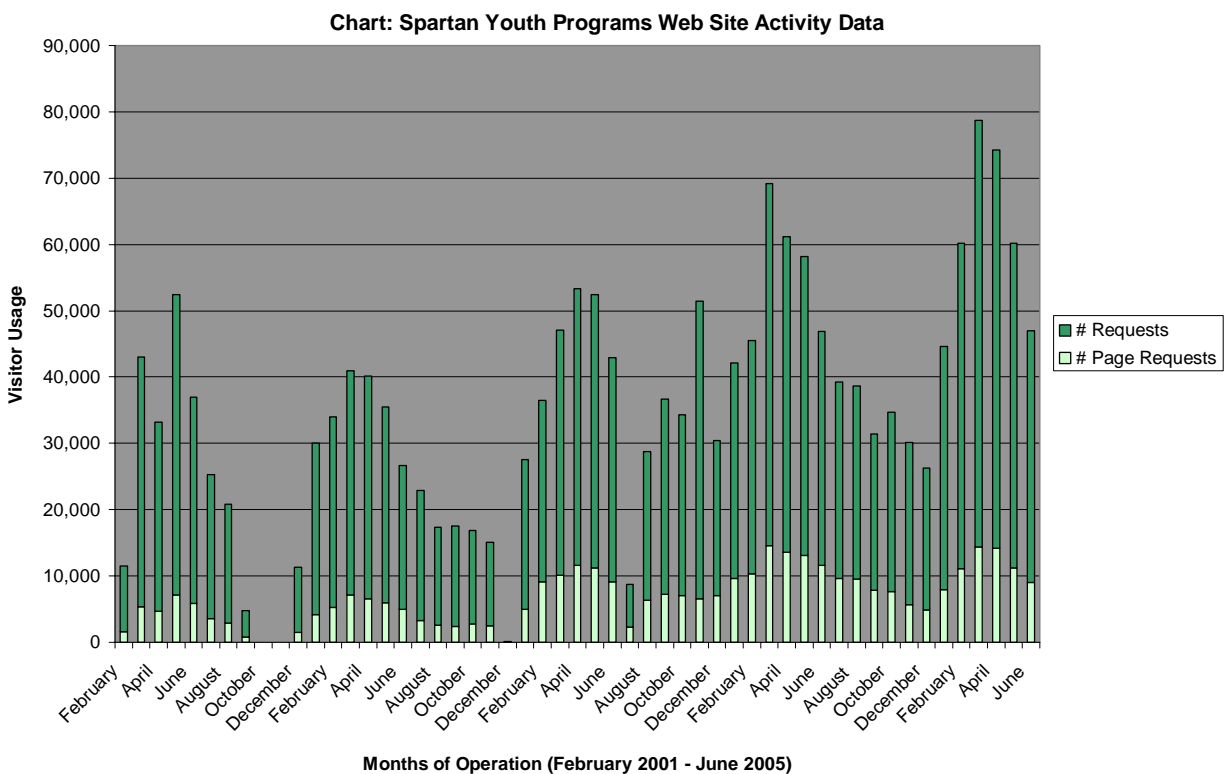
Use of this site is tied directly to the several months preceding the summer activities. As with the SRN, this site is also user tested with consumer focus groups.

## b. Alumni Descriptions ®

The MSUAA Alumni Lifelong Education Evening
College, in its 54th year of operation, offers the most
comprehensive range of community lifelong education
classes of any alumni association in the Big Ten. The
classes are taught by MSU faculty, staff, graduate
students, and community experts, who represent links to
approximately 30-40 MSU academic units and 10
external organizations each semester. Class topics focus
on the personal enrichment interests of enrollees, but the program also serves as a public
showcase for MSU faculty research interests and an experimental laboratory for new materials
that are sometimes later adapted into credit courses. The Evening College enrolls approximately
2,000 people each year. Approximately 98% of the enrollments are of people who are not
otherwise registered as students of MSU, a group comprising area community members (two
thirds) and self-identified alumni (one third). Though the Evening College has not collected data
specifically on the rate of people returning to take additional classes, a potential indicator of
enrollee and/or alumni satisfaction, the anecdotal evidence suggests that there is a high rate of
repeat registrations. Existing questionnaires of enrollees do not provide additional indicators of
alumni descriptions of MSU's engagement with community.

> *MSU REACHES OUT TO ALUMNI*
>
> Zimmerman, D. L., & Bargerstock, B. A. (2005, Spring). A new MSU center for user interfaces. *MSU Alumni Magazine.*
>
> Church, R. L., & Zimmerman, D. L. (2002, Winter). MSU uses new technology to connect communities. *MSU Alumni Magazine.*

## c. Mentoring of Other Campuses

The Office of UOE is frequently requested by leaders (presidents, provosts, deans) to provide
input on a wide variety of engagement-related issues: measurement, rewards, definition,
partnering with communities, and service-learning. We have included a few examples below that
include universities as well as community colleges.

### *Measurement*

A customized version of the faculty-based online survey "Outreach and Engagement
Measurement Instrument (OEMI)" was programmed and hosted for the University of
Connecticut for a pilot test of its faculty. Data from the test were made available to UConn
administrators. There has been interest in and requests for additional pilot tests from the
University of Kentucky. Guest accounts for access to the MSU version of the OEMI have also
been requested by and created for administrators from Indiana University, Virginia Polytechnic
Institute and State University, and Purdue University.

In May of 2005, MSU organized and hosted a national invitational conference on Benchmarking
University Engagement. The event attracted groups of faculty and administrators from 47
research-intensive institutions from across the United States. In addition to the opportunities for
learning and discussion provided to participants, shortly after the event the conference Web site
was expanded to include downloadable copies of presentations, summaries, and notes, as well as
streamed media clips of select conference segments. This material is offered as a contribution to

other institutions. Work is also underway to analyze, from this and other material, a modest set of benchmarks for outreach and engagement work that can be disseminated for use nationally across institutions and institutional types.

To continue this dialogue at the national level, MSU has appealed to conference participants and others to join it in forming a national consortium of engaged colleges and universities. Institutions were invited to send representatives to participate in a fall planning meeting, and a number have expressed their enthusiasm for and commitment to this effort.

### *Rewards, Definition, Embedding Outreach*

Outreach and engagement faculty and staff have been active participants at the annual meetings of the Outreach Scholarship Conference, the National Association of State Universities and Land Grant Colleges, the American Association for Higher Education (prior to its dissolution), and the University Continuing Education Association. They have published widely in appropriate learned journals on the scholarship and assessment of engagement. Our models of engagement, many of which are described elsewhere in this document, have attracted regional and national attention.

For example, Michigan State University was instrumental (along with the University of Minnesota) in establishing the Committee on Engagement within the Committee on Institutional Cooperation (Big Ten). The Assistant Provost for University Outreach and Engagement was elected to chair the CIC Committee on Engagement and was invited to join the National Association of Land Grant Colleges and Universities' Council on Extension, Continuing Education, and Public Service's Benchmarking Task Force (after presenting an invited address at the CECEPS's annual meeting in Washington). Within the past five years he has received invitations to and participated in two Wingspread visioning conferences (one on public engagement, and one on models of university partnerships) and now serves on a planning committee for a third Wingspread meeting (on civic engagement in graduate education). He has also been invited to work with other universities on their engagement plans and strategies. He was invited for full day campus visits at Pennsylvania State University and Bowling Green State University to speak to administrators (deans, chairs, and directors) and faculty about the MSU scholarship-based approach to outreach and engagement and the OEMI approach to measurement of engaged scholarship. He has been involved in extensive telephone consultations concerning the MSU approach, including contacts with the University of North Carolina, Virginia Tech, Kent State University, the University of Connecticut, and the University of Alabama. In January 2005, as evidenced by this document, UOE was invited to represent Michigan State University on the Carnegie Classification Task Force on Engagement (one of three research extensive institutions on the 13 member task force).

### *University-Community Partnerships*

The UCP team is called on by other campuses to discuss tools and acts of engagement, evaluation, and asset/outcomes-based planning. For example, the team was invited to the Center

for Public Service at Gettysburg College to deliver a series of training and consultation sessions over a six-month period of time that would assist the Center in defining and developing strategies to evaluate the outreach and engagement outcomes of Gettysburg College. In follow-up to a series of conversations at the May 2005 Benchmarking Engagement Conference at MSU, UCP and its counterpart at Penn State University are working to create a National Work Group on the Act of Engaging under the framework of the larger National Consortium that MSU is proposing. The initial purposes of the group are to increase the level of engagement expertise across Consortium Universities by sharing the various models and methods we use to engage faculty and community, and the competencies and skills needed to enact those models and methods; and to explore building a cross-university scholarship/research agenda on the act of engagement.

### *Service-Learning*

Michigan State University was one of the first universities to formally establish a university-wide Volunteer Center, enacted via decree of the Board of Trustees in 1967, and to have that volunteer center evolve into a Service-Learning Center (1979) and now the Center for Service-Learning and Civic Engagement (2004). With the work of Mary Edens, director emeritus, featured in *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future*, by Timothy K. Stanton, Dwight E. Giles, Jr., Nadinne I. Cruz (Jossey-Bass, 1999), MSU became viewed as a pioneer in the field of service-learning. MSU is one of 81 institutions noted in the new book, *Colleges with a Conscience* (Princeton Review, 2005). As a result, each year the CSLCE receives multiple requests from colleges and universities to share "best practices" and models related to service-learning and civic engagement. For example:

- At the request of the Midwest Campus Compact, MSU partnered with the National and Midwest Campus Compacts to co-host the first national "Raise Your Voice" teleconference on student civic engagement (February 2004).

- At the request of the Associate Provost, Texas A&M University-Corpus Christi (TAMU-CC), and MSU's Assistant Provost for University Outreach and Engagement, MSU's director of the CSLCE conducted an external review of TAMU-CC's Office of Community Outreach (November 2004).

- At the invitation of Michigan Campus Compact, the director of the CSLCE serves as a member of the Michigan Campus Compact Council of Presidents/Board of Directors, a board position usually reserved for college/university presidents.

### *Community Colleges*

MSU's African Studies Center, Asian Studies Center, Center for Advanced Study of International Development (CASID), Latin American and Caribbean Studies Center, and Women and International Development (WID) Program (units jointly administered by the College of Social Science and the Office of International Studies and Programs) sponsor a program

designed to facilitate the internationalization of community college faculty and curriculum in the Midwest and, more broadly, the United States. This goal reflects the contributing units' support of MSU's land-grant mission of outreach to post-secondary faculty and institutions within Michigan and beyond. Most of MSU's recent international outreach to community colleges has been carried out in collaboration with the Midwest Institute for International/Intercultural Education (MIIIE), a consortium of more than 80 community colleges in the Midwest. The program's annual two-week summer workshops for community college faculty focus on themes of political, economic, and social change in a global context and include approximately 20 guest speakers. MSU centers collectively identify and provide funds for an average of five workshop speakers per year. MSU centers also provide speakers at the annual MIIIE conferences to discuss strategies for internationalizing community college curricula. Each year 25 community college faculty participate in the workshops. Each faculty participant receives a stipend and is required to produce a module for internationalization of their curriculum. The modules are then made available to faculty nationally on the MIIIE Web site. Currently, there are more than 100 modules available.

In addition to their work with MIIIE, CASID and WID offer a visiting scholar program for community college faculty to visit MSU to internationalize their curricula. During the past three years, six scholars from community colleges in Michigan, Illinois, Ohio, and Iowa have come to MSU to meet with relevant MSU faculty, access library holdings, and attend campus speaker series. Also, during the summer of 2005, CASID and the African Studies Center organized a five-week seminar to Ghana for 13 community college faculty from the Midwest, supported by a grant from the Fulbright-Hays Group Projects Abroad. These faculty, from the fields of allied health, business, and social sciences/humanities, will develop curricular materials from their Ghanaian experience. Also, the African Studies Center has provided lectures and curriculum consulting to various community colleges across the Midwest.

## d. Faculty Scholarship

[Note to Amy: MSU thinks this should be required.]

There are no polling data on public perceptions of the usefulness or power of the faculty scholarship entailed in and resulting from engagement with the many communities with which MSU interacts. We can only go by the evidence that communities and organizations continue to seek to engage with MSU faculty, and once they have entered into such partnerships, they work hard to maintain them. Results from the first Outreach and Engagement Measurement Instrument survey, completed in February of 2005, indicate that almost 850 faculty and academic staff (approximately 18% of all those in those categories; approximately 25% of those whose roles permit outreach activity) were engaged in scholarly sharing with groups external to research universities. Of the approximately 500 who provided detailed narrative descriptions of their work, 187 described themselves as working in collaborative projects characterized by joint planning and assessment, sustained relationships, capacity building, and knowledge dissemination. Most of these indicated that the collaboration had lasted for more than two years—some had been developing for ten or more. A further indication of community and organizational appreciation of sharing scholarship with university personnel is that the survey

instrument recorded that community and organizational partners contributed more than $10M in-kind (facilities, staff and volunteer time, etc.) to support the collaborative projects.

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SELECTED MSU PUBLICATIONS AND PRESENTATIONS ON THE SCHOLARSHIP OF ENGAGEMENT
1993-2005

Provost's Committee on University Outreach. (1993). *University outreach at Michigan State University: Extending knowledge to serve society.* East Lansing: Michigan State University.

Committee on Evaluating Quality Outreach. (1996). *Points of distinction: A guidebook for planning and evaluating quality outreach.* East Lansing: Michigan State University.

Church, R. L., Sandmann, L., Zimmerman, D. L., & Bargerstock, B. A. (1999, January). *Gauging university outreach: A dashboard of indicators.* Presented at the American Association for Higher Education (AAHE) 7th Annual Forum on Faculty Roles and Rewards, San Diego, CA.

Church, R. L. (2001, November). Counting public service: Can we make meaningful comparisons within and among institutions? In *Symposium on Broadening the Carnegie Classification's Attention to Mission: Incorporating Public Service.* Presented at the Association for the Study of Higher Education, Ann Arbor, MI.

Zimmerman, D. L., Church, R. L., Bargerstock, B. A., & Kenney, P. A. (2002, January). *Measuring scholarly engagement at Michigan State University: A multifaceted approach.* Presented at the American Association for Higher Education (AAHE) 10th Annual Forum on Faculty Roles and Rewards, Phoenix, AZ.

Bargerstock, B. A. (2002, April). *Measuring faculty outreach activity: Development of a tool.* Presented at the Annual Meeting of the University Continuing Education Association (UCEA), Toronto, Ontario.

Zimmerman, D. L., Church, R. L., Bargerstock, B. A., & Kenney, P. A. (2002, October). *Measuring scholarly engagement at Michigan State University: Tools, challenges, and faculty perceptions.* Presented at the Outreach Scholarship Conference, Ohio State University.

Church, R. L., Zimmerman, D. L., Bargerstock, B. A., & Kenney, P. A. (2002, Fall/2003, Winter). Measuring scholarly outreach at Michigan State University: Definition, challenges, tools. *Journal of Higher Education Outreach and Engagement, 1,* 141-153.

Zimmerman, D. L., Church, R. L., Bargerstock, B. A., & Joshi, V. (2004, October). *Budget crisis? How to use outreach data to tell the institution's story.* Presented at the Outreach Scholarship Conference, The Pennsylvania State University.

Bargerstock, B. A. (2005, April). *Using outreach data to tell the institution's story.* Presented at the Annual Meeting of the University Continuing Education Association (UCEA), Boston, MA.

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## e. Rankings

[Note to Amy: We may want to consider adding this.]

# B. Institutional Commitment

## 1. What Evidence Exists to Indicate that Executive Leadership has Committed the Institution to Community Engagement?

### a. Executive Leadership ®

In 1987 the University established what is now called the Office of the Assistant Provost for University Outreach and Engagement. Some of the responsibilities of this new position had previously been carried out by the dean of a "college" responsible for continuing education and a

handful of community-based training programs. In a move to signify that outreach was a campus-wide enterprise, not just one located in a single unit, each college-level academic unit at Michigan State University was given responsibility for offering continuing education and outreach programs and the new assistant provost assumed responsibility for encouraging, overseeing, and assessing those initiatives. This new position was deliberately designated at the assistant provost level so as to symbolize that outreach had a status equal to that of graduate and undergraduate education, parts of the mission also overseen by assistant provosts. Since 1987 the assistant provost's office has, with the encouragement of each Provost and President, shifted its emphasis from expanding the University's formal continuing education programs toward taking a leadership role in defining organizational and research strategies for focusing faculty resources on the state's most pressing social issues. The assistant provost has helped direct Michigan State University Extension toward deeper involvement with economic development issues, especially in Michigan's major urban centers. The assistant provost has provided leadership in establishing interdisciplinary teams of faculty and Extension personnel to improve environmental stewardship, to strengthen families, and to improve outcomes for youth in schools and in communities. The university has provided a steadily increasing level of funding to the assistant provost's office that has allowed that office to expand somewhat and, more important, to provide seed funding to help move the initiatives in environmental, family, and youth development forward.

In 1994 then MSU President M. Peter McPherson also showed leadership in committing the institution to a model and practice of community engagement. Through the "Guiding Principles," the institution committed to:

> *Improve access to quality education and expert knowledge.* Overcome geographical barriers to access, improve opportunities for part-time and non-traditional students.

> *Achieve more active learning.* Enhance undergraduate education, strengthen active connections between classrooms and student life, continue to evaluate and refine curriculum.

> *Generate new knowledge and scholarship across the mission.* Review current university investments in research, review and revise the reward system, improve linkages with university mission.

> *Promote problem solving to address society's needs.* Set priorities that address key Michigan issues in partnerships with government and the nonprofit sector in Michigan communities, e.g., children, youth, and families; K-12 education; economic development; primary health care; urban and rural distressed communities; environment; sustainable agriculture; public policy.

> *Advance diversity within community.* Increase retention of a diverse set of students, faculty, staff, and administrators; review current initiatives to improve the climate.

> *Make people matter.* Review personnel and management practices; expand the use of technology to provide better communication.

Then, in 1999, the President put forth the "Promise," which focused the Guiding Principles into concrete statements about the University's current priorities:

> MSU will offer one of the best undergraduate educations available by providing the advantages of intellectual inquiry at a major research university and practical learning in the land grant tradition.
>
> MSU will extend its national and international prominence in research, creative arts, and graduate and graduate/professional education, through selective investment in programs of distinction and unusual promise.
>
> MSU will be a great global university serving Michigan and the world.
>
> MSU will be an exemplary "engaged university," transforming and strengthening outreach partnerships to address key Michigan needs and developing broadly applicable models.
>
> MSU will be a more diverse and connected community.

Lou Anna Kimsey Simon, the current President, stated in her February 2005 Founder's Day/ Inaugural Speech:

> Who would have imagined 150 years ago . . . that we would become the global prototype of a genuinely American brand of higher education—one that is an engine of the economy, a force for the democratization of public learning, the model for engagement with the world beyond the campus, and a catalyst for improving the quality of life in Michigan and around the world.

President Simon has written extensively about community engagement. Her scholarly publications on the topic include books (*Learning to Serve: Promoting Civil Society through Service Learning*, edited with Kenny, Brabeck, and Lerner, published by Kluwer, 2002, and *University-Community Collaborations for the Twenty-First Century*, edited with Lerner, published by Garland, 1998); book chapters ("Creating Outreach Universities: Challenges and Choices," with Lerner and Mitchell, in *Universities and Communities*, McCroskey and Einbinder, editors, published by Greenwood, 1999); and journal articles ("A Provost's Perspective: Constructive and Complex Tensions in the Art of Engagement," in *Journal of Public Service and Outreach*, 2001).

## *2. How Does the Institutional Strategic Plan Support Community Engagement? What Are the Specific Goals and Strategies?*

### a. Strategic Plan ®

Transformational events generally emerge from an underlying Zeitgeist and, therefore, it is difficult to discern specific causal determinants of change. Such is the case with transformational movements in contemporary higher education. One might look to the publication of Ernest Boyer's *College: The Undergraduate Experience in America* (1987) and *Scholarship Reconsidered: Priorities of the Professoriate* (1990) as seminal events. The first volume drew attention to eight tension points or critical problem areas affecting the quality of undergraduate education. The second volume challenged higher education to examine the definition and role of scholars and advanced the idea that scholarship involved four key components: discovery, integration, application, and teaching (p. 16). Campuses throughout the United States also engaged in debate about Boyer's scholarship model. The collective weight of the six reports from the Kellogg Commission on the Future of State and Land-Grant Universities represented another signature event in higher education. The reports generated national discussion about how universities and their faculties could improve the undergraduate learning experience, focus research on the pressing issues of the day, and amplify their engagement with the society that supported them—all aimed at having colleges and universities renew and revitalize their covenant with society. Since 1993, changes at MSU have been taking place in synergy with these reports and conversations.

### b. Definition of and Plan for Engagement ®

From 1992-1993, a faculty committee was charged by the Provost to develop a formal definition of outreach and make recommendations on implementing change. That definition continues to guide MSU's work today: "Outreach is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions" (Provost's Committee on University Outreach, 1993, p. 1). The report generated a 20-item action agenda that deals with rewards, promotion and tenure, evaluation and measurement, leadership, and so forth. Since then the Office of UOE has been charged with implementing those recommendations. The strategic plan has focused on implementation of each of the recommendations.

**Provost's Committee on University Outreach, 1993:**
**Michigan State University's Strategic Recommendations for Outreach and Implementation Status**

| *Recommendations* | *Current Status* |
|---|---|
| 1. Michigan State University should formally adopt the conception and definition of outreach articulated in this report: Outreach is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions. | *What has been accomplished?*<br>• In principle, this has been the definition since the 1993 report. In practice, the definition has been used consistently in major documents and data collection since then as well.<br>*What needs to be done?*<br>• It has never been formally adopted by academic governance. Steps to achieve this are in process for Spring 2006 review by academic governance.<br>• The definition also needs to become part of the mission statements of the departments and colleges. A new university-wide mission statement currently being considered fully incorporates O&E. |
| 2. Michigan State University should establish a system for measuring, monitoring and evaluating outreach. This system should have sufficient standardization to permit aggregation at the unit, college, and university levels, and also offer sufficient flexibility to accommodate important differences across disciplines, professions, and units. | *What has been accomplished?*<br>• *Points of Distinction: A Guidebook for Planning & Evaluating Quality Outreach* (1995-1996). The four dimensions of quality outreach (significance, context, scholarship, and impact) and their defining characteristics are distributed annually to all units as part of the merit and P&T packet of information.<br>• Revision of P&T to incorporate outreach, 2001.<br>• Outreach and Engagement Measurement Instrument (2004-2005): database system, requires input at the individual faculty level, is integrated into university data systems, and generates aggregate data for unit, college, and university benchmarking. The first set of aggregated data was distributed to administrators Spring Semester, 2005.<br>*What needs to be done?*<br>• Develop the National Data System for University Outreach, a database located at MSU that can generate national benchmarks on an annual basis. |
| 3. Outreach planning at Michigan State University should involve multiple parties in an open, continuous, and interactive dialogue. This planning process should be undertaken with the understanding that primary responsibility for outreach resides at the unit level. | *What has been accomplished?*<br>• APP&R until recently reflected O&E priorities.<br>• Advancing Knowledge/Transforming Lives Networks (5 established and in continued development: Flint, Detroit, Lansing, Grand Rapids, Upper Peninsula<br>• MSU Outreach staff: Outreach staff organized as learning community<br>*What needs to be done?*<br>• APP&R needs to reflect O&E priorities again and colleges' funding requests should receive input from the APUOE in order to achieve better campus-wide coherence.<br>• Outreach and Engagement Community Fellows (in development) |
| 4. Efforts should be undertaken at Michigan State University to reward outreach consistently and appropriately at the college and unit levels. | *What has been accomplished?*<br>• Seed Grants for Community-Based Research<br>• Families And Communities Together (FACT) Seed Grants<br>• Community Vitality Seed Grants<br>• UOE – MSU Extension Seed Grants<br>• Annual Award Recognition for Public Service<br>• MULTI sessions for administrators<br>• Funding service learning/civic engagement initiatives<br>• Planned: Lilly teaching sessions on civic engagement for faculty<br>*What needs to be done?*<br>• Annual award for scholarly engagement<br>• Outreach and engagement (teaching, research and service) need to be fully integrated into the faculty merit, promotion, and tenure process. |

| *Recommendations* | *Current Status* |
|---|---|
| 5. Each academic unit at MSU should create explicit, written guidelines regarding the criteria to be used in making faculty merit salary increase and tenure and promotion decisions. These guidelines should include a clear indication that outreach is valued in the decision-making process. | *What has been accomplished?*<br>• Revision of Reappointment, Promotion, and Tenure (2001) to incorporate outreach<br>• Points of Distinction and OEMI are part of the P&T documentation distributed to units.<br>• Planned: Study of 2002-2004 promotion and tenure documentation for outreach and engagement inclusion.<br>*What needs to be done?*<br>• Not yet in institutional alignment. Part of Spring 2006 planning process involves academic governance and the proposed University Committee on Outreach and Engagement. This will require changes in governance bylaws as well as those at the unit level. |
| 6. Creative programs to stimulate outreach should be developed at MSU. | *What has been accomplished?*<br>• Seed Grants for Community-Based Research<br>• FACT Seed Grants<br>• Community Vitality Seed Grants<br>• UOE – MSU Extension Seed Grants<br>• Annual Award Recognition for Community Service<br>• Outreach and Engagement Senior Fellows (22 fellows, all colleges represented)<br>*What needs to be done?*<br>• A Service-Learning Fellows program<br>• Center for the Study of University Engagement (in development)<br>• A National Consortium of Engaged Colleges and Universities (47 institutions have been invited to be founding members) |
| 7. Unit and faculty participation in instructional outreach should be stimulated and rewarded at MSU. | *What has been accomplished?*<br>• There has been continued growth in continuing education, distance education, and computer course generation. Continuing education has been decentralized to units, with oversight through a university committee, chaired by the Dean of the Graduate School.<br>• The Outreach and Engagement Measurement Instrument (OEMI, an online survey) collects data on off-campus, distance education and noncredit instruction. |
| 8. Involving students–undergraduate, graduate, and graduate-professional–in outreach should be a distinguished feature of the MSU educational experience. | *What has been accomplished?*<br>• Elevated individual responsible for Center for Service-Learning and Civic Engagement from Assistant Director to Director, with appointment lines through Student Affairs and Services and UOE.<br>• Academic service-learning courses have been implemented across campus, primarily in the interdisciplinary social sciences and interdisciplinary arts and humanities.<br>• Nearly 8,000 undergraduate students participate annually in CSLCE.<br>• Approximately 4,000 students participate in a study abroad experience annually.<br>• The graduate school sponsors grad students on Meet Michigan.<br>• Alternative Spring Break<br>• Countless students participate in 490/491 courses, student internships, etc.<br>*What needs to be done?*<br>• Tracking system for academic service-learning courses where it is required and optional. This is a major emphasis nationally and MSU needs to be able to contribute data as well as insights and statements of policy. |

