CHAPTER SEVEN

Criterion Five:
Engagement and Service

A. Introduction

Criterion Statement: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

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

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

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 of the university at the unit level. This allows flexibility for individual faculty to contribute to the outreach research, teaching, and service mission in unique ways. Faculty in every college and in most departments report their outreach and engagement work through an online survey—the Outreach and Engagement Measurement Instrument (OEMI)—as part of their academic assignment. (Data from the 2004 survey are reported throughout this document.) The staff of the
Office of University Outreach and Engagement are studying how deeply embedded the mission has become since a landmark definition of outreach was adopted in 1993.

**Definition and the MSU Model**

Michigan State University is deliberate and purposeful in defining, planning, implementing, and assessing outreach and engagement. This work has, in fact, become a signature area of the University. The 1993 definition stressed that outreach and engagement are **scholarly activities embedded in the generation, transmission, application, and preservation of knowledge for the direct benefit of external audiences** rather than being a set of separate “service” activities detached from teaching and research (University Outreach at Michigan State University: Extending Knowledge to Serve Society). UOE has nested its resources in a key foundational principle in order to guide development of the MSU outreach model. That principle is the scholarship of engagement; that is, outreach and engagement activities should reflect a **scholarship-based or knowledge-based** approach to teaching, research, and service for the direct benefit of external audiences. UOE rejected a traditional service-based approach on the grounds that the service-based approach would have little purchase in a research extensive university where the reward system is defined by scholarship.

**Outreach & Engagement Knowledge Model**

![Outreach & Engagement Knowledge Model](image)

Figure 7.1
Since outreach and engagement cross-cuts the mission, one way to represent types of outreach at an engaged university is by examples that relate to the three aspects of the mission—research/creative works, teaching and learning, and service.

**TYPES OF OUTREACH AT AN ENGAGED UNIVERSITY**

<table>
<thead>
<tr>
<th>Research/Discovery/Creative Works</th>
<th>Teaching and Learning</th>
<th>Service/Citizenship</th>
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<td>Applied research</td>
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<td>Community-based research</td>
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<td>Needs assessments</td>
<td>Conferences, seminars, and workshops</td>
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<td>Evaluation</td>
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<td>Technical assistance</td>
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<td>Publications/presentations</td>
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The Outreach and Engagement Measurement Instrument (described below) identifies seven broad forms, or types, of activities and initiatives, for the purpose of capturing a wide variety of faculty work that serves external constituencies: Outreach Research, Consulting and Technical Assistance, Instructional Outreach: Distance Education, Credit-Based, Instructional Outreach: Non-Credit, Instructional Outreach: Public Information, Experiential and Service-Learning, Clinical Services.

B. Core Component 5A - The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

References to constituents and their involvement in MSU’s engagement enterprise are embedded throughout this chapter. Each section lists or describes the external entities with whom or for whom the initiative was planned, implemented, and assessed.
**Collaborative Research and Scholarly Activities**

Community-based research is one major approach that embodies MSU’s scholarship-based model of outreach and engagement. Hills and Mullett state, “Community-based research is collaboration between community (constituent) groups and researchers for the purpose of creating new knowledge or understanding about a practical community issue in order to bring about change. The issue is generated by the community (constituent) and community (constituent) members participate in all aspects of the research process. Community-based research therefore is collaborative, participatory, empowering, systemic and transformative.”

MSU strives to construct community-based collaborations within the framework of its scholarship-based model of outreach and engagement. While every major academic unit articulates outreach and engagement within the perspective of its mission, there are three common foundational principles in the MSU model:

1. Outreach and engagement is *reciprocal and mutually beneficial*. There is mutual planning, implementation, and assessment among engagement partners.

2. Outreach and engagement *cuts across the mission* of teaching, research, and service. It is not a separate activity.

3. Outreach is *scholarly*. The scholarship-based model of engagement involves both the *act of engaging* (bringing universities and communities together) and the *product of engagement* (the spread of discipline-generated, evidence-based practices in communities).

To help community partners and faculty successfully establish community-based collaborations, the Office of University Outreach and Engagement has developed tools and applications on its [Capable Communities Website](http://www.leeds.ac.uk/educol/documents/00001388.htm). Since much social research, including collaborative and community-based research, utilizes such methodologies as surveys, interviews, focus groups, outcomes analysis, etc., the examples that follow—here and throughout the chapter—are merely representative of a large amount of work conducted on the MSU campus.

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Small Town Design Initiative (STDI)

This project helps small communities reinvent commercial and other public spaces, while preserving character and history. Faculty and students from MSU’s landscape architecture program hold a series of meetings with local residents, business owners, and government officials to create a picture of what they want their community to look like in the next ten years. The MSU team turns this creative input into visual design images and written reports that focus on ways to revitalize the neighborhood’s built environment. Through an iterative process, community members review and comment on the changing designs, which are then distilled into about 30 “before” and “after” images of key locations within the neighborhood that the students present during a final community meeting. Since 2001, the STDI has assisted planning in more than 40 communities in 22 Michigan counties. The STDI provides an opportunity for multidisciplinary scholarly research on topics such as social policy development and review processes, as well as an excellent service-learning opportunity and capstone experience for MSU landscape architecture students.

