



Carnegie Foundation for the Advancement of Teaching

*The Carnegie Foundation for the Advancement of Teaching
Elective Community Engagement Classification*

Re-classification Documentation Framework

(for campuses that received the Classification in 2006 or 2008)

Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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I. Foundational Indicators

A. President/Chancellor's Leadership Statement Required Documentation.

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:
 - a. Indicates their perception of where community engagement fits into their leadership of the institution,
 - b. Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and
 - c. Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

- d. In addition to the letter, provide evidence of recent **statements of affirmation of community engagement**. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
<p>Published</p> <p>“Global engagement, at its essence, is about committing to meaningful relationships with partners in other parts of the world. It represents a movement beyond the mechanics of carrying out more traditional campus-based international activities and implies dedication to a deeper and more prolonged commitment to international partnerships for mutual benefit.”</p> <p>Simon, L. A. K. (2012). A presidential perspective on global engagement. International briefs for higher education leaders. American Council on Education, No. 2 4-6.</p>	<p>http://president.msu.edu/documents/International-Briefs-2012-November-Global-Engagement.pdf</p>
<p>Published</p> <p>“It is a call for activism, given that there is unprecedented potential for progress when colleges and universities work in collaboration and with local, regional, and international partners, including governments, nongovernmental organizations, businesses, individuals, and the community at large. In short, MSU’s potential partners are anyone and everywhere—in relationships that are inspired by and hold to our values and a</p>	<p>http://worldgrantideal.msu.edu/_files/documents/LAKS ACE.pdf</p>

<p>capacity to create shared goals.”</p> <p>Simon, L. A. K. (Winter, 2011). Boldness for the world: Advancing the frontiers of knowledge in times of economic and social turmoil. American Council on Education. 22-26.</p>	
<p>Campus publication</p> <p>“Integrating the attributes and strengths of all segments of society for the sustainable prosperity and well-being of peoples and nations throughout the world is a moral imperative we are called upon to share and lead. I identify this ideal as “The World Grant” and, in doing so, urge our nation’s best universities to join in the journey to affirm and to extend the core values of the Morrill Act beyond our borders, fueling and inspiring higher education’s engagement with a global society in the century ahead.”</p> <p>L. A. K. Simon, (2009). "Embracing the World Grant Ideal: Affirming the Morrill Act for a Twenty-First-Century Global Society," available at website as given.</p>	<p>http://www.worldgrantideal.msu.edu</p>
<p>Published</p> <p>“At Michigan State University (MSU), we have embraced an approach to engagement that arises directly from our land-grant traditions and values—an asset-based, action-driven approach that places a premium on collaboration with and within communities to identify problems and find solutions. The articulation of research questions and development of innovative solutions through evidence-based scholarship requires embracing a full range of community-based approaches and integrating them into the university’s academic approach to engaged scholarship, and vice versa. This approach engages students as agents of change along with faculty and is inclusive of our community, government, and business partners. It takes on the difficult but essential work of embedding an ever-increasing capacity for</p>	<p>http://president.msu.edu/documents/SIMON-Chapter-SIX-Engaged-Scholarship.pdf</p>

discovery, analysis, and innovation in the community.”

Simon, L. A. K. (2010). Engaged scholarship in land-grant and research universities. In H. E. Fitzgerald, C. Burack & S. Seifer (eds). Handbook of engaged scholarship: Contemporary landscapes, future directions. (Vol 1): Institutional Change (pp. 99-118). East Lansing, MI: MSU Press.

See lists of all communications, including reports, speeches, podcasts and academic publications:

<http://president.msu.edu/communications/>

B. Institutional Identity and Culture

Required Documentation. Please complete all three (3) questions in this section.

- 1.a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

Michigan State University defined outreach and engagement through the action of a faculty-administrative committee. “Outreach [and engagement] 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, 2009). University outreach at Michigan State University: Extending knowledge to serve society. East Lansing: Michigan State University. Retrieved from <http://outreach.msu.edu/documents.aspx>]

In 2005 the Committee on Institutional Cooperation adopted the following definition of engagement, and MSU, as an institutional member of the CIC, also follows the CIC definition: “Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship and research, to enhance curricular content and process, to prepare citizen scholars, to endorse democratic values and civic responsibility, to address critical societal issues, and to contribute to the public good.”

[Fitzgerald, H. E., Smith, P., Book, P., Rodin, K. (2005). Engaged Scholarship: A Resource Guide. Committee on Institutional Cooperation.]

- 1.b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the

full document if it exists.

Document Excerpt	Web Link (if available)
<p>MSU Board of Trustees on April 18, 2008.</p> <p>“Michigan State University, a member of the Association of American Universities and one of the top 100 research universities in the world, was founded in 1855. We are an inclusive, academic community known for our traditionally strong academic disciplines and professional programs, and our liberal arts foundation. Our cross- and interdisciplinary enterprises connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society’s rapidly changing needs.</p> <p>As a public, research-intensive, land-grant university funded in part by the state of Michigan, our mission is to advance knowledge and transform lives by:</p> <ul style="list-style-type: none">- providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen	<p>MSU’s mission statement: http://president.msu.edu/mission/</p>

<p>leaders</p> <ul style="list-style-type: none"> - conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally - advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world.” <p>The mission is reflected in the University’s website, which lists Engagement as one of 6 entry points to the university. It describes Engagement in the following way: “The ways to connect with MSU are virtually unlimited. From collaborative research to transferable technology to our vast Spartan alumni network, our partnerships make a real difference. Every day Michigan State University’s network of faculty experts, researchers, scientists, and specialists goes to work not only on campus but also in communities across the state and around the world. We work side by side with small</p>	<p>MSU homepage: http://www.msu.edu/ “Engagement” is one of the main menu items on the MSU homepage, where it describes the unlimited ways to connect with MSU: http://www.msu.edu/engagement/index.html</p> <p>The 6 entry points to the University that can be linked to from the Engagement webpage are:</p> <p>University Outreach and Engagement: http://outreach.msu.edu/</p> <p>Arts & Culture: http://artsandculture.msu.edu/</p> <p>Governmental Affairs: https://www.msu.edu/unit/vpga/</p> <p>MSU Extension: http://msue.anr.msu.edu/</p> <p>MSU Business-Connect: http://businessconnect.msu.edu/</p> <p>University Advancement: http://advancement.msu.edu/</p>
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<p>businesses and corporations, hospitals and schools, individuals, counties, and countries to improve quality of life near and far. You might call MSU the world's best teammate. Our extensive research capabilities, teamed with world-class facilities and faculty, enable us to create opportunities and solve problems to make a positive and sustainable impact on the health and prosperity of the people of Michigan—and millions around the globe.”</p>	
<p>Strategic plan (word limit: 500): MSU has taken seriously its commitment to be an “engaged university,” turning the mission, principles, promise and strategic imperatives into concrete practices in numerous forms. All units at MSU are expected to contribute to the outreach and engagement mission at the unit level. This allows flexibility for individual faculty to integrate engagement scholarship into their research, teaching, and service activities in unique ways. 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.</p> <p>The university’s mission is</p>	<p>From Criterion Five: Engagement and Service, MSU Accreditation report to the Higher Learning Commission: http://accreditation2006.msu.edu/report/documents/Chapter7.pdf</p> <p>Bolder by Design (including the six imperatives that commit MSU to delivering distinctive, high-value impact and experiences in everything we do): http://bolderbydesign.msu.edu/</p>

guided by three core values articulated by the President: connectivity, inclusiveness, and quality. The core values cut across a set of five imperatives collectively referred to as the President's Boldness by Design framework. During the past 2 years, president-led university conversations revised the imperatives, so that the newly named Bolder by Design now embeds our core values into six imperatives: Enhance the Student Experience; Enrich Community, Economic, and Family Life; Expand International Reach; Increase Research Opportunities; Strengthen Stewardship; and Advance our Culture of High Performance. The Associate Provost for University Outreach and Engagement was charged to develop the process aspects of Enhance Community, Economic and Family Life, to assure that engagement scholarship was fundamental to the local-to-global reach of the institution's mission.

Strategic planning does occur at the unit level. For example, the College of Social Science's strategic plan notes that, "We transform lives through collaborative learning and responsive engagement with people and communities, both locally and globally. By advancing knowledge and transforming lives, we join our

College of Social Science (Strategic Plan):
<http://socialscience.msu.edu/about/plan.html>

Lyman Briggs College (Strategic Plan):
<http://www.lymanbriggs.msu.edu/faculty/planning.cfm>

College of Engineering (Strategic Plan 2009-14):
<http://www.egr.msu.edu/about/strategic-plan>

College of Arts and Letters (Dean's Corner):
<http://www.cal.msu.edu/deans-corner>

Residential College in the Arts and Humanities (Arts and

<p>university in making lasting contributions to the larger society in which we are situated.”</p> <p>The College of Arts and Letters plan challenges faculty “to enhance and expand collaborations with academic units across the university and increase its level of community engagement. [The dean] will also focus on the college’s research climate, on improving the student experience, and on ensuring that a strong humanist dimension is incorporated into MSU’s international and global studies initiatives.”</p> <p>At the university level, the Office of Planning and Budgets oversees implementation of much of institutional planning that is monitored centrally.</p>	<p>Humanities for the Common Good): http://rcah.msu.edu/about-rcah/arts-humanities-common-good</p> <p>College of Agriculture and Natural Resources (Governance): http://www.canr.msu.edu/faculty_staff/governance</p> <p>College of Natural Science (Mission): http://ns.msu.edu/index.php/about-cns/</p> <p>College of Education (Mission): http://education.msu.edu/about/mission/</p> <p>College of Human Medicine (Mission): http://humanmedicine.msu.edu/About/Mission.htm</p> <p>Office of Planning and Budgets: http://opb.msu.edu/</p> <p>Michigan State University Extension (About/Mission): http://msue.anr.msu.edu/about</p>
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2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: **500**):

- During the past two years, President Simon has lead the members of MSU’s executive management in a series of workshops designed to re-create the Boldness by Design strategic imperatives (<http://bolderbydesign.msu.edu/>) that guide the annual and long-term planning processes within every unit of the university. The planning process was designed to develop an organizational structure that would re-define the Boldness by Design imperatives, create an organizational infrastructure that would facilitate and accelerate innovations in the university’s academic programs at all levels, provide for enhanced transdisciplinary research efforts, enhance commitment to community, economic and family life through engagement scholarship, and expand international opportunities for students and faculty. The Bolder by Design (BxD) imperatives were revised, a sixth was added (Advance our Culture of High Performance). Critical ideas guiding the BxD revision included: Design the choices we make about the world we want to live in—planned, thoughtful, creative, sustainable choices with next generations in mind; Being the university that defines the relevance of the land-grant mission for the 21st century world. The process gave greater definition to the imperative to Enhance Economic, Community

and Family Life. “Working with Colleges and MSU Extension, University Outreach and Engagement will develop Community Based Initiatives (CBIs) to facilitate development of scholarship-focused university-community partnerships that focus on solving community-defined problems in the areas of education, health and wellbeing, social justice, and community and economic development, looking for collective impacts of diverse programmatic research/evaluation, including: Expanding CBIs (such as Flint—Neighborhoods without Borders and Public Health Initiative; Lansing—Power of We Consortium; Detroit—Food/Plus Detroit Network and the College of Osteopathic Medicine’s 34 hospital CTSI network; and other communities as appropriate to colleges’ community-based initiatives) and expand existing Faculty-Community Research Exchanges to stimulate cross-discipline research initiatives driven by identified community needs.”

- The planning process led to a reorganization of administrative leadership consistent with advancing our culture of high performance, promoting a more flexible and agile organizational function, and providing for more direct services to students and faculty. For students, nearly \$500 million were invested in creating 5 neighborhoods to house the 16,000 students residing on campus. Each neighborhood has a central dining area that is not only open to students within the neighborhood, but is also open to the public. The redesign intentionally decentralized services to neighborhoods, enhanced opportunities for promotion of civic skills and international experiences through diversification of housing assignments, and stimulated innovations in academic programs and experiences.

- Innovations such as Spartans without Borders (<https://spartanswithoutborders.msu.edu/>), expansions of Alternative Spartan Breaks (<http://asb.msu.edu/>), Study Abroad (<http://studyabroad.isp.msu.edu/>) opportunities, and other programs, enhance student experiences with diverse peoples and places.

- MSU developed a powerful infrastructure to support faculty in their efforts to commercialize their intellectual property for regional and economic development, assisting businesses by linking them to MSU resources, and developing strategies for entrepreneurship, job creation, and economic innovation. Examples: MSU Technologies (<http://www.technologies.msu.edu/>), MSU Business-Connect (<http://businessconnect.msu.edu/>), Spartan Innovations (<http://www.spartaninnovations.org/>), University Center for Regional Economic Innovation (<http://www.reicenter.org/>), and MSU Product Center (<http://productcenter.msu.edu/>).

3. Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: **500**):

MSU approved the formation of two new colleges, each headed by a new dean. The College of Music is a transformation of the School of Music, originally in the College of Arts and Letters. In 2013 MSU purchased and renovated a new off-campus building to house the college’s Community Music School (<http://www.cms.msu.edu/el/index.php?el>), which

serves 2,953 children from the mid-Michigan area. In addition, the COM located another Community Music School in the MSU Detroit Center (<http://music.msu.edu/outreach/detroit1/>), which offers jazz for youth, band and orchestra for adults of all ages, the Aspiring Musicians Program for youth in grades 5-8, summer camps, adult group lessons, early childhood music education for children ages 0-5, and music therapy clinical services. The Residential College in the Arts and Humanities (<http://rcah.msu.edu/>) was formed with civic engagement as an explicit aspect of its mission. “Civic engagement at the RCAH is about the excitement of the community within and beyond MSU and the opportunity to develop new relationships and interests. It's at the center of the college's mission and provides possibility for RCAH students' next steps and new paths.” The RCAH will eventually house approximately 600 students.

In addition to the two new colleges, since 2006 the following colleges are led by new deans: Agriculture and Natural Resources, Education, Engineering, Business, Communication Arts & Sciences, Law, Honors College, and International Studies and Programs. These changes have enhanced the community engagement scholarship focus of these colleges and their respective departments, schools, centers and institutes. For example, in 2013 the name of the Department of Community, Agriculture, Recreation, and Resource Studies was changed to the Department of Community Sustainability (CSUS). Consistent with its mission to assist in the development of sustainable communities, the department offers two undergraduate majors—Environmental Studies and Agriscience and Natural Resource Recreation and Tourism. The CSUS graduate program enables students to co-create personalized programs of study in four focal areas that represent the teaching, research and outreach interests of the CSUS faculty—Community Food and Agricultural Systems, Education and Civic Engagement, Natural Resources and the Environment, and Recreation and Tourism Systems.

The new Vice President for Communications and Brand Strategy has dramatically changed the way MSU connects broadly to the public. Spartans Will 360 and MSU Today are initiatives designed to connect the campus community with alumni and the general public. Spartans Will 360 (<http://report.president.msu.edu/360/>) involves a video production team traveling around the world to “take Spartans, friends and colleagues on an adventure—around the world and on the scene—to see first-hand the indispensable work of MSU scientists, scholars, and students.” The MSU Today (<http://msutoday.msu.edu/>) weekly e-release regularly features examples of community engagement scholarship related to enhancing the quality of community, economic and family life.

University Outreach and Engagement, MSU Alumni, the Center for Service-Learning and Civic Engagement, and the Office of Faculty and Organizational Development are actively constructing MSU's version of “citizen alumni,” linking undergraduate students with MSU graduates around the world with a focus on civic involvement.

C. Institutional Commitment

Required Documentation. Please complete all sixteen (16) questions in this section.

Infrastructure

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: **500**)

Since 2006, the following units were added to the administrative responsibility of the Office of the Associate Provost for Outreach and Engagement: the National Collaborative for the Study of University Engagement (2006), Community Evaluation and Research Collaborative (2007), Center for Community and Economic Development (2008), MSU Detroit Center (2010), Julian Samora Research Institute (2012), Gifted and Talented Education (2013). The Wealth and Estate Planning Institute (2012) was dissolved.