| *Recommendations* | *Current Status* |
|---|---|
| 9. As a land grant, research-intensive institution, MSU is uniquely qualified to be a world-class institution in the area of outreach research. This should be valued by the university as high priority work. | *What has been accomplished?*<br>• Seed Grants for Community-Based Research<br>• FACT Seed Grants<br>• Community Vitality Seed Grants<br>• UOE – MSU Extension Seed Grants<br>• Advancing Knowledge/Transforming Lives (AKTL) Networks encourage and facilitate cross-disciplinary community-based research.<br>• The new, state-of-the-art Usability & Accessibility Center is encouraging research and grant-seeking in collaboration with other MSU centers.<br>• Scholarship about outreach and engagement has been a facet of the work, which will now be part of the newly formed Center for the Study of University Engagement. The data collection through the OEMI will result in a variety of reports and articles about MSU processes and practices.<br>• Overall, MSU's scholarship-based approach to outreach and engagement is high priority in all disciplines.<br>• Exemplars of outreach research are currently being produced as part of a CIC study on benchmarking engagement.<br>*What needs to be done?*<br>• Approval for the Center for the Study of University Engagement<br>• The establishment of a new "discipline" nationally, which at MSU could be linked to the Department of Educational Administration's Higher Adult and Lifelong Education program. |
| 10. Responsible, innovative, and sustainable strategies should be established with the goal of providing adequate resources for outreach at MSU. | *What has been accomplished?*<br>• The Provost's office has clearly established O&E as a high priority by making it a clearly identified part of the academic mission of the institution and by providing general fund support for the office as well as a variety of programs and seed funding. The Assistant Provost works with every college and numerous institutes and centers to advance rigorous outreach scholarship across the teaching, research, and service components of the institution's mission. |
| 11. MSU should work aggressively to develop systems, structures, and policies that encourage outreach. | *What has been accomplished?*<br>• During the past fifteen years, we have worked to infuse MSU's approach to O&E across the mission, focusing on institutional alignment, faculty development, measurement, and national leadership to have O&E an integral part of the university's scholarship mission. |
| 12. The Offices of the President and Provost should assume leadership for declaring the importance and value of outreach at MSU. | *What has been accomplished?*<br>• Provost Simon fueled development of the outreach components of the university and as President continues to support the approach we have taken to infuse the scholarship of discovery, application, preservation, and dissemination to all aspects of campus-community partnerships. |
| 13. Outreach should be appropriately recognized in the awards system at MSU. | *What has been accomplished?*<br>• Annual award for public service.<br>*What needs to be done?*<br>• Annual award for community-university partnerships (teaching, research, or service). Proposal under consideration by the Provost. |
| 14. Outreach at MSU should be appropriately recognized in the academic governance system. | *What needs to be done?*<br>• Proposals pertaining to all aspects of Outreach and Engagement will be presented to Academic Governance in Spring 2006 for review and action. |

| Recommendations | Current Status |
|---|---|
| 15. Exemplary outreach at MSU should be strategically showcased on and off campus. | *What has been accomplished?*<br>• Models and exemplary programs at all appropriate national conferences.<br>• Active leadership within all key professional societies and associations.<br>• Web-based showcase of outreach and engagement; press releases; stories in various media.<br>*What needs to be done?*<br>• We are developing a National Consortium to integrate programs nationally. This process began in May 2005 with a benchmarking conference involving representatives from 47 research extensive universities. |
| 16. Investment in, and optimal use of, advanced technology in outreach should be a continuing priority for MSU. | *What has been accomplished?*<br>• Usability and Accessibility Lab (Outreach and Engagement)<br>• Matrix (College of Social Science)<br>• Mind Lab and CommTech Lab (College of Communications Arts and Sciences)<br>• UOE Director of Communication and Information Technologies<br>• Reorganization of the outreach advisory committee (formerly Service/Outreach Technology Committee) to one focusing on the scholarship of engagement (advisory to Vice Provost Gift).<br>*What needs to be done?*<br>• Secure major funding for infusion of information technology upgrades across the campus. Efforts to achieve this are underway and involve several units, including the development fund.<br>• Investigate digitizing Museum collections. |
| 17. MSU should enhance the awareness of external constituents regarding its outreach activities, and then help them gain efficient access to these offerings. | *What has been accomplished?*<br>• Web portals (Statewide Resource Network, Spartan Youth Programs)<br>• New communicators information network in University Relations office<br>• University calendar<br>• Cultural Engagement Council<br>*What needs to be done?*<br>• Continued updating of Web portals, with connection to major OEMI data systems, to keep descriptions of faculty work timely and available<br>• AKTL Network Information System<br>• Faculty Expertise/Portfolio Web-based access |
| 18. MSU should join others in forming a confederation of organizations with learner-focused outreach as its goal. | *What has been accomplished?*<br>• A National Consortium of Engaged Colleges and Universities has been proposed to 47 institutions.<br>• Chair, CIC Committee on Engagement<br>• Member, NASULGC's CECEPS<br>• Participant, pilot of Carnegie Classification of Higher Institutions to include engagement<br>• Member, University Continuing Education Association's Community of Practice on Outreach |
| 19. The Office of the Vice Provost for University Outreach should provide University-wide leadership, coordination, and support for the institution's outreach mission, as well as spearhead the implementation of recommendations made in the Provost's Committee report. But, as stated earlier, MSU should continue to lodge primary leadership for outreach in the academic units. | • This is exactly the guiding underlying metric for our work in UOE. |
| 20. Leadership, in the form of commitment, capacity, and vision, must emanate from across MSU—from the faculty, students, and staff, to the Board of Trustees. This leadership, when exercised, will create an institutional environment that consistently demonstrates to all that outreach is a fundamental feature of the university's mission. | *What has been accomplished?*<br>• We are working toward these goals and hope to achieve many of them by the time the NCA team is on campus (Spring 2006). |

**c. Community Voice in Planning**

Units use a variety of methods to understand and bring the constituent or community voice into their planning processes (from review of contributions to the institution's self-study for the North Central Association, 2005):

> Key informant interviews
> General constituent surveys
> Informal conversations with constituents
> Ongoing dialogues with constituents
> Advisory boards
> Satisfaction surveys

## *3. What Portion of the Institutional Budget is Dedicated to Community Engagement?*

### a. Budgetary Allocations (Internal/External) ®

This is really difficult to determine since a vast array of programs that are community-based are supported across the mission. However, we can provide some illustrations:

- From the OEMI we have determined a salary investment of nearly $20 million for those faculty and academic staff who reported their FTE related to their outreach and engagement work.
- Non-credit educational activities for last year were $39M in sales and services.
- Grant income for "public service" is $67 million, or 22% of all grant revenue (2003-04).
- MSU Extension's 2004-05 budget of over $47 million is from the following sources:

  - 13 percent from federal funds
  - 42 percent from state funds (includes support for Project GREEEN and the Animal Agriculture Initiative)
  - 6 percent from general funds (state funding to the university)
  - 7 percent from county funding through memorandums of understanding. Counties also provide an additional 21 percent for staff, office space, travel and other county-level operating expenses including in-kind expenses.
  - 16 percent from outside grants

- The Office of University Outreach and Engagement has a general fund allocation of approximately $3.6 million each year; its overall annual revenue is about $20,000 including sales of services, contracts, and grants.

Beyond these figures, of course, are all the budget allocations within centers, institutes, and research facilities and laboratories, as well as other units, for outreach and engagement. Such

figures are not available, in great part because the definition of outreach and engagement cuts across the mission.

## b. Is the Funding Targeted to Specific Activities?

Yes, but broadly defined and dynamic in that targeted areas may change from year to year. This happens through the Annual Program Planning & Review process in which the major academic units make their cases for funding. Each year, particular areas for request are targeted. If the target area is technology, a section may be designated for its use for community-related activities. In the recent past, targeted funding was tied to the Promise and Guiding Principles, so requests for community engagement could be traced.

Seed funding is jointly available through the Office of University Outreach and Engagement with MSU Extension, Families And Communities Together (FACT) Coalition, and the Community Vitality Program. Nearly $500,000 is available annually. Grants are awarded based on faculty review of proposals. A more complete description of these funds and the targeted topics is found under "Collaborations: Collaborative Scholarship, Funded Projects."

## c. Development Case Statements (Fundraising)

*Development Case Statements*

Although we have been unable to uncover a case statement related to the breadth of outreach and engagement, the Development Office includes it in its case statement for Study Abroad:

> A point of particular pride for MSU is the development of one of the largest, most comprehensive study abroad programs in the nation, with more than 150 programs in over 50 countries. Many of MSU's study abroad programs, such as engineering and veterinary medicine, are in academic disciplines traditionally underrepresented in overseas programs. MSU offers these programs in ways that are unusually cost effective compared with programs offered by peer institutions, and we seek innovative ways to help students fund study abroad experiences.

> We believe that all students, regardless of interests, backgrounds, or financial constraints, gain lifetime benefits from international experience. They benefit in their understanding of the diversity of peoples, of geographies, of cultures and societies. They gain experience, first hand, of the workings of the global economy and, often, of the challenges faced by people in other parts of the world.

> Study abroad experiences expand our students' personal, academic, and professional horizons. They often awaken, as well, a desire to perform public service. More than 1,800 MSU graduates have served as Peace Corps volunteers in the agency's 38-year history, with 54 currently serving. MSU ranks eleventh in

the nation among institutions of higher education in total of Peace Corps volunteers.

### *Alumni Fundraising*

MSU University Development tracks percentage of total dollars raised that are contributed from MSU alumni. This designation is in addition to tracking total dollars raised by corporate/ foundation sponsors, or MSU faculty/staff, or general population. Customized reports can be requested from University Development that can produce contributions analysis, including percentage of MSU alumni that contribute financial support to MSU.

# *4. Infrastructure (Centers, Offices, etc.)*

*Office of University Outreach and Engagement.* Since its creation in 1993 the Office of University Outreach and Engagement has worked on several fronts to fulfill its mandate at MSU and to participate in, influence, and provide leadership for the engagement effort nationally. These efforts have focused on:

- Culture change: Embedding the concept of scholarship in the engagement work faculty do and revamping the Reappointment, Promotion, and Tenure form to include Extension and urban and international efforts

- Evaluation and measurement: Developing a guide for evaluating and planning for quality outreach (*Points of Distinction*, 1996) and creating indicators for a variety of types of noncredit outreach

- Modeling: Working with a variety of communities and community organizations to develop models and best practices for university-community collaborations, involving faculty to develop the methodology and conduct community-based research, and producing *Best Practice Briefs* for community practitioners

- Public access to information:  Developing the first Web-based "catalog" of faculty and Extension engagement work for professionals and practitioners, creating a Web site for youth that includes all the pre-college activities and events offered by MSU, and putting tools and models of university-community collaborations into a Web site for both faculty and community members

In the most recent four years, UOE has focused heavily on the scholarship aspect of engagement—in definition, in applied community-based research practice, in benchmarking and measuring, and in national consultation and leadership. It has also expanded the reach and vision for outreach as seen in the entrepreneurial endeavor, the Usability & Accessibility Center. UOE's program planning for 2005-06 and beyond highlights three major priorities: (1)

institutional alignment, (2) a national model for the scholarship of engagement, and (3) technology and human development.

The Office consists of nine units: University-Community Partnerships; Communication and Information Technologies; Usability & Accessibility Center; MSU Museum; Wharton Center for Performing Arts; Center for the Study of University Engagement; Outreach and Engagement Fellows; Wealth and Estate Planning Institute; and Administration.

*Michigan State University Extension.* MSU is committed to engaging with organizations and communities throughout the state of Michigan and has developed an infrastructure that maintains a university presence in all parts of the state. In 1994 the Cooperative Extension Service was renamed Michigan State University Extension, signifying that Extension's network of offices in all 83 Michigan counties would serve as public links to all parts of Michigan State University, not just to the traditional agricultural and family programs offered under the Extension Service's aegis. Those offices became hubs where community members could get answers to admission questions, take part in video conferences and classes beamed from the East Lansing campus and the like, and where faculty from all parts of the campus could meet and work with groups and organizations in specific counties.

*Extension regional offices.* The Office of University Outreach and MSU Extension established six joint regional offices across the state where the two entities cooperate to increase faculty involvement with communities outside the Lansing metropolitan area. These offices serve as continuing education centers, and they initiate and manage programs for urban redevelopment, land-use planning, and ensuring positive outcomes for youth that provide opportunities for faculty to apply their scholarly expertise to issues of concern to those communities. In addition the University maintains 14 experimental farms scattered throughout the state; several of these—especially the W. K. Kellogg Biological Station—cooperate with surrounding schools to improve students' mastery of science as well as providing opportunities for the public to learn more about food production, the environment, and science.

*Medical campuses.* The university's two medical schools that focus on human (rather than animal) health are also represented across the state. When MSU opened its medical schools in the 1960s it was decided to focus on training primary care physicians committed to working with clients in community, not just hospital, settings. Therefore, these colleges chose not to affiliate with a single research and training hospital but to ally with hospitals and practices located in cities throughout the state, where students seeking M.D. and D.O. degrees complete their third and fourth years of training in a community setting outside of East Lansing. Part of that experience involves extended periods of experiential learning in community-based clinics. The colleges also provide intern and residency training programs in those locales, and medical faculty focus much of their research efforts on issues pertinent to those specific communities.

*Centers, institutes, and research facilities.* The UOE team that manages the Statewide Resources Network Web site for external audiences has identified 208 institutes, research centers, laboratories, and clinics that have an outreach and engagement or applied research focus as part of their work. Not every MSU center has been included on this list. Descriptions can be found in the Web site: statewide.msu.edu.

*Center for Service-Learning and Civic Engagement (CSLCE).* See under "Institutional Support for Curricular Engagement," below.

*Academic specialists for outreach.* MSU has incorporated outreach work within its academic human resources systems as well. In addition to its ranked faculty, MSU employs a large number of academic specialists. Appointments of academic specialists are classified according to individual specialists' assigned duties, including teaching, curriculum development, advising, research, and outreach. Currently, MSU employs 420 academic specialists with the designation of outreach. One unresolved issue in the human resources classification system is the cross-cutting nature of outreach as defined at MSU. According to the University's official definition, outreach is part of and cuts across the traditional three missions of the University: teaching, research, and service. By distinguishing outreach from research and teaching, the system creates a distinction that may not be meaningful and which makes it difficult to count specialists engaged in outreach according to their classification alone. For this reason, the University's full complement of specialists who engage in outreach is probably not limited to those classified as such. A second unresolved issue is whether all specialists designated as outreach are actually engaged in outreach. Some survey work and anecdotal evidence suggest that some number of outreach specialists may be employed in support of administrative activities outside of outreach. This phenomenon may be an artifact of a former classification in administration so that some formerly classified as administration specialists may have been reclassified as outreach specialists.

*Engagement Specialist Confab.* The Engagement Specialist Confab has three purposes:

1. To increase support to existing and new Advancing Knowledge, Transforming Lives (AKTL) Networks—networks of connection between the University and communities—UOE must expand beyond itself. The Engagement Specialist Confab brings together staff and faculty who have outreach and engagement job responsibilities. Through the Confab, UOE engages specialists in a process to commit to, design, and implement engagement teams that will support AKTLs.

2. The Confab aims to increase the competency of engagement work across the University by building engagement skills and promoting best practice techniques, methods, and models.

3. The Confab promotes scholarship-based engagement, including the promotion of best practice evaluative strategies for measuring the effectiveness of the act of engagement.

*Senior Fellows.* University Outreach and Engagement has established an advisory/consultant panel of distinguished investigators at Michigan State University named as University Outreach and Engagement Senior Fellows. The Fellows are available to meet with Visiting Scholars, to advise the Assistant Provost, and to serve as a visible sign of MSU's focus on engaged scholarship. Although the designation is for life, Fellows agree to a three-year term. The 24 current Fellows have appointments in Sociology, Education, Psychology, Journalism, Nursing,

Business, Medicine, Agriculture, Law, Engineering, Food Safety and Toxicology, Family and Child Ecology, Geography, the Museum, and Extension.

# 5. *Assessment/Recording Mechanisms*

## *Outreach and Engagement Measurement Instrument (OEMI)*

As part of its effort to revitalize the institution's historic commitment to working with organizations and communities in order to improve the lives of citizens in Michigan and beyond, the University set out to develop reporting systems on academic staff engagement activity. The system has been designed (1) to produce data at the academic unit and institution level that will enable better monitoring of engagement investment, focus, and planning, and (2) to encourage academic staff to document their engagement activity more systematically and make such documentation more telling in the assessment of individual performance. A further goal of this effort is to stimulate greater attention to engagement on the campus, attention that can lead to greater consensus about what scholarly activities are to be classified as engagement and how they are to be evaluated.

During late 2004 and early 2005 MSU made its first institution-wide survey of faculty and academic staff participation in engagement and outreach activities. About 20 percent of the faculty and staff responded to this online survey, indicating how much time they spent in outreach, the issues upon which their work focused, the numbers of people outside the institution they worked with, the geographic focus of that work, and external funding generated for the university and its partners to support the work. The survey also asked respondents to supply a narrative description of their work (over 800 people did so). A non-secure version of the survey form can be found at http://www.oemipublic.msu.edu .

The survey used in 2004 was the product of several years of development and testing. Much of its language and categorization derived from a faculty committee's work on developing criteria for assessing faculty outreach accomplishments, published in part as *Points of Distinction: A Guidebook for Planning & Evaluating Quality Outreach* (1996). The instrument was pilot tested in 2001 on faculty members in several disciplines known for their commitment to outreach and a revised version was tested in 2003 on the faculty and academic staff of one MSU college. Each test pointed out definitions in need of clarification, mechanical clumsiness, and additional data elements (such as those on international location and focus and promotion of diversity and accessibility).

Analysis of the data is still ongoing (the survey closed on February 15). Before we ask faculty and academic staff to complete the form again in Fall 2005, we will revise it on the basis of three kinds of feedback. We are reviewing individual faculty reports to detect anomalies that suggest ambiguity in the survey questions. We are studying the comments that respondents provided on the form itself. We are conducting one-hour interviews with a sample of respondents to probe more deeply their conceptions of engagement, how and how much their engagement work

enhances their research and teaching activities, and how well the survey allowed them to portray their accomplishments.

***Other Data Sources for Assessing Engagement Involvement***

*North Central Association accreditation.* In 2005 Michigan State University is conducting its 10-year review for The Higher Learning Commission of the North Central Association. Criterion 5, on "Engagement and Service," is providing the University with an opportunity to assess its societal involvement across the full institution. For other analysis we rely on academic human resources records, Web site use, studies of all of the departmental Web sites in the University, a data collection service of the Office of Planning and Budgets across all types of information systems, and Contracts and Grants Administration.

*Higher Education Research Institute (HERI), UCLA, 2004 Faculty Survey.* In 1995 MSU conducted an extensive faculty survey about perceptions, understanding, and practices of instructional outreach and community engagement. In 2005 we planned to repeat the survey as a 10-year follow up. This 10-year period would coincide almost entirely with the period of major emphasis at the University on outreach and engagement (since the 1993 landmark report). A study of the HERI instrument, however, indicated that many questions we wanted to have answered were found within a number of the HERI items. HERI allows institutions to add items, so we wrote an additional seven items that would allow us to analyze changes over the ten years. As of this writing the data set has just been transferred to our server, and we are beginning to analyze the items using SPSS.

## *6. Faculty*

### a. Search/Recruitment Priorities

Within the context of disciplinary needs, departments explicitly recruit faculty whose scholarship agenda includes applied research, technology transfer, evaluation science, or other scholarship based approaches to outreach. In recent years examples of such recruitment include faculty positions in community psychology, urban sociology, construction management, fisheries and wildlife, environmental science, land use, and other campus-wide initiatives. In several of these areas campus leadership is given great visibility through the procurement of endowed professorships and substantial foundation and internal funding. Currently, Outreach and Engagement and Department of Sociology administrators are leading the planning process for a campus-wide initiative on families that will result in the allocation of faculty positions to be jointly shared between disciplinary units and the campus initiative. A substantial portion of this initiative will involve community-based scholarship. In addition, a number of MSU units have commitments to outreach scholarship that are fundamental to their mission. Examples include Labor and Industrial Relations, Social Work, Family Practice, Nursing, Engineering, Business, and Anthropology. Recruitment of community-based scholars has been and continues to be fundamental to unit missions.

## b. Promotion/Tenure Policies and Rewards

(Note to Amy: Should be required.)

The process governing the granting of promotion, tenure, reappointment, and merit pay increases at Michigan State University is highly decentralized. The academic departments take primary responsibility for reviewing and recommending faculty personnel actions. College deans review those recommendations and sometimes overrule them. The Provost's Office then reviews the deans' recommendations but seldom overrules them. Across the University candidates for promotion, tenure, reappointment, and merit increases are expected to show some accomplishments in each of the areas of teaching, research, and service. However, outreach and engagement are defined at MSU as aspects of all three of these activities that should be highly integrated with the faculty member's core scholarly work and are therefore not treated separately in the review process. The Office of the Assistant Provost for University Outreach and Engagement has worked to ensure that outreach and engagement is more prominently cited and more carefully considered in the personnel review process. In 2000, the university revised its Reappointment, Promotion, and Tenure application to place greater emphasis on outreach and engagement as aspects of teaching, research, and creative endeavors, thus encouraging faculty to describe their outreach activities as part of those aspects of their work rather than restricting that description to the "service" section.

The directions for reviewers stress the close relationship between teaching and outreach and research and outreach thusly: faculty should contribute to the university's goals of "educating tomorrow's leaders and scholars through our undergraduate, graduate, graduate-professional and lifelong education programs. … [and] creat[ing] knowledge and find[ing] new and innovative ways to extend its applications, to serve Michigan, the nation, and the international community." The Provost's directions ask reviewers to "recognize the importance of both teaching and research and their extension beyond the borders of the campus as part of the outreach dimension."

To help faculty to present their outreach accomplishments effectively and their colleagues to judge these accomplishments consistently, an MSU faculty committee developed a new assessment tool, *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* (1996), which was disseminated widely and at MSU is distributed annually as part of the faculty review process.

## c. Professional Development Support

The Office of the Provost supports an active faculty development agenda. The Director of Faculty and Organizational Development and Senior Advisor to the Provost is responsible for generating and coordinating all faculty and organizational activities of the university. Examples of such activities with important links to outreach and engagement include:

*Meet Michigan.* The Meet Michigan program is a very successful "traveling seminar" that provides members of the MSU community with an opportunity to learn more about MSU's extensive research, outreach, and cooperative efforts throughout the state. The Meet Michigan program offers a one-day interdisciplinary trip each fall semester and a three-day broadly defined disciplinary trip each spring semester. The Meet Michigan program is designed to increase awareness of opportunities for outreach, service, and research to meet the needs of Michigan's diverse communities and citizens; to assist in developing collaborations and finding funding sources to support these collaborations; to promote collegiality and community among MSU faculty, administrators, and graduate students across the disciplines; and to clarify the faculty role in outreach and engagement.

*Lilly Seminars.* Now in its 14th year, Conversations about Active Teaching and Learning is a series of workshops and seminars focused on innovative approaches to teaching, learning, and assessment at the university level. Originally funded by the Eli Lilly Foundation, the program began as a set of activities for junior faculty selected to be Lilly Teaching Fellows, but popular demand quickly expanded the program to serve the needs of teaching faculty and academic staff across campus. Each of the eight fellows completes a personal teaching and/or curriculum development project during the fellowship year. The program also sponsors a series of half-day workshops, specifically targeted at that year's fellows but attended by large numbers of faculty from across the University. Participants hear both from colleagues at MSU and from leading thinkers about strategies for attaining teaching excellence and enhanced student learning on topics that range from problem-based learning, dealing with large classes, and handling ethnic and racial conflicts in class, to assessment of learning. Each year at least one workshop is devoted to experiential and service learning as strategies for improving student learning.

*MULTI workshops.* MULTI workshops are targeted for deans, chairs, directors, and executive managers and are sponsored by the Office of Faculty and Organizational Development in the Office of the Provost. These programs are designed to promote ongoing communication among academic administrators, provide leadership development opportunities, and support campus leaders in their efforts to foster organizational change in their units. The term MULTI originally referred to the Model Unit Leadership Training Initiative at MSU. We continue to use the acronym MULTI to refer to programs for deans, chairs, directors, and executive managers. One MULTI session annually focuses on the scholarship of engagement and MSU's outreach mission.

*Orientations for new faculty and administrators.* Held annually just prior to the opening of the academic year, these orientation sessions provide a comprehensive introduction to the policies and procedures, historical context, and diverse segments of the university. The Assistant Provost for Outreach and Engagement shares equal time with all other academic units of the Provost's Office, thereby introducing all new personnel to the concept of engaged scholarship, the university's definition of outreach, the OEMI measurement tool, and many examples of engaged scholarship across the teaching, research, and service mission of the institution. These seminars are followed by an afternoon poster/exhibit event featuring nearly 100 of the outreach support components of the university.

*Orientations for other faculty and administrative groups.* Outreach and Engagement provides numerous orientation sessions that focus on the conceptual framework for outreach at Michigan State University, the defining characteristics of outreach scholarship, the measurement of engaged scholarship, standards of practice for campus-community partnerships, and exemplary interdisciplinary collaborations. These sessions have been presented to the Council of Academic Deans (which includes as a member the Assistant Provost for Outreach and Engagement), chairs and directors of the College of Social Science, faculty and staff of the College of Nursing, National Center for Food Safety and Toxicology, Center for Integrative Studies of the Social Sciences, Department of Family and Child Ecology, Construction Management, Cultural Engagement Council, and the directors of centers and institutes, among others.

## d. Number and Percent of Faculty/Staff Involved ®

Of the 4,493 faculty and academic staff (Fall 2004), 829 claimed on the OEMI survey to be conducting outreach and engagement activities. Hence, 18.45% reported their activity. The salary investment associated with the FTE percentage reported was $19,823,471. This was the first year for collecting data university-wide.