Mapping Cultural Assets in a Detroit Neighborhood

Identification and mapping of the cultural assets of a decaying neighborhood in Detroit highlighted the strength, pride, and well-being of the area and documented the efforts of local citizens and neighbors to reinforce community ties and institutions. This collaboration among the MSU Museum, the Dexter-Elmhurst Community Center, the Wayne Country Family Independence Agency, and the Detroit Police Department worked together to:

- build an electronic Resource Directory of 408 community assets,
- collect 35 oral histories of the neighborhood from community residents and construct a community profile from those histories that emphasized both the area’s historic contribution to blues and gospel music in America and its vitality as an ongoing center of African-American culture, and
- produce the Dexter-Elmhurst Neighborhood Resources Discovery Workbook designed to allow community members to continue the Cultural Resources project on their own.
Continuing Education

Most of MSU’s continuing education offerings are developed in response to and built with input from groups and organizations outside the University. Continuing education programs serving practitioner audiences – whether credit or noncredit – usually follow the same developmental pattern. Faculty research on emerging challenges or technologies in a field or departmental advisory committee discussion of emerging needs in the field of practice or a combination of both leads to a recognition of a need for additional training for those already in practice. Faculty, committee members, and other representatives from the field explore what needs to be taught, how it can be successfully marketed, and what format of instruction would be most appropriate.

Almost all credit-bearing continuing education provides advanced studies for practicing professionals, principally at the master’s degree and graduate certificate levels. Departments generally believe that they can best serve the needs of the state through this post-baccalaureate level of continuing education. Other state institutions provide undergraduate programs leading to baccalaureate degrees at a lower cost; few have MSU’s capability of offering a wide array of advanced professional programs.

In the late 1990s MSU Global was established as a new and separate office to stimulate use of the Internet for continuing education offerings, especially those with potential national and worldwide markets. MSU Global also developed several online noncredit courses, in collaboration with organizations such as the Finance, Credit, and International Business (FCIB) Association; the American Horticultural Society; and the National Basketball Development League. MSU Global also works with the Dean of the Graduate School to facilitate and oversee the whole roster of off-campus credit programs.

Like courses taught on campus, continuing education courses and programs are evaluated through formal surveys of students and careful comparison of student achievement in on- and off-campus courses. In several cases, members of the departmental advisory committee that identified the employer need which the program seeks to address meet with some of the students (some of which are their employees) to test the congruence between what is being taught and their original goals for the program. In addition, the units spend considerable effort in the first years of a program soliciting participant feedback on a variety of pedagogical and content issues.
Assessment is especially important now that many of the programs are using the Internet as the principal vehicle of instruction.

C. Core Component 5B - The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The University has established structures at many levels, instituted a strategic plan, created funding opportunities, and encouraged faculty and student involvement in order to fulfill its outreach and engagement mission and work with its many constituencies.

Infrastructure
Office of University Outreach and Engagement

Since its creation in 1989, the Office of University Outreach and Engagement has worked on several fronts to fulfill its mandate at MSU and to advocate, model, and provide leadership for the engagement effort across the University and nationally. These efforts have focused on:

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

- Evaluation and measurement: Developing a guide for evaluating and planning for quality outreach (Points of Distinction) and creating indicators for a variety of types of noncredit outreach (available in hard copy and online). In 2004 it implemented the OEMI, an online data collection survey for faculty and academic staff reports of engagement activities and initiatives. In 2005 UOE held a Conference on Benchmarking University Engagement for research universities across the nation. The Office is giving leadership to the national benchmarking movement through the CIC’s Committee on Engagement and NASULGC’s Task Force on Benchmarking. In 2005, the Office launched the Center for the Study of University Engagement, is exploring the possibility of a National Consortium of Engaged Colleges and Universities, and is looking into the formation of a National Association of Engaged Scholars.
• Modeling collaborations: Working with a variety of communities and community organizations to develop models and best practices for university-community collaborations, involving faculty to develop the methodology and conduct community-based research, and producing Best Practice Briefs for community practitioners.

• Public access to information: Developing the first web-based “catalog” of faculty and Extension engagement work for professionals and practitioners, creating a website for youth that includes all of the pre-college activities and events offered by MSU, and putting tools and models of university-community collaborations into a website for both faculty and community members. The Usability & Accessibility Center was founded by UOE in 2004 to assist internal and external clients in assessing the user-friendliness and accessibility of websites and information systems.

• Cultural engagement: The MSU Museum and the Wharton Center for Performing Arts create educational outreach programs for schools, families, nonprofit organizations, scientific and cultural associations, and the public throughout the Great Lakes Region. In addition, the Cultural Engagement Council, formed in 2002, meets monthly to discuss cross-cutting programming within the MSU community, as well as cultural events and activities that link MSU with diverse community partners.

MSU Extension Offices

MSU is committed to engaging with organizations and communities throughout the state of Michigan and has developed an infrastructure that maintains a university presence in all parts of the state. In 1994 the Cooperative Extension Service was renamed Michigan State University Extension, signifying that Extension’s network of offices in all 83 Michigan counties would serve as public links to all parts of MSU, not just to the traditional agricultural and family programs. In addition, the Office of University Outreach and Michigan State University Extension established six (now five) joint regional offices across the state where the two entities cooperate to increase faculty involvement with communities and groups outside the Lansing area. These offices serve as continuing education centers, and they initiate and manage programs for urban redevelopment, land-use planning, and insuring positive outcomes for youth that provide opportunities for faculty to engage in applying their scholarly expertise to issues of concern to those communities. The University also maintains 14 experimental farms scattered
throughout the state; several of these – especially the W. K. Kellogg Biological Station – cooperate with surrounding schools to improve students’ mastery of science as well as providing opportunities for the public to learn more about food production, the environment, and science.