As a result, the APUOE's 12 reporting units now include nearly 100 employees, 66 of whom are supported by general funds, and have direct responsibility for supporting the community engagement scholarship efforts for the 4,950 faculty and academic staff associated with MSU's 17 colleges. The other 34 staff members are supported by extramural grants and contracts managed by UOE directors and engagement researchers.

In 2009 the Provost and President approved the position of assistant provost for university-community partnerships in recognition of the expanding administrative units within the office of the associate provost (<http://outreach.msu.edu/>). The Assistant Provost has explicit responsibility for coordinating the trans-unit functional activities of seven of UOE's 12 units (<http://outreach.msu.edu/processmodel.aspx>).

In 2010, administration of the UOE-created Cultural Engagement Council was transferred to the Deans with the current leadership provided by the Dean of the College of Arts and Letters. The CEC seeks to build among students and the community a common understanding of the importance of culture through new and innovative partnerships and collaborations, and to enhance teaching and research in all aspects of the study of culture.

Funding

- 2.a. As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: **500**)

Because MSU has aligned community engagement scholarship (CES) throughout the institution, it is nearly impossible to determine what portion of the university's general

fund support is allocated to CES. However, data from the OEMI and Contracts and Grants Administration (CGA) databases, provide one type of answer. From 2009-2012, MSU faculty reported 611.82 FTE's associated with CES grants and contracts. This represented a faculty value of \$56,924,968, which in turn generated \$397,209,452 in external funding, a 6.98:1 ROI. Since faculty reporting into the OEMI is voluntary (3,103 of the 4,950 eligible are in the database), faculty FTE devoted to CES is likely underestimated as are the faculty salary equivalents.

For the Office of the APUOE, general fund support increased from \$3.6 million when last reporting, to nearly \$7 million. In part this increase is a direct result of the transfer of funds from new units added to UOE, and in part it is due to newly funded initiatives within UOE.

General fund support for the Michigan State University Extension (MSUE) decreased from approximately \$2.82 million when last reported, to \$994,012 in fiscal year 2012-13, but its total budget increased over this same period from \$47 million to just under \$70.8 million due to increases in external funding discussed in I.C.2.d ([http://msue.anr.msu.edu/uploads/236/40235/2013 MSUE ABR Legislative Report.pdf](http://msue.anr.msu.edu/uploads/236/40235/2013_MSUE_ABR_Legislative_Report.pdf)).

The MSU Museum had nearly \$300,000 restored to its general fund in support of its success linking its expanded community mission with campus academic programs. A significant additional investment in technology provided significant enhancements for public involvement with museum exhibits.

The newly established Eli and Edythe Broad Art Museum (<http://broadmuseum.msu.edu/>) had over 100,000 visitors in its first year of operation. It now averages 1,500 visitors per week.

The Center for Service-Learning and Civic Engagement (CSLCE) provides service-focused, community-based, mutually beneficial, and integrated learning opportunities to allow students to develop a sense of civic responsibility. The Office of Planning and Budgets allotted \$125,000 to rebuild the CSLCE database to allow students greater access to service opportunities.

The College of Human Medicine's Public Health effort includes the recruitment of 6-7 faculty who will be based in its facility in Flint. In addition, CHM is simultaneously recruiting 6 additional faculty who will be placed in Marquette, Midland and Traverse City. This represents the realization of a true statewide research network across its six campuses across the state.

- 2.b. As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: **500**)

In addition to general fund support, UOE has endowments of \$149,254 (GATE), \$4,160,072 (MSU Museum), \$6,061,882 (Wharton Center for the Performing Arts), and \$108,000 (Center for Service-Learning and Civic Engagement).

The Wharton Center's Institute for Art and Creativity received a \$2.5 million endowment, which has allowed it to expand writing and drama programs to nearly 700 high schools in Michigan. Students who win play-write competitions are brought to campus and receive a week's mentoring from nationally prominent guest play-writers. Eventually, their plays are performed at the Wharton Center by students in MSU's Department of Theatre. The Institute for Art and Creativity also commissions plays that are performed at various schools throughout Michigan. Plays have focused on topics such as obesity, autism, bullying. The Garden of Joy play provided a glimpse into Lake City, Michigan in the 1920s and Michigan African American blues history—a play that is now under consideration for a national tour.

Since last reporting, the percentage of the MSUE budget comprised of external allocations has increased from 94% to 99%. The sources of external support and their proportion of the total 2012-13 budget (\$70.8 million) are as follows: state appropriations (35%), grants (33%), county investments (16%), the federal cooperative extension (12%), and federal special projects (3%).

The College of Human Medicine constructed a privately funded \$80 million education facility in Grand Rapids, has purchased an additional vacant building and is constructing another new facility to further expand space for biomedical research in West Michigan. It also located its Public Health program in a renovated building in Flint (assisted by an \$11 million gift from the Mott Foundation) in partnership with five Flint hospitals and other entities.

Broad Art Museum. A new \$46 million museum for contemporary art was constructed as part of the university's efforts to expand art and culture as engines for economic growth and enhanced quality of life for residents of Mid-Michigan and beyond. \$26 million was provided via a gift from Eli and Edythe Broad.

- 2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500)

University: Using data from the OEMI and from Contracts and Grants Administration, for the 2009-2012 period, 611.82 faculty FTEs were committed to community engagement scholarship at a value of \$56,924,968. The work generated \$397,209,452 in extramural funding showing a 6.98:1 ROI for CES. These data show a FTE increase of \$36 million and a 5-fold increase in extramural funding. However, the source database also increased to now contain 3,103 of the 4,950 faculty and academic staff eligible, with nearly 7,581 projects

now registered. So, the proportion of “real” increase cannot be discerned from the proportion due to a greater database of faculty providing annual input since 2005.

- 2.d. In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: **500**)

The MSU annual operating budget is \$1.7 billion. The percent of campus budget or dollar amount allocated to community engagement scholarship would be very difficult to determine since we have aligned the institution to the CES mission and community engagement scholarship and creative activities, and teaching/learning activities are defined as forms of research and teaching. The following are some examples of MSU’s investments in community engagement scholarship.

Rental fees for support of the MSU Detroit Center Office (<http://detroitcenter.msu.edu/>), the Detroit YouthVille Research Suite, and UOE’s Center for Community and Economic Development (<http://ced.msu.edu/>) in Lansing are paid directly by the Provost.

Michigan College Access Network (<http://www.micollegeaccess.org/>). The Provost provides support for 17 school-based advisors to support access efforts for higher education. MSU Extension is also part of the MCAN Alliance.

Medical Education. The College of Osteopathic Medicine (<http://com.msu.edu/>) has located campuses for education of its first- and second-year students in Detroit (<http://com.msu.edu/Students/Resources/DMC.htm>) and Macomb County (<http://com.msu.edu/Students/Resources/Macomb.htm>). Through its Future DOcs program, the college offers educational, motivational and medicine-centric programs, often weekly, for high school students: at Benjamin Carson, Cass Tech and Cody schools in Detroit, and at Southfield Lathrup High School. Nearly 40 students drawn from high schools across Macomb County participate in a Future DOcs program that involves multiple community agencies. MSUCOM students provide mentoring, guidance and tutoring for these programs.

The College of Human Medicine, working with partners around the state, sponsors over 20 research lectures annually by scientists. These include community interactions and more recently, school-based programs.

UOE and MSU faculty and community partners created the Information Technology Empowerment Center (<http://www.iteclansing.org/>) and located it in a Lansing Community Neighborhood Center. ITEC focuses on development of technology and STEM skills in elementary and middle school age children, with computer station partnership sites located at the area YMCAs, Boys and Girls Club, area public libraries, Lansing Public Schools, and St. Stephen’s Church, among others. Programs also involve students and faculty from Lansing Community College. UOE provides support for the executive director

of ITEC (\$100,000), with additional support from the City of Lansing, local foundations, and local businesses as well as private citizens.

MSU also provides nearly \$250,000 in overall support of the annual MSU Science Festival (<http://sciencefestival.msu.edu/>), Summer Solstice Jazz Festival (<http://www.eljazzfest.com/>), Great Lakes Folk Festival (<http://www.greatlakesfolkfest.net/glff2014/>), and Science Olympiad State Tournament (<http://scienceolympiad.msu.edu/>). Each of these events is also supported from numerous community organizations and businesses. With the exception of the Science Olympiad tournament, all events take place in the East Lansing/Lansing communities with strong community support. For example, the Great Lakes Folk Festival brings 80,000 attendees to downtown East Lansing over an August weekend and generates considerable income for local restaurants and hotels. The Science Festival and Summer Solstice Jazz Festival are the newest additions to this set of spring/summer events.

Documentation and Assessment

3. Provide narratives addressing the following:
 - a. How does the institution maintain systematic campus-wide *tracking or documentation* mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: **500**)

The OEMI is an annual online survey of faculty and academic staff (approximately 4,950, 44% of MSU's workforce), designed by UOE and used since 2004 to gather data about engagement. It collects quantitative and qualitative data on: faculty effort in community engagement and specific community engagement projects. With regard to effort, respondents are asked for the percentage of their time in research, teaching, and service that is community engaged, and the issues of societal concern they addressed. Then they characterize their work on each issue by: its contribution to the University's Bolder by Design imperatives and other priorities, the form of engaged scholarship, geographic locations, number of non-university participants/attendees, revenues for MSU and partners, and in-kind contributions. With regard to specific projects, respondents identify the project with a societal issue and provide: a narrative description (e.g., actions/methods, opportunities, purposes), its duration, involvement of University units and students, community partners and their role(s), funding sources, evaluations, outcomes/impacts, intellectual property, impacts on scholarship, and resulting scholarship about engagement. The OEMI was reviewed following analysis of the original 2004 data. Lists of forms of engagement and societal issues were modestly revised, qualitative analysis resulted in new response options lists, and users were permitted to file more than one project report. OEMI data structure and programming was revised in 2008.

OEMI data have been used to: respond to accreditation/self-studies; produce briefing

materials for the President ahead of stakeholder meetings; map partnership locations; document topical/geographic overlaps between engagement and interests of partners, funders, and elected officials; assist faculty networking around particular communities and issues; publish stories of engagement to impact campus culture; identify exemplars for recognitions; and catalog and promote public access to programs.

Societal Issues Addressed: In 2004, respondents most frequently identified education (12.5%) as the societal concern they were addressing. Education remained the dominant issue, followed by health and health care, public understanding and adult learning, and science and technology through 2009. Issues receiving the most attention have recently begun alternating among those mentioned. Still, on average (2010-2012), education (13.6%) followed by public understanding (12%), science (11.8%), and health (11.3%) remain predominant.

Forms of the Work: In 2004 (30.5%) and 2012 (31%), outreach research was the most frequently identified form of respondents' engagement work, as it's been in all but one year. That year (2005), technical or expert assistance was added to the list and selected most frequently (27.5%), remaining the second most frequent form since, displacing non-credit instruction and public events. Research and technical assistance have remained the predominant forms of respondents' engagement.

MSU is exploring ways to streamline all faculty reporting. Work ahead includes determining how to integrate engagement data collection within new processes. Increased interest in geographic representations of OEMI data is expected to lead to broader utilization of GIS. Finally, collection of OEMI data from some non-academic employees needs to be considered.

June 2013 presentation: http://outreach.msu.edu/documents/presentations/APLU-CEO_2013_Summer_mtg_06112013.pdf.

Form to request an OEMI guest account:

<http://oemi.msu.edu/requestguestaccount.aspx>.

- b. Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: **500**)

At MSU, scholarship, whether community engagement scholarship or otherwise, is most directly assessed at the unit level. To assist, UOE supported a faculty committee that published a strategy for assessment as *Points of Distinction: A guidebook for planning and evaluating quality outreach* (1996, 2000, 2009) (http://outreach.msu.edu/documents/pod_2009ed.pdf), which is organized around dimensions of quality (including impact), and offers sample questions and quantitative and qualitative indicators. It is distributed online and in hardcopy to administrators and faculty,

and is a footnoted reference in the University's re-appointment, promotion, and tenure documentation guidelines. UOE plays no role in unit assessments of individual faculty work, full data from which is not currently gathered in a single system.

To provide some analysis, however, and to demonstrate some of what has been learned about the impact of engagement on students, faculty, and communities since last reporting, UOE-led research studies are offered in response to I.C.3.d-f below, with links to full publications.

With regard to campus-wide measurement, data captured by the OEMI can be aggregated to understand amounts and characteristics of the institution's engagement. Specific findings will be discussed under I.C.3.c. As previously noted, UOE is responsible for gathering this data annually through an online survey of faculty and academic staff.

OEMI data have been used to: respond to accreditation/self-studies; provide Trustees with counts of non-MSU people participating in or directly benefitting from engagement; document investment in salary dollars of University contributions toward addressing societal issues; and track the contributions of community engagement scholarship to advancing institutional strategic imperatives (Boldness by Design).

Representing the totality of institutional effort in any area depends on the fullness of available data, which, in a research intensive university, rests on broad compliance from busy faculty respondents. This is particularly crucial with regard to data about community engagement scholarship. Because engagement cuts across traditional categories of academic work, its reporting requires the discerning knowledge of characteristics of the work that often only the engaged scholar can contribute. Achieving strong and consistent survey response rates is the biggest challenge UOE faces in collecting this data. Since last reporting, OEMI response rates have fluctuated, averaging 17.8% through 2012 on a relatively stable faculty and academic staff complement. As the University moves toward streamlining all faculty data collection, it hopes to improve response rates to broadly enhance measurement efforts.

- c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: **500**)

Since first administered in 2004, 3,103 distinct (non-duplicative) respondents have participated in the OEMI, with 82% reporting that they have participated in some form of outreach and engagement. The reported effort represents a collective University investment of \$148,185,141 in faculty and academic staff time devoted to addressing societal concerns through engaged scholarship. In addition to reporting on their effort, respondents completed 7,581 reports of projects/activities. Participation in 2012 was the lowest recorded by the OEMI (6.4% lower response rate than the 17.8% mean), significantly lower than even preliminary 2013 data. For comparative purposes, mean data from 2010-2012 will sometimes be offered to show change since 2004.

In 2004, 21.1% (969) of MSU's 4,493 faculty and academic staff responded to the OEMI, compared to an average of 15.2% (752) of the University's roughly 4,950 from 2010 to 2012. Of these respondents, 85.6% in 2004 and 74.1% in 2010-2012 reported having participated in community engagement through their research, teaching, and service. This represents 18.5% (2004) and 11.2% (2010-2012) of the University's full faculty and academic staff respectively. The salary investment associated with respondents' effort reported in 2004 was \$19,823,471 (from 249.5 FTEs), and an average of \$13,875,749 per year (from 149.25 FTEs) or a total of \$41,627,248 (from 2,257 FTEs) in 2010-2012.

In 2004, 65.5% (543) of respondents who indicated that they were engaged submitted 658 reports of community engagement projects/activities, while on average in 2010-2012, 60.5% (337) of engaged respondents submitted 558 reports. In 2004 project reports, 82.5% of respondents identified primary partners external to MSU and 37% offered descriptions of the collaborations. The narrative data was analyzed, a list of prevalent descriptors was compiled and offered as options to a question about the role(s) of collaborators in subsequent surveys. In 2010-2012, 84% of engaged respondents who submitted project reports indicated having external collaborators. 79% specified their collaborators' roles, indicating that they: assisted in planning and management (56%); identified the issues or problems addressed (49%); directly participated in research, evaluation, or teaching (42%); shared responsibility for disseminating products/practices (41%); helped identify resources to support the work (39%), or collaborated in other ways (13%). Also, in 2004, respondents were asked to respond to an open-ended question about outcomes and impacts. Nearly 60% of those involved in collaborative activities were reported to have illustrated a relationship between these activities and scholarship. Again, responses were analyzed and the survey was revised to include a series of new questions. In 2010-2012, 73% of engaged respondents who reported projects, indicated that their collaborations resulted in the development of either intellectual property or scholarship about their community engagement. Through their engaged projects they created presentations (55%), reports (36%), publications (32%), training materials (31%), websites (25%), performances/exhibitions (14%), other intellectual property (10%), software (6%), and inventions/patents (1%). 23% also indicated that they created scholarly work that assesses or describes their engagement. Lastly, 61% of engaged respondents who reported projects and activities in 2010-2012 indicated that this work impacted their scholarly and/or teaching practices.