Including the MSU Museum and the Wharton Center for Performing Arts, the Office of University Outreach and Engagement has 39 academic staff, 70 support staff, 13 graduate students, and 36 undergraduate students. The main office, however, only houses 20 academic staff, 18 support staff, several graduate students on grants, and 1 undergraduate.

## *7. Students*

## a. Student Learning Outcomes

MSU has articulated the importance of and commitment to active, engaged, "real-world" learning through the *MSU Promise and Guiding Principles* (1999, updated January 2002). The first principle states, "MSU will offer one of the best undergraduate educations available by providing the advantages of intellectual inquiry at a major research university and practical learning in the land grant tradition." The third implementation point under this principle notes, "Support additional experimentation with real-world learning strategies such as problem-based learning, cooperative learning, case-based learning and service learning." Attention to opportunities and learning outcomes for undergraduate students through research, living-learning options, and study abroad are also stressed in the implementation points.

Learning outcomes related to academic service-learning and civic engagement vary according to the discipline, course, and/or faculty. Typical outcomes sought are:

- Increased evidence of critical and reflective thinking.

- Evidence of application of subject matter in "real world" situations, e.g., writing for community agencies via Writing, Rhetoric and America Culture 135: Public Life in America – The Service-Learning Writing Project; and devising and publishing Web sites with future database capabilities in the Townships' Project undertaken by Information and Technology Management 311: Systems Analysis and Design, Spring Semester 2005.

- Evidence of increased/broader perceptions of diversity, e.g., Integrative Studies in Social Science (ISS) 335: National Diversity and Change in the United States; ISS 215: Social Differentiation and Inequality; and Teacher Education 250: Human Diversity, Power, and Opportunity in Social Institutions.

- Individual student's ability to articulate role in community within the context of and beyond the academic course, e.g., American Studies 280: Major Themes in American Studies; and Family and Child Ecology 270: Introduction to Family Community Services.

## b. Graduation Requirements

Michigan State University does not have a university-wide, standardized graduation requirement for experiential learning, service-learning, and/or community engagement. The College of Nursing, James Madison College, and the School of Social Work each have service-learning and/or other community engagement requirements for graduation. Certain academic departments, such as Teacher Education and Family and Child Ecology, have academic service-learning and community engagement as graduation requirements for their majors. Curricular-based service-learning is a pre-admission requirement for the College of Nursing, the College of Human Medicine, and the College of Osteopathic Medicine. Additional colleges and majors encourage service and engagement but do not formally require or "track" them.

MSU highly encourages students to participate in study abroad opportunities but does not have a graduation requirement in this area.

## c. Transcript Notations of Student Engagement

MSU does not note student engagement on the official university transcript. The implementation of a service, "S-option," designation for courses and the use of a "co-curricular" transcript are being explored. The Center for Service-Learning and Civic Engagement (CSLCE) has been designated as the university unit responsible for maintaining and issuing the official Record of Service for students. Any student, upon request, can obtain such a record. (The service performed must have been registered with the CSLCE.)

## d. Number and Percent of Students Involved ®

Number of student applications for service-learning placements received by the CSLCE from Summer Semester 2004 through Spring Semester 2005 was 10,039. This represents an increase of 1,565 applications over the prior year. All students who sought placements were accommodated.

The majority of the MSU students who participate in service-learning and civic engagement opportunities at MSU are undergraduate students. The undergraduate enrollment as of Fall Semester 2004 was 35,408. Therefore, the applications for service represent approximately 28% of the undergraduate population. (Note: While registration for service and civic engagement through the CSLCE is highly encouraged, it is not required. Therefore, the numbers shown for the CSLCE do not represent all the service-based and community engagement initiatives currently taking place.)

The CSLCE is responsible for academic, course-based serving-learning and civic engagement, curricular service-learning (service that is linked to a specific academic major or program but not to a specific course, e.g., Accounting and Finance majors serving in the Volunteer Income Tax Assistance Program [VITA], or Pre-Medical and Pre-Nursing students serving in Health Services and hospital settings), and co-curricular service. During the time period specified, a minimum of 33% of the service applications processed were for academic service-learning.

The majority of the service-learning and civic engagement opportunities are offered in the greater Lansing area. The CSLCE offers national and international service opportunities through its sponsorship of the MSU Alternative Break experiences. The CSLCE partners with faculty in the College of Agriculture and Natural Resources and the Office of Study Abroad to offer a "for-credit" Alternative Break experience in Mexico.

# Summary

> At the conclusion of the narrative, describe the alignment between Institutional Identity and Commitment and the Community Engagement category(ies) selected for documentation.

As it strives to bring its land-grant heritage into the twenty-first century and become an exemplary engaged university, Michigan State University involves all of its academic units in applying their teaching and research activities to the challenges facing communities and organizations across Michigan and the world. There is almost no method of engagement to which the University is not strongly committed. Therefore, in the sections that follow, MSU provides documentation for all three categories—Curricular Engagement; Continuing Education, Public Information, and Shared Resources; and Collaborations.

*Scope.* Every part of the institution is represented, the academic side in greatest depth and the student side through the Center for Service-Learning and Civic Engagement and volunteerism. MSU Extension has been incorporated in a variety of places and ways, as has the Office of University Outreach and Engagement (UOE). Several of the support units that play a key role in outreach and engagement have also been included, particularly under "Shared Resources" and "Infrastructure Support" for "Collaborations."

*Data collection and analysis.* We amassed and assessed quantitative and qualitative data from many sources across the University. In fact, UOE has invested resources from its general fund allocation since a 1993 faculty report recommended that we conduct institutional research related to outreach and engagement. Long before that, of course, the University also gathered data for lifelong and continuing education. UOE has also engaged faculty committees, individuals, departments, centers and institutes, and colleges in helping to construct a university-wide data collection instrument. The very fact that the University has invested continuous resources to study its outreach and engagement, and the large number of sources from which such documentation is available, in and of itself speaks to the institutional identity and its commitment to being a highly engaged institution. Those sources, many of which are explained in the documentation, include:

The Outreach and Engagement Measurement Instrument (OEMI)
Faculty interview protocol and data
Web searches across the University
The Statewide Resource Network
Reports, presentation materials, and publications
Written requests to and conversations with key individuals
Contracts and Grants Administration
CLIFMS information system
Human Resource information system
Extension Information System (EIS)

*Alignment.* Because "identity" and "commitment" are the entry level or foundational indicators of an engaged institution, we did not start out this project considering ways to link these foundational indicators necessarily to each of the three categories, each of which has its own set of indicators. In retrospect, however, we have noted that there are several areas in which the indicators/documentation for the categories do indeed provide support for the overall identity and commitment of the institution as engaged. We believe these areas are constituents, institutional support, assessment, and scholarship.

# Constituents

Identified in large groups in the "Identity" section, constituents and their involvement in MSU's engagement enterprise are embedded throughout the large amount of anecdotal evidence. That is, each piece of documentation lists or describes the external entities with whom or for whom the initiative was planned, implemented, and assessed.

In "Curricular Engagement," for example, we describe and report numbers for the wide variety of ways in which students reach out to local constituents, through academic service-learning, program-based internships, and co-curricular activities.

In "Continuing Education, Public Information, and Shared Resources" (CE, PI, SR), we describe a broad assortment of educational programs and managed learning environments for children, science educators, those in need of health services, underserved middle and high school students, alumni, and international students. We also cover the "public" in the large numbers who utilize cultural, athletic, and libraries services. Nonprofit organizations seek our evaluation services and other expert assistance, and residents in all 83 Michigan counties are reached by MSU Extension.

In the section on "Collaborations," we report on faculty members engaged with external partners and give numerous narrative examples of faith-based, nonprofit, and economic development organizations; school systems and individual educators; national and overseas corporations; local neighborhoods and community action agencies; foundations and other funders; government agencies at all levels; and commodities groups and professional associations.

The fact is that through its joint initiatives and funding with partners; its communications to them through Web sites and reports; local and statewide data collection and needs assessment; evaluation of constituent perceptions by interviews, surveys, and focus groups—through these and many other ways, MSU fully engages a broad range of constituents at individual, group, neighborhood, organization, and larger political and geographical systems levels.


## *Institutional Support*

In all three categories we provide documentation using quantitative data and specific examples of the University's support of engagement through its budget, staffing, facilities, and organizational structures. Because the University is decentralized, it is not possible to sort out the total amount of institutional support for engagement. This difficulty is compounded by the fact that we define outreach and engagement as scholarly work that cuts across the mission—that is, it is embedded in its teaching, research, and service missions. Nevertheless, we attempt to provide a sense of the breadth of institutional support.

*Budget.* We report budget resources for the Center for Service-Learning and Civic Engagement (CSLCE) and MSU Extension (MSUE), revenues for non-credit and continuing education activity, and monies reported for outreach and public service through Contracts and Grants Administration. For us, an important indicator of fiscal commitment is the salary amount of faculty and academic staff involved in outreach and engagement, an amount derived by relating the self-reported full-time equivalency (FTE) on the OEMI survey with the salary tables in the human resources system.

*Staffing.* With staffing, likewise, we give specific examples for the CSLCE; for such shared resources as the libraries, museum, and gardens; and in such support units as Intellectual Property, Contracts and Grants Administration, and the UOE staff. These numbers do not reflect staffing in UOE-affiliated units such as the educational outreach offices in Wharton Center and

the Museum. They also do not reflect the "buy-out" of faculty for grants or engaged on seed-funded initiatives. A sense of the faculty staffing is reported by the OEMI as FTE in each of the three categories.

*Facilities and structures.* Throughout the category, examples of the facilities and of the organizational structures are reported. These include centers and institutes, shared resources, support units, the research park, and many more.

## Assessment

Because it seeks accreditation institutionally and by professional program or discipline, MSU is continuously engaged in assessment. For the recent North Central Association self-study, over 100 units reported "best practice" examples of assessment related to their outreach and engagement activities. From this source and from other sources used for this report, we have selected examples for assessing service-learning and the success of the student's community experience. For CE, PI, and SR, we have described the assessments of total units such as MSUE, and related program assessments from nursing, libraries, and international studies. Finally, we have provided an analysis of collaborative work by the coding mechanism we devised and applied to the qualitative responses of faculty to the OEMI. Each contract or grant funder in the examples reported throughout these categories receives a report that includes program evaluation. The "assessment" by these funders of MSU's work is seen in the large number of repeat funding and sustained relationships.

## Scholarship

MSU defines outreach and engagement as scholarship-based. That does not mean, of course, that we ignore engagement which is service. But, for the most part, in every category we have selected examples and reported numbers that are related to scholarly work. (Service can also involve scholarship if it links to the individual's or unit's academic discipline or mission.)

*Scholarly work.* Reports from the OEMI connect a faculty member's scholarly work to the types of activities and areas of concern. Some of the data from these reports can be found throughout. One other measure we are investigating is analysis of the last four years of Reappointment, Promotion, and Tenure forms, which may give some indication of a faculty member's contribution to this.

*Scholarly products.* Scholarly products are more difficult to capture. The OEMI and its accompanying interview protocol seek to do so through questions related to scholarly products or artifacts and to intellectual property. Such numbers are reported in all three categories and are likely the most significant indicators of scholarship.

*Scholarship of engagement.* Most difficult to track down or to measure and report is the scholarship of engagement since we have not yet developed a mechanism for doing so. However, because this is our "business," so to speak, we are able to report by title numerous instances of

scholarly presentations and publications on curricular engagement and collaborations. We also could report on our scholarly presentations and publications related to measuring and benchmarking. We are weakest in our knowledge of the scholarship of engagement related to CE, PI, and SR.

There could be other ways of tracking the alignment of the institution for outreach and engagement between the foundational indicators of Identity and Commitment and the category indicators for Curricular Engagement; CE, PI, and SR; and Collaborations. But we would maintain that constituent analysis, evidence of institutional support, assessment, and scholarship provide a full scope of demonstrating that MSU is a highly engaged university.

# CATEGORIES OF COMMUNITY ENGAGEMENT WITH INDICATORS AND DOCUMENTATION EXAMPLES

DIRECTIONS: Institutions may choose to demonstrate community engagement in one or more of the categories that follow. For each category, there are multiple indicators, some of which are required ® and some of which provide choices of focus for individual institutions. It is not expected that all documentation examples will be provided for each indicator. Institutions are urged to choose those examples which best represent their approach to community engagement or the most prevalent examples of their engagement. Documentation examples will consist of representative samples (i.e. syllabi of service learning courses) supported by quantitative data (i.e., 136 courses).

*Note:* MSU is choosing to give documentation in all three categories.

# I. Curricular Engagement

Teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions are supported by the institution and address community identified needs, deepen student learning, enhance the well-being of the community, and enrich the scholarship of the college or university.

*Note:* MSU is focusing on service-learning and civic engagement as well as its Study Abroad program. The university has numerous practica, internships, and field experiences tied to its majors and professional programs. We have not made an attempt to survey the University or its electronic systems to determine the number, but we give examples. In addition, there are undergraduate and graduate courses which either focus on community-based research or have sections of it. One example is included below, but we do not currently have a system-wide way of collecting the data.

# A. Institutional Support ®

## 1. Infrastructure

The Center for Service-Learning and Civic Engagement (CSLCE) provides active, service-focused, community-based, mutually beneficial, integrated, learning opportunities for students, building and enhancing their commitment to academics, personal and professional development, and civic responsibility. The Center functions as a jointly-administered unit reporting to both the Assistant Provost for University Outreach and Engagement and the Vice President for Student Affairs and Services, and provides support to faculty, students, and staff in the areas of academic, curricular, and co-curricular service-learning, civic engagement, and service. The CSLCE also serves as the administrative office for the MSU America Reads/America Counts initiative and the State of Michigan Office of the Attorney General work-study projects.

## 2. Professional and Staff Positions

The CSLCE currently employs 5 full-time personnel: a director, associate director, student services assistant, database and office manager, and accounts, work-study programs and office manager. In addition to these full-time staff, the CLSCE employs a number of graduate and undergraduate students as program and project coordinators and student staff advisors. Faculty and academic specialist respondents to the OEMI survey who selected "Experiential/Service Learning" as their primary form of engagement represented 17.25 FTE.

## 3. Resources/Budget

The Center for Service-Learning and Civic Engagement had a budget of nearly $200,000 in 2004, not counting the amount of in-kind support from community contributions. The faculty respondents to the OEMI who selected "Experiential/Service Learning" as their primary form of engagement represent a salary investment of $1,187,249 for 2004.

## 4. Faculty/Student Development Programs

*Faculty and specialist development.* CSLCE provides the following services:

- Identifies community placements suitable for academic discipline and course content and helps to develop best practices regarding curriculum integration and reflection. Provides individual and group consultation to faculty in these areas.
- Facilitates service-based linkages matching academic, professional, and personal interests with community needs.

- Maintains a database of service-learning and civic engagement opportunities as defined by community agencies and organizations.
- Conducts class presentations on request.
- Facilitates student enrollment in service-learning positions.
- Interviews and/or orients students as to opportunities and expectations.
- Maintains library of resources related to service-learning and civic engagement.
- Provides support for faculty interested in the scholarship of engagement. Faculty development includes, but is not limited to, MSU Lilly seminars for faculty and the Office of the Provost's "MULTI" seminars for deans, directors, and chairs.
- Partners with Michigan Campus Compact to promote and deliver regional and statewide conference and colloquium opportunities for faculty.
- Works with community partners to establish and maintain quality and safe service placements.

*Student development.* The CSLCE supports student development related to service-learning and civic engagement by:

- Providing in-class presentations and curricular and co-curricular information sessions regarding engagement opportunities through the CSLCE.
- Offering course-related and site-specific orientations.
- Developing and distributing specialized informational materials, e.g., "What Every ISS Service-Learning Student Should Know."
- Serving as advising, training, and operational support to student-led initiatives for service, e.g., Alternative Spring Break, Volunteer Income Tax Assistance (VITA), and Into the Streets (days of community action).
- Maintaining a public university-wide student database of service-learning and civic engagement opportunities representing more than 400 community nonprofit agencies and organizations, hospitals, health care and educational institutions, and government offices.
- Providing individual interviews and consultations as appropriate.
- Promoting training, educational, and recognition events available through the Michigan Campus Compact and other applicable venues.

## B. Community Engagement Goals/Outcomes for the Curriculum ®

**1. Program Goals/Outcomes of Community Engagement in Varied Majors**
**2. Syllabi with Community Engagement Goals/Outcomes**
**3. General Education Goals/Outcomes of Community Engagement**
**4. Campus-Wide Goals/Outcomes of Community Engagement**
**5. Collaboratively Planned Goals and Outcomes**

MSU is answering all five indicators together because they are intertwined. We addressed general education goals in the "Foundations" section above. Rather than attach a print syllabus,

we are including Web addresses for sample documentation for 2. Some of this is necessarily descriptive; some of it is a listing of courses as examples.

As articulated in the *MSU Promise and Guiding Principles*, Michigan State University is committed to providing learning opportunities for students that involve interaction and engagement with community. MSU defines curricular engagement as teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions are supported by the institution and address community identified needs, deepen student learning, enhance the well-being of the community, and enrich the scholarship of the college or university.

Educational opportunities focused on engagement are offered through such venues as academic and curricular service-learning and civic engagement opportunities, community-based, course-affiliated internships, community-centered field experience and practica, and study abroad experiences.

### *Service-Learning and Civic Engagement*

The Center for Service-Learning and Civic Engagement (CSLCE) is committed to empowering students with service and civically based educational opportunities that extend beyond the classroom. Students who participate in service-learning and civic engagement contribute to the public good of local, national, and international communities via co-curricular and academic service placements. Students relate service to university-based experiences, allowing for real-world applications of learning, and development of personal, professional, leadership, and citizenship skills. Numerous opportunities exist, applicable to all academic majors. In addition to providing direct service to students, the CSLCE supports the service-learning and civic engagement work of faculty and staff, and the needs and roles of community partners.

*Academic service-learning.* Michigan State University has adopted the Campus Compact definition of academic service-learning: "Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community" (www.compact.org/resources/SLres-definitions.html).

From Summer Semester 2004 through Spring Semester 2005, the CSLCE supported a minimum of 3,369 students in academic service-learning settings.

MSU offers both required and optional service-learning opportunities through core, general education, integrative studies, and discipline specific courses.

*General education courses.* Examples of general education courses offering academic service-learning are:

Writing, Rhetoric and American Culture (WRA) 135: Public Life in America – The Service-Learning Writing Project. Service-learning is a requirement and fully integrated into the course. Approximately six sections are offered each semester. Online syllabi for two of the sections can be found at: http://www.msu.edu/~bartonf/ATL135/, and http://www.msu.edu/%7ejdowell/135/135Home.html.

Integrative Studies in Social Science (ISS) 210: Society and the Individual

ISS 215: Social Differentiation and Inequality

ISS 225: Power, Authority and Exchange

ISS 315: Global Diversity and Independence

ISS 335: National Diversity and Change – United States. ISS 335 was the first ISS course to offer service-learning as an alternative assignment in a large-lecture course, and faculty work in ISS 335 helped to lead to the institutionalization of service-learning in the ISS curriculum. ISS 335 is also unique as sections are offered through both the East Lansing campus with community engagement in urban Lansing and in Hawaii through the College of Social Science "Study Away" program. Service in Hawaii includes both tutoring of Chinese immigrants for the citizenship exam and working with indigenous populations.

*Discipline specific courses.* Examples of discipline specific courses incorporating service-learning and civic engagement are:

American Studies 280: Major Themes in American Studies

Family and Child Ecology 270: Introduction to Family Community Services

Information and Technology Management 311: Systems Analysis and Design

Internal Medicine 401: Clinical Emergency Medicine Research I

Mechanical Engineering 481: Mechanical Engineering Design Projects

Social Work 340: Foundations of Social Work Practice

Teacher Education 250: Human Diversity, Power, and Opportunity in Social Institutions

Teacher Education 301 and 302: Learners and Learning in Context

*Curricular service-learning.* MSU defines curricular service-learning as service related to a particular academic major or field of study in which the service is attached to the discipline rather than a specific course. An example is the Volunteer Income Tax Assistance (VITA) Program, which is a joint project of the VITA registered student organization, whose membership is comprised primarily of Accounting and Finance majors; Eli Broad College of Business; faculty in the Department of Accounting and Information Systems; the CSLCE; the state VITA organization; the Internal Revenue Service; the Capital Area United Way; and the local Earned Income Tax Credit coalition.

304 MSU students registered to serve with VITA during Spring Semester 2005. Free tax preparation assistance was provided to MSU international students and low-income community residents at a variety of campus and community locations.

Curricular service-learning is imbedded in the fields of pre-medical and pre-nursing studies, and in campus living-learning options such as James Madison College, the LA CASA Spanish-immersion program, Residential Option in Arts and Letters, Residential Initiative in Science and

the Environment, and CONNECTIONS, a first-year experience for "no preference"/undecided students.

*Community-based academic internships, field experiences, and practica.* All internships and practica are designed to provide students with opportunities to apply "lessons learned" and skills acquired through a succession of courses. However, certain academic majors at MSU also view the internship as a form of community engagement and require a community-based internship, field experience, or practicum for the degree. Academic preparation and concurrent assignments are included with the engagement experience to assist students in processing, applying, and articulating the experience, as well as to ensure focus on community. Prime examples are:

Anthropology 464: Field Methods in Archaeology
Family and Child Ecology 491: Internship Preparation; FCE 492: Internship Seminar; and
    FCE 493: Internship
James Madison College 400: Field Experience and MC 401: Field Experience Analysis and
    Interpretation
Medicine 633: Extended Clinical Experience: Based in community hospitals and ambulatory
    sites, this experience goes beyond the traditional "Clerkship" and is a 4-week clinical
    experience emphasizing interviewing skills, history, physical exam, problem solving and
    therapy.
Parks, Recreation and Tourism Resources: Professional Internship in Park, Recreation and
    Tourism Resources
Resource Development 493: Professional Internship in Resource Development
Social Work 494A & B: Field Education – Foundations I & II
Social Work 894A & B: Social Work Field Education – Graduate Generalist Practice
Teacher Education 501 and 502: Internship in Teaching Diverse Learners (full academic
    year, fulltime student teaching experience)

### *Office of Study Abroad*

Michigan State University continues to rank as one of the largest study abroad programs in the nation (ranked third by the IIE). Over the past decade, the University has worked to develop international study sites where the expenses of such study abroad are similar to those associated with on-campus study (Mexico and Nepal, for example), thus making these extended study experiences outside the United States available to a much wider group of students. In 2003-04, nearly 2,500 MSU students studied in over 200 different programs in more than 60 countries.

Examples of study abroad experiences designed with service-learning and/or community engagement as core/integral to the programs are:

- *Community Engagement in Rural Ireland.* Sponsored by the departments of Community, Agriculture, Recreation and Resource Studies (CARRS) and Fisheries and Wildlife; The Liberty Hyde Bailey Scholars Program; University Outreach and Engagement; MSU Extension – Barry County; and the College of Social Science. Arranged through the Office of Study Abroad (OSA).

- *International Social Issues, Recreation, and Service Learning in Mexico.* This program is administered as a partnership with OSA, CARRS, College of Agriculture and Natural Resources, the MSU College Assistance Migrant Program (CAMP), and the CSLCE Alternative Spring Break Program.

- *Race Relations in South Africa.* History 480, 490; Integrative Studies in Arts and Humanities 211A: Area Studies and Multicultural Civilization.

- *Education, Society, and Learning in South Africa.* Teacher Education 250: Human Diversity, Power and Opportunity in Social Institutions; TE 311: Growing Up and Coming of Age in Three Societies; TE 490: Independent Study in Teacher Education; TE 890: Graduate Readings in Education.

- *Ethics and Development in Mali.* A collaborative effort of the Department of Philosophy, College of Arts and Letters, and the College of Social Science.

MSU's Study Abroad program and academic residential communities, such as James Madison College and Lyman Briggs School of Science, were cited by *U.S. News & World Report* in its "Best Colleges 2005" as "outstanding examples of academic programs that are believed to lead to student success" (http://newsroom.msu.edu/snav/184/page.htm).

# *C. Curricular Activities* ®

## 1. Number and Percent of Service-Learning or Community-Based Learning Courses in Relation to all Academic Courses

The CSLCE works with approximately 150 courses per year.

## 2. Number and Percent of all Students in Community Engagement Courses Annually

From Summer Semester 2004 through Spring Semester 2005, the CSLCE supported a minimum of 3,329 students in academic service-learning, approximately 9.5% of the undergraduate population. (Note: Not all faculty choose to affiliate with the CSLCE; thus the number of students engaged only represents what the CSLCE can verify.)

## 3. Number and Percent of Disciplines or Majors With SL or CBL Courses or Requirements

Courses occur in every college, but not in every major.

## 4. Requirements in Majors or Minors

Examples of academic majors and programs requiring service-learning are Child Development; Family and Community Services; Social Work; Teacher Education; Liberty Hyde Bailey Scholars Program; LA CASA (Living-Learning Option, Spanish Immersion); CONNECTIONS (Living-Learning Option, Exploration of Majors and Careers). In addition to these, examples of academic majors and programs that require community-focused internships, field experiences, or practica are: Parks, Recreation and Tourism Resources; Resource Development; James Madison College, all majors; College of Nursing; College of Human Medicine; and College of Osteopathic Medicine.

## 5. Number and Percent of Community Capstones

We are currently collecting data on this for a new "Tools of Engagement" initiative.

## 6. Number and Percent of Interdisciplinary Courses Addressing Community Needs

The Interdisciplinary Social Science courses described above would fit here, along with others mentioned.

## 7. Number and Percent of General Education Courses Addressing Community Needs

Writing, Rhetoric, and American Culture (WRA, formerly American Thought and Language): Approximately 13-15 sections per year; ISS: 12-15 sections per year.

## 8. Number of Community Collaborations Connected to Course Work

Data not available.

## 9. Student Leadership Programs Addressing Community Engagement (Number of Students)

In the Alternative Spring Break, VITA, Into the Streets, and student coordinators in the hospital programs, the total number in leadership positions approximates 100. Total number of participants approximates 1,500.

## 10. Integration of Co-curricular Activities with Academic Curriculum

YouVote—a voter registration and information project—combines the efforts of WRA 135, the CSLCE Associated Students of MSU, Student Life, Residence Hall Association, and offices of the Vice President for Governmental Affairs and Student Affairs and Services.