Center for Service-Learning and Civic Engagement (CSLCE)

The Center for Service-Learning and Civic Engagement (CSLCE) provides active, service-focused, community-based, mutually beneficial, integrated, learning opportunities for students, building and enhancing their commitment to academics, personal and professional development, and civic responsibility. The Center provides support to faculty, students, and staff in the areas of academic, curricular and co-curricular service-learning, civic engagement and service. The CSLCE also serves as the administrative office for the MSU America Reads/America Counts initiative and the State of Michigan Office of the Attorney General work-study projects. More detail is available in Chapter Five.

Medical Campuses

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

Centers, Institutes, and Research Facilities

The University Outreach and Engagement staff identified 208 centers, institutes, research centers, laboratories, and clinics that have an outreach and engagement and applied research focus as part of their work. Descriptions can be found in the website: www.msustatewide.msu.edu. See also the Resource Room.
Web Communications

One of the ways the University can communicate to its numerous and diverse constituents and stakeholders is through Web sites. For example:

- **Professionals and Practitioners.** The Statewide Resource Network (SRN) is a large, database-driven catalog of nearly 1,800 outreach programs and services offered by MSU that would be of interest to professionals and practitioners across Michigan. Usage data are found in the Resource Room.

- **Children, Youth, Parents, Educators.** The Spartan Youth Programs website lists records for pre-K to 12th grade activities offered by the University. The site lists over 200 such activities and is valued by local residents as well as university faculty and staff and their families. Usage data are found in the Resource Room.

- **MSU Extension Portal.** See the MSU Extension section below for explanation of this newly developed interactive tool.

Strategic Planning

From 1992-1993, a faculty committee was charged by the Provost to develop a formal definition of outreach and make recommendations on implementing change. Besides a definition of outreach as scholarly work, the report generated a 20-item action agenda that deals with such topics as rewards, promotion and tenure, evaluation and measurement, and leadership. Since then the Office of UOE has been charged with implementing those recommendations. Many of the recommendations have been fulfilled or acted on. A few, particularly those dealing with full institutional alignment, are still in process. A “scorecard” of activities and achievements in fulfilling that strategic plan is found in the Resource Room.

Funding

It is difficult to determine the total funding invested in engagement across the University. However, the University provides general fund support, and faculty, departments, and centers and institutes obtain funds through fees, services, contracts, and grants. Below are some illustrations of the scope of funding:
• From the OEMI we have determined a salary investment of nearly $20 million for those faculty and academic staff (about 20%) that reported their FTE related to their outreach and engagement work.
• Non-credit educational activities for last year were $39M in sales and services.
• Grant income for “public service” is $67M, or 22% of all grant revenue (2003-04).
• MSU Extension’s 2004-05 budget of over $47M is from numerous sources.
• The Office of University Outreach and Engagement has a general fund allocation of approximately $3.6M each year; its overall leveraged revenue is over $20M depending on sales of services, contracts, and grants in any year.

Seed Grants for Community-Based Research

Community-based research, evaluation, and technology transfer are critical components of Michigan State University’s commitment to a scholarship-based approach to outreach. One mechanism used to facilitate outreach research is internal seed granting, providing start-up funds for programmatic research and allowing the testing of new ventures prior to applying for external funding. There are three sources of seed money available to support community-based research, evaluation, and technology transfer: Outreach and Engagement-Extension grants, Families and Communities Together grants, and Community Vitality grants. During the 2004-2005 academic year, a common proposal and review process was adopted for these grants. In addition to utilizing NIH Form 398 as the basis for application, all grants must be interdisciplinary, show evidence of an established community partner, and/or involve Extension staff. Awards range from $15,000 to $50,000 per year and have a duration period of 18 months to 3 years. Each year, nearly $500,000 is available. To date, evidence compiled by an evaluation of FACT indicates a 7:1 return on investment with respect to sustained funding from extramural sources.

Faculty and Academic Staff

Within the context of disciplinary needs, departments explicitly recruit faculty whose scholarship agenda includes applied research, technology transfer, evaluation science, or other scholarship-based approaches to outreach. In recent years examples of such recruitment include faculty positions in community psychology, urban sociology, construction management, fisheries and wildlife, environmental science, land use, and other campus-wide initiatives.
MSU employs a large number of academic specialists who are classified according to duties in teaching, curriculum development, advising, research, and outreach. Currently, MSU employs 200 academic specialists with the designation of outreach. One unresolved issue in the human resources classification system is the cross-cutting nature of outreach as defined at MSU. By distinguishing outreach from research and teaching, the system creates a distinction that may not be meaningful and which makes it difficult to count specialists engaged in outreach according to their classification alone. For this reason, the University’s full complement of specialists who engage in outreach is probably not limited to those classified as such.