Impact on students

- d. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

The scholarship of engagement at MSU can impact students in several ways. Many students working with the Center for Service-Learning and Civic Engagement (CSLCE) see this as a distinction between volunteerism and service-learning. The CSLCE works to understand the impact service-learning has on several learning outcomes including gaining insight into course concepts and understanding social issues.

The CSLCE believes learning through reflection should be measured not only in student writing, but also in verbal reflections. In spring of 2012, a subset of students participating in service-learning as an alternate assignment was offered the chance to do that in reflection circles facilitated by a group of retired/spouses of retired faculty and staff. The reflection circle mission is for volunteers from the MSU Community Club to facilitate the intentional and guided processing of community engagement in order to help MSU students link their service-learning experiences with their personal and academic learning and future goals.

The subset of students participating in service-learning as an alternate assignment as part of their Integrative Studies in Social Science course was offered the chance to participate in reflection circles. Approximately 700 students were enrolled in three sections. Part of the teaching pedagogy employed in these sections offered students the opportunity to participate in service-learning and reflect about their experiences in small group settings instead of writing the traditional reflection paper.

The connections between the Reflection Circle Student Survey and the broader end of semester service-learning experience survey allowed for comparisons between three groups of students: the general service-learning population (N=672), service-learners enrolled in an ISS class (N=103), and the subset of those who participated in a reflection circle (N=87). Four specific learning objectives were chosen for analysis with the following points pulled out as significant:

(1) Reflection circle members were able to more closely tie their service-learning experience to the course content than those who did not. The quick close to the feedback loop prompts students to think about the connections to the course while they are still in the course.

(2) Reflection circle members had a better understanding of their major and how their service-learning applied to their future goals. It is hypothesized that this is directly related to the intergenerational mentoring component of the reflection circles.

(3) Reflection circle members were able to better utilize their critical thinking skills as it directly related to the issues uncovered during their service-learning. Sessions two and three of the reflection circle agenda have learning outcomes related to showing the connection and providing examples of student learning as it relates to their engagement experiences.

(4) Reflection circle members are moderately better at understanding community needs and the social issues that impact these needs.

Springer, N.C. & Casey, K.M. (2012). Connection through reflection. Presented at the annual conference of the International Association for Research on Service-Learning and Community Engagement, Baltimore, MD. Retrieved from:
<http://outreach.msu.edu/documents/presentations/IARSLCE2012CSLCEPoster.pdf>

Impact on faculty

- e. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

In 2001, MSU revised its reappointment, promotion, and tenure (RPT) review form to embed opportunities for faculty to report outreach and engagement throughout the form. Revisions reflected MSU's definition of outreach and engagement as a form of scholarship that cuts across institutional missions of teaching, research and creative activities, and service; emphasized use of multiple forms of evidence to document quality; and encouraged reporting of integrated scholarship.

In 2006, UOE initiated a multi-year study examining how and to what extent outreach and engagement were reported during RPT. Document analysis of 244 RPT forms focused on faculty who successfully underwent reappointment, promotion, and tenure review between 2001 and 2006. Data from the faculty section of the RPT forms were analyzed by demographic variables (i.e., gender, ethnicity, age); appointment variables (i.e., appointment allocations among research, teaching, and service; recommended rank; annual or academic year appointments; joint appointments; MSU Extension; primary college); and outreach and engagement variables (i.e., type, integration, intensity, degree, disciplinary grouping).

Major findings first published in 2009 included: 1) 90% of faculty reported one form of outreach and engagement on their RPT forms, and 2) 47% reported outreach and engagement in all three main areas of academic responsibility—instruction, research and creative activities, and service.

Across MSU, faculty reported different types of community engaged scholarship, including 70% non-credit instruction; 69% public understanding; 56% technical assistance or expert testimony; 47% research funded by nonprofits or government contracts; 39% research unfunded or internally funded; 35% other types of community engaged service; 30% research funded by business or industry; 13% commercialized activities; 14% credit instruction (including service-learning); 8% patient/clinical services; and 6% creative activities. College level reports were also generated about types of community engaged scholarship.

Faculty reported on their “scholarly activities and contributions” that demonstrate “integration of scholarship across the missions of the university—instruction, research and creative activity, and service within the academic and broader communities. In response, 56% of faculty described outreach and engagement.

Glass, C. R., Doberneck, D. M., & Schweitzer, J. H. (2010). Summary of the 2001 revisions to the reappointment, promotion, and tenure form at Michigan State University: Expanding the definition of scholarship to include engagement. *The Engagement Exchange*, No. 1. Retrieved from: http://ncsue.msu.edu/files/EngagementExchange_No.1_Jan2010.pdf.

Glass, C. R., Doberneck, D. M. & Schweitzer, J. H. (2011). Unpacking faculty engagement: The types of activities faculty members report as publicly engaged scholarship during promotion and tenure. *Journal of Higher Education Outreach and Engagement* 15(1), 7 -29. Retrieved from: <http://openjournals.libs.uga.edu/index.php/jheoe/article/view/504>.

Doberneck, D. M., Glass, C. R., & Schweitzer, J. H. (2012). Beyond activity, place, and partner: How publicly engaged scholarship varies by intensity of activity and degree of engagement. *Journal of Community Engaged Scholarship* 4(2), 18-28. Retrieved from: <http://jces.ua.edu/beyond-activity-place-and-partner-how-publicly-engaged-scholarship-varies-by-intensity-of-activity-and-degree-of-engagement/>.

Doberneck, D. M., Glass, C. R., & Schweitzer, J. H. (2009). Institutional report: Scholarly outreach and engagement reported by successfully tenured faculty at Michigan State University, 2002-2006. East Lansing, MI: University Outreach and Engagement, Michigan State University. Retrieved from: <http://ncsue.msu.edu/files/inst-report-092509.pdf>.

<http://ncsue.msu.edu/research/reappointment.aspx>

Impact on community

- f. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

University Outreach and Engagement (UOE) conducted a study that analyzed the relationships between the internal dynamics and perceived benefits of university-community partnerships that were facilitated by members of the UOE staff. Data about community partners' experiences with partnerships was gathered by conducting an online survey of community partners that were involved in partnerships that were active after December 31, 1999. Of the 58 community partners contacted to take part in the study, 44 (76%) completed the survey. A majority (68%) of community partners were affiliated with local non-profit organizations or community-based organizations, followed by educational institutions (27%) and state agencies (5%).

The benefits that community partners involved in ongoing partnerships (N=26) were confident they would receive were: (a) increased visibility of a community issue, problem, or need (85%); (b) improved service outcomes for clients (81%); (c) improved knowledge and skills among staff (81%); (d) increased knowledge of a community issue, problem, or need (73%); (e) increased research on a community issue, problem, or need (69%); and (f) increased collaboration among community organizations around a community issue, problem, or need (69%).

The actual benefits reported by members of partnerships that had ended (N=18) were: (a) increased knowledge of a community issue, problem, or need (83%); (b) increased research on a community issue, problem, or need (78%); (c) increased visibility of a community issue, problem, or need (72%); (d) improved knowledge and skills among staff (56%); (e) increased collaboration among community organizations around a community issue, problem, or need (56%); and improved service outcomes for clients (50%).

Expected benefits were compared with benefits actually received for partnerships that had already ended and found that partners reported reaping significantly more of two benefits than they had initially expected: (a) increased visibility of a community issue, problem, or need; and (b) alleviation of a social problem or need. For a third benefit—increased collaboration among community organizations—community partners reported garnering significantly less of this benefit than anticipated.

Analyses of the relationship between internal partnership dynamics and perceived benefits revealed that 1) effective partnership management was associated with increased research on a community issue, problem, or need; 2) co-creation of knowledge was associated with improved service outcomes for clients; and 3) shared power and resources were associated with less increased funding for community partners' organizations. Thus, the findings suggest that effective partnership management and opportunities for the co-creation of knowledge are practices that are worthy of deliberate cultivation within community-university partnerships.

McNall, M., Redd, C.S., Brown, R., & Allen, A. (2009). Brokering community-university engagement. *Innovative Higher Education*, 33(5), 317-331. Retrieved from: <http://link.springer.com/article/10.1007%2Fs10755-008-9086-8>

Impact on institution

- g. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

MSU's emphasis on scholarship-driven community engagement has become increasingly well-known within higher education. The University's regional, national, and international reputation has directly benefitted from this attention as other institutions have sought to learn about MSU's model and experience.

Since last reporting and through May 2013, an increasing number of universities have invited MSU leaders to consult and/or give formal targeted talks on their campuses or in East Lansing about community engagement scholarship and related institutional alignment issues. These 20 universities include: Kansas State University, Florida Atlantic University, Utah Valley State University, Dubai delegation, University of Alberta, University of Central Lancashire, University of Manchester Metropolitan, UK Urban Re-generation Programme universities, University of Iowa, University of Nebraska Omaha, Pennsylvania State University, University of Wisconsin-Madison, King Faisal University, University of Minnesota, Montana State University, Northern Illinois University, University of Michigan-Flint, Auburn University, Texas Tech University, and Fairfield University. During the same period, dozens of individual leaders have also made short visits to meet with UOE staff about the MSU model.

UOE leaders have also been increasingly invited to serve in leadership roles with associations and other groups by invitation, including: Association of Public and Land-grant Universities Council on Engagement and Outreach executive committee and benchmarking

taskforce; Academy of Community Engagement Scholars think tank and board of directors; Committee on Institutional Cooperation's Committee on Engagement chairpersonship; University Professional and Continuing Education Association board of directors; associate editorships and editorial board of the Journal of Higher Education Outreach and Engagement and Journal of Community Engagement and Scholarship; Wingspread planning committees, and Higher Education Network for Community Engagement chairpersonship. In 2007, an MSU official was asked to serve as founding president of the Engagement Scholarship Consortium, after the partnering four hosts of the National Outreach Scholarship Conference agreed to incorporate. By May 2013 the ESC had grown to 28 member institutions.

Because other universities frequently ask to examine the OEMI, MSU developed a fully-functioning demonstration version. Since October 2010, the system has granted 123 accounts to individuals from 88 distinct universities, including institutions in Australia, Canada, Malaysia, Thailand, and the United Arab Emirates. 88 of these were created prior to June 2013. Many have requested hour-long phone consultations after examining the instrument.

MSU's Tools of Engagement undergraduate online learning modules have also attracted interest. Since 2009, a system generating guest accounts for Tools has recorded requests from people affiliated with 94 distinct universities, associations, and corporate email providers, and provided 119 accounts prior to 2012. MSU also established partnerships with 10 universities to use and provide feedback, resulting in 202 additional non-MSU users.

Subscription requests for MSU's Engaged Scholar Magazine and E-Newsletter have also grown. Launched in 2006, the print publication is mailed to 1,175 non-MSU addresses and the E-Newsletter readership includes 1,353 (27%) non-MSU subscribers. Before May 2013, 22,033 (78.4%) of all visits to the publications' archive website came from devices with internet service from providers other than MSU.

Professional Development

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: **500**)

Since our previous Carnegie application, professional development programs for community engagement have expanded dramatically, reflecting a deepening institutionalization. Multiple campus units support faculty, staff, graduate students, and community partners in different areas of engagement, including community engaged

research, creative activities, teaching and learning, service, and commercialized activities.

Through the Office of Faculty and Organizational Development, faculty, staff, and graduate students participated in orientations, workshops, summer institutes, learning communities, cohort-based fellows programs, and individual consultations. Examples included:

- Meet Michigan, a day-long traveling tour to familiarize new faculty, staff, and graduate students with community organizations and research opportunities throughout the state.
- Lilly Fellows Program, a competitive, cohort-based program for faculty to learn about teaching and learning innovations in their classrooms, including experiential and community-based learning. A 2011 example: "Academic Service-Learning in Supply Chain Management."
- Leadership and Administrator Development workshops to strengthen administrators' skills and practices. Recent example: "Community Outreach and Engagement: Making the Connections to Bolder by Design."

The Office of University Outreach and Engagement organized a range of professional development programs and provided individual consultations to faculty, staff, graduate students and community partners. Examples included:

- From 2005-2011, the Engaged Scholars Speaker Series brought 21 renowned scholars to campus to stimulate thinking and consult with faculty, staff, and graduate students individually and in small groups. Attendance averaged 25-147 at the talks.
- From 2011-2013, UOE hosted 11 Evaluation Circle workshops to build capacity in community engaged research through evaluation. Approximately 20-30 faculty, staff, graduate students, and community partners attended each.
- From 2011-2013, UOE organized networking events to connect campus-based faculty, staff, and graduate students with one another and with community partners in specific geographic regions. Events took place in Detroit and Flint, drawing between 25 and 91 participants.
- UOE organized a 2008 and 2012 Pre-College Programs Conference, and hosted the 2005 International Association for Research on Service-Learning and Community Engagement Conference and the 2011 National Outreach Scholarship Conference. MSU faculty, staff, and graduate students were well represented at these regional, national, and international conferences.
- From 2009-2013, UOE offered a transcriptable Graduate Certification in Community Engagement. Since its inception, 104 students and staff have entered the program, which requires core competency seminars, mentored community engagement experience, and a written portfolio and presentation.

From 2011-2013, Office of Study Abroad: convened lunchtime conversations for faculty, staff, graduate students, and over 40 program leaders who include volunteering, service-learning, or community engagement in their programs: offered an annual workshop on

community engaged study abroad programs; and provided individual consultations to program leaders as needed.

Annually, Office of Research Facilitation and Dissemination offered support for grant-writing, including a day-long workshop on NIH, NSF, and USDA grants, covering requirements for broader impact statements and for collaboration with stakeholders.

MSU Innovation Center coordinated MSU Business-Connect, MSU Technologies, and Spartan Innovations, three programs offering support for community engaged commercialized activities, including innovation, commercialization, and entrepreneurship.

Faculty Roles and Rewards

5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

No Yes YES

Describe (word limit: **500**):

The Academic Hiring Manual, Section 2.1: Planning the Academic Hiring Procedure includes this statement:

“The annual budget planning process is the critical vehicle for employment planning. Although its outcomes are shaped by college and unit planning processes which take account of special college/unit traditions and practices, MSU's Bolder by Design Strategic Plan provides an organizational/philosophic overlay to the planning process. Central to employment planning decisions must be a commitment to advance the university's realization of equal opportunity, affirmative action, and diversity. Equity, educational, organizational and business reasons all require MSU to advance the diversity of its faculty/academic staff compliment.

Chairpersons and Deans are responsible to provide written support for recommendations to establish new positions or to fill vacant positions. Factors addressed by the Chairperson and Dean include:

- Assessment of staffing needs in light of college/unit priorities identified in the budget planning process consistent with Bolder by Design
- The specific qualification needs for faculty/academic staff to meet college/unit program priorities
- The relative merit of filling positions on a continuing or fixed term basis in light of program, market and budgetary considerations
- Consideration of current unit representational patterns and current placement goals, as well as the elements of a broad-based search plan to ensure a diverse candidate pool in

each faculty/academic staff search.”

The Manual explicitly states that all academic hiring is guided by MSU’s Bolder by Design Strategic Plan, which includes six institutional imperatives:

- enhance the student experience
- enrich community, economic, and family life
- expand international reach
- increase research opportunities
- strengthen stewardship
- advance our culture of high performance

The President’s Annual State of the University Founders’ Day Address (February 12, 2013) launching the Bolder by Design Strategic Plan included five bullet points specifically about community engaged scholarship. They are:

- sustain our position as a world leader in engaged scholarship, advancing our reputation for leveraging expert knowledge in addressing societal and economic issues and for continually contributing to developing that knowledge into a body of lessons-learned for sharing and speeding solutions to vexing, constantly changing problems.
- align and focus our activities intellectually and geographically to increase energy and impact in given activities and regions
- create the model 21st Century Extension, focused on transforming urban and rural communities to better promote their own prosperity through partnerships targeted at addressing community-defined challenges at home and globally
- incorporate community service or civic engagement learning experiences for at least 70 percent of our undergraduate students, preparing them to make service and engagement part of their lives as part of their heritage as Spartans
- continue to build an ecosystem that supports innovative economic strategies in distressed regions throughout Michigan, while working with our local partners to make the greater Lansing area a dynamic, world-class community—a place where people come to work, live, and prosper.