## 11. Community Internships

Data not available.

## *D. Assessment of Student Learning and Community Impact with Analysis for Understanding and Improvement ®*

## 1. Assessment Materials, Tools, Descriptions
## 2. Frequency of Assessment
## 3. Outcome Data Describing Learning and Community Impact
## 4. Improvements Directed by Outcome Data
## 5. Indications of Involvement (Number of Departments/Units)

Because the answers are intertwined, we are answering all five points in total with examples below rather than artificially attempting to separate them.

From the qualitative analysis of the narrative and analytic sections of the OEMI, 7 of 22, or 32%, of those who indicated experiential/service learning as their primary form of outreach and engagement work received formal evaluations.

Michigan State University does not have a centralized method of assessing student learning in the areas of service-learning and civic engagement. Individual faculty, frequently in consultation with the director of the Center for Service-Learning and Civic Engagement, devise rubrics, research, research-writing, presentations, and/or forum-based assignments specific to individual course needs and desired outcomes. As an example, faculty in Writing, Rhetoric and American Culture (WRA) 135: Public Life in America – The Service-Learning Writing Project utilize a rubric that integrates the core academic components of the course with the service-learning writing project portfolio (http://www.msu.edu/%7ejdowell/135/135Home.html). This method of assessment utilizes the instructor, an end-of-the semester written input from the community site supervisor for each student, and student self-evaluation. In virtually all of the course-based assessment models used, community input is obtained regarding student performance through individual evaluation forms completed by the community supervisor.

Through the CSLCE, ongoing procedures are in place to monitor the success of the service experience, and, therefore, considerable assessment as to the success of the service experience is determined on an individual basis. Once the student applies for a position, he/she is interviewed or directly placed depending on the situation. Placement notifications are handled in person or via E-mail. Mechanisms are in place for either the community site or the student to notify the CSLCE once contact with the community site has occurred and the mutually agreed-on service opportunity secured. If staff do not hear from a particular student in a timely manner, the student is contacted to ascertain if there is a problem and is given strategies to remedy the situation. At mid-semester each student receives an E-mail asking for feedback regarding the experience to date. At the end of the semester, each is asked if he/she wishes or is willing to continue the following semester. If a student, at any point, provides a response that indicates there is an issue regarding the opportunity, the student is contacted for additional input, and the site supervisor is also contacted. CSLCE staff then serve as the intermediary. Feedback from both the student and the agency are incorporated in order to maximize the experience in terms of the current situation and for future affiliations.

In addition to the ongoing, individual monitoring, approximately once each academic year the CSLCE surveys students serving in select CSLCE program areas to obtain end-of-the-semester feedback regarding students' perceptions of the service-learning experience. Each student surveyed is asked to speak to the perceived value of the experience; whether or not the experience met their expectations; if the experience was course-based, whether it helped to reinforce the themes of the course; and whether the student would recommend the experience to other students. As an example, at the end of Fall Semester 2003, an E-mail survey was sent to students who had been assigned to service-learning placements in Health and Human Services, Community Development and Enhancement, Education and Special Populations, and Student Leadership programs. Of the 279 surveys that were returned, 87.1 % indicated that they would recommend the service placement to others.

In 2003, to assess the impact of service on student perceptions beyond that of academic assessment of students in a particular course and student satisfaction with service experiences, faculty from the Department of Family and Child Ecology and the Department of Educational Administration partnered on a study, "Learning about Differences through Service Learning." In this study, students in diversity-focused courses, in which service-learning was an option, were surveyed regarding changes in perceptions of differences (including ethnicity and special populations). Students utilizing the alternative assignment option in large lecture courses such as Integrative Studies in Social Science 335: National Diversity and Change – United States, as well as utilizing the alternative research-writing assignment in Writing, Rhetoric and American Cultures 125: The American Ethnic and Racial Experience, were compared with students exercising traditional options in the same courses. Increased perceptions and self-efficacy related to perceptions of differences were found among those students who had utilized the service-learning options. Data were analyzed by course, gender, class level, and previous interactions with those perceived as "different."

Michigan State University views civic engagement as mutually beneficial involvement between students and faculty and the community partner. Community constituents compose their own requests for MSU students to assure that the community voice is recorded and provided to

interested students and faculty. In order to ensure that the affiliations and partnerships are positively reciprocal, the CSLCE assesses agency/organization need and satisfaction on an ongoing basis. In addition to agency evaluation of individual students as noted above, agency input is gained a minimum of three times annually. CSLCE staff phone each of the 400+ active agencies a minimum of once each semester to follow up on students placed and update placement needs. Partner feedback is noted and addressed as needed.

## *E. Scholarship Connected to Curricular Engagement* ®

From the OEMI analysis, 7 of 22, or 32%, of those who indicated experiential/service learning as their primary form of outreach and engagement gave evidence of a relationship between their outreach and engagement activity and scholarly activity.

From the OEMI analysis, 7 of 22, or 32%, of those who indicated experiential/service learning as their primary form of outreach and engagement gave evidence of production of scholarly work and intellectual property.

Below we provide examples and lists within each section.

## 1. Undergraduate/Graduate Student Research, Presentations, and Publications

*Internal Medicine (IM) 401: Clinical Emergency Medicine Research I* offers juniors and seniors concentrating on pre-professional health science a unique opportunity to perform both research and service in a community health setting. Students serve in the Emergency Room at Ingham Regional Medical Center's Greenlawn Campus, a 262-bed facility providing general medical and surgical care and 24-hour emergency services. Students gain experience in data collection and analysis while serving as assistants to emergency room physicians and staff. Emphasis is placed on writing reports covering topics in emergency medicine. A faculty member in the Department of Internal Medicine developed the course in cooperation with the CSLCE and IRMC staff. 56 students participated in 2004-2005.

*Design Day: Mechanical Engineering 371 – Mechanical Design I and ME 481 – Mechanical Engineering Design Projects.* Each fall and spring semester, students from these junior and senior level Mechanical Engineering courses engage the community through public display and interpretation of their research and product development. ME 371 students work in teams to tackle a problem of their choosing, build fanciful yet practical devices, and are challenged to demonstrate and explain the work during the end-of-the-semester Design Day event. The senior-level students work with corporate, industry, and nonprofit partners to research and design a product and devise or adapt one for actual use. Students interpret their results to the community partners, fellow students, faculty, and the public through open presentations and poster sessions. A minimum of one team per semester works with a school, health institution, or community nonprofit organization to create an adaptive mobility device, e.g., cycle, scooter, or mechanized chair, for use by a physically challenged individual or in a school setting dealing with special

student populations. During the 2004-2005 academic year, approximately 155 ME 481 students shared their research and designs through Design Day. A third component of Design Day is participation by students from three to five area middle and high schools in engineering-type competitions coached and supervised by ME upper-class and graduate students. An additional aspect of the young students involvement is to award the "People's Choice" designations to the junior-level ME projects. The lead professor/coordinator works closely with middle and high school technology and science teachers in this process and utilizes representatives on the program's advisory board.

*Anthropology 464: Field Methods in Archaeology.* During Summer 2005, in conjunction with the celebration of MSU's sesquicentennial, students and faculty from ANP 464 are excavating the site of MSU's first residence hall, Saints' Rest. Saints' Rest was completed in 1856 and was lost to a fire in 1873. Through the archeological dig, MSU students and faculty have been able to verify architectural details and unearth artifacts that speak to the life of the students at the time. Findings have been aligned with documents and diaries of the time; in one case, where the third layer of an interior support wall was filled with rubble rather than solid bricks, the findings corroborated a nineteenth century university administrator's written concern that the hall had been built using "shoddy workmanship." The MSU students provided a public exhibition and interpretation of their findings during an Open House on July 9 and 10, 2005. Select artifacts found will become part of the "Memories of MSU" exhibit at the MSU Museum. MSU student enrollment for ANP 464 for the Saints' Rest project is 21. The Saints' Rest excavation project also involves community constituencies through two special courses for high school students and teachers focusing on archaeology. For high school students, "Archaeology at MSU," a week-long program was offered. The separate course for teachers, "Archaeology for Educators," was offered twice (http://special.newsroom.msu.edu/digMSU/).

*Writing, Rhetoric and American Cultures 135: Writing – Public Life in America – The Service-Learning Writing Project.* This course was specifically designed as a community engagement course in which first-year students engage with and write for public audiences. The community partners and writing projects vary each semester based on community requests and faculty and student interest. Many projects are pragmatic—such as promotional brochures for the local zoo, informational pamphlets for parents regarding state testing standards, Web sites for community nonprofits and the like. Another segment of the writings is informational in a broader sense, speaking to civic and civic engagement issues. Through a partnership with WRA 135, the Michigan Nonprofit Association, the Michigan Children's Network Michigan Campus Compact, and the CSLCE, in 2002 faculty and students published the volume, *Generation Y Speaks Out: Public Policy Perspectives through Service Learning.* Students researched issues involving health, the environment, technology, and social policy, and wrote background and opinion pieces on topics of their choosing. The publication was presented to state legislators in a public forum as an attempt to ensure that lawmakers heard the voices of young voters when addressing and formulating policies.

## 2. Faculty Action Research Studies of their Courses with Community Engagement

As part of the MSU Watershed Action Through Education and Research initiative, an ongoing action research effort focuses on the role that university operations personnel may have in helping to create a sustainable campus framework. Analysis of the implementation of MSU's snow and ice management illustrates how particular institutional policies may run counter to the objectives of improving campus environmental performance and watershed management. The research reveals the importance of feedback systems while integrating and balancing MSU's priorities regarding educational training, research, outreach, human safety, legal liability, and environmental protection. A systems-based action research perspective provides a vehicle for identifying gaps in knowledge, practice, and goals while also helping to reveal promising means for addressing them.

## 3. Faculty Presentations of Study/Pedagogy/Assessment of their Courses with Community Engagement

Examples of presentations are:

Assessment of Student Outcomes in Integrative Studies: Using Bloom's Taxonomy, Fayyaz Hussain, "Society in Transition: The Local Community in a Global Age," North Central Sociological Association Annual Meeting, Pittsburgh, Pennsylvania (April 2005).

Learning in Context: Utilizing Social Science Courses as Both a Methodology and Means of Assessment, Karen McKnight Casey, "Society in Transition: The Local Community in a Global Age," North Central Sociological Association Annual Meeting, Pittsburgh, Pennsylvania (April 2005).

Integrating Service-Learning and Civic Engagement in the Curriculum, Stephen Esquith, Esther Onaga, Richard Paulsen, David Sheridan, Karen McKnight Casey, Michigan State University Lilly Seminar/Faculty Development series, Kellogg Center (March 2004).

Moving from Deeds to Commitment: Infusing Civic Engagement in Integrative Studies at Michigan State University, John Dowell and Karen McKnight Casey, American Association of Colleges and Universities (AAC&U) 2004 Annual Meeting, Washington, DC (January 2004). Infusing Democratic, Constructivist and Active Learning in Fisheries Education, G. B. Habron, Annual Meeting American Fisheries Society, Quebec City, Canada (August10-14, 2003).

A Model of Service Learning from the Center for Integrative Studies, Fayyaz Hussain and Karen McKnight Casey, "Sociology, Social Justice, and Social Change," North Central Sociological Association Annual Meeting, Cincinnati, Ohio (March 2003). Engaging student learning through campus watershed stewardship, J. Hesse, J.A. Beckwith, S. Clement, K. DeGrandchamp, S. Felker, G. Habron, and L. Wolfson. Institute on Service Learning: "Engaging Students in a Disengaged Society." Michigan Campus Compact. Central Michigan University (February 14, 2003).

Advocating and Modeling the Engaged University: A Systems Approach to Outreach Scholarship, Hiram E. Fitzgerald, Robert E. Brown, and Karen McKnight Casey, Columbus, Ohio (October 2002).


## 4. Faculty Publications of Study/Pedagogy/Assessment of their Courses with Community Engagement

Examples of publications are:

*Learning to Serve: Promoting Civil Society through Service-Learning*, Maureen E. Kenny, Lou Anna Kimsey Simon, Karen Kiley-Brabeck, and Richard M. Lerner, editors, Kluwer Academic Publishers (2002).

"Real-World, Practical Learning: Developing a Comprehensive Model in the Land-Grant Tradition – Michigan State University," M. Peter McPherson and Diane L. Zimmerman with Nancy H. Pogel and Robert L. Church, in *Learning to Serve: Promoting Civil Society through Service-Learning,* edited by Maureen E. Kenny, Lou Anna Kimsey Simon, Karen Kiley-Brabeck, and Richard M. Lerner, Kluwer Academic Publishers (2002).

*Serving Children and Families through Community-University Partnerships: Success Stories*, T. R. Chibucos, R. M. Lerner, editors, Kluwer Academic Publishers (2000).

*Trying the Ties that Bind: Essays on Service-Learning and Moral Life of Faculty*, David D. Cooper, The Fetzer Institute (2000).

*University-Community Collaborations for the Twenty-First Century*, Richard M. Lerner, Lou Anna K. Simon, editors, Garland Publishing, Inc. (1998).

*Writing in the Public Interest: Service-Learning and the Writing Classroom*, David D. Cooper and Laura Julier, Curriculum in the Academy and the World Monograph Series. Series editor, Patricia Lambert Stock. East Lansing: The Writing Center at Michigan State University (1995).

"Community Service Pedagogy," Laura Julier, in *Composition Pedagogies: A Bibliographic Guide*, Gary Tate, Amy Rupiper, and Kurt Schick, editors, Oxford University Press, (2000): 132-48.

*The Young Spartan Program: A Parallel Vision for Community Enhancement and Student Learning*, J. Keith, K. Casey, S. Adams, K. Simpson, Kappa Omicron Nu Forum. (1999).

"The Public Intellectual, Activist Research, and Service-Learning," Ellen Cushman, College English 61.1 (1999): 68-76.

*Service-learning and the Philosophy of Law*, Philosophy and Service-Learning Monograph, eds. C. David Lisman and Irene Harvery in American Association for Higher Education Series on

Service-Learning in the Disciplines, Series editor, Edward Zlotkowski, Washington, DC: AAHE Publications (1999).

"Democratic Conversations: Civic Literacy and Service-Learning in the American Grains," David D. Cooper and Laura Julier, in *Composition, Community, and the Academy: Theory and Practice*, Linda Adler-Kassner, Robert Brooks, Ann Watters, editors, Urbana, IL: NCTE/The American Association of Higher Education (1997): 79-93.

## 5. Incentives/Rewards for Faculty Scholarship Focused on Curricular Engagement

Michigan State University takes advantage of recognition opportunities provided by National and Michigan Campus Compacts. One faculty member has been recognized with the Thomas Erlich Faculty Award and the Michigan Campus Compact Lifetime Achievement Award. The Ehrlich Faculty Award for Service-Learning recognizes and honors one faculty member each year for contributing to the integration of community or public service into the curriculum and for efforts to institutionalize service-learning. Each year, faculty are recognized through the Michigan Campus Compact Faculty/Staff Community Service-Learning Award, which is given to one person from each campus who engages or influences students to be involved in community service or service-learning through modeling, influence, or instruction.

In addition please see "promotion and tenure policies and rewards" under Institutional Commitment Foundations section B6.

# II. Continuing Education, Public Information, and Shared Resources

The application, dissemination, and provision of institutional knowledge and resources for community use to address mutually defined issues and provide services for campus and community benefit. These activities are supported by the institution and are conducted as scholarly endeavors.

*Note:* MSU finds it somewhat difficult to collapse these three items—continuing education, in particular, has areas of budget and institutional support somewhat different from public information and shared resources.

# A. Institutional Support ®

## 1. Infrastructure

Most of the responsibility for offering continuing education opportunities, disseminating information, and sharing resources with audiences external to the University is lodged in the individual departments and colleges. That these units are to make the fruits of their scholarly work available beyond the campus is an expectation shared across the campus. Units assign various individuals to carry out this work, almost always as a part of their assignment rather than the whole assignment. Units support the work in part from general funds, in part from fees charged to the external audiences, and in part from grants and donations. All revenues from these programs accrue to the unit(s) offering them. Except for credit-bearing continuing education courses and programs, there is no central structure supporting or governing these activities.

MSU delivers a great deal of its formal and informal non-credit continuing education and dissemination of public information through MSU Extension. Comprising nearly 500 extension educators and their support staff, and located in all 83 of Michigan's counties, Extension provides training in subjects as diverse as woodlot management and breast feeding, for diverse audiences, e.g., adults and children in cities, suburbs, and rural areas. Extension also produces a large number of publications and Web sites designed to inform the public about topics ranging from protecting against the emerald ash borer, to cooking with bulgur wheat, to land use planning. Extension's network of offices also provides facilities and representation for other campus units delivering education and information in specific Michigan locales. Large non-credit continuing education programs are also conducted by the School of Labor and Industrial Relations and the Eli Broad College of Business. All of the University's colleges (except the exclusively undergraduate James Madison and Honors Colleges) offer some non-credit continuing education.

Credit courses and programs that are offered to off-campus audiences are conceived and administered by the units offering them but since they award regular academic credit, there is more central oversight than is the case with non-credit continuing education. Admission, registration, fee collection, and the like are all handled just as if the courses were delivered on-campus. Until 1999 central responsibility for overseeing off-campus credit programs lodged in the Outreach and Engagement Office. At that time oversight responsibility for encouragement of new programs and monitoring of ongoing ones transferred to the Dean of the Graduate School (most of MSU's credit off-campus programs are at the graduate level). Revenue from off-campus credit programs is shared between the offering unit (75%) and the Provost's Office (25%). Units are expected to cover all direct costs of instruction from their share of the revenue; the Dean of the Graduate School often supplies start up funding for new programs. Nine of MSU's colleges offer credit-bearing continuing education programs.

In response to opportunities associated with offering continuing education through the World Wide Web, Michigan State University in 1999 opened an office called MSUGlobal to help academic units develop credit and non-credit programs to be offered through this emerging technology. The new office accepted responsibility for several existing Web-based programs and

has worked on many fronts to stimulate additional ones. Its focus has been on graduate-professional programs (e.g., hospitality business, turf grass management, packaging) offered as degrees or certificates (credit and non-credit). Its major focus at this time is on initiating cooperative arrangements with overseas universities for offering dual degrees in professional subjects to residents of those countries. This office works in close cooperation with the Dean of the Graduate School in developing and monitoring programs—almost all programs now offered at MSU employ the Internet for offering at least some of the instruction.

The university operates a number of "managed learning environments" that it shares as a resource with the community. These facilities provide a wide variety of educational venues for learning about culture, the arts, and the sciences. They include: the Wharton Center for Performing Arts, MSU Museum, Kresge Art Museum, Human Environment & Design Collections, G. Robert Vincent Voice Library, and the Abrams Planetarium. In addition to the main campus library, the MSU Library operates nine branch libraries, including one off-campus branch at Gull Lake. In addition to managing a research university collection which it makes available to any adult citizen of Michigan by way of a borrower's card, the Library conducts a number of seminars and events that are open to the community. MSU's gardens and natural science collections add to these shared resources. They include: Horticultural Demonstration Gardens, W. J. Beal Botanical Garden which is the nation's oldest teaching garden, Michigan 4H Children's Garden, MSU Herbarium, Clarence E. Lewis Landscape Arboretum, Botany and Plant Pathology Live Plant Collection, Hidden Lake Gardens, Campus Wood Plant Collection, MSU Bug House, and Entomology Museum.

## 2. Professional and Staff Positions

*Continuing Education/Lifelong Education.* Because continuing education/lifelong education is decentralized at MSU, it is not possible to report the number of professional and staff positions. However, of the 800+ faculty who responded to the OEMI survey, 287 or 35% said they were involved with off-campus credit instruction and/or non-credit instruction.

*MSU Extension.* The MSU Extension Director reports to the Dean of the College of Agriculture and Natural Resources. There are also two Associate Directors, six Regional Directors, and 83 County Directors. MSU Extension pays all or portions of salaries of approximately 286 campus-based specialists, representing 122.8 FTEs. Professional off-campus staff members account for an additional 302.75 FTEs. There are 115 FTEs assigned to support positions (program associates) and 40 graduate assistants

*MSU Global.* The office has 4 professionals and 3 staff positions plus student help.

*Managed Learning Environments.* Each of the managed learning environments maintains staffing appropriate to its needs, with a mix of full time, part time, student and, in some cases, volunteer labor. The MSU Museum employs 23 full time and 14 part time staff members and is supported by the work of 50 volunteers. The Wharton Center for Performing Arts employs 28 full time staff members and has 65 volunteers. MSU's Kresge Art Museum maintains a staff of 8 full time, 15-20 part time, and a number of student employees as well as 75 volunteers. W. J.

Botanical Garden is managed by one curator, two full time gardeners, and two temporary employees. These are a few samples of staffing patterns for a selection of the managed learning environments.

*International Communications, Publications, and Web Development.* Two staff positions.

*Public Information.* The OEMI survey data show that 232 or 28% of the faculty reporting say they are involved in "Public Events." It is not possible to report on "public information" more broadly.

## 3. Resources/Budget

We can provide some pieces of resources, both from types of budget accounts and from salary reports in the OEMI. From the number of faculty reporting on the OEMI that their work involved off-campus and non-credit instruction, as well as public events, we can derive a salary investment of $7,308,969 of the total salary dollars of $19,823,471 reported through the OEMI.

Like most aspects of the University's academic work, continuing education, public information, and resource sharing activities are supported by a combination of state appropriations, student tuition and fees, and grants and contracts. One manner of tracking the size of these activities is to monitor the amount of revenue earned and money expended in the activities that are not supported by state appropriated dollars. Such income and expenditures are accounted for separately (in what are called 21-accounts for "auxiliary activities") at MSU. Revenue and expenditures associated with credit continuing education are not recorded in these accounts nor are all expenditures associated with publications, conferences, and MSU Extension activities. Nonetheless, the 21-accounts give the best approximation of the size of these outreach and engagement activities available to us. In 2004 the University recorded bringing in $39 million in sales and services of educational activities in these accounts.

## 4. Faculty/Student Development Programs

To the extent that faculty development programs are related to teaching and learning, they would also support the continuing education enterprise. This would include Lilly Fellows described elsewhere. Information about unit-level support is not available. To the extent that students are "developed" by being employed by or volunteering in public information settings, we could make some estimate of the number of students in the categories listed above from the Student Employment System.

## *B. Educational Programs*

## 1. Learning Centers in Community

### *Child Development Laboratories*

The MSU Child Development Laboratories is operated in two off-campus sites, Lansing's Central School and Haslett's Wilkshire Elementary School, by the Department of Family and Child Ecology. The CDL provides a learning environment for nearly 500 preschool children. The CDL comprises five programs: a full-day program, which encourages parent involvement; a part-day program; the 4/5 year-old program, which focuses on transition to kindergarten; a motor skills program; and both a before-school (breakfast) and an after-school program. It provides developmentally appropriate early childhood education for children ages 3 months to 6 years and also serves between 800-900 adult students, both undergraduate and graduate, annually. Students from child development courses complete field work in the CDL, as do students from other departments and universities. Courses currently linked to the CDL include:

    FCE 211L: Child Growth and Development
    FCE 320L: Interactions with Young Children
    FCE 321L: Early Childhood Learning Activities
    FCE 424: Teaching in a Child Development Center

The CDL research plan, currently being revised, outlines the type of faculty and graduate student research appropriate to the CDL mission. Families enrolling in the CDL are aware that research is a primary mission of the CDL. The CDL also offers parenting education and family support through the provision of family therapy to interested families (up to five free therapy sessions). An Infant-Toddler Parenting Program also is offered during the evening hours. Each of these programmatic activities within the CDL is interdisciplinary and scholarship focused, and involves collaborations with community partners and parent advisory groups.

### *Community Music School*

In 1993 MSU's School of Music (part of the College of Arts and Letters) opened the Community Music School with the mission to provide comprehensive music education—quality instruction, related music service and educational programs—for interested individuals of all ages and levels with financial assistance for those in need. In 2004-05 almost 1,800 individuals (approximately 15% of them adults) participated in one or more of the school's programs, which range from a nationally recognized children's choir to Suzuki classes to piano classes for adults. The school provides individual instruction in all instruments, including voice and the university's carillon, and offers music therapy clinical services and a week-long summer camp for young people with special needs.

### *MSU Extension County and Regional Offices*

In order to tie its expertise more closely to the issues challenging specific communities, the University maintains offices and centers across the state. MSU Extension has offices in every county whose primary function is to provide customized non-credit learning opportunities for residents of those counties. These offices sponsor many programs that tailor statewide and sometimes national curricular materials to the unique requirements of the region. For example, Citizen Planner helps local officials to understand issues surrounding land use and to engage their constituents in constructive debate about development and zoning decisions which will affect their communities for years to come. The offices offer workshops to guide communities in establishing farmers' markets, to enhance farmers' success in selling through those markets, and to help consumers incorporate more fresh produce into their diets.

The university maintains six Regional Offices which combine responsibility for administering the county office system with supporting campus academic departments in offering (mostly) masters degree programs for professionals (especially in nursing, social work, and education) who cannot come to the East Lansing campus to attend programs. These offices each contain facilities for conducting classes using two-way video (facilities often shared with the local community college). These masters programs are increasingly offering classes over the Internet, thus obviating the need for classroom facilities in these off-campus sites. However, the offices continue to offer students in their communities a place to meet with advisors and one another and to get answers to questions about university rules and regulations—to provide, in short, a "live" connection to the University.

### *Kellogg Biological Station*

Michigan State University's largest off-campus educational complex is the W. K. Kellogg Biological Station (KBS). This 4,000 acre facility, comprising the Kellogg Bird Sanctuary, Kellogg Farm, Kellogg Biological Laboratories, KBS Conference Center, Extension and Outreach offices, Kellogg Forest, and Lux Arbor Reserve, supports research, teaching, and extension programs that focus on the integrated study of natural and managed land and water ecosystems. World renowned for its contributions to ecological science and evolutionary biology, the Station is home to one of the National Science Foundation's long term ecological research sites, and is committed to science and ecology education, conservation of natural resources, and sustainable agriculture research and demonstration. It works closely with area K-12 schools to provide experiences that help children develop a comprehensive understanding of natural and managed ecosystems and the conservation of natural resources. It hosts one-day field-based workshops during the school year and summer day camps for school children. The KBS K-12 Partnership is a joint effort among station scientists, science educators, and science teachers and administrators in 14 rural school districts near KBS. The partnership aims to promote improved science teaching by providing teachers in-depth exposure to specific topics in ecology and in-depth training to teach science for understanding. Elements of the program include school-year workshops, a summer science institute, and advanced KBS Ph.D. students assigned to buildings as teacher resources. The partnership model is designed to address the

general problem of science teacher retention and renewal in medium-sized districts typical of many rural areas of the U.S.