Of the 4,494 (fall 2004) faculty and academic staff, 1,059 responded to the OEMI survey. Of these, 829 claimed to be conducting outreach and engagement activities. Hence, of the full pool of academic staff, 23.6% responded to the survey and 18.45% reported their activity. The total investment by the institution in outreach and engagement activities during this period was 249.51 FTE’s or $19,823,471 in salary investment. This was the first year for collecting data university-wide. One indicator of faculty involvement in outreach and engagement is their “sustained relationships” with partners: the OEMI analysis indicates that 342, or 60% of the 656 who have partnerships, are more than 2 years in endurance. Another indicator is joint planning: 39% of the 656. A third indicator is involvement in community/partner capacity building: 30%. The 209 respondents who indicated a relationship between their collaborative engagement work and ongoing research represent an investment of 41 FTE’s and a salary investment of $3,590,883 by the institution. Of these 209 respondents, 172 indicated external partners. These respondents represent an FTE investment of 36.6 and a salary investment of $3,193,062. The 187 respondents whose qualitative responses indicated highly engaged relationships with individuals or entities outside the university represented an investment by the institution of 58.5 FTE’s or $3,962,592 in promoting these highly complex collaborative activities. A fuller assessment is found in the Resource Room.

Faculty Development

The Office of the Provost supports an active faculty development agenda. The Director of Faculty and Organizational Development and Senior Advisor to the Provost is responsible for generating and coordinating all faculty and organizational activities of the University. One example:
Meet Michigan

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

Engaged Students

As the pioneer land grant university, Michigan State University has, at the core of its mission, the intent to connect the acquisition of knowledge to real world applications and dissemination of learning. Michigan State University’s commitment to university-community connections, therefore, made the evolution to systematically adopt, develop, and implement service-learning and civic engagement congruous with the mission of the university. MSU has a rich history of student-led engagement.

MSU was one of the first universities to formally establish a university-wide Volunteer Bureau/Center, enacted via decree of the Board of Trustees in 1967, and to have that volunteer center evolve into a Service-Learning Center (SLC) (1979). In 2002, the SLC was renamed the Center for Service-Learning and Civic Engagement (CSLCE) and became an independent unit, reporting jointly to the Vice President for Student Affairs and Services and the Assistant Provost for University Outreach and Engagement. This renaming and dual reporting structure recognized the growth of the efforts of the Center and MSU’s commitment to co-curricular, academic and curricular service-learning, and civic and community engagement. See Chapter Five for more information.
**Community Voice**

Ongoing communication with, assessment of the needs of, responsiveness to, and collaboration with campus partners and community non-profit organizations, educational and health institutions, and other constituent groups is the norm. Here are several illustrations of assessment of community needs:

- Receive and post requests for MSU service-learning students from more than 300 community constituent groups, with 43 new agencies requesting MSU students.
- Utilize position descriptions generated by community constituents seeking the services of MSU students in voluntary service-learning and co-curricular service placements. The use of the community-authored requests and descriptions ensures that constituent needs are articulated through community voice.
- Conduct phone surveys three to six times annually to ascertain satisfaction and determine on-going and future needs.
- Garner input from students through e-mail surveys, informal e-mail correspondence, and conversations. Formal and informal discussions and correspondence take place with faculty. Feedback from students and faculty, both positive and constructive, is shared with community partners as a means of addressing issues of quality and risk management.

**Graduation Requirements**

Michigan State University does not have a university-wide, standardized graduation requirement for experiential learning, service-learning, and/or community-based service. However, individual colleges or departments do. For example, the College of Nursing, James Madison College, the School of Social Work, Teacher Education, and Family and Child Ecology have academic service-learning and community engagement as graduation requirements. Curricular-based service-learning is a pre-admission requirement for the College of Nursing, the College of Human Medicine, and the College of Osteopathic Medicine. Additional colleges and majors encourage service and engagement, but do not formally require or “track” them. MSU highly encourages students to participate in study abroad opportunities, but does not have a graduation requirement in this area.
MSU does not note student engagement on the official university transcript. The implementation of a service, “S-option,” designation for courses and the use of a “co-curricular” transcript are being explored. The Center for Service-Learning and Civic Engagement has been designated as the university unit responsible for maintaining and issuing the official Record of Service for students. Any student, upon request, can obtain such a record.

D. Core Component 5C - The organization demonstrates its responsiveness to those constituencies that depend on it for service.

The University and its many departments, centers, and institutes respond to the social issues and concerns identified through various forms of needs assessment to create a wide variety of collaborations, many of which are long-term. An analysis of the narrative data provided in the OEMI related to collaborations with external partners is available in the Resource Room. This section gives examples that illustrate community initiatives, public policy, program evaluation, capacity building, business and technology, clinical services, access to higher education, and public information.