6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: **500**)

Since our last successful Carnegie application in 2005, no significant revisions to Reappointment, Promotion, and Tenure policies or forms have been made.

In 2001, MSU made significant revisions to the Reappointment, Promotion, and Tenure policies and form to incorporate outreach and engagement as a cross-cutting form of faculty work. Those revisions 1) emphasized multiple definitions of scholarship; 2) promoted the use of evidence to document the quality of that scholarship; 3) embedded opportunities to report outreach and engagement throughout the form; 4) distinguished among service to the university, to the profession, and to the broader community; 5) included a new question focused on the scholarship of integration; and 6) broadened the

list of examples of scholarship to include outreach and engagement in each section. These revisions are detailed in Glass, C. R., Doberneck, D. M., & Schweitzer, J. (2009, November). Summary of the 2001 revisions to Reappointment, Promotion, and Tenure form at Michigan State University: Expanding the definition of scholarship to include engagement. The Engagement Exchange, vol. 1. East Lansing, MI: Michigan State University, National Collaborative for the Study of University Engagement. Available at: <http://ncsue.msu.edu/default.aspx>.

7. Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

No Yes YES

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: **500**)

In the 1993 Report, University Outreach at Michigan State University: Extending knowledge to serve society, a 20 person committee composed of faculty members and administrators wrote the following institution-wide definition of outreach scholarship (pp. 1-2):

“A Definition of Outreach

Outreach scholarship 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.

Outreach as a Form of Scholarship

We conceive of outreach as a scholarly activity—it both draws on knowledge developed through other forms of scholarship and contributes to the knowledge base. Outreach, as are all dimensions of the University’s academic mission, is rooted in scholarship. Scholarship is what scholars do; they teach, do research, and serve the University, their disciplines, fields, or professions, and the surrounding society:

- Teaching is a scholarly activity, whether those taught are traditional undergraduate or graduate students taking classes on campus or are traditional or nontraditional students taking classes in off-campus locations during hours set to accommodate their schedules, or in noncredit seminars or workshops reached by modern communication technologies, or in the workplace or community settings through consultation and technical assistance.

- Research is a scholarly activity, whether it is undertaken solely to advance knowledge with a discipline or field, or is intended to respond to pressing problems or issues identified by such external constituencies as local communities, state, national, or international agencies, business or industrial firms, citizen groups, or schools, hospitals, or other public sector and nonprofit organizations.

- Service may be less readily embraced as a scholarly activity, but scholars recognize its importance not only when they serve on university, disciplinary, or professional committees or organizations, but also when they draw on scholarly knowledge to provide medical or therapeutic services, testify before the legislature or Congress, serve on state, national, or international commissions or advisory groups, or work through professional societies to prepare studies and reports on significant societal or global problems.

Teaching, research, and service are simply different expressions of the scholar's central concern: knowledge and its generation, transmission, application, and preservation. When scholars generate knowledge, they discover or create it; when scholars transmit knowledge they share it with others; when scholars apply knowledge they do so for the purpose of helping others better understand, and sometimes address, circumstances and problems; and when scholars preserve knowledge they seek to save what has been learned for future access.

Outreach can and does cover the full spectrum of knowledge functions. Sometimes outreach involves generating knowledge (e.g., clinical intervention studies). It may also involve transmitting knowledge (e.g., continuing professional education), applying knowledge (e.g., technical assistance), and preserving knowledge (e.g., creating electronically accessible databases)."

8. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
- No Yes YES

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

The annual fall memo to Deans, Directors, and Chairs regarding reappointment, promotion and tenure procedures and the Instructions to the Reappointment, Promotion, and Tenure documents include an introductory statement from the University President that provides definition and guidance about documenting and rewarding multiple forms of scholarly faculty work, including service within the broader community, outreach, professional/clinical practice, and MSU Extension activities.

From the annual fall memo to Deans, Directors, and Chairs: "The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge be skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism."

From the Instructions for RPT: "Consistent with the fact that there are multiple forms of

scholarship, the attached form provides the opportunity to document, provide evidence for, and assess faculty scholarship in the functional areas of instruction, research and creative activities, and service within the academic and broader community, as well as in cross-mission initiatives.

It is often difficult to identify a scholarly activity belonging to solely one of the main functional areas of instruction, research and creative activities, and service. Candidates should list scholarly contributions according to their primary focus. They should further describe, where appropriate, any value added by such activities in the other functional areas. Thus instruction may have research, creative, and service components, while specific research and creative activities may have identifiable instructional and service segments. Similarly activities primarily and traditionally thought of as being service may also contribute to any or all of the main functional areas. Examples include outreach, professional/clinical, international (including International Studies and Programs), urban (including Urban Affairs Programs), and MSU Extension activities.”

9.a. Is community engagement rewarded as one form of **teaching and learning**?

No Yes YES

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

On the Reappointment, Promotion, and Tenure form, Department Chair or School Directors are asked to write a “Summary Evaluation of Instruction by Department Chairperson or School Director.” This summary should “evaluate the faculty member’s scholarly contributions in instruction.”

Dimensions to be addressed may include (but are not limited to):

- Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction
- Non-credit instructional activities including the development of certificate programs, community programs, Extension programming, etc.
- International instruction such as instruction abroad, comparative/international courses on campus, etc.
- Patient care activities in support of instruction
- Academic advising (making clear what the appropriate responsibilities and expectations are)
- Instructional activities in professional/clinical, Extension, international, or urban arenas

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member’s accomplishments as evidenced, for instance, in: SIRS forms; peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in

support of instruction; and instructional awards or other forms of professional/alumni recognition.

On the Reappointment, Promotion, and Tenure form, faculty members are asked to answer five questions about their teaching and learning activities—two of which give specific directions about reporting community engaged teaching and learning activities. Those questions are two and five—as follows:

“2) Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.”

“5) Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches, innovative methods or curricular development, significant effects of instruction, and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).”

9.b. Is community engagement rewarded as one form of **scholarship**?

No Yes YES

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

On the Reappointment, Promotion, and Tenure form, Department Chair or School Directors are asked to write a “Summary Evaluation of Research and Creative Activities by Department Chairperson or School Director.” This summary should “evaluate the faculty member’s scholarly contributions in research and creative activities.”

Dimensions to be addressed may include (but are not limited to):

- Discovery of new knowledge, including creative activities, and originality of approach;
- Development of innovative problem-solving strategies or methodologies;
- Application and dissemination of knowledge, including Extension activities;
- Patient care activities in support of research and creative activities; and
- Research and creative activities in outreach, professional/clinical, Extension, international, or urban arenas.

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member’s accomplishments as evidenced, for instance, in: publications, presentations, poster sessions, websites, etc.; performances and exhibits; scores, showings, recordings, and curatorial activities; citations of one’s work by others; evaluations by peers and affected groups including comments by outside evaluators,

journal editors, referees, etc.; grants received in support of research; and research awards or other forms of professional/alumni recognition.”

On the Reappointment, Promotion, and Tenure form, faculty members are asked to answer four questions about their research and creative activities—three of which give specific directions about reporting community engaged research and creative activities. Those questions are one, three, and four—as follows:

“1) List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period.

Items to be identified:

1. Books
2. Book chapters
3. Bulletins or monographs
4. Articles
5. Reviews
6. Papers and presentations for learned professional organizations and societies
7. Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
8. Reports or studies

Indicate peer-reviewed or refereed items with a “*”.

Indicate items with a significant outreach component with a “**” (determined by the faculty member)”

“3) Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):”

For Research and Creative Activity question 3, faculty members are to include a “list of grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and Extension activities.*”

“4) Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).”

9.c. Is community engagement rewarded as one form of **service**?

No Yes YES

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

On the Reappointment, Promotion, and Tenure form, Department Chairs or School Directors are asked to write a “Summary Evaluation of Academic Service by Department Chairperson or School Director.” A distinction is made between academic service within the academic community (question 1) and service within the broader community (question 2). The question 2 summary should “evaluate the faculty member’s scholarly contributions in service within the broader community. Dimensions to be addressed may include (but are not limited to):

- Application of scholarship to voluntary roles in community-based organizations
- Establishment of community links, voluntary leadership roles in community-based organizations
- Success in achieving grants and other forms of support for community service activities
- Success in completing assignments and projects for community service activities
- Responsiveness to societal needs and attention to the assets and goals of external groups
- Effectiveness in promoting the inclusion and advancement of diverse groups
- Development and evaluation of innovative approaches, strategies, technologies, and systems of service delivery
- Broader community service activities in professional/clinical, Extension, international, or urban arenas.

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member’s accomplishments as evidenced, for instance, in: publications, programs offered; presentations, performances, exhibits, broadcasts, websites, brochures and other print materials, and collection development; grants received in support of community activities; evaluations by affected groups including comments by outside evaluators, conference organizers, and/or media representatives.”

On the Reappointment, Promotion, and Tenure form, faculty members are asked to answer two questions about service—one of which gives specific directions for reporting community engaged service. That question is as follows:

“2) Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service

within the broader community.”

10. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes YES

Which colleges/school and/or departments? List Colleges or Departments:

Colleges that address community engaged scholarship—broadly defined and interpreted in the context of their disciplines—include: Agriculture and Natural Resources, Education, Engineering, Human Medicine, James Madison, Lyman Briggs, Music, Nursing, Osteopathic Medicine, Residential College in the Arts and Humanities, Social Science, and Veterinary Medicine.

What percent of total colleges/school and/or departments at the institution is represented by the list above?

12 of 17 = 70%

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: **500**):

At Michigan State University, colleges and departments are bound by the institutional-wide policy for reappointment, promotion, and tenure and do not have the authority to establish their own college or department level policies. Colleges and departments, however, do have the authority to develop guidelines and recommendations for their faculty members.

AGRICULTURE AND NATURAL RESOURCES

“2. Assigned duties for a faculty member can include research, teaching, extension/outreach, and/or administration. Because the college is a collaborative effort, contributions to collaborative works are included in the assessment of performance of assigned duties. Furthermore, it is expected that a faculty member will demonstrate a commitment to standards of intellectual and professional integrity in all aspects of faculty responsibilities. The Committee acknowledges that some faculty positions will be more disciplinary oriented with few additional responsibilities, whereas others may have extensive assigned duties in teaching, extension/outreach, advising, or administration. However, some scholarly activities are expected of all tenure-track faculty members regardless of assigned duties. The Committee assesses performance according to assigned duties, not in relation to the budgetary appoint.

3. In order to evaluate a faculty member, the Committee—following Boyer (1990) and Weiser (1999) defines scholarly achievements as creative work that is peer-reviewed and publicly disseminated. As such, there are six forms of scholarship:

- a) discovery of knowledge
- b) multidisciplinary integration of knowledge
- c) development of new technologies, methods, materials, or uses
- d) application of knowledge to problems
- e) dissemination of knowledge
- f) interpretation in the arts.

This definition can be applied to teaching, research, extension/outreach, service, and administration duties. The Committee is interested not only in how faculty invest their time, the activities in which they participate, and who they research, but also in the short, medium, and long-term results and impacts of the faculty’s scholarly efforts.”

RESIDENTIAL COLLEGE IN THE ARTS AND HUMANITIES: “The success of the RCAH depends upon having highly committed faculty willing to undertake those activities necessary to further the mission of the college. These include, but are not limited to, activities that contribute to the RCAH and MSU governance processes and activities, and that strengthen ties between RCAH and the community. Engagement activities that extend a faculty member’s scholarly or creative expertise to a community or public that will directly benefit from this involvement are also regarded as contributions under this heading.”

OSTEOPATHIC MEDICINE: “All faculty of the College of Osteopathic Medicine are expected to engage in activities that address community or societal needs. These may be activities that foster public benefit beyond one’s own professional boundaries. This can be demonstrated by committee membership, committee leadership, program development, program conferences, consultation and other activities generally considered to be outside one’s professional sphere. These activities may include interaction with other universities, societies, businesses, or government and may be performed at the local, state, national, or international level. They may be sponsored by department, college, university or non-university organizations. Service can also be activities that address patient care.”

11. Is there **professional development for faculty and administrators who review candidates’ dossiers** (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

No Yes YES

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: **500**):

New deans, school directors, and department chairs attend a required three-day “Orientation for New Administrators” before their first year as an administrator on our campus. The Office of Faculty and Organizational Development and Academic Human Resources organize these sessions, which include a basic orientation to MSU’s policies and guidelines for reappointment, promotion, and tenure, as well as a one-hour overview of

what CES means at MSU, provided by the Associate Provost for University Outreach and Engagement. The session reviews this language, which is reiterated in the annual fall memo to Deans, Directors and Chairs from the University President and on the Instructions to the Reappointment, Promotion, and Tenure form:

“All faculty activities and accomplishments must be judged upon their quality, which requires both continuing improvement and continuous engagement. A specific framework for evaluating scholarly activities and contributions includes (but is not restricted to) the following dimensions: scholarship, significance, impact, and attention to context. These dimensions are embedded as possible criteria for assessment in the summary evaluation by chairpersons and directors for each functional area.

- Scholarship—To what extent is the effort consistent with the methods and goals of the field and shaped by knowledge and insight that is current or appropriate to the topic? To what extent does the effort generate, apply, and utilize knowledge?

- Significance—To what extent does the effort address issues that are important to the scholarly community, specific constituents, or the public?

- Impact—To what extent does the effort benefit or affect fields of scholarly inquiry, external issues, communities, or individuals? To what extent does the effort inform and foster further activity in instruction, research and creative activities, or service?

- Attention to Context—To what extent is the effort consistent with the University Mission Statement, issues within the scholarly community, the constituents’ needs, and available resources?”

These four possible criteria for assessment of all scholarly faculty work—not limited to community engaged scholarship—are from the 1996 *Points of distinction: A guidebook for planning and evaluating quality outreach*, written by a 12 member committee composed of faculty and administrators and published by MSU’s Office of University Outreach and Engagement.

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?
 No Yes NO

Describe the process and its current status (word limit: **500**):

The current policies DO include community engagement in the promotion and tenure guidelines—there is no work in progress to change this.

Student Roles and Recognition

13. Provide a narrative that speaks broadly to involvement of students in community

engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: **500**)

Service-learning and community service through student-led initiatives is highly valued at MSU. Of the over 550 registered student organizations (RSOs) on campus, more than one-third list voluntary service with community as a reason for organizing. The Center for Service-Learning and Civic Engagement (CSLCE) closely partners with and directly advises three RSOs: Into the Streets (ITS); Volunteer Income Tax Assistance (VITA); and Alternative Spartan Breaks (ASB). These RSOs operate with a service-learning model to include pre-service orientation, preparation, action and reflection.

While providing infrastructure support and guidance through the CSLCE, these efforts are student-led and directed. Each organization is run by an executive board composed entirely of undergraduate student leaders. The leadership experience students gain through these opportunities offers space for MSU staff to model best practices for engagement with both local and national community partners, including needs assessment, action planning, and assessment of both learning outcomes and community impact.

Representatives from the VITA leadership serve on the Greater-Lansing Asset Independence Coalition in addition to planning and implementing community-based tax clinics for low-to-moderate income individuals. 22 ASB trips were planned and led by students last year. In April, MSU ASB will host the 2014 Great Lakes Alternative Breaks Conference, a student leadership conference dedicated to sharing best practices and promoting active citizenship among peers at other institutions within the region. ITS representatives are part of the annual all-university Martin Luther King, Jr. day of remembrance planning committee, and take responsibility for planning the university-wide MLK Day of Service.

Students are recognized for their engaged efforts through the Department of Student Life <http://studentlife.msu.edu/wp-content/uploads/2012/10/Leadership-Awards-Flyer2.pdf> and through Michigan Campus Compact student awards <http://www.micampuscompact.org/studentawards.asp>

MSU students reflect on their Alternative Spartan Breaks experience <http://www.youtube.com/watch?v=0UF113k7-TA>

The number of students involved in ASB, VITA, and Into the Streets in 2004-5, as reported in the 2006 MSU Carnegie Report was 1500 with 100 students in leadership positions. In the 2012-13 academic year those totals were 832 and 69. (In 2004-5, there were two Into the Streets events; in 2012-13 only one Into the Streets event was held).