### *Community Medical Sites*

Both of MSU's human medical schools (College of Human Medicine and College of Osteopathic Medicine) emphasize training in community-based medicine. Unlike most medical schools in the United States, they are not attached to or affiliated with a large research hospital. Instead they have developed cooperative agreements with hospitals in medium-sized cities throughout the state where students complete the third and fourth years of their M.D. training and where the schools conduct training for interns and residents at those hospitals. In each of those sites M.D. students get involved in practice of providing medical services outside the hospitals – in community centers, homeless shelters, senior citizens' housing, and the like. The College of Human Medicine has 6 community "campuses"; the College of Osteopathic Medicine has 22 "affiliated hospital training sites."

## 2. Educational Enhancement Programs (Tutoring, Summer Programs)

Summer programs for teachers, K-12 students, and nontraditional MSU students; tutoring for literacy assistance; pre-college programs for middle school students throughout the year and during summer workshops; cultural and cross-cultural programs—these are a few of the many types of educational enhancement programs MSU offers for all ages.

### *Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE)*

PROM/SE is a comprehensive research and development effort to improve mathematics and science teaching and learning in grades K-12, based on assessment of students and teachers, improvement of standards and frameworks, and capacity building with teachers and administrators. Funding is provided through the National Science Foundation (http://promse.msu.edu/default.asp). Partners include:

> SMART Consortium: 22 school districts in greater Cleveland, OH
> High AIMS Consortium: 12 school districts in greater Cincinnati, OH
> Ingham County Intermediate School District: 10 school districts in greater Lansing, MI
> Calhoun County, MI Intermediate School District: 11 school districts
> St. Clair County RESA: 7 school districts
> Michigan State University

### *Tutoring*

MSU's America Reads Community Service Program offers literacy assistance for pre-kindergarten through 5th grade educators by way of the federal government's America Reads

Program. This program complements and expands successful literacy efforts to help children increase skill and achievement levels, and offers additional help in reading with extended learning time. Over 300 MSU students serve as reading tutors in the Lansing and East Lansing schools.

### Pre-College Programs Scholarships

Through the Office of Admissions, the MSU Pre-College Programs Steering Committee annually awards 60 scholarships, $2,000 each, to middle school students who have participated in MSU pre-college programs. The scholarship is contingent on the recipient meeting MSU admission standards during the senior year. The scholarships are viewed as incentives to aspire to higher education via enhanced access to financial resources.

### Pre-College Programs

Michigan State University has a wide-range of pre-college programs designed to enhance educational opportunities for young students. Information on all of the offerings can be found on the Spartan Youth Programs Web site at http://spartanyouth.msu.edu/). Selected examples include the following.

*Office of Gifted and Talented Programs,* Honors College, promotes educational programs for students in grade school, middle school, and high school. Programs include: Kids College; MASCOT; Dimensions; Mathematics, Science and Technology (MST) at MSU; CHAMP (The Cooperative Highly Accelerated Mathematics Program); Dual Enrollment; High Achievers; Explore Africa at MSU; and the Michigan-Shiga Student Exchange Program.

The university conducts a number of programs designed to familiarize high school students with the advantages and expectations of college attendance. Among them are the university's *Upward Bound Program, Agriculture and Natural Resources Institute for Multicultural Students,* the *Broad Partnership* between the MSU College of Education and the Detroit Public Schools, and the *King-Chavez-Parks College Day Programs*. These four, as well as several others, are targeted at economically disadvantaged 6th through 12th grade students considering college, and their participation is paid for by MSU and other donors. These programs are designed to encourage students underrepresented in higher education to attend college and motivate them to succeed. All contain a summer on-campus component and some bring students to campus during the academic year. The university's departments offer more than 25 programs that encourage middle and high school students to explore topics of interest to them at an advanced level – from archeology to wireless integrated microsystems. Many are conducted in partnership with groups of schools and school districts.

*Michigan 4-H Youth Development* is the youth division of MSU Extension. 4-H involves adult volunteers in providing positive, experiential, university knowledge-based educational opportunities for and with youth age 5-19 to improve their lives and communities. Programming is delivered through 4-H clubs and in- and out-of-school, community-based networks. County-

based staff members, in concert with on-campus MSU faculty members, serve every Michigan county with programming focused on children, youth, and families; agriculture and natural resources; and community and economic development.

*Sensing Our World.* Through hands-on activities, students entering the 7th or 8th grade learn about the scientific principles behind many sensors used in everyday life at Sensing Our World Camp. In these week-long summer day camps, students make electric circuits, build their own detectors, and learn how gadgets work. Students have the opportunity to meet with scientists from MSU to learn about their research and visit labs on campus.

*The MSU Museum* offers its Summer Adventure Series as a lively way to keep kids' minds active as they learn about the natural and cultural world. The many different classes cover topics like art, world traditions, nature, science, public performance, and knitting. Several fun and educational morning and afternoon classes are offered for children ages 5-12, four days a week through July, with early drop-off and supervised lunchroom provided.

*Explore Africa* at MSU challenges the stereotypical representations of Africa and the negative images shown in the media. Students entering the 10th or 11th grade explore Africa's rich cultural, social, economic, and political diversity. The curriculum includes individualized computer-based learning, seminar discussions with African graduate students, and special attention to African art, music, dance, literature, and cinema.

*Student Design Conference for 7th-12th Graders.* MSU's Department of Mechanical Engineering invites teachers and groups of their students to attend the annual Student Design Conference. This conference comprises two overlapping conferences; one involves MSU students from the Department of Mechanical Engineering, and the second involves 7th-12th grade students from schools throughout Mid-Michigan. This conference gives students an opportunity to work with students from other schools on hands-on projects; to attend an informal question and answer presentation by Honor Society students in engineering; to attend professional sessions where senior-level engineering students deliver formal presentations to a corporate audience; and to interact with and learn from teams of MSU students who have built a diverse collection of machines for performing simple tasks.

*Clarion Writers' Workshop* is designed for students with a background in writing who wish to further their talents. Founded in 1968, this science fiction and fantasy workshop is the best known and most highly regarded science fiction writing workshop in the country. Over one-third of its graduates have published since leaving Clarion. The six weeks of intensive training is the literary equivalent of boot camp. Each week is taught by different writers, all highly acclaimed science fiction and fantasy authors.

*Summer School.* MSU's academic departments offer a wide variety of courses during the summer months. Offered outside the traditional academic year, and in off-campus locations around the state, these courses provide a way for working adults to pursue an undergraduate or graduate education. Over the period 1995-2004, MSU increased the number of sections of courses it offered during the summer by 71%. See the table below for details.

**Registrar's Office Data – Summer Credit Courses 1995-2004**

| Summer Semesters | Total Courses | Total Sections | Total Credit Hours |
|---|---|---|---|
| 1995 | 1,496 | 3,552 | 105,819 |
| 1996 | 1,528 | 3,737 | 106,427 |
| 1997 | 1,498 | 3,911 | 112,685 |
| 1998 | 1,523 | 4,139 | 118,230 |
| 1999 | 1,582 | 4,569 | 118,184 |
| 2000 | 1,591 | 4,626 | 118,848 |
| 2001 | 1,576 | 4,808 | 120,728 |
| 2002 | 1,653 | 4,994 | 127,540 |
| 2003 | 1,747 | 6,122 | 129,988 |
| 2004 | 1,709 | 6,073 | 124,770 |
| Percent change 1995-2004 | + 14% | + 71% | + 18% |

Also, over this period, the University increased the number of student enrollments in its summer courses by 20%. The table below outlines this trend.

**Data Table: Registrar's Office Data –**
**Trend Comparisons of Student Enrollments for Summer Semesters 1995-2004**

| | Summer Semester Enrollments | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
| Total University | 16,387 | 16,942 | 17,973 | 18,332 | 18,488 | 18,713 | 18,913 | 19,994 | 20,386 | 19,652 |
| ◆ Undergraduate | 9,967 | 10,495 | 11,270 | 11,586 | 11,905 | 12,067 | 12,392 | 13,096 | 13,292 | 13,012 |
| ◆ Graduate | 3,838 | 3,908 | 4,091 | 4,249 | 4,255 | 4,254 | 4,308 | 4,483 | 4,573 | 4,254 |
| ◆ Graduate Professional | 875 | 872 | 843 | 836 | 820 | 844 | 794 | 804 | 851 | 846 |
| ◆ Non-Degree | 1,707 | 1,667 | 1,769 | 1,661 | 1,508 | 1,548 | 1,419 | 1,611 | 1,670 | 1,540 |
| Percent change by year | | + 3.4% | + 6.1% | + 2.0% | + 0.9% | + 1.2% | + 1.1% | + 5.7% | + 2.0% | - 3.6% |
| Percent change 1995-2004 | | | | | | | | | | + 20% |

*Summer enrichment for teachers.* MSU has developed a number of summer educational programs targeted at teachers and other educators whose work schedules make the summer an appealing time for professional development. These include individual courses, hands-on-workshops, and degree and certificate programs offered by academic departments throughout the University. Additionally, each summer special institutes on campus and at the Kellogg Biological Station host hands-on workshops for educators. Current examples include: Archaeology for Educators, Bug College, Center for Language Education And Research (CLEAR) Summer Institutes, Publication Advisor Workshops, Red Cedar Writing Project Summer Institutes, Reflective Teachers and Leaders Institute, and Technology Training for K-12 Teachers.

*Alumni Lifelong Education.* The MSUAA Alumni Lifelong Education Evening College annually enrolls approximately 2,000 people. Focusing on personal enrichment, Evening College courses are primarily in the liberal arts but may include classes on communications; business management and computer technology; home and family living; health, physical education, and recreation; and career development. A sample of current offerings include Accounting for the Non-accountant; The Crusades, French Conversation, Grant-Seeking for Nonprofit Organizations, and Writing Your Will. The Evening College also offers overseas lifelong

education tours, online enrichment classes, on-site offerings of its classes at a local residential retirement community, and walking/fitness activities.

*Visiting International Professional Program.* The Visiting International Professional Program (VIPP), established within International Studies and Programs in 1991, has designed and conducted non-degree certificate programs for more than 3000 international professionals from more than 20 countries, particularly in Asia. Many participants are sent by sponsoring private and nonprofit organizations. Participants have included leaders of universities, development agencies, corporations, and government agencies. VIPP organizes classes and other sessions with program participants on culture and on developing practical language skills. It also assists the visiting professionals to enroll in relevant academic, professional, and cultural courses and community programs so they can engage with organizations and residents in the area. Some of these activities occur on the campus, through collaboration with degree-granting units of MSU such as the Urban and Regional Planning Program, the Executive MBA and Weekend MBA programs, and the School of Labor and Industrial Relations, as well as various non-degree centers, institutes, and programs, such as Asian Studies Center, African Studies Center, Center for Advanced Study of International Development (CASID), and the Community Volunteers for International Programs (CVIP). Other VIPP activities, such as internships/job shadowing, public presentations, and cultural activities, occur in the community. Community entities that have collaborated with VIPP by providing internships and special lecture opportunities include the Michigan Economic Development Corporation, Lansing Chamber of Commerce, State of Michigan Department of Environmental Quality, City of East Lansing, City of Lansing, Lansing State Journal, Inc., and ABC53, Inc.

*English Language Center.* The MSU English Language Center is involved in a number of projects with organizations outside of Michigan State University. The Intensive English Program (IEP) of the ELC has established a formal sister-school relationship with an elementary school in a local school district. Each semester, IEP classes are paired with a class in the elementary school. Some classes meet together just once; others have extended contact throughout the term. This is decided between the IEP class and elementary school class teacher. ELC international students provide a window into other cultures by introducing the language, food, games, songs, dance, and art of their native countries. In turn, the American elementary school students provide access to an important aspect of American society—children, the education system, and a glimpse into family life—which cannot easily be entered into by international students housed at the university.

*Department of French, Classics, and Italian.* In 2004, the MSU Department of French, Classics, and Italian initiated a Community Language School, in which a lead faculty supervised graduate students who taught after-hour French courses to area elementary students.

## 3. Extension Programs and Courses

We described some of these programs under "Learning Centers in Community" above and elsewhere. Here we give the data collected with MSU Extension's non-credit instructional programs.

MSU Extension collects data on the work of its off-campus staff through its Extension Information System (EIS). Reports in this system cover a variety of different kinds of activities, many designed to enable MSUE to respond to federal government reporting requirements. Much of this data is collected in the form of narrative reports of individual MSUE staff members' activities over reporting periods. Examples of some Extension work could be drawn from this source, but considerable narrative analysis would be required in order to quantify it in its totality. One of the few areas for which quantitative data is collected in EIS addresses non-credit instruction. EIS was designed to incorporate some of the questions used to collect similar data from faculty through the CLIFMS system (see below). In the training provided to MSUE off-campus staff, efforts are made to stress that only face-to-face non-credit instruction should be reported in EIS. Total non-credit instruction by MSUE for the calendar year 2004 is contained in the table below.

**2004 EIS Data – Non-Credit Instruction – MSUE**

|  | Sessions | Instructional Hours | Attendees/Participants |
|---|---|---|---|
| MSUE | 26,152 | 50,865 | 268,778 |

## 4. Non-credit Courses

Data about non-credit instruction at MSU resides in multiple information systems, each serving different purposes. The data given in this section may partially duplicate the Non-Instruction Extension data above (which is tallied by course, whereas these data are tallied by faculty).

The OEMI asks respondents to indicate the form of their outreach from a given list of options identified by a faculty committee. Included is "Outreach Instruction: Non-Credit Classes and Programs," which is described as:

> Classes and instructional programs, marketed specifically to those who are neither degree seekers nor campus staff, that are designed to meet planned learning outcomes, but for which academic credit hours are not offered. In lieu of academic credit, these programs sometimes provide certificates of completion or continuing education units, or meet requirements of occupational licensure. Examples include: a short-course for engineers on the use of new composite materials, a summer writing camp for high school children, a personal enrichment program in gardening, leisure learning tours of Europe, etc. Programs designed for and targeted at MSU faculty and staff (such as professional development programs) or MSU degree-seeking students (such as career preparation or study skills classes) are not included.

Data collected from faculty for calendar year 2004 provide some idea of the amount of non-credit instruction being conducted. Inputs in the form of faculty time are aggregated into full-time equivalents (FTE), and also salary value. Estimates of numbers of attendees of the non-

credit instruction are included, as well as revenues generated for the University and the partners, and estimates of in-kind contributions. The table below shows university-wide data.

**2004 OEMI Data – Non-Credit Classes and Programs – MSU**

|  | Faculty FTE | Salary Value | Attendees/ Participants | University Revenue | Partner Revenue | In-kind Contribution |
|---|---|---|---|---|---|---|
| MSU | 75.78 | $4,977,812 | 395,167 | $34,177,412 | $15,829,118 | $7,103,687 |

The following table includes data from two select departments—the School of Labor and Industrial Relations (SLIR) and the School of Criminal Justice (SCJ)—and two colleges—the College of Human Medicine (CHM) and the College of Osteopathic Medicine (COM).

**2004 OEMI Data - Non-Credit Classes and Programs – Select Departments/Colleges**

|  | Faculty FTE | Salary Value | Attendees/ Participants | University Revenue | Partner Revenue | In-kind Contribution |
|---|---|---|---|---|---|---|
| SLIR | 2.30 | $184,446 | 2,220 | $465,000 | $0 | $4,000 |
| SCJ | 3.79 | $233,392 | 104,944 | $6,312,000 | $9,160,000 | $112,135 |
| CHM | 1.36 | $198,111 | 9,681 | $1,500 | $505,000 | $21,757 |
| COM | .43 | $57,422 | 1,280 | $2,350,000 | $920,000 | $17,200 |

In addition to Non-Credit Classes and Programs, the OEMI also collects data on "Public Events and Information." This form of outreach is described as:

> Resources designed for the public include managed learning environments (e.g., museums, libraries, gardens, galleries, exhibits); expositions, demonstrations, fairs, and performances; and educational materials and products (e.g., pamphlets, Web sites, educational broadcasting, and software). Most of these experiences are short-term and learner-directed.

This form clearly includes other kinds of events aimed at attendee learning. The table below shows university-wide data.

**2004 OEMI Data – Public Events and Information – MSU**

|  | Faculty FTE | Salary Value | Attendees/ Participants | University Revenue | Partner Revenue | In-kind Contribution |
|---|---|---|---|---|---|---|
| MSU | 33.19 | $2,331,157 | 343,346 | $8,563,580 | $6,832,337 | $3,536,141 |

Although this form was meant to include events not designed as formal courses, an early analysis of OEMI data suggests some variability in whether faculty chose to classify their non-credit instructional work as "Non-Credit Classes and Programs" or as "Public Events and Information." In other words, different faculty doing the same non-credit instructional work may be reporting it

under either form. Unfortunately, because this form also includes the production of materials (e.g., brochures, Web sites, etc.), it is not possible to clearly parse between public events and public information. As such we cannot simply add the data on Public Events and Information to the data on Non-Credit Classes and Programs to aggregate a figure that accurately represents all non-credit instruction at MSU.

Another source of data on non-credit instruction is the Course Load, Instruction, Funding and Modeling System (CLIFMS). Put into production in the mid-1990s, CLIFMS is a university-wide system designed primarily to collect data on faculty effort and professional accomplishments, and the assignment of individual faculty members to teach particular course sections. CLIFMS contains one form for reporting "Instructional Outreach," defined in a corresponding online help screen and in user training materials as non-credit instructional outreach events (data on credit-based instructional outreach is contained in the University's central academic information system). Such events include: non-credit courses, conferences, seminars/workshops, and other non-credit instruction. These types of events vary from one another in terms of duration, instructional strategy, and formalization of learner/attendee registration. These data are collected at the event-level unit of analysis. It should be noted that when the system was first put into place, the Office of UOE sent repeated reminders to deans to report this information. Now that the system has been in place for several years, we believe the amount reported has dropped off, perhaps because of the launching in 2004-05 of the OEMI. The table below shows university-wide data.

**2004 CLIFMS Data – Instructional Outreach – MSU**

|  | Colleges & MAU's Reporting | Total Events | Contact Hours | Total Attendance | Attendee Hours |
|---|---|---|---|---|---|
| MSU | 10 | 412 | 16,957 | 22,763 | 12,671,083 |

The following table includes data from two colleges: the College of Human Medicine (CHM) and the College of Osteopathic Medicine (COM).

**2004 CLIFMS Data – Instructional Outreach – Select Colleges**

|  | Departments Reporting | Total Events | Contact Hours | Total Attendance | Attendee Hours |
|---|---|---|---|---|---|
| CHM | 1 | 27 | 62 | 1,907 | 4,732 |
| COM | 2 | 28 | 794 | 900 | 26,432 |

Other systems at MSU collect similar data about non-credit instruction. MSU's medical and nursing colleges and registrar's office each maintain separate records of continuing education units awarded to professionals who complete what are typically non-credit classes.

Complicating this scenario is the fact that data included in the OEMI and CLIFMS may reflect duplicative accounts of the same non-credit instruction, and that an additional account of the work, if it results in the issuance of continuing education units, may also exist in one of the systems that record completion of such units.

## *C. Dissemination of Information*

### 1. Publications – Bulletins, Newsletters, Brochures

An analysis of 2004 OEMI data explored, among other things, indicators that respondents' outreach and engagement work involved disseminating knowledge to the public and production of scholarly works. Of the 656 responses, 419 (64%) of those respondents who completed the narrative section indicate having engaged in some form of public dissemination. This dissemination could have taken the form of publications, bulletins, newsletters, Web sites, etc.

As reported above, the University also maintains two Web sites that serve as catalogs of scholarly outreach and engagement work for the public. The MSU Statewide Resource Network (msustatewide.msu.edu) is a catalog of abstracts of engagement opportunities and offerings to working professionals. Similarly, Spartan Youth Programs (spartanyouth.msu.edu) catalogs programs and resources for children from pre-K through 12th grade. These sites serve as portals to information about programs the public may attend, and also other forms of dissemination of MSU expertise to the public. Of the 1,763 records stored in the SRN's database, 280, or 16%, are categorized as "Publications, Software, and Databases"; 20 of the 234 records in the SYP database fall under the heading "Software, Reading Materials, and Websites."

Finally, MSUE off-campus staff report information dissemination contacts with the public through EIS. These contacts take place through a variety of media and take different forms. The table below outlines the contacts that took place during 2004.

**2004 EIS Data – Other Indirect Outreach– MSUE**

|  | *Phone Contact/ Referrals* | *Newsletters/ Mailings* | *Public Events* | *Mass Media (TV, Radio, Newspaper)* | *E-mail* | *World Wide Web* | *Farm Visits* | *Other* |
|---|---|---|---|---|---|---|---|---|
| MSUE | 35,649 | 828,658 | 133,013 | 9,641,741 | 9,681 | 204,511 | 2,935 | 580,177 |

### 2. Workshops, Speakers, Seminars and Events

We reported this above under "Non-Credit Courses" as well as "Extension Programs and Courses."

## *D. Shared Resources*

### 1. Co-curricular Volunteers

Above, under "Educational Programs," we reported whole programs run by the University such as Gifted and Talented Programs. Here we are reporting student volunteerism not reported under

"curricular engagement" or "educational programs." We only have data that are available through the CSLCE, not all student volunteerism. The CSLCE collaborates with community constituents in order to "supply" the nonprofits with students in a mutually beneficial manner. Most often, the requests are generated by the community constituent, and resources, such as supervision, are shared. Of the 10,039 applications received in 2004-2005, roughly a third (3,329) were for academic service-learning and two-thirds (6,710) were for curricular and co-curricular service and engagement.

In another vein, faculty and staff members frequently serve as volunteers on community boards, sometimes in connection with their areas of expertise and sometimes as part of their civic involvement. In addition, the university-community collaboration can sometimes be utilized to leverage grant and program opportunities for both partners. Because we define outreach and engagement as a scholarly activity, we have not collected data on faculty volunteerism.

## 2. Cultural, Athletic, and Library Services (Missions, Attendance/Use Data)

From the 1800 records in the Statewide Resource Network, 80, or 5%, are categorized as "arts and events: collections, exhibits, tours, and demonstrations."

*The Making of Modern Michigan.* A statewide digitization project headquartered at the MSU Libraries, MMM is available for searching at http://mmm.lib.msu.edu/search. Local history materials from 44 libraries are currently available on the site with additional collections soon to be available. The MMM collections include extensive photograph and postcard collections, personal papers such as diaries and scrapbooks, oral history interviews, sound and video files, and documentation on local organizations. The subjects covered are even more diverse: the Dutch and Polish immigrant communities, the mining and lumbering industries, rural and small-town life, and much more. The Making of Modern Michigan project is administered by the MSU Libraries in partnership with the Michigan Library Consortium, Library of Michigan, Wayne State University, Western Michigan University, University of Detroit-Mercy, Traverse Area District Library, and Superiorland Library Cooperative. MMM is funded by a grant from the Institute of Museum and Library Services.

## 3. Program Evaluation for Nonprofits

We have also included this indicator under "Collaboration" below, but we will answer it here since we recognize that not all program evaluation is necessarily collaborative. We do not have overall data for this. However, from the OEMI, of the 387 responses indicating "outreach research" as the primary form of their outreach and engagement work, an analysis of the qualitative responses indicated that 26 described their work as "program evaluation." Another 46 would fall under technology evaluation, organization evaluation, or policy analysis—a total, then, of 72, or 19% of the research responses. Below are several examples of program evaluation for and with nonprofit organizations, funded by state or federal agencies.

*21st Century Community Learning Centers Statewide Evaluation.* This project involves a six-year comprehensive evaluation of statewide program implementation and effectiveness for 21st Century Community Learning Centers after-school programs in 200 sites across Michigan. In addition to identifying characteristics important for continuous program improvement and academic and socio-emotional outcomes, the evaluation team is developing white papers on links in academic programming between school-day and after-school programs, increasing parent involvement, the roles of community-based organizations in after-school programming, and other key issues. The team has also developed a state-of-the-art data collection system.

*Evaluation of Early Head Start.* MSU's Applied Developmental Science Program, the departments of Psychology and Family and Child Ecology, and the College of Nursing have been working in partnership with EightCAP's Early Head Start to provide outcome-based evaluation feedback concerning a home-based early childhood development program. Sponsorship is provided by University-Community Partnerships in the Office of University Outreach and Engagement. Separate grants provided a needs assessment of center-based Early Head Start programs in each of the four counties served by EightCAP (Isabella, Montcalm, Ionia, Gratiot).

*Pathways Project: Early Head Start Research.* The Pathways study is a randomized clinical trial supported by the Administration on Children, Youth, and Families, Department of Health and Human Services. It is a partnership project between MSU and the Community Action Agency of Jackson County, Michigan. This research is evaluating the effectiveness of Early Head Start programming, through which the target objective is to enhance the quality of mother-child relationships and interactions and to provide integrated maternal support services to improve the health and development of low-income women and their infants. University Outreach and Engagement helped assemble a group of researchers from Nursing, Psychology, Family and Child Ecology, and Food Science and Human Nutrition to team with the Jackson Community Action Agency to evaluate the impact of Early Head Start in Jackson, Lenawee, and Hillsdale counties. One of 17 chosen to participate in the Early Head Start Research and Evaluation (EHSRE) project, the Pathways partnership has played a major role over the past six years in the evaluation design, including the longitudinal follow-up that is tracking EHS children as they make the transition from preschool to kindergarten. Members of the evaluation team are actively involved in the Early Head Start Research and Evaluation (EHSRE) Study consortium, and are included in the national research consortium's Fathers Work Group, Risk and Resilience Work Group, Parenting Processes Work Group, and the Methodology Work Group.

*MSU and Early Head Start Post-First Grade Follow-Up Study.* This Quality Improvement Study is a collaborative effort between MSU and Jackson, Michigan's Community Action Agency to monitor quality programming and continuous improvement of practice for the CAA's Early Head Start program. University Outreach and Engagement helped assemble a group of researchers from Nursing, Psychology, Family and Child Ecology, and Food Science and Human Nutrition to team with the Jackson Community Action Agency to engage in continuous quality improvement efforts of Early Head Start in Jackson, Lenawee, and Hillsdale counties. Additionally, the team is working in concert with other sites included in the Early Head Start Research and Evaluation (EHSRE) study to attain funding for a 4th grade follow-up of the original participants in the EHSRE.