Community Initiatives

Capable Communities

University Outreach and Engagement offers practical support to local groups and organizations that are working to improve their own communities and the lives of their residents. These partnerships are based on the Outcome-Asset Impact Model (O-AIM), for increasing local capacity to build positive change. The goal of the O-AIM is to make outcome evaluation relevant to practitioners in diverse settings and to shift their thinking toward an assets or strength-based approach.
Public Policy

¿DÓNDE ESTÁ LA JUSTICIA? A Call to Action on Behalf of Latino and Latina Youth in the U.S. Justice System

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

Capacity Building

Keys to Excellence for Your Schools (KEYS): A System-Wide Approach to Building Capacity for School Improvement

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

**Michigan SmartZones**

Michigan SmartZones are collaborations between universities, industry, research organizations, government, and other community institutions intended to stimulate the growth of technology-based businesses and jobs by aiding in the creation of recognized clusters of new and emerging businesses, those primarily focused on commercializing ideas, patents, and other opportunities surrounding corporate, university, or private research institute research and development efforts. The program coordinates all of the community assets and services necessary to support technology development in the knowledge based economy. Supported by the cities of Lansing and East Lansing, in partnership with Ingham County, the Lansing Regional Chamber of Commerce, MBI International, Michigan State University, the Michigan State University Foundation, and the University Corporate Research Park, the zone stimulates the growth of technology-based businesses in the Lansing region. It focuses on business attraction, creation, and expansion in the fields of life sciences, advanced manufacturing, and information technology.

**Usability & Accessibility Center (UAC)**

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

- **Expert review** of the usability and accessibility of technology products employing User-Centered Design techniques
- **Formal evaluation** of product usability by working directly with typical end-users
- **Research** collaborations
- **Training** in user-centered design techniques, evaluation methodologies, and accessibility compliance

**Clinical Services**

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

**Human Medicine**

MSU’s colleges of Human Medicine and Osteopathic Medicine participate in a broad network of primary care and specialty care clinical services. The Department of Pediatrics is the largest single provider of pediatric care to poor children in the Lansing area. Faculty provide services at the Ingham County Health Department and at clinics serving the homeless, persons with substance abuse problems, and the indigent. Medical school faculty are also involved with a wide variety of international health programs, including the Institute of International Health; malaria research and clinical care in Malawi; health care consultation in the United Arab Emirates; establishment of a medical clinic in the Belizean jungle; studies of hypertension in Zimbabwe; neurology in Zambia; and suppression of river blindness in several African locations.

**Animal Medicine**

An important part of the mission of the College of Veterinary Medicine is to provide diagnostic, pathology, and advanced care services for companion and food animals to citizens in all parts of Michigan. It runs three separate centers to carry out this mission. The Clinical Pathology Laboratory provides state-of-the-art diagnostic testing in clinical biochemistry, hematology, hemostasis, immunology, urinalysis, and diagnostic cytology. The Veterinary Teaching Hospital is the state’s only tertiary veterinary hospital and deals with thousands of referrals of badly injured or seriously ill animals. It provides essential services to the horseracing and dairy industries. Well-known for its work in orthopedics, the Hospital recently opened an advanced rehabilitation center for animals recovering from orthopedic surgery. The Diagnostic Center for Population and Animal Health’s world-class veterinarians, epidemiologists, and scientists diagnose the sicknesses or causes of death of the state’s companion animals, livestock, and wildlife. Established in the mid-1970s to help the state understand the cause of unprecedented deaths on cattle farms throughout Michigan (diagnostic tests at the Center determined that a fire retardant chemical had been mixed with livestock feed), the Center is now taking the lead in tracking and preventing the spread of bovine tuberculosis disease which threatens once again to devastate the beef industry crucial to the state’s economy, and is
providing farmers with services critical to their meeting export and food safety requirements. Each year the Center handles 160,000 cases, performing one million separate diagnostic tests.

Access to Higher Education
Pre-College Programs

Michigan State University offers a wide range of Pre-College Programs serving both as opportunities for access and for educational enrichment. Some programs, such as Vetward Bound offered through the College of Veterinary Medicine, and Math, Science and Technology Program for Junior High offered through the Honors College, are college-specific. Others, such as the King Chavez Parks College Day Program, are administered through the Office of the Assistant Provost for Academic Student Services and Multicultural Issues. To assist in the coordination of the pre-college efforts, the University launched a Pre-College Programs Steering Committee in 2000. The Spartan Youth Programs website is an outgrowth of the work of this committee, as are the middle school Pre-College Programs Scholarship, and Admissions tracking of enrollees in Pre-College Programs.

Public Information

The University has numerous ways to respond to the public’s need for information. In addition to outreach teaching and outreach scholarship, MSU also shares resources with the public through:

- Managed learning environments (e.g., museums, libraries, gardens, galleries, exhibits)
- Educational materials and products (e.g., pamphlets, websites, educational broadcasting, software)
- Events (e.g., expositions, demonstrations, fairs, and performances)

MSU’s public events and information are aimed at a wide range of audiences and reflect the institution’s breadth of expertise. Some of these resources are formal entities with ongoing programs; others are short-term activities; others are products that may have long-lived usefulness. Constituencies served include teachers, school-age children, professionals, and the general public. OEMI data for 2004 indicate that faculty addressed through their efforts in public events and information a very broad and diverse spectrum of issues (see Figure 7.2). The top four areas, accounting for 46% of the activity, were:
• Arts and Humanities
• Education, Pre-Kindergarten through 12th Grade
• Science and Technology
• Natural Resources, Land Use, and Environment

2004 OEMI Data: Public Events and Information by Areas of Societal Concern

![Pie chart showing areas of societal concern with percentages]

Figure 7.2

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

The Resource Room contains a table of the data collected on staffing, usage/access, community input, and evaluation of public events and information. Data were gathered from the accreditation self-study reports of the units, the Statewide Resource Network website, the Spartan Youth Programs website, the OEMI, and MSU websites to identify examples of software, websites, publications, and other materials. The SRN and SYP may provide the most comprehensive view of the University’s production of educational materials and publications available to the public. Of the 1,763 records stored in the SRN database, 280 or 16% are categorized as “Publications, Software, and Databases,” and 20 of the 234 records in the SYP database fall under the heading “Software, Reading Materials, and Websites.”