In addition to the change in the overall number of students participating in leadership positions, the following changes in support of RSOs have been made since 2004-5:

- VITA now operates a Virtual VITA site, preparing taxes via teleconference for Michigan's underserved rural population in the Upper Peninsula.
- ASB is partnering with national alternative break organization Break Away and the New York University Wagner School of Public Policy on development of a national pilot of a community impact model for collegiate alternative break programs.
- ASB has become the largest student organization on MSU's campus, and serves as a local model of best practices for academic colleges and other MSU units that offer service trips.
- Office space has been dedicated for each organization, and a full-time scholar/practitioner has been hired to serve as a dedicated advisor for the three RSOs.

Supplemental Documentation

14. Is community engagement noted on student transcripts?

No Yes

If yes, is this a change from your prior classification?

No Yes

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

No Yes

Please provide examples (word limit: **500**):

Community engagement is connected with diversity and inclusion work for students and faculty in a variety of ways: as office sponsorship, academic service-learning, and from registered student organizations. The Office for Inclusion and Intercultural Initiatives provides a list of some of the MSU programs and areas of study that speak to the support and encouragement of a diverse culture (<http://inclusivity.msu.edu/resources-programs/academic-programs.php>). Community engagement has been integrated into many of the academic programs listed by using community-based engagement opportunities utilizing the faculty partnerships or the CSLCE. One example of CSLCE involvement is through its work with the College of Education and the coordination and support of students' service-learning placements for Teacher Education (TE) 250. The CSLCE awarded the core team of TE 250 faculty the Curricular Service-Learning and Civic Engagement award in 2012 (<http://edwp.educ.msu.edu/news/2012/jacobsen-te-250-team-honored-for-excellent-service-learning/>).

The Office of Inclusion and Intercultural Initiatives also recognizes the work of MRULE: Multi-Racial Unity Living Experience (<http://mrule.msu.edu/aboutus>). A key component of this student group is community engagement. Many other registered student organizations work to create an atmosphere of diversity and inclusion while engaged with community. Other organizations such as Alternative Spartan Breaks (www.asb.msu.edu), Volunteer

Income Tax Assistance (<http://www.vita.msu.edu/>), International Volunteer Action Corp (<http://ocat.msu.edu/student-organizations/ivac>), and Graduate Women in Science (<http://gwis.org/>), which are a small sub set of the over 200 student groups on MSU's campus, have mission statements which address diversity and promote community engagement.

16. Is community engagement connected to efforts aimed at student retention and success?
 No Yes

Please provide examples (word limit: **500**):

Community engagement is connected to efforts aimed at student retention and success on varying levels. One way this is done is through the Freshman Seminar (UGS 101) aimed at students who receive support from the Office of Supportive Services (<http://oss.msu.edu/ugs-101>). Students who take part in OSS are part of the higher education division of federal Trio programs and are considered low income and/or high risk students. This freshman seminar, Success Strategies in Higher Education, is required of students in the College Achievement Admissions Program. It gives students a chance to hear about a variety of ways to become involved in all that higher education has to offer. Guest speakers from campus resources such as the Office of Study Abroad and Center for Service-Learning and Civic Engagement speak to classes about the importance of becoming engaged in communities both locally and abroad.

The process toward student success starts before setting foot on a college campus. Michigan State University sponsored several train-the-trainer events for faculty, staff, and community members in College Positive Volunteering (<http://micampuscompact.org/cpvmain.aspx>). During one academic year, over 400 students enrolled in Teacher Education (TE) 250(a service-learning course), and were trained as college positive mentors before they began their engagement with local school districts. This training allowed students to start thinking about what it means to be successful in college and how they can work with students of all grade levels to get students on the road to success.

The Vice President for Student Affairs and Services has always supported community engagement as a way to promote student retention and success. In 2012, Dr. George Kuh was invited as a guest speaker to the annual Fall Welcome for the full staff gathering of the Office of the Vice President for Student Affairs and Services. Staff members were challenged to start thinking about high-impact educational practices and how they impact student success and retention. Staff members were also invited to start collaborating within and across divisions to bring these practices to more students across the university.

II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The questions in this section use the term “service learning” to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of eight (8) questions in this section.

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
 - a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: **500**)

There have been no changes or revisions to the Michigan State University definitions of service-learning since the last application. The accepted institutional definitions are as follows:

Curricular Engagement

Curricular engagement means teaching, learning, and scholarship that engage 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 university.

Service-learning may take various forms, depending on how closely the service is related to the student's academic program.

Academic Service-Learning

A teaching method that 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. (Definition adapted from Campus Compact, a national coalition of college and university presidents that is dedicated to promoting civic engagement and service-learning in higher education.)

Curricular Service-Learning

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.

Co-Curricular Service-Learning

These experiences provide students with opportunities to volunteer in traditional ways, through community-based placements in areas of interest unrelated to courses or academic majors. Many of these opportunities are available through student-led initiatives dedicated to service, community and civic engagement, and advocacy.

- b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: **500**)

The Center for Service-Learning and Civic Engagement (CSLCE) supports faculty and course involvement from all colleges and academic majors, and provides the following:

- Develops and assists in the implementation of best practices regarding curriculum integration, reflection and performance evaluation
- Provides individual and group consultations pertaining to the integration of service-learning and civic engagement into curricular and co-curricular experiences
- Assists faculty and university staff in identifying community partners and service and engagement opportunities that connect to course, departmental and unit themes
- 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 and provides a registration process to insure the coverage of students under the university's indemnification policy
- Interviews and/or orients students as to opportunities and expectations
- Works with community partners to establish and maintain quality and safe service, community and civic environments
- Utilizes the "Tools of Engagement," web-based curriculum modules (developed by UOE) as student and faculty development tools
- Partners with the Office of Faculty and Organizational Development to provide Lilly seminars for faculty and sessions for deans, directors and chairs
- Maintains a library of resources related to service-learning and civic engagement

- Provides additional support for faculty interested in the scholarship of engagement
- Conducts community agency/organization-required background checks “in house” using the Michigan State Police ICHAT in order to comply with the Family Educational Rights and Privacy Act (FERPA)
- Assists with the development of individual courses using the concept of PARE-C (Prepare, Action, Reflection, Evaluation, and Celebration)

http://www.snc.edu/sturzcenter/docs/UMD_service_learning_faculty_handbook.pdf

There was not a formal process in 2004-05 for identifying and supporting service-learning courses.

2. Fill in the tables below using:
 - a. data from the most recent academic year (2012-2013)
 - b. data based on undergraduate FTE

<i>Number of service learning courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>
365	+215	4%	143%

<i>Number of departments represented by service learning courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>
17	+3	100%	21%

<i>Number of faculty who taught service learning courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>
126	+89	4%	241%

<i>Number of students participating in service learning courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application.</i>
11,632	+8,263	30%	245%

3. Provide a description of how the data in question 2 above is gathered and used

(how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: **500**)

The data in question two were gathered using multiple offices within Michigan State University. Information came from data collected by the Center for Service-Learning and Civic Engagement (CSLCE), the Outreach and Engagement Measurement Instrument (OEMI) to identify faculty engaged in service, the Office of the Registrar, and the Office of Planning and Budgets. The CSLCE database of student registrations connects with the central Student Information System and allows students to self select the course to which their particular service is connected. This tracking allows for staff to be aware of and follow up with different faculty and instructors for a more comprehensive picture. The Office of the Registrar (<http://www.reg.msu.edu/>) and the Office of Planning and Budgets (<http://opb.msu.edu/>) hold the information regarding enrollment, faculty count, and department and college information. All of the information is gathered by semester.

In order to provide the most accurate information, data were collected from both the 2004-2005 and the 2012-2013 academic years using information from Office of the Registrar and Office of Planning and Budgets. Calculations for the final column of percent change were made by using the following formula: $[(\text{New Value} - \text{Old Value}) / |\text{Old Value}|] \times .01$. The old value came from academic year 2004-2005 and the new value came from academic year 2012-2013 and then put into the formula given above. Please note that for the number of departments represented by service-learning courses, we are using the number of degree granting colleges as recommended by our Office of Planning and Budgets.

4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: **500**)

In 2009, the Office of the Associate Provost for Undergraduate Education (APUE), established a set of liberal learning goals (<http://undergrad.msu.edu/learning>) which were "intended to provide a framework for students' active engagement in learning both in and out of the classroom." Michigan State University believes that every student who completes an undergraduate degree program will demonstrate competencies in each of the following areas: analytical thinking, cultural understanding, effective citizenship, effective communication, and integrated reasoning.

The Center for Service-Learning and Civic Engagement has assessed these learning outcomes as they relate to students engaged in service at MSU. At the end of each semester, a subset of students registered using the CSLCE database are asked to complete a survey which covers learning objectives, motivations, and placement feedback. The CSLCE has seen a steady increase in the student self report of how community engaged learning has

impacted their understanding and ability to perform in the learning outcomes set forth by MSU. One example of the data collected is students are asked to report the extent their service-learning experience has improved their critical thinking about issues. From the academic year 2006-2007 (which was the beginning of systematically administering the survey online) until the academic year 2012-2013, the CSLCE saw a 16.3% increase in those who had a favorable response to that specific question. Other questions that address critical thinking saw similar increases.

- For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curricular Activity</i>	<i>Is Community Engagement integrated with this activity?</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
Student Research	Yes	<p>Part of the mission of Michigan State University as a land-grant institution is to use knowledge to address pressing social issues and as a research intensive university, research is one of the ways this is accomplished (http://www.msu.edu/research/). According to the Office of the Vice President for Research and Graduate Studies: "Every day at MSU, dedicated scientists, scholars, and students create and apply knowledge as they work to provide sustainable solutions to the world's most pressing problems." Many of these research projects can be found on their website located here: https://vprgs.msu.edu/. In addition, student research is highlighted here: https://vprgs.msu.edu/for/students.</p> <p>The College of Human</p>	<p>http://www.msu.edu/research/, https://vprgs.msu.edu/, https://vprgs.msu.edu/for/students</p>

		Medicine has an extensive process for preparing medical students for research and matching them to clinician/scientists around the state who mentor and facilitate research.	
Student Leadership Courses	Yes	<p>There are several student leadership institutes at MSU offered by the Office of Student Life and Graduate Programs.</p> <p>The College of Education offers a significant credit-bearing course aimed at developing student leaders that incorporates community engagement as a key element of the course.</p> <p>https://www.msu.edu/~jensenc4/syllabus.html http://edwp.educ.msu.edu/new-educator/2013/the-legacy-of-ead-315415/</p> <p>What has changed since the last classification: Service as a form of leadership has become more recognized on campus and in the field of student leadership development through programs like LeaderShape. For that reason, student leaders with a commitment to service are recognized in leadership programs such as the Student Life Awards Program listed above.</p>	<p>https://www.msu.edu/~jensenc4/syllabus.html http://edwp.educ.msu.edu/new-educator/2013/the-legacy-of-ead-315415/</p>
Internships	Yes	Michigan State University has	http://careernetwork.msu

/Co-ops		<p>consistently integrated community engagement into internships and co-ops. Students involved in these programs are most often placed into community agencies to gain a meaningful experience that is beyond repetitive, menial tasks. Through its work with the Career Services Network (CSN), MSU defines internships as “challenging work opportunities related to your major or intended career that force you to reflect and integrate your college learning in the professional world” (http://careernetwork.msu.edu/jobs-internships/internships.html).</p> <p>Since the last classification, MSU has improved the way students get connected to the community through internships. This was done by working through the Center for Service-Learning and Civic Engagement to guide students to internships that have been classified as community engaged by the requesting agency.</p>	.edu/jobs-internships/internships.html
Study Abroad	Yes	<p>The Office of Study Abroad has developed criteria and program development guidelines that encourage faculty who lead study abroad courses to provide experiences that allow students to reflect on issues of personal identity and interdependence in a global</p>	http://studyabroad.isp.msu.edu/ , http://studyabroad.isp.msu.edu/program_development/steps/framing_learninggoals.htm , http://ocat.msu.edu/wp-content/uploads/2011/09/Puebla.pdf , http://studyabroad.isp.msu.edu/feature_stories/articles/STOMP_st

		<p>context and develop a sense of social responsibility through engagement with local communities. Michigan State University sponsors over 300 study abroad programs in more than 70 countries, sending 2500-3000 students abroad each year. About 35 programs (plus 25 additional international internships) have some level of community engagement, ranging from programs in which community engagement is the central focus to programs that provide brief service opportunities. Community engagement experiences abroad range from faculty-led “mission” trips to academic programs that include a service component to full immersion experiences with pre and post program curricular elements (Crabtree, 2008). They commonly consist of activities such as community-based construction, youth programming, environmental improvements, healthcare, and education and intervention.</p> <p>http://studyabroad.isp.msu.edu/</p> <p>International engagement trips to Puebla, Mexico and Kenya serve as excellent examples of MSU’s work in this area.</p>	<p>ory FINAL.html</p>
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		http://studyabroad.isp.msu.edu/program_development/steps/framing/learninggoals.htm http://ocat.msu.edu/wp-content/uploads/2011/09/Publa.pdf http://studyabroad.isp.msu.edu/featurestories/articles/STOMP_story_FINAL.html	
Other. (Please specify in the "What has changed..." text box to the right.)		(Word limit: 500)	

6. For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum	Is Community Engagement integrated into this area?	What has changed since the last classification?	Web Link (if available)
General Education/ Core	Yes	Community engagement has been integrated into the curriculum at the institutional level in the core course requirements for undergraduate students. All undergraduate students are required to complete a core set of courses that are interchangeably referred to as core requirements, general education requirements, or university requirements (https://www.msu.edu/unit/uud/faq.html). The requirements are one writing course (WRA 115-150) and	https://www.msu.edu/unit/uud/faq.html , http://www.reg.msu.edu/Courses/Request.asp?CourseID=351875g , http://www.reg.msu.edu/Courses/Request.asp?CourseID=335145 ,

		<p>one each in the following integrative studies: general science (ISP), arts and humanities (IAH), and social science (ISS). Students are also required to have a math proficiency score of at least 19. Depending on major choice, students may have other required courses to complete.</p> <p>Community engagement has been integrated as an option for many students in the curriculum of the core requirements. Students who choose to take WRA 135 (http://www.reg.msu.edu/Courses/Request.asp?CourseID=351875g) as their writing requirement have been historically required to complete 20 hours of service-learning with a community agency with whom the faculty member has a partnership. In the integrative studies, service-learning has been offered as an alternate assignment for many students who choose a course in the Integrative Studies in Social Science (ISS) course with diversity as a foundational concept (Ex. ISS 210 http://www.reg.msu.edu/Courses/Request.asp?CourseID=335145). This alternate assignment has been selected by up to one thousand students each year. The faculty members who choose to offer service-learning to their students are supported by the Center for Service-Learning and Civic Engagement (CSLCE). Staff members from the CSLCE provide orientation, placement with a community partner, and transportation for up to 200 students each semester.</p> <p>As mentioned above, students may also have community engagement integrated into their chosen major. Some examples of this are Teacher</p>	
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		<p>Education, Human Development and Family Studies, and Social Work. This specific integration will be covered in a future section.</p> <p>Since the last classification, the university has continued to work with faculty members to encourage them to integrate community engagement into any core/general education course they teach. Michigan State University has undergone some changes since the last classification in class size requirements. Smaller class sizes in some of the core courses have changed the amount of students enrolled in community engagement courses, but the faculty commitment has remained steady.</p>	
First Year Experience Courses	Yes	<p>First year experiences at Michigan State University (MSU) vary based on the instructor of the course. All instructors that have an interest in providing community engagement as part of their course curriculum are supported by the Center for Service-Learning and Civic Engagement. Any faculty or academic staff member is encouraged to utilize the online modules of Tools of Engagement (http://tools.outreach.msu.edu/). This curriculum can be delivered solely online, but is also designed to be integrated in class components.</p> <p>Since the last classification, however, we have seen an increase in the number of FYE courses that integrate community engagement on some level. Many of the UGS 101 courses were introduced in Summer 2007. As mentioned before, students who are part of the College Achievement Admissions Program as part of the Office of Supportive Services are introduced to community engagement</p>	<p>http://tools.outreach.msu.edu/, http://drewlab.msu.edu/about/index.html</p>