## 4. Faculty Consultation (and Expert Assistance)

An analysis of the analytic and descriptive sections of the OEMI revealed that 387 of the 656 indicated outreach research as a form of their outreach and engagement activity. Of these, 190, or 49%, described their work as a form of consulting, technical assistance, technology transfer, facilitation, or capacity building.

The Statewide Resource Network Web site lists 323, or 18%, of the 1763 activities as "applied research: consulting, programs, and centers."

## *E. Assessment and Evaluation of Programs, Dissemination, and Resource Use with Analysis for Understanding and Improvement* ®

Of the 656 respondents who completed the descriptive and analytic section of the OEMI, 214, or 33%, indicated that their programs had formal evaluations. Of these, 376 fall within the categories discussed in this section; 135, or 36%, had formal evaluations.

## Accreditation of the University

Accreditation of MSU programs is conducted periodically by each of the following agencies:

    Accreditation Board for Engineering & Technology, Inc. (ABET)
    Accrediting Council on Education in Journalism & Mass Communication (AJEC)
    American Academy for Liberal Education
    American Assembly of Collegiate Schools of Business (AACSB)
    American Association of Museums (AAM)
    American Chemical Society (ACS)
    American College of Veterinary Surgeons (ACVS)
    American Council for Construction Education (ACCE)
    American Osteopathic Association (AOA)
    American Association of Veterinary Laboratory Diagnosticians (AAVLD)
    American Planning Association (APA)
    American Psychological Association (APA)
    American Society of Landscape Architects (ASLA)
    American Speech-Language Hearing Association (ASHA)
    Commission on Accreditation for Dietetics Education (CADE)
    Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
    Commission on Collegiate Nursing Education (CCNE)
    Committee on Allied Health and Accreditation (AMA)
    Council on Rehabilitation Education (CORE)
    Council on Social Work Education (CSWE)

Foundation for Interior Design Education and Research (FIDER)
International Association of Counseling Services (ACS)
Joint Commission on Accreditation of Healthcare Organizations (JCAHO)
Liaison Committee on Medical Education (AMA/AAMC)
Michigan State Periodic Review
National Academy of Early Childhood Programs (NAECP)
National Accrediting Agency for Clinical Laboratory Science (NAACLS)
National Association of Schools of Music (NASM)
National Association of Schools of Public Affairs and Administration (NASPA)
National Recreation and Park Association/American Association for Leisure and Recreation (NRPA/AALR)
North Central Association of Colleges and Schools (NCA) (Higher Learning Commission)
Society of American Foresters (SAF)

In addition to periodic evaluations for the accrediting bodies, here we report examples that address each of the four points below for continuing education, public information, and shared resources.

## 1. Periodic Evaluations
## 2. Collaborative Research
## 3. Ongoing Feedback Mechanisms
## 4. Changes/Improvements Related to Assessment Data

*MSU Museum.* In September 2002 the MSU Museum received its most recent accreditation award, which addresses both museum quality and accountability. The American Association of Museums accreditation indicates that the MSU Museum is operating according to current professional standards and practices and is committed to continuing improvement and change in service to the public.

*MSU Extension.* The foundation of Michigan State University Extension planning process comes from constituent and stakeholder input that moves from local communities to regional and state teams and back to local communities as MSUE identifies and responds to critical issues, needs, and opportunities. The plan is based on stakeholder input from thousands of participants, parents, and volunteers, hundreds of collaborators and partners, over 500 advisory groups, 1, 000 community organizations, funders, and citizens. Input from the macro level include findings from the State of State Survey conducted by the Institute for Public Policy and Social Research at Michigan State University, research (often times from Michigan Agricultural Research Station), and state statistical trend data. At the local level, volunteers are used to conduct focus groups and survey constituents on local needs and priorities. In addition, information is collected from participants in Extension programs on satisfaction, needs met, knowledge gained, skills acquired, and (in some cases) behaviors and practices changed. Information from this process is used at a variety of levels that includes local and state Extension councils, community partners, county commissioners, County Extension Director and staff, Area of Expertise Teams, campus faculty, and the Administrative Team to set priorities, goals, and objectives for the plan of work.

Cycles for data collection, planning, and evaluation process vary based on level. Typically statewide goals, priorities, plans, and evaluation are three to five years in duration with minor changes annually, while local goals are assessed and evaluated annually that could potentially change drastically within that time frame.

*College of Nursing.* MSU College of Nursing (CON) Professional Partnerships (PP) Unit is effective in fulfilling its mission, beliefs, goals, and functions and in providing high quality continuing education for nurses. There are clearly defined methods for evaluating the overall effectiveness of all educational activities and of the activities of the unit. The PP Unit holds regular meetings to determine goals, strategies, and priorities for the unit. The unit also holds an evaluation discussion of each program that is being conducted. The evaluation process is both formative and summative. Changes or adaptations are made during the planning process; if needed, future programs are planned and changed in response to the evaluations from previously held programs. The PP Unit is committed to an ongoing quality improvement process. For each educational activity implemented by the PP Unit, a planning committee meeting is held after an educational activity has been held or started for the purpose of reviewing the program evaluations, evaluating the event itself, and determining any changes that need to be implemented. Presenters are provided a summary of their evaluations and asked to provide feedback on the activity. When indicated, a discussion of the individual evaluations for a presentation is conducted with the presenter for purposes of coaching and feedback. All participants in an educational activity are required to complete a written evaluation. For activities that take place over time, both formative and summative evaluations are completed. Verbal feedback from participants is also encouraged. The PP Unit has begun to collect anecdotal data from participants on the value of an educational activity to their clinical practice and how participants plan to incorporate learning from an activity into their daily practice. The PP Unit uses evaluation data to confirm, expand, and change both unit operations and educational activities. Two examples are described below.

*The PP Unit* has co-sponsored an annual conference on Case Management that has been well attended and highly evaluated by participants. In response to the request by participants for more extensive formal education in Case Management, the PP Unit sought grant funding to develop a certificate program. This 3-course online program began in the 2003 Fall Semester.

*The PP Unit* implemented a CE series on breast cancer screening targeted to nurse practitioners as part of a grant from the State of Michigan Cancer Consortium. The program was well received and evaluations indicated a need for more training in this area. As a result, the Director of PP is a co-Investigator of a grant proposal that is focused on breast cancer screening.

*Libraries Statewide Leadership.* The Libraries' leadership is highly valued by the Library of Michigan (LoM) and other libraries in the state, as demonstrated by two high-visibility recent examples. All bring greatly enhanced access to materials to the MSU community with major benefit of the state of Michigan and to all residents of the state.

- *MeLCat statewide resource sharing system.* With funding from two grants MSU initiated and led a demonstration project (InMICH) with 26 library participants to develop a prototype for a statewide resource sharing system. In 2004 the prototype was selected to form the basis of

the MeLCat statewide system. MeLCat became operational in early 2005, now has 48 members, and will grow to 500 libraries within 5 years. All library participants in the InMICH project solicited comments from users of the service. Another important evaluation component was ease of use by the staff, and both MSU and the system vendor sought input on performance and functionality. The first grant was clearly evaluated and found to be successful as the basis for receipt of the second grant. InMICH users provided uniformly positive input on the new service; usage climbed steadily. Libraries identified some gaps in functionality that affected libraries with certain automated systems. The state was able to negotiate improvements in functionality as part of the bid process based on issues identified in the prototype, and the statewide system was implemented with improved functionality.

- *Making of Modern Michigan (MMM) statewide digitization project.* In addition to creation of digital content, a major focus of this grant-funded project is training for other libraries in digitization, metadata creation, and copyright. Training sessions include evaluation by the participants. The grant also requires assessment with teacher groups, which was done in cooperation with MACUL (Michigan Association for Computer Users in Learning). In addition, MSU provides quality control and evaluation of the work that other libraries contribute. Digitization training was very successful. Training in metadata creation and copyright was found to be inadequate, so face-to-face training sessions were expanded in the areas of metadata creation and copyright. Adjustments were made to the ingest software to make metadata creation more user-friendly and to reduce documentation needed. A video on copyright was created in-house and is now being promoted by OCLC, an international bibliographic organization.

- *Visiting International Professional Program (VIPP).* Academic performance of participants is one type of assessment of VIPP. Indicators of academic performance include grades in academic classes, speed of progress in language skill development through cultural classes and classes in the English Language Center, and ability to communicate with others such as making public presentations and actively engaging in seminar-style cultural classes and speaker series. Participants also provide assessment of the programs by completing a survey about program activities and by participating in an exit interview. VIPP staff meet regularly to discuss programs and also meet with community organizations with which the international professionals interact. VIPP staff members have evaluated participation with a concern for diversity, including national origin, gender, and sponsoring agency. The academic performance of many participants in VIPP exceeds that of the typical student. Their previous educational and work experience is a likely factor, as is their strong motivation, especially when their sponsoring agencies require a certain number of academic credits and a certain grade level. Not surprisingly, English language skill level is an indicator of success in academic classes; professional participants and students with weaker language skills have more trouble performing well in classes. Various units on campus that work with VIPP participants have indicated that they appreciate the added diversity and international experience that these participants bring to the classroom. The job-shadowing and internship experiences generally have been rated positively by the international participants and the institutions where they are placed.

## *F. Scholarship Connected to Continuing Education, Public Information, and Shared Resources* ®

**1. Research and Descriptions of Programs**
**2. Research and Descriptions of Shared Resource Use**
**3. Collaborative Publications/Presentations**
**4. Incentives/Rewards for Related Scholarship**

*Relationship between outreach and engagement work and scholarly activity.* Of the 656 respondents of the OEMI who completed the descriptive and analytic section, 265, or 40%, gave evidence of a relationship between their scholarship and their outreach/engagement work. Of these, 132 or 35% of the 376 that fall within the categories discussed here showed that relationship.

*Scholarly products.* Of the 656 respondents who completed the descriptive and analytic section of the OEMI, 258, or 39%, indicated that their outreach and engagement activity produced scholarly work or intellectual property. Of these, 129, or 34%, of the total 376 that fall within these categories gave evidence of scholarly work or intellectual property.

Other than these figures, the only specific examples of scholarly activity that we have sought out are the several examples related to evaluations above. Scholarly products would include curriculum development, Web sites, demonstration projects, and the like. All of the public information and shared resources described above produce numerous scholarly artifacts. However, examples of scholarship *about* continuing education, public information, or shared resources has not been collected.

# III. Collaborations

Collaborative interactions with community for the mutually beneficial exchange, exploration, and application of knowledge, expertise, information, and resources. The collaborations include formal and informal partnerships, are supported by the institution, and are conducted as scholarly endeavors.

*Note:* MSU collects rich quantitative and qualitative data through its Outreach and Engagement Measurement Instrument. We have created coding systems for the qualitative sections of the survey and have been able to cross-tabulate that with some of the quantitative sections. For this section on Collaboration, we are providing an initial report on the collaborative work of the faculty who reported through this survey. However, we report this at the end, under "Assessment." Throughout the section we rely on individual reports to create an anecdotal impression.

## A. Institutional Support ®

### 1. Infrastructure

In addition to all the institutional support reported in the sections above, the University has offices that provide support for resource development, technology transfer, copyright and patents, and contracts and grants administration.

*The University Corporate Research Park*, owned and operated by the Michigan State University Foundation, benefits MSU and its tenants through the advancement of research, technology, development of new knowledge, and commercialization of intellectual property. Research Park tenants qualify for occupancy based on the contribution they make to advancing this mission.

The *Office of Intellectual Property* (OIP) and the *Copyright Licensing Office* facilitate the commercial development and public use of technologies and copyrightable materials developed by MSU faculty and staff. If the technology is patentable, OIP works with inventors to obtain patents and then to license the invention to third parties in return for royalties. MSU licensees include large and small companies worldwide and a growing number of entrepreneurial ventures in and around Lansing, Michigan. If the material is copyrightable, Copyright Licensing staff assist with licensing the product to third parties or with distributing it through university channels. OIP staff assist faculty with applications for external funding, review intellectual property language in pending grants and contracts, and assist faculty contemplating start-up companies.

Earlier we reported on the 209 centers, institutes, and research facilities that have outreach and engagement as a focus. A follow-up study of these also determined that at least 22, and probably more, have exemplar programs illustrating the collaborative nature of their work. Interestingly, these 22 fall across all of the colleges and major units of the university.

### 2. Professional Positions and Staff

One indicator of faculty involvement in collaborations is their "sustained relationships" with partners: from the OEMI analysis we learn that 342 or 60% of the 656 have partnerships that are more than 2 years in endurance. Another indicator is joint planning: 39% of the 656. A third indicator is involvement in community/partner capacity building: 30%. A fuller assessment can be found in the report below.

Here we give number of staff members in two of the support offices for intellectual property and contracts and grants: the Office of Intellectual Property has nine staff members; Contracts and Grants Administration has 31 staff.

# 3. Resources/Budget

The 209 respondents who indicated a relationship between their collaborative engagement work and ongoing research represent an investment of 41 FTEs and a salary investment of $3,590,883 by the institution. Of these 209 respondents, 172 indicated external partners. These respondents represent an FTE investment of 36.6 and a salary investment of $3,193,062. The total investment by the institution in outreach and engagement activities during this period was 249.51 FTEs or $19,823,471.

The 187 respondents whose qualitative responses indicated highly engaged relationships with individuals or entities outside the university represented an investment by the institution of 58.5 FTEs or $3,962,592 in promoting these highly complex collaborative activities.

# 4. Faculty/Student Development Programs

*Outreach in Fisheries and Wildlife.* An example of a graduate course particularly designed to develop students for outreach collaboration is Outreach in Fisheries, Wildlife and Natural Resources Management (FW 884). Course Description: Theory, research, practice and current issues in using outreach in fisheries, wildlife and natural resources management. Course Topics: specific emphasis on development of environmental stewardship practices in various audiences, including citizens, non-traditional outreach clientele, and youth. A review of the fields of environmental stewardship education in formal and nonformal settings, resource-related outreach research and evaluation, "Information and Education" in resource agencies, and Extension education in resource management. *Note:* This could just as easily have been reported as a "Capstone Course" above.

*Applied Developmental Science.* The Interdepartmental Graduate Specializations in Applied Developmental Science were approved for implementation Fall Semester 1997. The ADS graduate programs were designed as a model for university outreach research and instruction that focuses on linking faculty and staff to outreach opportunities in the community. Partnerships address community-defined concerns with the goal of solving problems, generating new knowledge, and enhancing the capacity of community partners to be increasingly self-sufficient through research and instruction. The ADS initiative was established to achieve three broad objectives: (1) to facilitate establishment of university-community partnerships and interdisciplinary affiliations; (2) to emphasize the integration of theory, research, policy, and practice; and (3) to address issues of concern to the community that simultaneously enhance university research and instructional programs.

Twenty-seven degree-granting units supported establishment of the ADS approach, and the ADS graduate specializations are cross-listed on degree program descriptions for all units. Originally structured as a course-based specialization, the ADS graduate specialization currently is being revised to a competency-based curriculum, which will be submitted to academic governance by November 2005. There are five key core components of the ADS graduate specialization, and, therefore, five key competency areas: Developmental Systems Theory and Developmental Methodologies; Diversity and Context; Strengths Based Approaches to Program Evaluation;

Community Development; and Models of University-Community Partnerships. All graduate student guidance committees must be interdisciplinary, and all students must complete a written comprehensive examination. Great flexibility in how students achieve competency is part of the revised curriculum. However, all students must attend the ADS Seminar and all students must be engaged in community-based research activities. Students were first enrolled in the program in Spring 1998. Positions currently occupied by ADS doctoral graduates include:

> Evaluation Scientist, Child Trends Inc., Washington DC
> Vice President for Eastern United States, Hugh O'Brien Foundation
> Systems Analyst, State of Ohio Department of Education
> Evaluation Scientist, SRI International, California
> Evaluation Scientist, Michigan State University Outreach and Engagement
> Assistant Professor, New Mexico State University
> Assistant Professor, University of North Texas
> Chairperson, Department of Health and Human Services Career Development, Lansing
>       Community College, MI

*Infancy and Early Childhood Development.* The Interdepartmental Graduate Specializations in Infancy and Early Childhood Development (formerly Infant Studies) programs were approved in 1991 by the Michigan State University academic governance system. Twelve departments or schools participated in developing the curriculum: Anthropology; Audiology and Speech Sciences; Counseling, Educational Psychology and Special Education; Family and Child Ecology; Food Science and Human Nutrition; Kinesiology; Nursing; Pediatrics and Human Development; Psychiatry; Psychology; Sociology; and Social Work. Originally conceived of as an 18 unit course-based curriculum, the program was converted to a 12-hour competency-based curriculum for the 2005-2006 academic year, and administrative oversight was transferred from the Department of Psychology to the School of Social Work. Fourteen community agencies serve as partners for student placements and collaborative research and clinical training. Students must master specific objectives in each of the following domains: Theoretical Foundations, Practice Foundations, Foundations of Policy and Advocacy, and Foundations of Research and Evaluation. All graduate student guidance committees must be interdisciplinary, and community placements are required. To date, graduates of the program have found employment as:

> Social Worker, Lansing Public Schools, MI
> Social Worker, Jackson Community Action Agency, Jackson, MI
> Associate Professor, School of Social Work, University of Buffalo, NY
> Professor, College of Nursing, Michigan State University, MI
> Private Practice Clinical Psychologist, Turin, Italy
> Deputy Director, National Center for Infants, Toddlers & Families: Zero to Three,
>       Washington, DC
> School Psychologist, Waverly School District, Waverly, MI
> School Psychologist, Troy School District, Troy, MI
> Research Psychologist, Child Development Labs, University of Pittsburgh, PA
> Research Scientist, Child Trends Inc., Washington, DC
> Research Scientist, SRI Inc., San Francisco, CA

Research Scientist, University of Arkansas Medical School, AR
Professor, University of the Andes, Venezuela

## B. Community Capacity Building Through Collaboration with University

## 1. Memorandums of Agreement

One standard memorandum of agreement, the UOE Partnership/Project Proposal or Memorandum of Understanding, contains the following elements that structurally build capacity within university/community collaborations:

Project purpose or partnership mission statement
Project team or partnership members/management
Proposed project/partnership period
Proposed project/partnership outcomes/work plan
Proposed project/partnership budget

Two examples of the type of work jointly conducted using such memorandums follow.

*The "Zoom" Project.* The partnership resulted in a conversion of the entire Catholic Social Services of Lansing/St. Vincent Home (CSS/SVH) organization to one with an asset-based, outcome focus. The effort involved a collaborative relationship with MSU University-Community Partnerships to develop two key components:

- The organizational capacity to shift to an asset/outcome model of operation and
- The capacity to continuously measure progress toward the mission of CSS/SVH, both by individual program and across all programs, using a common set of standards.

The effort eventually involved almost all CSS/SVH staff, over two hundred people. It was challenging conceptually because it required having staff from all programs become knowledgeable about the asset approach, logic modeling, and evaluation design. The evaluation was not conducted by the MSU staff and handed to CSS/SVH in a package, but rather it focused on increasing the capacity of all programs to have their own asset and evaluation design specialists. The specialists learned how to conduct program evaluation through practice and training by University-Community Partnerships and the support of their lead ZOOM Team members.

*Common Ground Sanctuary.* The principal aim of this partnership is to institutionalize the use of best practices to achieve organizational excellence. At a program level, there is an interest in using best practices as a quality improvement tool for onsite psychiatric assessment for children and adults, and for telephone crisis counseling and referral. At an agency level, there is an interest in understanding the capacities, competencies, and actions needed to assure the utilization of best practices across the agency. This partnership brought together researchers from

the Department of Psychology, facilitators from University Outreach and Engagement, and management and line staff from Common Ground Sanctuary.

Other forms of agreement are those processed and tracked by the Office of Intellectual Property: Confidential Disclosure Agreements, Material Transfer Agreements, and other documents relating to collaborative arrangements with non-MSU entities.


## 2. Centers for New Business, Job Creation, etc.

Prime business-university partnership examples follow. They range from international projects with other universities to student projects for local businesses.

*Business Start Up.* The Office of Intellectual Property supports economic development goals of the State of Michigan by providing information and assistance to small businesses pursuing start-up opportunities in the Greater Lansing Area. If the business is being contemplated by a member of the MSU faculty or staff, OIP manages conflict of interest as well as licenses based on MSU's platform technologies. Staff also help existing ventures and ventures not associated with an MSU faculty or staff person by putting them in touch with Michigan resources and programs.

*MSU Assists in Enhancing Rwandan Agriculture.* MSU is the lead partner in a project to help rebuild and link agricultural institutions and rural communities of Rwanda. The project has given faculty of Rwandan universities access to new educational opportunities and has already helped to revive the country's foundering coffee industry. Called PEARL – Partnership for Enhancing Agriculture in Rwanda through Linkages – the project began in 2000 and is funded by the US Agency for International Development (USAID). Other partners are Texas A&M University, the Universite Nationale du Rwanda, and the Institut des Sciences Agronomiques du Rwanda. In 2001, PEARL partners began working with the coffee growers' cooperative of Maraba, the poorest district of Rwanda, to develop a high-quality specialty coffee that would sell for higher prices under fair-trade agreements. Through project linkages, Community Coffee, the largest coffee company in the South, became the first buyer of the specialty coffee. In 2004, 31 Whole Foods stores began to carry the Rwandan specialty coffee.

*Design Day.* Design Day, a program of the Department of Mechanical Engineering, brings the scholarship of engineers together with community partners in a program that benefits MSU students, potential MSU students via the pre-college event, and the faculty, advisors, and mentors who combine their talents to upgrade the quality of products produced by Mid-West businesses. During the past decade, students have completed over 400 projects sponsored by manufacturers in Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, Ontario, and Tennessee. These projects have involved interactions with over 100 large, medium-sized and small companies in over 50 different municipalities, and over 30 distinct industries ranging from orthodontic devices, furniture, veterinary equipment and aerospace structures, to consumer electronics, materials recycling, food processing, machine tools and, of course, automotive.

*MSU Product Center for Agriculture and Natural Resources.* The Center's goal is to improve economic opportunities in the Michigan agriculture, food, and natural resources sectors. Its

experts are available to assist fledgling entrepreneurs and established companies. Acting as a single doorway to Michigan State's vast collection of knowledge and expertise, the Center helps guide clients through the phases of conceptualizing, planning, and actually starting a business. One of the first clients of the Center is the new Chene-Ferry Farmers Market, which aims to feature fruits, vegetables, and horticultural products in an area of Detroit that had few sources for groceries. Besides providing fresh food, the market is also an opportunity to educate people about agriculture, health, and nutrition, as well as enlighten them about all the jobs involved in agriculture.

## 3. Professional Development Centers

We give three very different examples for professional development related to K-12 schools and teachers—from science to school improvement to cross-cultural curriculum development.

*Hands-On Science.* Five K-12 science teachers spend the summer in a research lab at MSU, Dow Corning, or other science-based companies. The Dow Corning Foundation awarded MSU a three-year grant to support the annual eight-week internships with a working scientist as a mentor. New K-12 teachers who are MSU graduates are eligible for the program. Upon successful completion of the internship and a final project, each Dow Corning Scholar earns academic credit applicable toward a master's degree in either the College of Natural Science or the College of Education.

*Keys to Excellence for Your Schools (KEYS): A System-Wide Approach to Building Capacity for School Improvement.* KEYS is an academically-focused intervention strategy for those schools identified as "priority schools" in Michigan because they have not met standards of Adequate Yearly Progress (AYP) as defined by federal and state standards. KEYS is a national initiative, sponsored by the National Education Association, regionally organized, to create capacity within individual schools and among a set of external assistors ("coaches") to help schools improve their operations and outcomes. KEYS helps schools develop capacity to ensure learning gains on the part of all students, particularly disadvantaged students, and develops and trains coaches to provide essential supports to schools and school districts in their school reform efforts. The project also establishes a network of university faculty who serve as online support for KEYS coaches as they work in schools and districts to improve academic achievement through improved teaching and learning.

*Windows on Asia.* Windows on Asia is a Web site developed by the MSU Asian Studies Center to provide detailed information and lesson plans on the history, cultures, geography, and religions of individual countries in Asia. The Center also hosts regular seminars for K-12 teachers, including programs focused on teaching about Islam and a ten-week seminar devoted to helping teachers integrate information about East Asian history and culture into their classrooms. In addition, ASN outreach coordinators led a summer 2004 Fulbright-Hays study tour of Vietnam for Michigan K-12 teachers. The curriculum modules developed as a result of this trip help teachers broaden the perspectives of students in a variety of academic disciplines.

# 4. Clinics

MSU has an extensive medical education program and clinical practice—human and veterinary medicine as well as nursing—that extends throughout the State of Michigan, with teaching facilities and clinics on the East Lansing campus and in rural and urban community hospitals.

*Medical Colleges.* MSU's colleges of Human Medicine and Osteopathic Medicine address the needs of Michigan and the world through community service. College faculty participate in a broad network of primary care and specialty care clinical services. The Department of Pediatrics is the largest single provider of pediatric care to poor children in the Lansing area. Faculty provide services at the Ingham County Health Department and at clinics serving the homeless, persons with substance abuse problems, and the indigent. In the Lansing area medical students provide basic health screening and preventive education to the medically underserved. They also provide diabetic counseling, glucose testing, cholesterol checks, blood pressure checks, BMI measurements, and health literature at various public events. Students at the colleges' other training sites are similarly involved with providing medical services to the communities in need.

Medical school faculty are also involved with a wide variety of international health programs, including the Institute of International Health; malaria research and clinical care in Malawi; health care consultation in the United Arab Emirates; establishment of a medical clinic in the Belizean jungle; studies of hypertension in Zimbabwe; neurology in Zambia; and suppression of river blindness in several African locations.

*Nursing.* Similarly, the College of Nursing maintains a clinic, associated with the Department of Veterans' Affairs, that provides primary care using nurse practitioner teams to provide a wide variety of services. The clinic is designed to provide management of both long-term and short-term medical problems as well as health maintenance and preventative care. Nursing students and faculty also provide ongoing consultation and care to residents of several senior housing complexes in the Lansing area.