The ways in which these resources are informed by public input varies. The largest of the managed learning environments are supported by formal advisory boards. This includes Wharton Center, MSU Museum, Kresge Art Museum, and Hidden Lake Gardens. Though most of the resources are not supported by formal bodies, nearly all gather input from the public in other ways. Wharton Center and the MSU Museum have conducted focus groups. The MSU Museum and Kresge Art Museum receive input from evaluators as part of their grant-funded offerings. Many conduct surveys of visitors either onsite or post-visit. Some collect feedback through comment cards and visitor books.

The level of reciprocity plays a larger role in the management of some resources than in others. In some cases resources depend on the input of the public to make content decisions. Where they exist, advisory boards often serve this purpose, helping resource administrators make decisions about what to show, demonstrate, or make. For example, the Clarence E. Lewis Landscape Arboretum and G. Robert Vincent Voice Library increase the holdings of their respective plant and recording collections by way of donations from the public. In this way the public has a direct role in shaping the resources. In other cases, the resource depends on the actual labor of the public as volunteer docents, laborers, etc.
Revenues and attendance provide evidence of the extent to which the public values MSU’s public events and information. While the University does not yet have comparative or longitudinal data, in 2004 faculty reported (in the OEMI survey) that their public events and information brought $8,563,580 in revenues to the University, with over 343,346 in attendance. More significant in providing “valuing” evidence, and evidence of collaboration, is the $6,832,337 in revenue earned for the partnering organizations and the partners’ investment of $3,536,141 in in-kind contributions. These may be a conservative estimate given the limits of the survey’s population (faculty and academic staff members) and response rate.

E. Core Component 5D - Internal and external constituencies value the services the organization provides.

Assessing how units learn from their constituents and understand their capacity to engage, their responsiveness, and the value constituents place on that engagement takes on many forms: formal evaluation, input from advisory boards or other groups, informal means such as conversations and individual feedback, and a variety of other measures.

Formal Evaluations

Of those who submitted materials for Criterion 5 of the NCA self-study, approximately 52% use formal evaluative methods. These methods include, but are not limited to, surveys, interviews, focus groups, and formal program evaluations.

Civil and Environmental Engineering Alumni

To improve its responsiveness to the evolving needs of its constituents, the Department of Civil and Environmental Engineering periodically surveys its alumni and the employers of its alumni. One such survey indicated the need for improvement of proficiency in written communication. In response, the department created a half-time position for a technical writing specialist that was first filled in 1997. The specialist developed a technical communication program consisting of instructional elements for the two required Civil Engineering courses that
have intensive writing requirements, a new elective course on technical communication, Web resources, and a writing help room.

**Advisory Boards or Other Groups**

Another assessment method is the use of formal internal and external structures or groups. Approximately 7% of the self-study respondents utilize this method. This approach involves alliances with professional associations or the establishment and use of advisory boards. Examples include:

**Osteopathic Medicine Association**

The College of Osteopathic Medicine has strong linkages with the Michigan Osteopathic Association and the approximately 5,000 practicing osteopathic physicians in Michigan. The Michigan osteopathic physicians and affiliated health care institutions provide faculty and infrastructure resources needed to support the delivery of their clinical education curriculum and partner with the college to provide quality graduate medical educational opportunities. The college’s commitment to and responsiveness to the articulated interests of their constituent groups is probably best illustrated by their recent commitment to increase their class size on the East Lansing campus and the ongoing planning for the development of a satellite campus in the metropolitan Detroit region. This is in direct response to articulated need by and support from their constituent groups.

**Informal and Other Assessment Methods**

Informal means to assess outreach and engagement efforts are used by 21% of respondents to the OEMI. These include face-to-face conversations, interactive presentations and workshops, e-mails, and feedback from faculty and staff. Twenty percent of respondents use other methods of assessing outreach and engagement activities including self-assessments, environmental scanning, and standards from the field. Examples include:

**Environmental Quality**

The College of Social Science’s Environmental Science and Policy Program is planning to conduct an interactive workshop with the Michigan Department of Environmental Quality to
discuss plans for the future. In April 2003 they signed an agreement to work collaboratively, resulting in funding from the National Science Foundation to support a series of workshops for Michigan leaders on decision making under uncertain climate change conditions.

*Sustainability*

Several projects illustrate the value placed by the community on the collaborative work of faculty.