		<p>in their UGS 101 course. Another example of First Year Seminar courses that include community engagement are out of the Residential College in the Arts and Humanities (RCAH). They offer a seminar (RCAH 192) on interdisciplinary and transcultural research. This course was first offered in fall semester 2007. College of Business students have a freshman seminar (BUS 101) that exposes them to the importance of community engagement and encourages them to take part in the resources offered by MSU.</p> <p>The Drew Scholars Science program introduced a freshman seminar in summer semester 2010. The program provides academic and social support for a diverse body of high achieving students pursuing science and math degrees and has community engagement as part of its mission (http://drewlab.msu.edu/about/index.html). In addition, an undergraduate research seminar offered to freshman and sophomore level students in the Honors College worked specifically with university-community engagement. The results of this research seminar were presented in the Spring 2012 semester as part of the Undergraduate Research and Arts Forum.</p>	
Capstone (Senior Level Project)	Yes	Each semester over 35 capstone courses are offered from multiple academic programs across the campus. Approximately 25% of those courses involve community engagement projects. Examples of the types of community engagement experiences available to students through capstone projects include those from the College of Engineering,	https://www.egr.msu.edu/global/international-humanitarian-projects , https://www.egr.msu.edu/spotlights/design-day , http://rcah.msu.edu/academics/rca

		<p>the Residential College in the Arts and Humanities, and Health Professions Programs: https://www.egr.msu.edu/global/international-humanitarian-projects https://www.egr.msu.edu/spotlights/design-day http://rcah.msu.edu/academics/rcah-curriculum/capstone-experience http://com.msu.edu/FDLL/Leadership/HPE/Syllabi/OST820_Syllabus.pdf</p> <p>In 2004-05, MSU colleagues were exploring senior capstone projects as part of the development for Tools for Engagement (http://tools.outreach.msu.edu/), tools and resources for undergraduate students who wish to partner and serve with community. Today that toolkit is used by faculty and students alike who are involved with community engagement projects including a range of senior capstone projects.</p>	<p>h-curriculum/capstone-experience, http://com.msu.edu/FDLL/Leadership/HPE/Syllabi/OST820_Syllabus.pdf, http://tools.outreach.msu.edu/</p>
In the Majors	Yes	<p>Community engagement has been integrated into undergraduate students' majors through their degree granting college. In our previous application we listed five of such majors: 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), and the list continues to grow.</p> <p>Since our last classification, the College of Social Science which is home to 27 majors, has incorporated four experiential learning opportunities into the programs</p>	<p>http://www.canr.msu.edu/undergraduate/residential_option, http://www.cal.msu.edu/academics/outreach-and-engagement/, http://rcah.msu.edu/about-rcah/uniquely-rcah</p>

		<p>offered through its own academic affairs office. In addition, the College of Agriculture and Natural Resources offers a residential program which is rooted in community engagement (http://www.canr.msu.edu/undergraduate/residential_option). Students from seven different colleges are eligible to apply for this opportunity.</p> <p>The College of Arts and Letters integrates community engagement into several of its majors including: Professional Writing, Art Education, and Experience Architecture. They also offer students, faculty, and community partners to become engaged with each other through its Office of Outreach Programs (http://www.cal.msu.edu/academics/outreach-and-engagement/).</p> <p>The introduction of the Residential College in the Arts and Humanities in 2008 has increased the number of majors integrating community engagement as part of their core mission (http://rcah.msu.edu/about-rcah/uniquely-rcah). This college has been a great asset to the work of community engagement at MSU.</p> <p>Community engagement is a foundational component of learning in the accredited professional Landscape Architecture curriculum. Students engage in community-based learning and applied scholarship across all levels – undergraduate and graduate. Activities are equally represented in core course projects and extracurricular opportunities. Every student in Landscape Architecture has a minimum of three courses with community engagement projects</p>	
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		during their program of study. Community engagement experiences are provided at the School level through integrated projects such as the World Class Built Environment initiative and the MSU/ Michigan State Parks Partnership. Within the last two years these initiatives have directly engaged over 200 students, faculty, practitioners and community members.	
Graduate Studies	Yes	Michigan State University's Graduate Certification in Community Engagement is an initiative of University Outreach and Engagement and The Graduate School. The Certification is designed to help graduate and professional students develop systemic, thoughtful, and scholarly approaches to their community engaged work. With approval from their Guidance Committee Chairperson and University Outreach and Engagement, students tailor their program of study to strengthen their scholarly and practical skills in engaged research and creative activities, engaged teaching and learning, engaged service, and/or engaged commercialization activities. To complete the Certification, students must show mastery of core engagement competencies, complete a 60-hour mentored community engagement experience, and write and present an engagement portfolio. Students who fulfill all requirements receive a letter of congratulations from the Associate Provost for University Outreach and Engagement, an official notation on their academic transcript, and a certificate of completion from MSU's Office of the Registrar.	http://gradcert.outrreach.msu.edu/ , http://socialwork.msu.edu/community_programs/index.php

		<p>http://gradcert.outreach.msu.edu/</p> <p>MSU's Masters of Social Work - Organizational and Community Practice major (also known as "macro" practice) prepares students to practice with advanced skills in policy making, community organizing, program planning, program implementation, and program evaluation. MSW students may elect a concentration in Community Leadership by completing the following courses:</p> <p>SW 844 Essential Theories in Organizations and Communities Social Work Practice (2 credits) SW 863 Organizational and Community Social Work Advanced Practice I (3 credits) SW 864 Organizational and Community Social Work Advanced Practice II (3 credits) SW 894G Social Work Field Instruction: Organizational and Community Leadership I (4 credits) SW 894I Social Work Field Instruction: Organizational and Community Leadership II (4 credits)</p> <p>They may also work with the School's Community Programs which provide service, outreach, and teaching through field education placements and can serve as sites to develop best practices.</p> <p>http://socialwork.msu.edu/community_programs/index.php</p> <p>The extent to which graduate programs had integrated community engagement was not addressed in the 2004-5 application.</p>	
Other.		(Word limit: 500)	

(Please specify in the "What has changed..." text box to the right.)			
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7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

Faculty and academic specialists have incorporated community-based teaching and learning into courses, written articles, served as fellows, conducted trainings, and presented papers at national conferences all aimed at improving the field at MSU and in general. Their efforts are greatly supported with funded programs from both University Outreach and Engagement and the Office of Faculty and Organizational Development.

In 2012-13, six MSU representatives presented at the International Association of Service-Learning and Civic Engagement Conference on topics such as program assessment and evaluation, promotion and tenure, tools for student engagement, advancing research related to engagement, and reflection practices.

Additionally, faculty and academic specialists consistently present their work and are regular contributors to the Michigan Campus Compact and national Campus Compact conferences and meetings. In 2012-13, MSU presented multiple formal presentations, custom presentations, and hosted workshops in compact settings on topics ranging from the assessment of student engagement to best practices for working with community partners.

MSU holds a leadership position on the board of the Engaged Scholarship Consortium <http://www.engagementscholarship.org/> with an average of six presentations given at the consortium conference each year.

At least three faculty members committed to service-learning and civic engagement have been accepted and have served as Lilly Fellows, a program intended to advance the University's continuing efforts to support excellence in teaching and learning. Those fellows represent a diverse set of disciplines ranging from Supply Chain Management to Integrative Studies in Social Sciences.

MSU faculty and academic staff are regular contributors to the Journal of Higher Education Outreach and Engagement and the Michigan Journal of Community Service Learning with over 20 and nearly a dozen, respectively, published in each.

8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

Since the last classification, MSU's original Boldness by Design imperative (<http://boldnessbydesign.msu.edu/>) launched MSU into a new strategic direction with five institutional imperatives and 25 accountability indicators. Among those indicators were the following: student participation in active learning opportunities, number and diversity of students in learning activities abroad, and Benefits to people, families and communities (in Michigan, nationally, and globally) from outreach engagement

Those accountabilities were designed to move MSU from a land-grant to a world-grant institution. MSU successfully focused on increasing service-learning and civic engagement, including study abroad and service abroad efforts. The Center for Service-Learning and Civic Engagement took a lead role in integrating those efforts institutionally.

In 2005, the Center hosted the 5th annual International K-H Service-Learning Research Conference and published the corresponding book, "Advancing Knowledge in Service-Learning Research to Transform the Field."

Since 2006, the Center's work has grown dramatically—by over 245%—as an independent unit under the direction of the Associate Provost for University Outreach and Engagement and the Vice President for Student Affairs and Services, and its mission to provide students with community-based, integrated learning opportunities, has increased its reach institutionally and in the community:

- In the 2006-2007 year, 13,825 student registrations for service-learning were accommodated through the Center, up from 3,369 in 2004-2005.
- Also in 2006, the Asian Indian Endowment for the Education of Underserved Children, initiated by members of the Greater-Lansing Asian Indian Community, was formed to support the Center's work with the Boys and Girls Club of Lansing educational programs.
- In 2008-2009, the Center's growing impact was realized when the center celebrated its 40th Anniversary and received the Presidential Award for General Community Service, making MSU one of only 18 colleges and universities to receive this prestigious award. This award is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement, and represents the breadth and quality of an institution's community service.
- The new Bolder by Design (<http://bolderbydesign.msu.edu>) imperative adopted in 2012 connected service-learning and civic engagement to even larger institutional goals.
- In 2012-2013, student enrollment in service-learning grew to 20,739, demonstrating that the efforts of campus to advance this work have been fully embraced.

Moving forward, the Center will adopt a resource center model, providing supports that will further enable departments and programs to accomplish the institutional goals around service and engagement in relevant and appropriate ways: These supports may include:

- Establishing an advanced faculty fellow and mentoring program for service-learning and civic engagement faculty
- Developing a partner advisory committee and partner recognition programs
- Building upon existing programs for students to leverage new opportunities for recognition, leadership, and professional development
- Fostering a culture of engagement in MSU's Neighborhoods around civic skills and community building
- Establishing criteria and a process for designating courses as service learning and/or civic engagement

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

There are a total of eight (8) questions in this section.

Outreach

1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: **500**):

The Great Lakes Folk Festival and the University Outreach and Engagement (UOE) Campus and Community Program

The annual Great Lakes Folk Festival is produced by Michigan State University Museum (in partnership with the City of East Lansing in downtown East Lansing.) The festival creatively sustains and fosters cultural understanding, lifelong learning, and serves as a center of community engagement. Beginning in 2012, an innovative program entitled Campus and Community was originally created for the 2012 Smithsonian Folklife Festival to commemorate the 150th anniversary of the Morrill Act (curated by a member of the UOE staff). The now annual Campus and Community program features exemplary scholarship-focused university-community partnerships. The festival is acknowledged by the City of East Lansing as a critical ingredient in stabilizing and building an economically viable downtown and a multi-interest, multi-aged community. In 2005, the Festival was recognized by the Michigan Humanities Council as the best of the projects that the council funded in its 30-year history.

Wharton Center Community/Social Engagement via Theatre Productions

At its best, live theatre has the capability to educate, challenge, enlighten and provoke questions. Since 2009, the MSU Federal Credit Union Institute for Arts & Creativity has committed to producing professional theatre for young audiences that embraces that spirit of engagement. The Jack Sprat Low-Fat World Tour (2009-2010) used musical theatre to drive home the importance of good nutrition. Theory of Mind (2010/2011) told the compelling story of a young man on the autism spectrum but provided an intriguing lesson on empathy. The Garden of Joy (2012) brought the lessons learned from the Harlem Renaissance to life and The Shape of a Girl gave a hard-hitting look at bullying and teen violence.

Cultural Tourism as a Strategy of Community Prosperity

Arts and Eats is a free back roads arts, food, and farm tour. The idea originated after an MSU Extension educational session gained momentum via the Barry County Tourism Council, co-chaired by MSU Extension and the Barry County Economic Development Alliance. The tour delivers positive economic impacts. A wallet-sized “passport” gathers data from travelers in exchange for a chance to win incentive prizes. Evaluation data indicate 58% of tour travelers purchased from an artist; 55% ate at a restaurant; and 55% shopped at a farm. 43% of artists, farms, and restaurants reported an increase in sales during Arts and Eats over a typical weekend in October; 72% of travelers were new customers—an important factor for businesses off the beaten track. Arts and Eats was nominated in 2013 as one of five Pure Michigan Jumpstart Award programs featured at the Governor’s Conference on Tourism held in Detroit. ArtsAndEats.org logged in over 37,000 hits in the six months prior to the October 2012 tour.

2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: **500**):

Michigan State University has a long history of sharing campus and community resources with communities. This includes campus cultural resources, such as museum and archival collections, performing arts center, musical performances, gardens, and Extension programs. This sharing reflects evidence-based practice, a commitment to co-creating solutions for community needs, and strategies for using university resources in an equitable and effective manner. Examples include:

- 1) The AVE Project is a cultural and economic development partnership with Lansing, East Lansing, the Arts Council of Greater Lansing, Capital Area Transportation Authority, and the Greater Lansing Convention and Bureau to re-imagine and develop the main corridor between East Lansing and the State Capitol.
- 2) East Lansing 2030: Collegeville Re-Envisioned is a series of community conversations with area leaders, residents, faculty, guest architects, landscape architects, and urban designers invited by the Broad MSU to envision the future growth of East Lansing.
- 3) Wharton Center State Partnerships are formal relationships with the VanAndel Center (Grand Rapids) and the Opera House (Traverse City) to collaborate on booking performances.

- 4) MSU Museum Traveling Exhibitions tours up to 20 exhibitions annually to museums, libraries, fairs, and other sites in Michigan and beyond in cooperation with local organizations.
- 5) MSU Extension Food Preservation Program through which MSUE provides educational workshops for community members on proper food production, consumption, and preservation in order to decrease foodborne illnesses. During 2013, 86 workshops in 53 of Michigan's counties reached 2,870 adults.
- 6) Northeast Michigan Great Lakes Stewardship Initiative through which MSUE builds vibrant, sustainable communities committed to empowering youth as environmental stewardship leaders and community development partners. In 2013, the network served more than 30 schools, supported 118 educators, and engaged 6,010 youth in place-based stewardship education experiences.
- 7) MSU Museum Digital Collection Development and Access Projects include a) leading, in partnership with MATRIX, the development of one international and three Michigan repositories of thematic material culture (quilts, barn and farmsteads), and architectural stained glass) built through community-engaged research by local individuals and organizations; b) digitizing records and images of all of the museum's cultural collections; and c) linking its natural science collections with other national and international digital repositories. These efforts have brought extraordinary worldwide access for both the MSU Museum's collections as well as those of many other institutions for both local and global educational and research uses.
- 8) MSU College of Osteopathic Medicine serves communities around the globe through education, research, and clinical care programs. Examples include medical electives in rural Brazil (along the Amazon), Peru, and Guatemala, where faculty, residents, students and alumni treat thousands each year. A permanent clinical installation in Merida, Mexico, includes clinical care and education. In Africa, a number of faculty work with communities on issues like cerebral malaria, konzo, epilepsy, and social stigma of disease, in Malawi, Zambia, Uganda, and elsewhere. Additionally, the Institute of International Health provides opportunities for clerkships, educational programs, and exchanges, and research around the globe.

Partnerships

3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:
 - **Download the Partnership Grid template** (Excel file) and save it to your computer;
 - Provide descriptions of each partnership in the template; and then,
 - Upload the completed template here.
4. In comparing the "partnership grid" from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

Since the previous application, institutional recognition and support of engaged scholarship has increased (see section on Institutional Identity and Culture), and the quality, quantity, and impact of partnership activity across the university have increased accordingly. Question 6 below on assessment of partnerships provides baseline and 2012 OEMI data on partnerships. The percent of respondents reporting external partnerships has remained fairly stable, and in-kind contributions from partners have decreased (we believe this decline is an artifact of the data collection process). However, the percent of responses in which partner roles are indicated as issue identification, planning and management, or resource identification as well as the percent of responses classified as research and creative activity has increased substantially. These findings suggest that not only is the quantity of individual faculty and staff partnerships staying high and the percent of partnerships targeting scholarly teaching and service sustained, but also that engaged research and creative activity has increased and are more likely to collaboratively address community-identified issues and build partners into the implementation of the project process. Furthermore, the amount of external funding generated for partners has increased by 42%, demonstrating sizable economic impact.