*Veterinary Medicine.* An important part of the mission of the College of Veterinary Medicine is to provide diagnostic, pathology, and advanced care services for companion and food animals to citizens in all parts of Michigan. It runs three separate centers to carry out this mission. (1) The Clinical Pathology Laboratory provides state-of-the-art diagnostic testing in clinical biochemistry, hematology, hemostasis, immunology, urinalysis, and diagnostic cytology. (2) The Veterinary Teaching Hospital is the state's only tertiary veterinary hospital and deals with thousands of referrals of badly injured or seriously ill animals. It provides essential services to the horse-racing and dairy industries. The hospital is well-known for its work in orthopaedic and has recently opened an advanced rehabilitation center for animals recovering from orthopedic surgery. (3) The Diagnostic Center for Population and Animal Health's world-class veterinarians, epidemiologists, and scientists diagnose the sicknesses or causes of death of the state's companion animals, livestock, and wildlife. Established in the mid-1970s to help the state understand the cause of unprecedented deaths on cattle farms throughout Michigan (diagnostic tests at the Center determined that a fire retardant chemical had been mixed with livestock feed), the Center is now taking the lead in tracking and preventing the spread of bovine tuberculosis disease which threatens once again to devastate the beef industry crucial to the state's economy,

and is providing farmers with services crucial to their meeting export and food safety requirements. Each year the Center handles 160,000 cases, performing one million separate diagnostic tests.

*Child Welfare Collaborative.* Since the fall of 2000, University-Community Partnerships and the School of Social Work staff have facilitated meetings of the Collaborative to design, implement, and test the use of Catholic Social Services of Lansing/St. Vincent Home (CSS/SVH) as a "teaching agency" for social work students. The Child Welfare Collaborative is an innovative application of a teaching hospital model and a modification of grand rounds, as used in medical training, to a human service agency. The Collaborative provides MSU social work students with hands-on experience in CSS agencies. The students assist in Lansing-area CSS programs such as foster care, refugee services, and Ballentine's Stepping Stones, a transitional housing program for homeless mothers and children. The partnership directly affects 500 children, including those at St. Vincent's Home, a residential center for troubled wards of the court that serves 200 youths a year. This Collaborative is also exploring and developing best practice and advocacy models for service delivery to children and their families. For example, one of the annual public conferences sponsored by the Collaborative created opportunities for young people to share thoughts about their experiences in foster care and in schools with educators, social service administrators, foster parents, and community leaders. The collaborative has published two anthologies of letters from foster children, "Dear Governor" (2002) and "Dear Teacher" (2003).

*Grand Rapids Area Medical Education Center.* MSU's College of Human Medicine partners with Spectrum Health, St. Mary's Mercy Medical Center, and Grand Valley State University to form the medical, health education, and research consortium known as the Grand Rapids Medical Education and Research Center (GRMERC). The mission of GRMERC is to enhance the health of the Grand Rapids community through a variety of programs, education, research activities, and services.

There are a number of smaller clinics and diagnostic centers at the University. The Department of Family and Child Ecology offers low-cost marriage and family counseling services. The Department of Psychology maintains a psychology clinic. The College of Agriculture and MSU Extension maintain a diagnostic center that focuses on weed science, plant pathology, entomology, nematology, and plant identification, and provides an essential problem-identification service to farmers and nurseries throughout the state.

## 5. Resource Centers – Technology, Program Evaluation, etc.

*Usability & Accessibility Center.* Today's competitive markets require well-designed sites that are easy to use and meet consumer objectives. The UAC evaluates the design, usability, and accessibility of Web products to ensure that they exceed users' expectations. The services of the Center are open to external clients as well as university units and personnel. They include:

- Expert review of the usability and accessibility of products based on pre-established criteria
- Formal evaluation of product usability by working directly with typical end-users
- Research collaborations

- Training in user-centered design techniques, evaluation methodologies, and accessibility compliance
- Rental of state-of-the art facilities for meetings, focus groups, and videoconferencing

The Center employs user-centered design (UCD) techniques to evaluate technology products. The goals of UCD are to develop easy-to-use products that lead to increased user satisfaction and meet organizational or business objectives. The Center focuses primarily on analysis of user requirements, conceptual design of technology products, and usability evaluation.

*Outcome-Asset Impact Model.* University Outreach and Engagement offers practical support to local groups and organizations who are working to improve their own communities and the lives of their residents. These partnerships are based on a model, the Outcome-Asset Impact Model (O-AIM), developed to increase local capacity for building positive change. One tool is the Capable Communities Web site, designed to improve the ability of anyone working to achieve healthy, fundamental, and sustainable community change. This resource enables communities and faculty to understand how focusing on measurable outcomes at the onset is integral to the change process.

*Virtual University Data and Technology (vuDAT).* This technology resource provides professional and innovative technology to enhance teaching and learning solutions. The services the unit provides include:

- Designing, creating, developing, and deploying online courses
- Assisting clients with effective, customized designs to meet their online instructional goals
- Developing customizable production tools and adaptive course delivery mechanisms for online learning
- Providing technology and digital arts for course development to campus community and beyond

The unit also enters into grant collaborations as a potential partner with faculty and other MSU organizations on projects and grant proposals. Their expertise includes specific skills—electronic artwork, programming, interaction design, and instructional design. In addition, their producers are skilled in project design and project management. vuDAT can collaborate on developing and offering fully online and hybrid in-person and online courses, and it can collaborate on conducting research related to online teaching and learning.

# C. Community-Based Research

## 1. Needs Assessments for Community Partners

Needs assessment can be a form of one-way research conducted by university faculty for later application or a collaborative partnership where the needs assessment is the first step of design of program interventions. We are giving examples only of those that are collaborative. They also represent work related to diversity issues.

Of the 656 respondents to the OEMI who filled out the descriptive and analytic section, 120 or 18% said their work included needs assessment.

*Muslim Immigrants: Social, Cultural and Religious Issues of Youth, Families and Schools in Greater Lansing.* A partnership of MSU's departments of Sociology and Family and Child Ecology with Family and Community Development Services, this project focuses on assessing Muslim immigrant youth development, identity issues, and risks and strengths (assets) using information from students, parents, and schools. The Muslim community in the Lansing area includes immigrants from Somalia, Pakistan, Middle Eastern countries, and refugees from Bosnia. This diversity of ethnicities and languages presents great challenges of adjustment for immigrant families, their children, the school system, and the community. The goal is to guide youth development and cultural education programs, and to identify useful adjustment strategies for immigrants and their children.

*A Collaborative Effort to Enhance Quality of Parenting among Latino/a Families: Learning from the Voices of Latino/a Parents.* This study seeks to obtain a better understanding of the needs associated with parenting practices among Latino/a parents served by the Lansing School District. By reaching a better understanding of their parenting experiences, this research provides useful information for the cultural refinement and future implementation of the Oregon Model of Parent Management Training (PMTO). PMTO is an evidence-based intervention that has been shown to be effective in reducing juvenile delinquency and substance abuse. Because of the need to find alternatives to increase fathers' participation in school-based initiatives, a special emphasis was given to identifying variables that would promote father involvement in the future implementation of PMTO. Participants were recruited from three elementary schools and invited to participate in focus group interviews. This data collection strategy was chosen because focus groups can be empowering for people who have experienced discrimination or less power in society. This qualitative intervention also follows cultural guidelines that have proven to be relevant when conducting research with Latino/a participants. The study involves researchers from Michigan State University, the Lansing School District, the Oregon Social Learning Center (OSLC), Michigan Head Start Association, Utah State University, University of Minnesota, and Texas Tech University.


## 2. Development of Surveys, Interviews, and Other Assessments

Since much social research, including collaborative and community-based research, utilizes such methodologies as surveys, interviews, focus groups, outcomes analysis, etc., the examples that follow are merely representative of a large amount of work conducted on the MSU campus. In fact, many examples throughout this report utilize these methods. Both examples below demonstrate collaboration.

*Examining Gendered Bullying, its Psychological and Academic Outcomes, and Anti-Harassment Policies Among Rural High School Students.* Prior to high school graduation, over 80% of adolescents will experience some form of school-based sexual-harassment (SH) or gendered bullying (GB) (bullying based on gender or the enforcement of gender-role expectations). As a

result, many will experience academic withdrawal, depression, and feelings of worthlessness. These estimates make SH/GB the most common form of violence experienced by American children, with high costs for both victims and schools. Despite its prevalence, few empirical studies of sexual harassment among minors exist. This realization led investigators from MSU's departments of Psychology, Education, and Sociology to team with the Eaton Intermediate School District, Bath High School, and Safe and Drug Free Schools to investigate SH/GB among high school students, the resulting academic and psychological outcomes, and the impact of anti-harassment policies. Toward these goals, interview and survey data are collected from students and teachers at Bath High School in Clinton County. Student interviews explore the nature of harassment at school, the ways in which bullying is gender-based, and student perceptions of school policies regarding harassment and anti-harassment policies. Similarly, teacher interviews address factors that facilitate or hinder the ability to enforce anti-harassment policies. Finally, results from interview data are being incorporated into a survey to explore harassment, its outcomes and the impact of anti-harassment policies on adolescents. These efforts not only contribute to the extant literature on school-based harassment, but also illuminate points of intervention to end harassment, improve school climate and thereby promote positive development among youth.

*Creating School Readiness in High-Risk Children through Involvement in Early Childhood Science Education.* This study is exploring how early childhood science education programming may promote school readiness for low-income children. Investigators from MSU's colleges of Human Ecology and Agriculture and Natural Resources and from Grand Valley State University are collaborating with Capital Area Community Services Head Start to study the processes and outcomes of science education among Lansing area Head Start teachers and families. This work will aid in the development of appropriate measures to assess teaching strategies, school readiness, and family engagement. Investigators believe low-income children who receive science education will show positive developmental outcomes that will help decrease the current disparity in school readiness between low-income children and children in private preschools.


## 3. Impact Analyses

*Creating Block Level Sense of Community in Urban Neighborhoods.* The breakdown of communities, decreasing civic engagement and social capital, has unprecedented impacts on youth and families in urban neighborhoods. A collaboration of MSU's Urban Affairs Programs and Department of Resource Development with Citywide Network Center, this study examines how sense of community at the block level can be created and strengthened through community-based interventions that were identified as highly catalytic recommendations by the NorthWest Lansing Neighborhood Summit. This project measures the effectiveness of a Community Building Handbook, block mapping, and catered social events as interventions for creating and strengthening sense of community at the block level; and determines whether any increase in block level sense of community results in increased levels of civic engagement, perceived quality of life on the block, and reported health of the block's residents.

*Post-First Grade Follow-Up of Early Head Start Project.* A partnership of MSU's colleges of Nursing and Human Ecology with a local Community Action Agency, this project is conducting

a fifth wave of data collection, at the end of first grade, with 142 families whose infants had been recruited for the Early Head Start project. The research consists of questions that deal with the impact of family health on child development and family functioning, effects of participation in early Head Start on family health and development, and how the characteristics defining family health change over time. The information is being used to identify the developmental trajectories of children and family and to investigate long-term impacts of early intervention programs.

*Southcentral Michigan White-Tailed Deer Research.* MSU researchers are working with the Michigan Department of Natural Resources to examine deer movement patterns, impacts of hunting and other factors that contribute to deer mortality, and outcomes of deer-human interactions (e.g., deer consumption of crops, wildlife viewing, deer-vehicle collisions). In addition to the research on deer behavior that affects the community, the project manages a Web site designed to educate and inform people about the complex issues related to white-tailed deer research and management in south-central Michigan. Current outreach efforts focus on improving capacity of resource agencies to make effective decisions, professional development for agency personnel, program evaluation, and techniques to integrate human and environmental dimensions of deer management.

## 4. Community Mapping, Scans

*Small Town Design Initiative (STDI).* This project is helping small communities to reinvent commercial and other public spaces, while preserving character and history. Faculty and students from MSU's Landscape Architecture Program hold a series of meetings with local residents, business owners, and government officials to create a picture of what they want their community to look like in the next ten years. The MSU team turns this creative input into visual design images and written reports that focus in on ways to revitalize the neighborhood's built environment. Through an iterative process, which takes place over several months, community members are given opportunities to review and comment on the changing designs, which are then distilled into about 30 "before" and "after" images of key locations within the neighborhood that the students present during a final community meeting. The community organizations involved in the project may follow up by asking for volunteers to work on developing action plans, or by engaging professional design consultants to prepare technical studies and specifications to turn the project ideas into reality. Since 2001, the STDI has assisted planning in more than 40 communities in 22 Michigan counties. The STDI provides an opportunity for multidisciplinary scholarly research on topics such as social policy development and review processes, as well as an excellent service-learning opportunity and capstone experience for MSU landscape architecture students.

*Muskegon County.* University Outreach and Engagement's partnership with Muskegon County dates to 1999. The partnership involved training youth to conduct interviews with 300 residents of a neighborhood regarding how youth and adults might increase their positive interactions through the sharing of skills and interest. (This program has been replicated in Lansing, East Lansing, in five other Muskegon neighborhoods, and statewide through the Office of Minority Health.) The project has also been involved in documenting how members of the county's Family Coordinating Council used social capital in order to impact teen pregnancy rates, levels

of substance abuse, emergency needs responses, and other human service issues. The Council's chair – the county sheriff – is collaborating with the MSU team (including faculty from the College of Education) on the design and piloting of a retrospective study of how decisions of school personnel, FIA, law enforcement, and family affected the involvement of ADD/ADHD and emotionally impaired youth in the juvenile justice system.

*Mapping Cultural Assets in a Detroit Neighborhood.* Identification and mapping of a community's resources has been recognized as a valuable component of the efforts to maintain and enhance a community's vitality. Many community-university collaborations have made use of this technique to identify housing or land use patterns, to locate local resources of special interest to young people (in one case that identification and mapping was done by youths themselves), or to display locations where social service resources are available. One of the most interesting of these efforts identified the cultural assets of a decaying neighborhood in Detroit in an effort to highlight the strength, pride, and well-being of the area and to document the efforts of local citizens and neighbors to reinforce community ties and institutions. The project was a collaboration among the MSU Museum and the Dexter-Elmhurst Community Center and was sponsored by the Wayne Country Family Independence Agency and the Detroit Police Department. Museum specialists and community members worked together to build an electronic Resource Directory of 408 community assets, collect 35 oral histories of the neighborhood from community residents, construct a community profile from those histories that emphasized both the area's historic contribution to blues and gospel music in America and its vitality as an ongoing center of African-American culture, and produce the Dexter-Elmhurst Neighborhood Resources Discovery Workbook designed to allow community members to continue the Cultural Resources project on their own.

The asset mapping effort rested on the belief that in most urban neighborhoods, significant success at revitalization comes after identifying, connecting, and cultivating relationships among local institutions, groups, and individuals.


# 5. Data Collection Processes

Obviously, the several examples above of community-based research have all involved data collection of various types. Here we give examples in which data collection—and the processes of data collection—are the topic of the research.

*Background Checks of Nursing Home Employees.* MSU researchers from the departments of Agricultural Economics and Family and Child Ecology as well as the Usability and Accessibility Center are partnering with the Michigan Department of Community Health, the Family Independence Agency, and the Michigan State Police to serve as a pilot site for a background check system for people who work in these long-term care facilities. This state-of-the-art system, involving digital scans and sophisticated human-computer interface, will allow Michigan agencies to conduct more effective background checks on employees who provide direct service to persons in long-term care facilities such as nursing homes, adult foster care, and hospice services. The system will be integrated with existing systems at the Michigan State Police and networked with criminal history files from the Federal Bureau of Investigation. The project

incorporates public policy, research, and outreach. The $5 million grant comes from the U.S. Department of Health and Human Services. The grant is part of a federal program; Michigan is one of six states conducting a pilot.

*Building Capacity for Evaluation in Detroit's Mayor's Time Initiative.* In the current environment of competitive funding and accountability, local organizations need to increase their ability to collect and use program data. MSU researchers are partnering with Mayor's Time, Inc., a Detroit-based network of community-based organizations that provide youth development programming, Detroit Public Schools, and Michigan Department of Education, to build evaluation and data management capacity among 100 youth-serving organizations in Detroit. The cornerstone of this effort is a Web-based data system that tracks student information, activities, and participation information that can then be used to demonstrate both the service utilization and impact of youth programming efforts.


## 6. Reports and Dissemination of Research

*Group Intervention for Women and Children Experiencing Domestic Violence.* Domestic violence, defined as male violence against their female partners, is a significant public health concern in the United States today. Most interventions for families with DV outside of shelters are focused on male batterers. DV shelters often provide group counseling and support services for battered women and children residing there, but the programs do not reach the majority of women living in the broader community. As a way to meet the needs of such families, EVE, Inc and the MSU Department of Psychology and the College of Nursing have partnered to offer outreach groups focusing on mothers and children. Three support groups are offered: one for mothers, one for children ages 6-12, and one for children ages 3-6. The support groups focus specifically on topics related to family relationships including building and strengthening effective family communication, empathy, parenting skills, identifying feelings about domestic violence, and healthy conflict resolution. In addition to the dissemination of information, the project is evaluating the effectiveness and efficacy of an intervention designed to improve the emotional, behavioral, and psychological well-being of women and children experiencing domestic violence.

*Genetics Literacy and Informed Consent.* With the mapping and sequencing of the human genome essentially complete, the stage is set for rapid expansion of research that will help us to understand, predict, prevent, and/or treat health problems that are in part or whole the result of an individual's genetic make-up. However, the leaders of this project say that enthusiasm for such efforts must be tempered by the realization that the information gained from genetic research carries potential risks as well as benefits. This MSU and Mid-Michigan partnership brings together expertise in audiology, genetics, communication, education, and community culture. The research goals are to improve our understanding of ways to increase genetics literacy in large families and populations that serve as genetics research subjects, and to increase the genetics literacy of high school students who face a lifetime of making decisions about health care based on the ever increasing body of information available about genetic contributions to disease.

*¿DÓNDE ESTÁ LA JUSTICIA? A Call to Action on Behalf of Latino and Latina Youth in the U.S. Justice System.* This study, published in 2002 by Building Blocks for Youth (a national partnership to promote rational and effective juvenile justice policies), was the first national analysis of Latina and Latino youth in the U.S. justice system. The report found overrepresentation of young Latinos at every stage of the justice system, and gave recommendations for both policy change and community action. The authors were invited to testify at a briefing about these issues for the Congressional Hispanic Caucus in May 2003. The international attention received by this work led to additional funding for an investigation of adult Latinos in the justice system. That research has now been published in a book, *Lost Opportunities: The Reality of Latinos in the U.S. Criminal Justice System* (2004). The researchers were again asked to share their findings at a second Congressional hearing in October 2004.

*Michigan Family Impact Seminar Briefing Reports.* Family Impact Seminars are nonpartisan educational forums on family issues for state policymakers. Nationally recognized scholarly experts present objective non-partisan research information that analyzes the consequences to families of a current issue, policy, or program. They do not advocate or lobby for particular policies. To allow frank and open discussion, attendance is limited to state legislators and their aides, Governor's Office staff, state agency representatives, and educators. A Legislative Advisory Committee selects issues for seminars based on emerging legislative need. Briefing Reports make findings available to the public through MSU's Institute for Children, Youth and Families Web site. Reports are also available in audiotape format. Michigan Family Impact Seminars are convened by ICYF and the Wayne State University School of Social Work and College of Urban, Labor and Metropolitan Affairs.

## 7. Collaborative Program Evaluation

(Note to Amy: We added this here as separate from the program evaluation that is one-way reported above under the CE, PI, SR category, although many of our examples there were also collaborations.)

*Learning To Give.* The Learning To Give (LTG) Project seeks to help K-12 students understand the concepts of philanthropy, civic responsibility, and the common good. It is designed to encourage them to develop ideas, skills, and projects that build character and instill positive attitudes and behaviors toward citizenship and toward other people in their families, neighborhoods, schools, and communities. LTG is a thoughtful complex project employing a comprehensive set of strategies: curriculum development, assessment, in-service teacher training, pilot testing and field testing, supplemental materials development, evaluation, and dissemination through Web-based presentation. MSU's Office of Outreach and Engagement, College of Education, Department of Political Science, and Department of Geography are working with the Learning To Give project staff and steering board, as well as the W. K. Kellogg Foundation and Lilly Endowment, to evaluate the program's process, student learning outcomes, and teacher experiences. Based on results from this research over an 8-year span, LTG has helped teachers to transform their roles and the project is giving students a solid foundation of the basic concepts of philanthropy and the common good with almost all of the students

participating in some form of voluntary service to their community at a rate of involvement almost twice that of most school children. The evaluation incorporates classroom observation, school climate surveys, teacher surveys, teacher interviews, student surveys, superintendent focus groups and interviews, and concept testing. A Michigan-based project, it is moving to a national application with a national steering committee in 2005.

*Evaluation of Genesee County's Implementation of a Health Education Program for Preschool-Aged Children and their Families.* For the past four years, MSU's departments of Psychology and Communication and University Outreach and Engagement have partnered with the Genesee Intermediate School District (GISD) and its 21 affiliated school districts to provide evaluation support to programs for children and families. Recently an initiative was started by GISD to train personnel such as teachers, nurses, and home visitors in the Color Me Healthy (CMH) program. CMH, a curriculum that is intended to increase preschool-aged children's use of healthy habits includes lessons on nutrition, physical exercise and health, and physical safety. There had not been an evaluation of the effectiveness of use of CMH, and there had been very little research conducted in the evaluation of such programs in preschool classrooms. This project studies the training components, and trainees of the CMH curriculum address questions related to training and outcomes for the promotion of preschool children's health habits.

*Brief Interventions for Alcohol Problems.* UOE is working with physicians at the McLaren Surgery Department and Regional Trauma Center in Flint to evaluate a brief intervention designed to screen trauma patients for alcohol use and assess readiness for change. Identification of alcohol-related trauma injuries is critical to provision of a brief intervention designed to reduce recidivism and to encourage patients to seek treatment. Outreach evaluation consultants have created a database and provide analyses designed to generate evidence-based interventions that can be used to seek major grants for a clinical trial at 5 Midwest trauma centers.

# D. Partnerships for Access to Higher Education

## 1, 2. Partnerships with Community Colleges and Secondary Schools

The university maintains extensive partnerships with community colleges and high schools within the state. The Office of Admissions and Scholarships joins with its counterparts in the state's other 15 public universities to offer a one-day workshop for high school admissions counselors about issues of admissions, transfer, advanced placement, and the like. This initiative was taken in response to the realization that limited budgets in the state's high schools prevented college counselors from visiting colleges and holding discussions with admission counselors. Thus the public universities banded together to pay for and conduct these workshops.

## 3. Partnerships for Transition to University/College

The university has designed two programs, in particular, for assisting underrepresented students new to the institution to make a successful transition. The College Assistance Migrant Program

(CAMP) provides incoming migrant and seasonal farm worker students at MSU with support services for entering and staying in school. Students receive assistance with completing all necessary forms, on-campus housing, developing a support system, tutors, limited supplemental financial assistance including supplies for school, and meeting support staff at MSU. The Maximizing Academic Growth in College (MAGIC) is a pre-college summer program designed to provide newly admitted racial/ethnic minority students with important information before they attend classes at MSU. During this one-week program students attend numerous academic and professional development sessions covering topics such as computers, career exploration, financial aid information, study skills, high school to college adjustment, and campus tours. MAGIC also provides access to important MSU faculty and staff members, resources, and facilities.

## 4. Co-sponsored Programs

MSU staff members from UOE, Financial Aid, and Admissions have joined local community efforts to increase the number of students entering higher education programs. Coordinated by a community agency called Partnership for Learning, the group is working with Lansing Public School administrators and teachers to identify and implement programs that will assist students in successfully completing high school and making the transition to postsecondary programs. The group has begun to identify needs and work on grants to bring additional resources into local middle and high schools to meet those needs.

## 5. Articulation Agreements for P – 16

MSU encourages community college students to transfer to the University and a large number do so every year. The university publishes and distributes to all the state's community colleges guides that specify exactly which of those college's courses students should take in order to enter each one of MSU undergraduate majors. Some members of the admission counseling staff are specially trained to work with community college students as they prepare themselves to qualify for admission to MSU. During the 2004-05 academic year approximately 3,084 students applied, about 1,750 were admitted, and 1,261 enrolled as transfer students.

Rather than cite the University's articulation agreements here, we decided to analyze the ease of access for the public to find such information from MSU's Web pages. We discovered that MSU has excellent, easily found information for transfer students that is very clearly and invitingly laid out. We examined access to information on transfer credit policies, including transferring from a Michigan community college; transferability of coursework; links to Michigan community colleges; an explanation of credit equivalencies; transfer guides of the various MSU colleges/departments; the community college visit schedule; summer orientation sessions and schedule of events; and "Transfer FAQ" page. Other resources we discovered include a Transfer Orientation Newsletter, To-Do Checklist, and travel information. Students are able to sign up for the orientation program online from this site.

## *E. Partnerships for Resource Development*

Evidence of the mutuality of resource development with partners can be found in the number of responses in the OEMI's qualitative section of those who indicated they had external partners and gave evidence of joint planning and assessment. We took these numbers and cross-tabulated the responses with amount of external monies brought into the University and the partners, as well as the monetary value of in-kind contribution by the partners. The results are shown in the following table:

**Number of Responses which Indicated External Partners
and Gave Evidence of Joint Planning and Assessment**

| Amount in Dollars | Money Brought into the University | Money Generated for Partners | Monetary Value for In-kind Contributions by Partners |
|---|---|---|---|
| $1 – 5,000 | 13 | 10 | 39 |
| $5,001 – 10,000 | 5 | 4 | 20 |
| $10,001 – 20,000 | 6 | 4 | 12 |
| $20,001 – 100,000 | 34 | 13 | 18 |
| $100,000+ | 46 | 25 | 8 |

## 1. Joint Grant Applications

Many of the collaborative research projects cited throughout this section have involved nonprofit organizations and/or state governmental agencies that have jointly prepared proposals and sought funding from private foundations such as the W. K. Kellogg Foundation or from the federal government, such as through the U.S. Department of Health and Human Services or NSF.

*Capital Area Youth Alliance.* As participants in this Lansing, Michigan, area alliance, MSU's UOE and Department of Family and Child Ecology helped to prepare the proposal that was awarded a $180,000 grant from the W. K. Kellogg Foundation to conduct professional development activities in reading and emergent literacy for teachers in kindergarten and preschool settings. This grant was followed by a two-year award ($388,000) from the Kellogg Foundation in January 2004 that focuses on community mobilization systems alignment, provider training, and using best practices to create a community-wide seamless system for school readiness.