**Learning To Give**

Funded by the W. K. Kellogg Foundation, Lilly Endowment, and others, the Learning To Give (LTG) Project seeks to help K-12 students understand the concepts of philanthropy, civic responsibility, and the common good. LTG employs a comprehensive set of strategies: curriculum development, assessment, in-service teacher training, pilot testing and field testing, supplemental materials development, evaluation, and dissemination through web based presentation. MSU’s Office of Outreach and Engagement, College of Education, Department of Political Science, and Department of Geography are working with the LTG project staff and steering committee as the project evaluators. In order to assess student understanding, attitudes, and behavior changes, as well as teacher experiences, the evaluation incorporates classroom observation, school climate surveys, teacher surveys, teacher interviews, student surveys, administrator focus groups and interviews, and student standardized testing. A Michigan-based project, LTG is moving to a national application with a national steering committee in 2005. The MSU team began working with the LTG project staff and steering committee as formative evaluators when the project was just beginning 8 years ago. Since then, the contract has been renewed every three years and the evaluation has been expanded. This longevity and expansion are evidence of the value placed on the MSU evaluators’ role in the project’s success.

**Partnerships for Resource Development**

The number of external partnerships involving joint planning and assessment, resource development, and monetary value serve as evidence of the value of MSU’s outreach efforts. UOE took these numbers and cross-tabulated the responses with amount of external monies
brought into the University and to the partners, as well as the monetary value of in-kind contribution by the partners. The results are shown in the following table:

<table>
<thead>
<tr>
<th>Amount of money, in dollars</th>
<th>Number of responses which indicated external partners and gave evidence of joint planning and assessment for:</th>
<th>Money brought into the University</th>
<th>Money generated for Partners</th>
<th>Monetary Value for in-kind contributions by Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 5,000</td>
<td>13</td>
<td>10</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>5,001 – 10,000</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10,001 – 20,000</td>
<td>6</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>20,001 – 100,000</td>
<td>34</td>
<td>13</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>100,000+</td>
<td>46</td>
<td>25</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Many of the collaborative research projects cited throughout this report have involved nonprofit organizations and/or state governmental agencies that have jointly prepared proposals and sought funding from private foundations such as the W. K. Kellogg Foundation or from the federal government. Many of them are, therefore, examples of value placed by external agencies or organizations on the collaborative outreach and engagement work of MSU.

**F. International Outreach and Engagement**

This section of the Engagement and Service criterion provides data on international outreach and examples that highlight the diverse constituencies, areas of the globe, and social issues and concerns addressed by MSU engagement activities.

**International Focus**

Of a total FTE investment of 249.5 with a salary investment of $19,823,471 by MSU in outreach and engagement activities in 2004 (as reported through the OEMI), 38.97 FTE’s with a salary investment of $4,045,126 were devoted to activities focusing significantly on international development and understanding. These activities represented the work of 25% or 207 of the faculty and academic staff out of the 829 claiming outreach activity on the OEMI. These
outreach activities involved 470,332 participants and helped generate $62,208,624 for the University and $16,154,351 for the partners. Outreach Research and Outreach Instruction represented the primary forms of activities.

International Locations

An FTE investment of 14.19 with a salary investment of $1,336,581 was made by MSU in outreach and engagement activities that took place in locations internationally. These activities represented the work of 92 or 11% of the faculty and academic staff who reported their activities. These activities involved 25,880 participants and helped generate $34,783,092 for the University and $5,781,000 for the partners. Of the various forms the activity could have taken, Outreach Research represented the largest share in terms of number of respondents.

**Primary form of engagement for activities focusing significantly on international development and understanding, by percentage of respondents**

- Outreach Research: 33%
- Outreach Instruction: 34%
- Public Events and Information: 25%
- Clinical Service: 4%
- Experiential/Service-Learning: 4%

Figure 7.3
Primary form of engagement for activities taking place internationally, by percentage of respondents

- Outreach Research: 55%
- Outreach Instruction: 22%
- Experiential/Service-Learning: 4%
- Clinical Service: 2%
- Public Events and Information: 17%

**Figure 7.4**

Multiple examples follow with additional examples in the web version of this chapter and more information in Chapter Eight.

**LATTICE**

MSU has an extensive outreach to K-12 teachers. One example of this is the LATTICE (Linking All Types of Teachers to International Cross-cultural Education) project, which has offered professional development with international content to K-12 teachers in the Lansing area. This outreach partnership between Lansing area school districts and various units at MSU brings together about 25 MSU international students and 25 K-12 teachers once a month for intensive study and discussion of international and multicultural issues. A cumulative total of 450 individuals and 13 school districts have now participated. The project has received a number of awards and has been widely reported at professional meetings. An empirical evaluation of the program has been published in the peer-reviewed journal *Studies in Educational Evaluation* 28 (2002): 315-328. In recognition of its outstanding work, MSU received the prestigious Goldman Sachs Foundation’s Prize for Excellence in International Education.
ISP’s Online Resources for Teachers and Students

The goal of this initiative is to enhance teaching and learning on international topics by providing K-12 teachers and students access to high-quality, comprehensive information about Asia, Africa, Latin America, and the world via electronic resources. International Studies and Programs (ISP) and its area studies centers have created four online resources for teachers and students: Exploring Africa, LASER (Latin America School and Educational Resources), Windows on Asia, and MSU Global Access. Each regional website provides curriculum units, lesson plans and other pedagogical activities, basic information about the countries in its area, and links to other sites for further research and information.