In addition to the faculty/staff partnerships reported through the OEMI, a significant number of centers, institutes, and other units, as well as consortia and collaborations that fundamentally incorporate university-community partnerships into their missions and processes have been developed or expanded since the last application. Foci and units/organizations include (a) food systems (FoodPlus Detroit, <http://www.msumetrofood.com/detroit-innovation-cluster.html>; Global Center for Food Systems Innovation, <http://gcfsi.isp.msu.edu/>); (b) economic development (University Center for Regional Economic Innovation, <http://reicenter.org/>; Lansing Economic Area Partnership, <http://www.purelansing.com/>; MSU Business-CONNECT, <http://www.businessconnect.msu.edu/>; Prima Civitas, <http://primacivitas.org/>; MSU Product Center, <http://productcenter.msu.edu/>); (c) student engagement (Center for Service-Learning and Civic Engagement, <http://servicelearning.msu.edu/>; Residential College in the Arts and Humanities, <http://rcah.msu.edu/student-life/civic-engagement/>); (d) physical science and technology (National Superconducting Cyclotron Laboratory, <http://nscl.msu.edu/outreach/>; Information Technology Empowerment Center, <http://www.iteclansing.org/>; MSU Science Festival, <http://sciencefestival.msu.edu/>); (e) tax assistance (Alvin L. Storrs Low-Income Taxpayer Clinic, <http://law.msu.edu/clinics/tax/about.html>); (f) physical and mental health (Research Consortium on Gender-based Violence, <http://vaw.msu.edu/>; DOCTRID Research Institute for Autism, <http://edwp.educ.msu.edu/new-educator/2013/making-a-global-impact/>; MSU College of Medicine community campuses, <http://humanmedicine.msu.edu/About/Mission.htm>; Institute for the Study of Youth Sport, <http://edwp.educ.msu.edu/isys/>; Center for Innovation and Research, sparrowmsuinnovations.msu.edu); (g) international development (Center for Advanced Study of International Development, <http://casid.isp.msu.edu/>; Center for Gender in Global Context, <http://gencen.isp.msu.edu/>); (h) education (Wiba Anung, <http://outreach.msu.edu/awards/magrathkellogg/abstracts/Magrathaward2010submissionWibaAnung.pdf>; Education Policy Center, <http://education.msu.edu/epc/>; Office of K-12 Outreach, <http://education.msu.edu/k12/projects/>); (i) arts and culture (MSU Community

Music School – Detroit, <http://cms.msu.edu/detroit/>; MSU Federal Credit Union Institute for Arts & Creativity at Wharton Center, <http://www.whartoncenter.com/education-engagement>); and (j) legal issues (College of Law clinics, <http://law.msu.edu/clinics/index.html>). While this is not a comprehensive list, it provides a sampling of the institutional initiatives founded on community partnerships.

5. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: **500**)

Since the 2005 classification, MSU’s President charged University Outreach and Engagement (UOE) with facilitating MSU’s fulfillment of Bolder by Design imperative “Enrich Community, Economic, and Family Life.” A logic model identifying the process through which MSU contributes to improvement in systemic problems through engaged scholarship was developed (<http://outreach.msu.edu/ProcessModel.aspx>). The model includes actions that UOE uses to promote faculty, staff, students, and community members to engage in collaborative, reciprocal university-community partnerships. UOE has: (a) identified best practices and competencies for partnerships and scholarly engagement; (b) implemented capacity-building initiatives that develop and maintain partnerships; and (c) developed models for partnership development.

BEST PRACTICES/COMPETENCIES: A review of competencies for community engaged scholarship was conducted (Doberneck, 2013) and used to inform capacity-building efforts. Identification of appropriate competencies for undergraduates, graduate students, and faculty is in process. A paper identifying best practices for engaged partnerships designed to lead to systemic change has been submitted as a journal article (McNall, M. A., Brown, B. E., Barnes-Najor, J. V., Springer, N. C., & Fitzgerald, H. E. [2013]. Systemic engagement: Universities as partners in systemic approaches to community change).

CAPACITY-BUILDING: Collaborative, scholarly partnerships are most likely to result through capacity-building and professional development efforts designed to increase knowledge and skills of participating faculty, staff, students, and community members/organizations. Capacity-building initiatives/tools include: (a) Tools of Engagement (<http://tools.outreach.msu.edu/>), online modules designed as an introduction for undergraduate students learning how to work collaboratively with community partners and used by faculty as a component of service-learning courses; (b) Graduate Certification in Community Engagement (<http://gradcert.outreach.msu.edu/>), a transcriptable certification which requires core competency seminars targeting the development of skills for scholarly community partnerships, a mentored community engagement experience, and a written portfolio and presentation providing evidence of competencies in community-engaged research, teaching, and/or service; (c) MSU Leadership and Administrator Development seminar series with institutional administrators to encourage practices to support faculty engaged partnerships (<http://outreach.msu.edu/documents/presentations/LEADseminardraft6-Mondaylateafternoon.pdf>); (d) Evaluation Circle workshops, designed to build capacity in

community engaged research through program evaluation; (e) Community Partner modules, piloted as in-person workshops and webinars to develop community understanding and skills for university-community partnerships.

PARTNERSHIP MODELS: Most partnerships are independently developed by individuals or teams of faculty/staff/students. Additionally, UOE examines a variety of approaches to facilitate engaged partnerships: (a) Systemic Engagement: a place-based approach being piloted in Flint and Detroit in which networks of community groups and organizations addressing multiple interconnected sets of problems have the potential to be connected with networks of faculty and staff; related initiatives convene groups of faculty, community partners, and a conference on participatory systems modeling is in development; (b) Meet Michigan: a day-long traveling tour designed to introduce groups of faculty to community leaders and research opportunities; (c) Consultations: provided by UOE staff to connect community members who have identified a specific need with faculty whose scholarly work matches that need; (d) in Partnership Grant models: UOE staff assist faculty and community partners in implementing best practices for community-engaged partnerships to develop, and submit grant proposals.

6. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: **500**)

Institutionally, MSU collects and reports annual measurement data about partnerships through faculty and staff reports on the Outreach and Engagement Measurement Instrument (OEMI). The OEMI collection and reporting process is described in Question I.C.3, Institutional Commitment – Documentation and Assessment. Data collected specific to partnerships (note that the “before” year reported below varies due to form revisions) include percent of respondents whose project/activity reports describe working with external partners (2004: 82.5%; 2012: 84.4%); external funding generated for partners (2004: \$80,441,191; 2012: \$114,823,755); contributions of in-kind support from partners including professional staff time, volunteer time, and material contributions (2004: \$15,406,290; 2012: \$3,318,664); the percent of responses in which respondents' roles are defined as (a) research and creative activity (2005: 23.1%; 2012: 31%); (b) technical or expert assistance (2005: 27.5%; 2012: 26%); (c) credit courses and programs (2005: 6.6%; 2012: 5.6%); (d) non-credit classes and programs (2005: 16.5%; 2012: 12.4%); (e) public events and understanding (2005: 18.2%; 2012: 15.2%); (f) experiential/service-learning (2005: 4.9%; 2012: 5.6%); and (g) clinical service (2005: 3.3%; 2012: 4.4%); and the percent of reported projects with external partners' roles, defined as (a) issue identification (2006: 39.3%; 2012: 44.4%); (b) planning and management (2006: 42.2%; 2012: 52%); (c) research, evaluation, or teaching (2006: 34.7%; 2012: 33.7%); (d) dissemination of products or practices (2006: 34.5%; 2012: 34.4%); and (e) resource identification (2006: 31.3%; 2012: 35.9%). Additional variables related to community engagement are described in the response to Question I.C.3. OEMI data are shared via individual reports generated for each respondent, aggregated reports to each college, briefing materials to university

administrators, including the President, maps, and publications and reports describing partnership cases and stories.

In addition to institution-wide data collection about partnerships, faculty partnerships are documented in the reappointment, promotion, and tenure form, and MSU Extension and MSU AgBioResearch provide an annual legislative report that includes descriptions of partnerships addressing agriculture, lawn and garden, community, natural resources, food and health, 4-H and youth, business, and family (http://msue.anr.msu.edu/uploads/236/40235/2013_MSUE_ABR_Legislative_Report.pdf). UOE and other units, including MSUglobal, an innovations and strategies unit, collect partnership information from the OEMI, MSU Extension, the MSU Product Center, the Center for Regional Food Systems, the Department of Community Sustainability, the College of Education, and the Community Music School for creation of regional and state maps. The International Studies and Programs also documents partnerships and maps international research and development (<http://www.isp.msu.edu/network/>). These maps align university, community, and foundation priorities and geographic units with partnership locations and purposes.

7. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: **500**)

As described in earlier sections, MSU's definition of outreach and engagement is embedded into research, teaching, and service. Within the conduct of their regular work, engaged faculty (74% of OEMI respondents 2010-2012) produce both academically and community-oriented products as a result of the process of working with communities to generate, transmit, apply, and preserve knowledge. Faculty engaged scholarship is supported institutionally and through direct connections and capacity building. The process is presented in the University Outreach and Engagement Bolder by Design Process Model (<http://outreach.msu.edu/ProcessModel.aspx>) and described in previous sections. Five examples of faculty scholarship from academic journals are listed below. Additionally, five examples of faculty scholarship developed for direct community use are listed.

PEER-REVIEWED ACADEMIC JOURNAL ARTICLES

Baumann, A., Domenech Rodriguez, M., & Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: informing practice and research according to ethical and social justice principles. *Family Process*, 50, 132-148.

Chrysler, D., McGee, H., Bach, J., Goldman, E., & Jacobson, P. D. (2011). The Michigan BioTrust for Health: Using dried bloodspots for research to benefit the community while

respecting the individual. *The Journal of Law, Medicine, & Ethics*, 39, 98-101.

Davidson, W. S., Petersen, J. & Winslow, M. (2010). University community engagement: The case of alternative interventions with juvenile offenders. *Journal of Higher Education Outreach and Engagement*, 14(3), 49-68.

Miller, R. L., Forney, J., Hubbard, P. K. &, Camacho, L (2011). Reinventing Mpowerment for Black men: Long-term community implementation of an evidence-based program. *American Journal of Community Psychology*, 49, 199-214.

Moniruzzaman, M. (2012). "Living cadavers" in Bangladesh: Bioviolence in the human organ bazaar. *Medical Anthropology Quarterly*, 26, 69-91.

COMMUNITY PUBLICATIONS

Bratton, M. MSU at work in Africa: Democracy and governance. International Studies and Programs Working Paper Series, Michigan State University, East Lansing, MI.

Knudson, W. A. (2011, January). Biomass as an energy resource for Michigan: Opportunities, challenges, and policies. Strategic Marketing Institute Working Paper, Michigan State University, East Lansing, MI.

MSU Evaluation 21st Century Community Learning Centers Evaluation Team (2007-2013). Research briefs and fact sheets series. Michigan State University, East Lansing, MI. cerc.msu.edu/21cclc/researchbriefs.aspx.

MSU Center for Economic Development, Northeast Michigan Council of Governments, Northwest Michigan Council of Governments, & Eastern Upper Peninsula Regional Planning & Development Commissions (2009, December). Innovative strategies for talent retention and attraction in rural regions. Michigan State University, East Lansing, MI.

Warner, J. (2010, July). Home office deduction can be rewarding. *Lansing State Journal*.

8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

In our previous application, MSU demonstrated strong community engagement and significant community impact resulting from outreach and partnerships. Nonetheless, since the last classification, MSU has made substantial progress in the quantity, quality, and impact of outreach and partnerships. This is likely attributable to increased alignment of the institutional infrastructure with principles and practices that support transformational, scholarly engagement. These are described in the section on Institutional Identity and Culture and in Question 5 of this section; they include cultural adoption of the definition of

engaged scholarship broadly across the institution, including expanded investment in the Office of University Outreach and Engagement, capacity-building programs and initiatives related to engaged scholarship, and development of purposeful regional partnership networks that embrace best practices in partnership formation and maintenance. In addition, outreach initiatives and institutional partnerships have increased markedly in areas which, compared to applied disciplines such as social work, community psychology, and health, can be relatively less likely to engage in co-created outreach and partnerships, such as physical sciences, arts and culture, and business. Strategically, MSU is on a trajectory that should result in progressively more and deeper engaged scholarship, with concomitantly greater university-community co-learning and more systemic, transformational impact. Additional initiatives that will build upon those developed or extended since the last application include: (a) instituting the Systemic Engagement approach, which outlines 11 processes for systemic approaches to community change and the roles universities might play in each practice (McNall, M. A., Brown, B. E., Barnes-Najor, J. V., Spring, N. C., & Fitzgerald, H. E. [under review]. Systemic engagement: Universities as partners in systemic approaches to community change.); (b) developing resources and toolkits for university-community partnerships that provide student service-learning and internship opportunities; (c) building more regional, problem-focused networks that facilitate connection of community-identified needs with faculty scholarly interests; (d) working directly with research deans and academic support units to continue to build adoption of the definition of scholarly engagement and facilitate engaged partnerships; and (e) developing funded capacity-building programs and facilitating grant funding for community engagement and dissemination in the natural science and health disciplines.

III. Wrap-Up

1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: **500**)

Several additional changes have occurred since 2005 that were designed to reinforce and advance support for community engagement scholarship in the campus culture that are not reflected in the previous sections. These include:

AWARDS PROGRAMS: Since 2006, MSU has recognized exemplary community engagement scholarship with a university-wide award. The Community Engagement Scholarship Award (formerly the Outreach Scholarship Community Partnership Award) is conferred upon one MSU researcher and her/his community partner for exemplary engaged scholarship. Each is recognized at the University's annual awards convocation, presented with the award by MSU's President, and equally shares in a cash award. Beginning in 2009, MSU began nominating exemplary projects for the Outreach Scholarship W.K. Kellogg Foundation Community Engagement Award, a regional award that recognizes outstanding outreach and engagement activities. Projects that win this regional award become finalists in the competition for the prestigious national C. Peter Magrath University / Community Engagement Award presented by the Association of Public and Land-grant Universities (APLU). In both 2009 and 2011 MSU projects won the Kellogg Engagement Award for the North Central region and were finalists for the Magrath Award. In 2012, the MSU nominee

was designated with “distinction.” Also, since 2008, the MSU Curricular Service-Learning and Civic Engagement Award has been conferred upon faculty and staff who have demonstrated innovative and/or sustained effort in the area of academic, curricular, or co-curricular service-learning/civic engagement specifically linked to the mission and efforts of their colleges. Recipients are selected by the deans of each college. So far, over 70 faculty and staff have been recognized. Finally, MSU recognizes community members with the MSU Community Civic Engagement Award. MSU recognized its first recipient 2013. For more information about the awards and full lists of the recipients, see: <http://outreach.msu.edu/awards/>

PUBLICATIONS: In 2006, the Office of University Outreach and Engagement began publishing the Engaged Scholar Magazine, an annual publication that showcases faculty who engage in exemplary partnership projects (<http://engagedscholar.msu.edu/magazine/>). Beginning in 2008, UOE supplemented it with a quarterly companion publication, the Engaged Scholar E-Newsletter (<http://engagedscholar.msu.edu/enewsletter/>). Stories in both, focus on collaborative partnerships between MSU and its external partners, forged for mutual benefit and learning, with an emphasis on research. Often developed from leads in the OEMI data, the stories span the academic spectrum to demonstrate how MSU faculty in various disciplines engage with each other, students, and communities in scholarly ways. The targeted audience for these publications is MSU faculty and executives (5,102 magazine and 3,656 e-newsletter subscribers).