## 2. Blended Resources/Budgets/Expertise

*Project GREEEN.* Project GREEEN is a cooperative effort by plant-based commodities and businesses with Michigan State University Extension, the Michigan Agricultural Experiment Station, Michigan Department of Agriculture, and Michigan Farm Bureau to boost the state's economy by expanding Michigan's plant-based agriculture and processing systems through research and educational programs, protecting and preserving the quality of the environment, and ensuring the safety of the food supply.

Project GREEEN is helping growers change the way they are managing their businesses, with an emphasis on integrated crop management, education, and safety. A rapid response to grower needs is a major priority. Research projects follow a competitive cycle that begins with each plant commodity group identifying time-sensitive industry priorities.

## 3. Political Alliances

*Social Capital as a Mobilization Strategy – An MSU/Muskegon Collaboration.* During the 1980s and 1990s a strong focus on coalition building at the community level emerged. This was spurred by funding requirements and an interest in maximizing organizational capacity and assets at the local level. Organizations forged collaborations to facilitate development and service delivery. This coalition building can be considered a manifestation of the recent theory of social capital. Social capital is defined as "the potential to access resources through social relations." As such, social capital facilitates the flow of resources among people, making it a valuable asset to communities. Relying on social ties, community members share information, financial resources, or durable goods. Little is known, however, about how to represent the distribution of social ties and how to use such a representation to access social capital. Our MSU/Muskegon collaboration—a partnership of MSU's Department of Counseling, Educational Psychology, and Special Education with MSU's University-Community Partnerships and with the Muskegon Family Coordinating Council—has developed a model to represent the distribution of social capital within and between subgroups. Through this representation we contribute to community capacity by helping community members understand social ties available to solve problems, implement change, and access varied resources.

## 4. Economic Development Projects

*Community Income and Expenditures Model (CIEM).* With the support of the Economic Development Administration and the United States Department of Commerce, MSU has developed the Community Income and Expenditures Model (CIEM) to help communities identify their economic assets. Using a community-based survey method, communities can discover how much money enters the community and how much of it remains local. The greater the amount of money that is spent locally, the more it contributes to the overall economic growth of the community. By understanding the flow of money, communities can begin to identify potential strategies for retaining more of the money locally by developing new businesses, expanding existing businesses, or attracting new development.

*Michigan SmartZones.* Michigan SmartZones are collaborations between universities, industries, research organizations, government, and other community institutions intended to stimulate the growth of technology-based businesses and jobs by aiding in the creation of recognized clusters of new and emerging businesses, those primarily focused on commercializing ideas, patents, and other opportunities surrounding corporate, university, or private research institute R&D efforts. The program coordinates all of the community assets and services necessary to support technology development in the knowledge-based economy. Supported by the cities of Lansing and East Lansing, in partnership with Ingham County, the Lansing Regional Chamber of

Commerce, MBI International, Michigan State University, the Michigan State University Foundation, and the University Corporate Research Park, the zone stimulates the growth of technology-based businesses in the Lansing region. It focuses on business attraction, creation, and expansion in the fields of life sciences, advanced manufacturing, and information technology. Special attention is given to helping firms capitalize on research and technical resources at Michigan State University and MBI International.

## 5. Land Use Planning

*The Michigan Higher Education Land Policy.* MIHELP, a consortium of MSU, Wayne State University, and Grand Valley State University, has been granted over $6 million in funding by the W. K. Kellogg Foundation to conduct land use policy research into problems facing Michigan's metropolitan areas and deliver a range of options and analytic tools that will assist policymakers and stakeholders. Challenges being addressed include urban infrastructure deterioration, unbridled sprawl, traffic congestion, and a decline of public education opportunities. The Consortium has sponsored a metropolitan issues seminar, established a seed grants program for research and outreach projects, and developed a metropolitan studies Web site and faculty expertise database.

# *F. Collaborative Program Development*

We have reported numerous examples of program development, many of which have been collaborative. Here we will report one example of each of the two points, each of which involves two of MSU's major cultural units: the MSU Museum and the Wharton Center for Performing Arts.

## 1. Co-planned Events, Fairs, Cultural and Civic Activities

*The Great Lakes Folk Festival* showcases the traditional cultural treasures of the nation's Upper Midwest and a sampling of traditional artists from around the country and the world. The festival encourages cross-cultural understanding of our diverse society through the presentations of musicians, dancers, cooks, storytellers, and craftspeople whose traditions are rooted in their communities. Under the direction of the MSU Museum's Michigan Traditional Arts Program, the festival also represents partnerships of civic, business education, and arts agencies. Collaborators include: City of East Lansing, WKAR/Radio, MSU MATRIX Center, Ten Pound Fiddle, Smithsonian Institution, Michigan Humanities Council, MSU Center for Great Lakes Culture, and other provincial and state folk arts programs of the Great Lakes region.

## 2. Co-planned Institutes, Programs, Workshops, and Publications (Ongoing)

*Jazz Kats – Jazz for Kids.* The School of Music Jazz Studies Program has partnered with the Wharton Center for Performing Arts to present new jazz programming with a focus on

appreciation and understanding of jazz through performance, presentation, education, and preservation. Jazz Kats, which started in Fall 2004, is an educational outreach series geared toward middle school students, modeled after Jazz at Lincoln Center's highly successful Jazz for Young People concerts. Teachers receive scripts, study guides, and CDs to review with students before performances. Concerts are presented to school audiences in a weekday series, with a weekend public matinee series designed specifically for families with elementary and middle school aged children. The concerts feature MSU jazz faculty and are narrated by storyteller Charles Thornton. Over the next several years, the plan is to add different titles as students become familiar with jazz, as well as performances appropriate for other grade levels. The program will grow along with students' understanding of and appreciation for the musical genre. Plans are also underway to tour Jazz Kats throughout Michigan.

## *G. Mutual Support*

### 1. Faculty Serve on Community Boards, Councils

Although we know anecdotally, from press releases and news clippings, for example, that numerous MSU faculty serve on community and organization boards, to the best of our knowledge MSU does not maintain an information system that directly tracks faculty work of the kind contemplated under the heading of Mutual Support. Faculty members serve on any number of committees that address concerns internal to the university (e.g., academic governance, graduate admissions, and so on), as well as those external bodies that support community engagement activities. The systems that monitor faculty work do not distinguish between service on committees and boards for the purpose of supporting community engagement from similar activities done in service to one's department, one's college, or the university. The best that can be done is to offer an outline of data collected on committee and administrative service in general.

The university collects data about faculty effort and professional accomplishments through its CLIFMS system. Each department is expected to use the CLIFMS Faculty Effort Form (FEF) to report how its faculty and academic staff are spending their time and the Professional Accomplishments Form (PAF) to account for their products and achievements.

*Faculty Effort Form (FEF).* Data entered into the FEF outlines the percentage of time each faculty and academic staff member spends across a predetermined list of academic activities. These activities include teaching, research, public service, and administrative and committee time. For the purpose of identifying data on the time faculty have spent serving on committees in support of community engagement, one might review the reports of faculty work in "Administrative and Committee Time" or "Public Service." However, according to the definition of committee time, the kinds of committee work related to community engagement seem not to fit. Public service includes patient and diagnostic services, public and community services, and other activities directed outside the university. However, there is not a clear way to find mutual support work through these data. If some portion of "Administrative and Committee Time" or "Public Service" dealt with this kind of committee work discretely, it would be possible either to

use the percentages reported individually (cross-referencing each person's contractual time commitment to the university) to produce numbers of full time equivalents, or to simply count the number of persons doing this work. At this time, the FEF lacks that kind of clarity.

*Professional Accomplishment Form (PAF).* The problem is the same with regard to the PAF. Departments use the PAF to report each faculty and academic staff member's accomplishments. These include refereed papers, non-refereed papers, books, delivered papers, major accomplishments, administrative activities, advising, proposals, evidence of merit, patient care, and Web course development. In addition to providing the numbers of each kind of accomplishment for each faculty member, departments are also asked to give the number of these accomplishments that had an "Outreach Component." The "Major Accomplishments" category allows for reporting external committee work, but it also allows for reporting any number of other kinds of things, including consulting, service as an elected officer, member of a dissertation committee, etc. In calendar year 2004, of the 1,192 responses to the PAF there were reports of 18,467 "major accomplishments." Without a more discrete reporting mechanism, it is difficult to determine how many of these represent community engagement mutual support activities. The Office of University Outreach and Engagement has worked with Institutional Research to find ways to use these forms for better engagement information, but at this point it does not seem likely that the forms will be changed.

## 2. Community Representatives Serve on University Boards, Councils

Most units have advisory boards with community representatives. As part of our 2005 North Central Association self-study, we are examining the number of units who report on these. The Association study is not yet complete.

## 3. Faculty Present at Community Events

Since the faculty, for the most part, live in the Greater Lansing area, they attend cultural events, school-sponsored activities, sports, libraries, political, and other community-sponsored initiatives. Two examples of university-community joint membership are the Community Relations Coalition and the One Book, One Community project.

- The Community Relations Coalition is a nonprofit organization based in East Lansing whose purpose is to enhance relationships between MSU students living in East Lansing and permanent residents of the city. The CRC began in 1999 following a recommendation made by the MSU Action Team with development start-up funds provided by MSU, following a concept developed by faculty in Communication Arts and Sciences. The CRC has a 35 member board made up of MSU faculty, staff, and students and East Lansing city officials, business people, and other community stakeholders. The CRC's current budget is funded by MSU, the City of East Lansing, and some private funds. MSU's Student Affairs and Services Office and the Vice President for Governmental Affairs Office also provide administrative support.

- The One Book, One Community project is encouraging the East Lansing and Michigan State University community to read the same book over a six-week period each fall and to come together to discuss it in a variety of settings. The first event took place in 2002 with the reading of Ray Bradbury's *Fahrenheit 451*, an American science fiction classic. Events were held at the MSU Union Building, the MSU Library, the East Lansing Hannah Community Center, the East Lansing Public Library, and Barnes & Noble. The 2005 program's selection is Khaled Hosseini's *The Kite Runner*.

## 4. Community Representatives Present or Co-Teach in University Courses or Activities

While we don't know the extent to which community representatives participate in university courses, this example gives a broader view of co-planning, co-staffing, a joint advisory board, as well as joint teaching.

*The Michigan Political Leadership Program* (MPLP) recruits, trains, and inspires tomorrow's public policy leaders, preparing them with vision, commitment, and the skills for effective governance. In a multi-partisan learning environment, a diverse group of 24 individuals from across the state engage in a public policy and leadership curriculum. Since its 1992 inception, nearly 300 MPLP graduates have put the skills and relationships acquired through the program to work in their communities as candidates for office as government officials or as citizen activists. MPLP is administered by MSU's Institute for Public Policy and Social Research guided by an external advisory board, and directed by two individuals from the private and public sectors.

# H. Assessment of Collaborations with Analysis for Understanding and Improvement ®

## 1. Periodic Evaluations of Effectiveness of Collaborations

The Higher Learning Commission of the North Central Association has developed a new criterion on Engagement and Service that focuses on the university's engagement with its constituencies and, particularly, on collaborations that are mutually beneficial. The self-study is being conducted university-wide during 2005 for a Spring 2006 visit by the review team. The office of University Outreach and Engagement is undertaking the self-study for this section and is giving input into all of the other four criteria as well. Much of the work for this document, as well as numerous reports from all of the university's departments, centers, institutes, will be assessed for that report.

## 2. Collaborative Research Focused on Collaborative Projects

*Yes We Can.* The W. K. Kellogg Foundation has implemented Yes We Can!, a comprehensive community initiative to reduce educational and economic disparities among Battle Creek, Michigan, residents over a 10-year period. MSU's Department of Psychology and UOE are collaborating to conduct an intensive evaluation of the initiative's processes and outcomes. Phase I, targeting increased resident empowerment and action, has recently been completed ($1,330,000 over three years); Phase II focuses on building resident and organizational capacity for collective action with the goal of changing the systems that maintain institutional racism and structural poverty (approximately $1,500,000 over three years).

## 3. Ongoing Feedback Mechanisms

### Analysis of OEMI Data Related to Collaborative Work of the Faculty

Of the 656 respondents who provided qualitative data on their engagement work via the OEMI, 484 or 74% reported involvement with at least one partner external to the University. Of these, 451 cited at least one external collaborator by name, the largest number of collaborations between faculty and academic staff and existing with partners representing the government or governmental agencies (196) and professional organizations (113).

The rest of this section focuses on the 209 (32%) whose description of their engagement work indicated a relationship between this type of work and on-going research.

### Overview

*External partnerships.* Eighty-two percent reported having partners with individuals or entities outside the university. The average number of partners across the sample was 3.02. The following table outlines the average number and total number of respondents by type of partner.

**External Partnerships**

| Type of Partner | Average | Total Number of Respondents* |
|---|---|---|
| Human Service | 2.06 | 18 |
| Community Organization | 13.07 | 27 |
| Professional Organization | 1.96 | 28 |
| Business | 2.58 | 40 |
| Government | 2.27 | 93 |
| Health Agency | 1.67 | 12 |
| Schools (PreK-12) | 2.75 | 8 |
| University | 1.80 | 40 |
| Foundation | 1.46 | 13 |
| Other | 1.89 | 27 |

\* The total number of respondents is larger than the sample because respondents reported multiple partners.

*Internal partnerships.* In addition to external partners, survey respondents provided data on partners within the institution. Twenty-six percent reported that their activities involved tenure-stream faculty members and/or graduate students; the average number involved was 2.67 and 3.26 respectively. Almost 30% indicated that undergraduate students were involved in collaborative engagement activities. Twenty-five percent of the respondents worked with academic departments other than their home academic department. The number of departments listed ranged from 1 to 3.

*Collaborative activities.* More than 70% of the respondents (n=149) described collaborative activities in ways that suggested their work extended beyond the university or engaged individuals/entities outside of MSU. The six indicators of engagement are as follows: joint planning and assessment, needs assessment, sustained relationships (2 years or more), future plans for sustainability, dissemination of knowledge to public, community/partner capacity building. The table below reports the percent of respondents whose description of their work illustrates each of the indicators.

**Collaborative Activities**

| Indicator of Engagement | Percent of Respondents |
|---|---|
| Joint planning and assessment | 39 |
| Needs assessment | 26 |
| Sustained relationships | 60 |
| Future plans for sustainability | 57 |
| Dissemination of knowledge to the public | 54 |
| Community/partner capacity building | 30 |

*Impacts.* Indicators of impacts or outcomes were analyzed in two ways: scholarly work and non-scholarly impact. Nearly 60% of those involved in collaborative activities illustrated a relationship between these activities and scholarship. Of those who reported scholarly outcomes, 113 respondents indicated production of scholarly work, defined in terms of publications, presentations, etc., or the production of intellectual property (training materials, patents, evaluation protocols, etc.). Thirty-three of the respondents reported both. About 50% of the 209 respondents reported impacts or outcomes that were not related to their scholarly work. These include impacts or outcomes for the partner or the partners' constituencies.

### Highly Engaged

As a means to determine the degree to which OEMI respondents' work not only extended beyond the university but also indicated a high level of engagement, the qualitative data provided by the 656 respondents were coded in accordance with the six indicators of engagement listed above. Of the total sample, 187 (or 29%) faculty or academic staff were identified as being highly engaged with individuals or entities outside the university. "Highly engaged" was defined as meeting four or more of the seven indicators of community engagement. More than 90% of

the work reported by these faculty and staff illustrated indicators of sustained relationships and future plans for sustainability. Ninety-two percent of the work described included indicators of disseminating knowledge to the public, 70% joint planning and assessment, 71% community/ partner capacity building, and 55% needs assessment.

*Form of engagement.* The majority of faculty and staff highly engaged with entities external to the university reported their primary form as outreach research (40%), followed by outreach instruction—non-credit (32%), public events and information (20%), experiential/ service learning (3.2%), outreach instruction—credit (3%), and clinical service (1%).

*External partners.* Ninety-two percent of those (n=172) who were identified as being highly engaged reported having partners external to the university. The average number of partners named by the respondents was 3.84 with the number ranging from 1 to 26. The table below indicates the average number of partners by type:

**External Partners**

| Type of Partner | Average | Total Number of Respondents |
|---|---|---|
| Human Service | 2.17 | 23 |
| Community Organization | 1.98 | 43 |
| Professional Organization | 2.29 | 48 |
| Business | 2.91 | 44 |
| Government | 2.07 | 97 |
| Health Agency | 2.00 | 14 |
| Schools (PreK-12) | 2.92 | 12 |
| University | 2.74 | 39 |
| Foundation | 1.39 | 18 |
| Other | 1.95 | 38 |

*Impacts.* Sixty-two percent of the respondents (n=115) who were identified as highly engaged also provided evidence to suggest a relationship between their work and scholarly activity. More respondents indicated production of scholarly work in terms of intellectual property (52%) than publications and presentations (30%). In addition to scholarly impact, 137 of the respondents defined as highly engaged reported impacts or outcomes other than scholarly.

## 4. Changes/Improvements

(Amy: to be consistent with other categories, should add this)

## *I. Collaborative Scholarship ®*

Of the 656 respondents who answered through the qualitative section of the OEMI, 163 or 25% exhibited evidence of collaborative work. These respondents specified the presence of external partners as well as indicators of joint planning and assessment.

## 1. Collaborative Dissemination Projects

Of the 163 respondents indicating collaborative work, 140 or 86% indicated dissemination of scholarly work by specifying the dissemination of knowledge to public, production of scholarly work (publications, etc.), or production of intellectual property.

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*SELECTED MSU PUBLICATIONS: COLLABORATIVE DISSEMINATION*

Brown, R., Reed, C. S., & Appel, M. P. (2004, April). *Evaluation of asset development experiences in 13 schools.* Report prepared for Traverse Bay Area Intermediate School District & GivEm40 Coalition, Traverse City, Michigan.

Borden, L. M., Craig, D., & Villarruel, F. A. (2004). Professionalizing youth development: The role of higher education. *New Directions for Youth Development,* 104, 75-86.

Gorman, M., Militello, L. G., Swierenga, S. J., & Walker, J. L. (2004). Internet searching by ear: Decision flow diagrams for sightless internet users. Proceedings of the Human Factors and Ergonomics Society 48th Annual Meeting. Santa Monica, CA: *Human Factors & Ergonomics Society,* 243-247.

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## 2. Descriptions of Impact of Collaborative Research

One hundred forty nine or 91% of the 163 respondents specifying collaborative work described the impact of their work in terms of public dissemination, scholarly work, or other non-scholarly outcomes.

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*SELECTED MSU PUBLICATIONS: IMPACT OF COLLABORATIVE RESEARCH*

Brown, R. E., Villarruel, F. A., & Reed, C. S. (under review). Using a CYD lens to understand the challenges of multi-sector, multi-county youth development efforts. *Journal of Higher Education and Outreach.*

Fitzgerald, H. E., McKelvey, L. M., Schiffman, R.F., & Montanez, M. (under review). Impact of exposure to paternal antisocial behavior and neighborhood violence on low-income families and their children. *Parenting: Science and Practice.*

Huber, M. Q., Van Egeren, L. A., Foster-Fishman, P., & Donahue, T. (in press). Asset strategies for community youth development: Lessons from the Yes We Can! project. In H. E. Fitzgerald, R. A. Zucker, & K. Freeark (Series Eds.) & K. Freeark & W. Davidson III (Vol. Eds.), *The crisis in youth mental health – Critical issues and effective programs: Vol. 3. Issues for families, schools, and communities.* Greenwood Publishing Group.

Taylor, C. S., Lerner, R. M., von Eye, A., Bobek, D., Balsano, A. B., Dowling, E., & Anderson, P. M. (2004). Internal and external developmental assets among African American male gang members. *Journal of Adolescent Research, 19,* 303-322.

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## 3. Publications Appropriate to Either or Both Community or Institutional Contexts

Forty-seven or 29% of the respondents specifying collaborative work described the outcome of their collaborative work in terms of production of scholarly work, such as publications.

> **SELECTED MSU PUBLICATIONS: COMMUNITY AND INSTITUTIONAL CONTEXTS**
>
> Booth, C., Vaidya, S., Farrell, P., & Bokemeier, J. (2004). Leveraging resources and sustaining partnerships in tough economic times. *Journal of Higher Education and Outreach and Engagement, 9,* 103-13.
>
> Borden, L. M., Craig, D., & Villarruel, F. A. (2004). Professionalizing youth development: The role of higher education. *New Directions for Youth Development, 104,* 75-86.
>
> Brown, R. E., Reed, C. S., & Villarruel, F. A. (under review). Innovation, tension, and campus/community partnerships. *Youth and Society.*
>
> Dunbar, C., & Villarruel, F. A. (2004). What a difference a community makes: Zero tolerance policy interpretation. *Equity & Excellence in Education, 37,* 351-359.
>
> Foster-Fishman, P., Fitzgerald, K., Brandell, C., Nowell, B., Chavis, D., & Van Egeren, L. (in press). Beyond identifying and building local assets and strengths: The power of hope and trust in community-based initiatives. *American Journal of Community Psychology.*
>
> Kozma, L. (2004, March). *Discovering your community: Developing a global and cultural education resource directory for your community or county.* East Lansing: Michigan 4-H Youth Development and MSU Museum.
>
> Brown, R. E., & Reed, C. S. (2002). An integral approach to evaluating outcome evaluation training. *American Journal of Evaluation, 23,* 1-17.
>
> Reed, C. S., & Brown, R. E. (2001). Outcome-asset impact model: Linking outcomes and assets. *Evaluating and Program Planning, 24,* 287-295.

## 4. Grant Proposals and Awards

In 1995, MSU added a check-off box to its Contracts and Grants Transmittal Form that asked the Principal Investigator to indicate whether the proposed project had a significant portion of outreach. This indicator would be duplicative with the research, teaching, or public service indicators already found on the form because of MSU's definition of outreach as cross-cutting the mission. A study that compared 1996-97 to 2003-04 showed the following:

|  | *1996-97* | *2003-04* |
|---|---|---|
| Proposals with Outreach Component | 2,583 | 2,316 |
| Number Funded Indicating Outreach | 60 | 210 (est.) |
| Percent Funded Indicating Outreach | 2% | 9% |
| Percent Funded without "Testing" category |  | 10% |

Another way of looking at grant proposals and awards is through the "Public Service" category.

| *Proposals with Public Service Component* | *1996-97* | *2003-04* |
|---|---|---|
| Total Grant Income ($) | $205,000,000 | $302,000,000 |
| Public Service Grant Income ($) | $65,000,000 | $67,000,000 |
| Percent Public Service Grant Income | 32% | 22% |

Although "Public Service Grant Income" has declined as a percentage of total grant income over these years, the percentage of funding that includes "Outreach" has grown significantly. This is true because more faculty are now understanding the research/outreach concept as part of their scholarship, or because NSF/NIH grants are requiring evidence of outreach and engagement as

part of the proposals and the PI's biographical sketch, or because the numbers are actually increasing.

# 5. Funded Projects

### *Seed Grants for Community-Based Research*

Community-based research, evaluation, and technology transfer are critical components of Michigan State University's commitment to a scholarship-based approach to outreach. Without sustained community collaborative research, the institution's outreach and engagement would consist wholly of instructional programming. Within the context of the University's research extensive classification, therefore, it is essential to cultivate a faculty reward system that as easily supports merit for outreach scholarship as it rewards in-reach basic research. One mechanism used to facilitate in-reach research is internal seed granting, providing young faculty with opportunities to obtain funds to start-up programmatic research and allowing established faculty opportunities to test new ventures prior to testing federal funding sources for programmatic support. During the late 1990s Michigan State University began to provide internal seed grants for community-based research in order to facilitate outreach scholarship and to provide opportunities for young investigators, Extension researchers, and others to experience the NIH process for granting. There are three sources of seed money available to support community-based research, evaluation, and technology transfer: Outreach and Engagement – MSU Extension grants, Families And Children Together (FACT) Coalition grants, and Community Vitality Grants. During the 2004-2005 academic year, a common proposal and review process was adopted for these grants. In addition to utilizing NIH Form 398 as the basis for application, all grants must be interdisciplinary, show evidence of an established community partner, and/or involve Extension staff. To date, evidence compiled by an evaluation of FACT indicates a 7:1 return on investments with respect to sustained funding from extramural sources. Awards range between $15,000 to $50,000 per year and range from 18 months to 3 years duration.

*Outreach and Engagement-Extension Seed Grants.* OEE Grants focus on projects that fall within four broad domains: Positive Outcomes for Children, Youth and Families; Family and Community Security; Community and Economic Development; and Technology and Human Development. Grant proposals require evidence of interdisciplinary faculty teams, established community partner, and Extension staff. During the past four years, nearly $400,000 in competitive grants has been awarded.

*Families And Communities Together Coalition Seed Grants.* FACT invests in innovative research and outreach for children, families, and communities. Through its annual competitive grant program and targeted funds, FACT has awarded over $1,700,000 to collaborative projects throughout Michigan. FACT fosters collaborative work across campus and between MSU and communities. Its current efforts include multidisciplinary work groups on youth development and nutrition, forums for professional development, and an online directory of expertise. FACT also engages and builds partnerships with communities and disseminates policy recommendations on children, youth, and family issues.

## 6. Incentives/Rewards for Faculty with Collaborative Scholarship

As outlined in the first section, the Office of Outreach and Engagement at MSU has developed initiatives to make outreach activities count more in the faculty reward system. It has developed *Points of Distinction: A Guidebook for Planning & Evaluating Quality Outreach* and taken the lead in revising the application form for Reappointment, Promotion, and Tenure so that it encourages candidates to integrate the descriptions of their engagement activities with those related to research and teaching. We know of several instances where faculty members have taken advantage of these changes in order to emphasize their outreach accomplishments as a major part of their claim to promotion and tenure. However, we wish to know the extent to which this revised RP&T form has been utilized for outreach and engagement over the last four years. So we are planning to conduct a qualitative survey of all the successful applications that faculty have completed over the past four years (since the change was implemented) to determine (1) how faculty understand the terms "outreach and engagement" and the extent they see it as meaning something different from "service"; (2) what criteria they use, and ask their colleagues to use, to assess the quality of their outreach and engagement accomplishments; and (3) what criteria (if any) chairs and deans use to assess the outreach work submitted by faculty candidates. We will be particularly interested in the extent to which faculty document how their outreach work helped them generate knowledge alongside their community partners.