SCHOLARLY BOOK SERIES: Finally, in addition to the indicators of the impact of MSU's community engagement scholarship on the University's institutional reputation described in I.C.3.g, in 2010, UOE's National Collaborative for the Study of University Engagement launched the Transformations in Higher Education: The Scholarship of Engagement book series (MSU Press). The series published the two-volume Handbook on Engaged Scholarship and two other books prior to May 2013. It has subsequently published two additional volumes since and others are currently in press. (<http://msupress.org/books/series/?id=Transformations+in+Higher+Education>)

2. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: **500**)

Translating data that is best expressed in tables, into words, is really demanding. It often takes many words to express a relationship that could be easily represented by a couple data points laid out in relation to one another in columns and rows. The task was made all the harder by the 500 word limitations, which really limited how much could be addressed. You are strongly encouraged to offer respondents the opportunity to upload data tables in future years.

MICHIGAN STATE UNIVERSITY

April 14, 2014

Review Committee
Carnegie Elective Community Engagement Classification
New England Resource Center for Higher Education
College of Education and Human Development
University of Massachusetts Boston
100 Morrissey Blvd
Boston, MA 02125

Dear Committee Members:

For more than 150 years Michigan State University faculty, staff, students, and alumni have worked to advance the common good in uncommon ways. We have pioneered a blend of imagination, innovation, risk, persistence, and hard work that contributes to cutting-edge discovery.

Foremost among our values are quality, inclusiveness, and connectivity. Quality means that we continually strive to be among the best in all we do. Inclusiveness means we build a vibrant and diverse community that embraces a full spectrum of experiences, viewpoints, and intellectual approaches, and encourages participation by all. And connectivity means that we align our assets to reinforce and enhance one another, building vital partnerships and collaborating locally, nationally, and globally.

Community-engaged scholarship is at the heart of our land-grant tradition, and it remains firmly embedded in our culture. A university that recognizes and considers itself part of a community—situated in and working with that community—will realize that its partners must share in co-creating knowledge and the capacities to address what concerns them.

So solid is the philosophy behind the historical successes of land-grant institutions that they provide the platform and the will for scholars in a research-intensive environment to use their special skills toward achieving the powerful relevance to society that is engaged scholarship.

However, the world is profoundly different from past centuries with respect to the size and urbanization of its population, technology-driven access to and dissemination of knowledge, the extent of racial and social disparities, challenges to global health, and the sustainability of the planet's natural resources. Today's challenge is to expand the past success of university-community partnerships in agriculture and manufacturing to the domains of green energy, educational disparities, agribusiness, advanced manufacturing, health and nutrition, and educational systems.

At MSU we have envisioned a paradigm for adapting the ideals and core values inherent in the land-grant tradition to the challenges of the 21st century that we call the "world grant" ideal. This image provides a way of understanding how a research-intensive university can adapt to meet the needs of a changing world while continuing to shape the future.

The 21st century is, in a word, global. Boundaries and borders—geographical, cultural, financial, political—that once separated nations and continents have become increasingly permeable, making once-remote geographic and societal cultural issues as common as the local agricultural concerns of the 19th century. The interconnectedness of people and nations requires universities to recognize that no problem has only one definitive answer or one definitive application; rather, solutions must be developed with an eye toward incorporating the knowledge gained in one locale or domain to others.



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As community-engaged scholarship is at the heart of the land-grant tradition, the notion of “world-grant” is at the heart of my leadership at Michigan State University. When I assumed the presidency in 2005, I began by engaging with the MSU governing board; my leadership team; students, faculty, and staff; alumni, donors, and friends; community, government, and business leaders; presidents of peer institutions; and strategic partners. It was a team approach to strategically positioning MSU for relevance in the new century. I traveled widely across the state, the nation, and abroad, listening to and reflecting on the expectations, perceptions, and advice of these partners, constituents, and colleagues. One of the recurring themes that emerged from these meetings was: Make MSU the university that defines the land-grant mission’s relevance for the 21st century. Throughout my tenure as president I have continually strived to do just that.

As MSU has expanded its global commitments, connections, and programming in all of its missions, both on and off its East Lansing campus, our strategy has been to “leverage through integration and connectivity.” If engagement is seen as an “add-on” responsibility to current priorities rather than integrated within them, it will always be undercapitalized and intellectually marginalized. Integration into core missions, values, and priorities serves to leverage and “dual-purpose” existing structures.

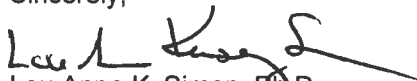
We work hard to find synergies across teaching and learning, research and creative activity, and service, and across disciplines and fields, rather than pursuing activities within isolated categorical boundaries. We innovate and take risks. We undertake engagement initiatives through a series of persistent, manageable steps to make them less daunting for a broad range of partners, including other colleges and universities, to join us. We commit to initiatives with long-term potential rather than short-term return on investment. We take advantage of technology to enable innovation and capacity development.

We believe that following this organic approach goes a long way toward ensuring sustainability for all our engagement initiatives, from local to global. Our experience has taught us some valuable lessons; for example, the importance of a team approach to leadership, ongoing involvement from the president and provost, building a shared vision and culture across campus, and so on.

Two major initiatives we initiated in succession, Boldness by Design in 2005, and Bolder by Design in 2014, called upon the University’s colleges, faculty, and staff to unify and strengthen our place in an increasingly competitive world, by getting out in front of emerging challenges and seizing new opportunities to fulfill our mission. Boldness by Design focused MSU efforts around five strategic imperatives, including “enriching community, economic, and family life” through our research, outreach, engagement, entrepreneurship, innovation, diversity, and inclusiveness. This strategy has worked well for the University, as it has for our regional, national, and international community partners. Acknowledging the remarkable progress made between 2005 and 2012, we now lead with Bolder by Design, which adds to our strategic imperatives a call to advance our culture of high performance. MSU students, faculty, staff, alumni—each of us—makes big ideas real, through day-to-day efforts. By calling on one another to become better, faster, and to apply passion, energy, and the will to focus on the journey ahead, we reach higher—taking every aspect of our game to a new level of performance in order to achieve the best for society and those we serve.

Michigan State University was one of the first pilot schools to receive the Elective Community Engagement Classification in 2005. As I believe the attached report will attest, we have used the intervening time to further develop and strengthen our engagement mission. It gives me great pleasure to submit this application for the 2015 Carnegie Classification in Community Engagement.

Sincerely,


Lou Anna K. Simon, Ph.D.
President

Partnership Name	Community Partner	Institutional Partner	Focus	Length of Partnership	Number of Faculty	Number of students	Grant Funding	Institution Impact	Community Impact
11 Great Lakes International Trade and Transport Hub Initiative	Three Cities Transportation Centre for Trade and Transportation Innovation, Economic Development Alliance of St. Clair County, Genesee Regional Chamber of Commerce, Fraser South Collins & Smith PC, Detroit Regional Chamber of Commerce, West Michigan, Michigan Department of Transportation, Business Leaders for America, Port of Inland.	Faculty Chair Management, Canadian Studies Centre, College of Law, Institute for Public Policy and Social Research, College of Social Science, International Studies and Programs, University Research Center (URC), University of Michigan, Wayne State University, Dalhousie University's Centre for Trade and Transportation Innovation, University Outreach and Engagement	To improve on the internet freight traffic to and from the Port of Inland through the Detroit and Port Huron gateways. These two crossings, when combined, make up almost Michigan's largest international trade gateway in the country, yet only 6% of the traffic flows in the state. A freight hub will have a strategic impact through both direct and indirect means, create over 50,000 jobs in the region. To accomplish its larger goal of economic stability, GUTTI wants to advance infrastructure, labor, and public education programs related to global trade while advocating policies to facilitate such programs and create jobs. Furthermore, GUTTI is inclusive, collaborative, and action-oriented. The GUTTI Network extends throughout the U.S., Midwest and Canada with expertise from a broad range of skills and professions.	Since 2011				Has strengthened community partnerships targeting economic stability through a strategic collaboration. A community partner, Prime Culture Foundation, has taken on much responsibility for the initiative. MSU is viewed as a leader in community partnerships focused on transportation and supply chain issues.	MSU's international private sector, state/provincial government (including Governor Snyder), National government, local government, community organizations, nonprofits, and academia report at http://www.msu.edu/documents/000002/2175_annexive_snyder_and_148_report.pdf . The current model is a Statewide Transportation Distribution and Logistics (STD) Strategy (http://www.msu.edu/documents/000002/2175_annexive_snyder_and_148_report.pdf) and a report on best practices for multimodal hubs conducted by Ingevity Logistics (http://www.msu.edu/documents/000002/2175_annexive_snyder_and_148_report.pdf) and a report on best practices for multimodal hubs conducted by Ingevity Logistics (http://www.msu.edu/documents/000002/2175_annexive_snyder_and_148_report.pdf). Letters were submitted to Governor Snyder and to Secretary of State Curtis Zook in support of a Bay Corridor. The initiative is still in the early stages and continues to progress.
12 MSU Viticulture Research and Extension Program	Michigan Grape and Wine Industry Council, Northwestern Michigan College, Viticulture and Enology Science and Technology Alliance, growers, vintners, Agricultural Technology	The Product Center, Department of Community Sustainability, Department of Agricultural, Food, and Resource Economics, Department of Horticulture, AgricultureMSU Extension, MSU Institute of Agricultural Technology	To produce and export healthy, high quality, and abundant grape yields in Michigan. The main objective is identifying new grape varieties and cultivars that are best suited to Michigan's climate and soil conditions, and to develop and disseminate the knowledge and technology to growers and consumers.	Since 2007	12	15	Michigan Dept of Agriculture, Michigan Grape and Wine Industry Council, National Grape Cooperative Association, Proves GREEN, Central University, Vintner Business Corporation (12,117,700)	is appointed as state viticulturist. Work from this project was awarded The American Society for Enology and Viticulture Best Paper Award for Viticulture. "The paper demonstrated how complex science can be presented in a very concise, yet meaningful manner" (Best Paper Awards Committee Chair Mark Greenway) 18 publications in peer-reviewed journals.	Michigan Grape and Wine Industry Council (MGWIC) aims to increase wine grape production on 10,000 acres and 1 million cases of Michigan produced wines annually by 2024. As of 2021, over 13 wineries have been established in Michigan in traditional production regions such as Northern and Southwest Michigan, and new traditional areas such as West Central, South East, Eastern and the Upper Peninsula. The successful expansion of wine grape production will depend on the possibility to grow appropriate varieties for the characteristics. The varieties and rootstock recommendations are based on the results of grape production trials in variety trials for Vitis vinifera and related species (hybrids) planted in the state of Michigan. New varieties are being tested and grown by wine grapes and varieties across the state.
13 Building Better Young People Through Sport Partnership	Detroit Police Athletic League	Institute for the Study of Youth Sports in the Department of Kinesiology College of Education	To foster positive youth development in Detroit's young people by increasing volunteer coaching skills in large-scale community sports programs.	Since 2005	6	13	Detroit Police Athletic League (\$200,000)	6 publications in peer-reviewed journals. DYS graduate students have contributed to various aspects of the partnership and along with his ongoing development as researchers and teachers. DYS graduate students have become heavily involved in outreach efforts at their universities. Several have also designed dissertations based on their work with DPA. A number of undergraduate students have also gained valuable research and outreach experience working on various DYS-DPA projects. Strong connections between MSU and Detroit Police Athletic League.	Over 5,000 coaches and managers have gone through various program trainings. These coaches have worked with over 22,000 youth during the partnership. The focus has moved toward training local police officers, school members, and coaches to be mentors and identify facilitator youth development. Stakeholders were trained to be youth development specialists who have a great understanding of both mentoring best practices and the context of Detroit schools and sports programs. The program develops leadership in DPA youth by training athletes and coaches on youth leadership, and by developing a captain-coach relationship that improves team. Survey of 200 coaches revealed that 95% believed that because better coaches, the coaches also indicated that the children they coach grow up in somewhat risky/dangerous environments (3.02 on a 10-point scale) with the greatest risk coming from unaffiliated family environments, violence, stress by educational, drug, and gangs. Youth Experience Scale results from 218 participants revealed that highest positive outcome scores were found for teamwork and social skills (M = 3.2), skills (M = 3.2), and religious (M = 3.2) and that the more the coaches created positive, mastery-oriented environments, the more likely positive developmental gains would result. Based on the evaluation results, in 2011 DPA and DYS developed a new role, called a Youth Development Officer (YDO), whose responsibility would be to mentor coaches and youth on the field and in the gym. DPA programs reach over 10 youth in Detroit. As a recipient, DPA, receives an entire 2.5 million dollar yearly budget. Through the partnership DPA has been able to facilitate its internal evaluation capabilities and has assigned a staff member to evaluation. In addition, because of the partnership DPA now has thousands of trained volunteers working with youth.
14 Red Cedar Writing Project	Living Schools, Red School, Shawanaga ESD, Green County ESD, Highland County Intermediate School District, Genesee County Intermediate School District, North Central Michigan College	Department of Writing, Rhetoric, and American Culture	The Red Cedar Writing Project is an educational outreach program and professional development network that serves teachers of writing at all grade levels. RCWP also acts as an "umbrella" for other writing projects, which aims to improve student achievement across the United States by improving the teaching of writing and improving learning.	Since 1983	9	5	Michigan Dept of Education, National Writing Project (U.S. Dept of Education), Carnegie Foundation, DeWitt Wallace Readers Digest, local school districts (\$1,034,754)	National Writing Project peer reviews have added RCWP "Thought" for the National Writing Project and substantiated their claim by identifying the wide range of ways in which RCWP has offered leadership to the broader network. As the only RCWP site to earn an "Exemplary" rating after only its first year of operation, RCWP has continued to attract the attention of other RCWP sites for innovation associated with each of the core requirements and also with the research and research that the faculty have developed related to the teaching of writing and teacher professional development. Received the University Outreach Leadership and Community Engagement Award and the University Curricular Service Learning and Civic Engagement Award. 12 monographs, book chapters, articles, and edited reviews and editorials.	RCWP has worked with 800 teachers through an individualized curriculum and developed the leadership skills of its teacher contributors by offering them "continuity programming" (continued professional development opportunities) and the preparation to become teachers. Through their professional leadership skills, by facilitating professional development for other teachers, researching their own practices, publishing in both print and conference presentations, and leading youth programs, RCWP has provided programmatic to nearly 4,000 students, nearly 60 percent of them from Title I schools. Innovation of new programming for the National Writing Project identified as: Composing Connections between Classrooms and Communities, through which teachers shared with one another the ways in which they could help students employ their writing as a way of transforming the communities in which they live. Identified as one of the best technology uses by the National Writing Project and contributed to policy related to using technology in writing instruction.
15 An Older Cancer Prevention Intervention	National and United Support Services, Village Health Worker Program	MSU Department of Electronic, Computerology, and Reproductive Biology, Epidemiology and Biostatistics, Institute for Health Policy, College of Nursing, College of Human Medicine, Non-MSU: Wayne State University	To help African-American women receive potentially life-saving preventive health care information in the context of their own homes and with the support of their families using community-based participatory approaches. The Kin Keeper program is a health education model that involves community, family, and health care providers working together in a three-step process. First, a community health worker (cancer) contacts with a central community meeting where a public health program. This woman then becomes a kin keeper (often 10 additional female family members). Finally, the community health worker meets in a comfortable home setting to meet the kin keeper and her family members through a cancer prevention curriculum and workbook.	Since 2005	8	4	\$1,700,000: National Institute of Nursing, Non- Wayne State University, Susan G. Komen Breast Cancer Foundation, Michigan Department of Community Health, W. E. Helling Foundation	16 peer-reviewed publications and 3 book chapters.	By meeting in a comfortable, safe, in-home setting with loved ones and trusted community health worker, individuals become informed about potentially life-saving procedures in a way that reaches beyond income, education, location, age, race, and even language barriers. Community health workers involved in the program have been enthusiastic about the in-home family approach regarding their perceptions that half of the women would not have come to a session if it were outside of their homes. Evaluation of the program shows that the model has been both feasible and effective for reaching African-American women. In the first year of the study, participants took with the program, increasing their cancer literacy test scores considerably. Because of the program's success to date, the curriculum has been translated into Spanish and French, being used to reach preventative health care information to other populations who may be struggling with language and cultural barriers.