The centers used both self-assessment techniques and feedback from users to improve their sites. Self-assessment includes regular consultation between people creating content and those responsible for web design. Assessment by users is encouraged in a variety of ways, including e-mail contact, face-to-face meetings, presentations to school and community groups, and workshops for teachers on specialized topics. MSU Global Access has an online feedback form where users can communicate their opinions and suggest other resources to include in the directory of online resources on various world areas and international themes.

Each center has received positive evaluation of its product and its usefulness for educators and students, both nationally and internationally. For example, the National Curriculum Committee of Belize has adopted Exploring Africa for use in its schools, and some of the Exploring Africa units are being translated into German for use in German schools. At the request of teachers who were using the site, LASER has been translated into Spanish for use in the Michigan high school curriculum. LASER is creating an interactive section in Spanish and English focusing on current events and issues, and is working with K-12 teachers who are developing units and lessons specifically for the website.

globalEDGE: Your Source for Global Business Knowledge

This knowledge Web portal connects international business professionals worldwide to a wealth of information, insights, and learning resources on global business activities. It is the most frequently consulted online resource on international business (recording over 3 million hits per month since February 2005). globalEDGE is often featured in publications as well as textbooks. For example, for over two years now globalEDGE has been an integral part of the
G. Michigan State University Extension

Based on the land grant mission, Michigan State University Extension is an integral part of the outreach and engagement of the University. Because it has counterparts at all of the other land grant universities and because it is established by federal statute (Smith-Lever Act of 1914), we devote a separate section to its activities as part of Criterion Five.

Since its beginning, Michigan State University Extension has focused on bringing knowledge-based, educational programs to the people of the state to improve their lives and communities. Today, county-based staff members, in concert with on-campus faculty members, serve every county with programming focused on agriculture and natural resources; children, youth and families; and community and economic development. MSU Extension extends the University’s knowledge resources to all Michigan citizens and assists them in meeting their learning needs through a variety of educational strategies, technologies, and collaborative arrangements.

Nearly 1,000 organizations partnered with MSU Extension in 2004, including organizations such as AmeriCorps, township governments, the Michigan Agri-Business Association, Bay Mills Community College, Michigan Farm Bureau, the Michigan Department of Community Health, the Michigan Department of Natural Resources, the Michigan Department of Environmental Quality, intermediate school districts, and the University of Michigan. Examples of these partnerships provide evidence of the value of MSU Extension to its constituencies. These are provided in the web version of this chapter.

MSU Extension (MSUE) systematically gathers public input to determine its priorities for educational programming. Extension’s unique public funding partnerships with the federal government through the USDA, state government through MSU, and with county government demands this type of citizen input. The information below briefly highlights the comprehensive issues identification process currently underway by MSU Extension. An expanded version is on the website. MSUE also engaged in strategic planning initiatives prior to 2005.
Issues Identification, 2005

In preparation for submission of a five-year plan of work to the U.S. Department of Agriculture, MSU Extension and the Michigan Agricultural Experiment Station conducted a comprehensive issues identification process during fall 2005. This marks the first time that such an effort has been carried out jointly between the two organizations.

MSUE planning originates with constituent and stakeholder input that moves from stated community needs to regional and state initiatives and back to communities through local, regional, and state programming. Program planning is based on stakeholder input from thousands of participants, parents, and volunteers; hundreds of collaborators and partners; more than 500 advisory groups; 1,000 community organizations; funders; and citizens. Input from the macro level includes findings from the State of State Surveys conducted by the Institute for Public Policy and Social Research at MSU, research, and state statistical trend data. At the local level, county Extension council volunteers contribute ideas and input on the direction for local programs and indicate community priorities.

MSU Extension offers programs in all 83 counties, which are operated out of 82 county offices across the state. Extension faculty members on the Michigan State University campus conduct research and translate research results into educational programs. They act as resource people for Extension staff members in the counties. More than 29 academic departments and eight colleges work directly with Extension.

More than 1,200 MSUE employees, nearly 700 FTE, help people improve their lives through an educational process that applies knowledge to critical issues, needs, and opportunities.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources Educators</td>
<td>107</td>
</tr>
<tr>
<td>Children, Youth and Family(CYF) Educators (+Food Nutrition Program—FNP)</td>
<td>257</td>
</tr>
<tr>
<td>CYF Program Associates (4-H + FNP)</td>
<td>298</td>
</tr>
<tr>
<td>Community and Economic Development Educators</td>
<td>16</td>
</tr>
<tr>
<td>County Extension Directors</td>
<td>82</td>
</tr>
<tr>
<td>Faculty (specialists, program leaders, program support and chairs)</td>
<td>281</td>
</tr>
<tr>
<td>Support Staff (regional, campus, FNP)</td>
<td>226</td>
</tr>
<tr>
<td>Administrators</td>
<td>12</td>
</tr>
</tbody>
</table>
In addition, MSUE relies on the support of more than 27,000 specially trained volunteers who provide more than 3.49 million hours of service per year. MSUE’s volunteer time is valued at nearly $60 million.

MSUE staff members serve on more than 700 external committees and boards such as the Breastfeeding Support Network, Sanilac County Human Services Coordinating Board, the Michigan Economic Development Corporation, and the National Pork Producers Educational Committee. About 80 percent of the 506 MSUE-funded professionals and all of the 252 para-professionals provide noncredit instruction.

Some Best Practices emerged from initial early responses by MSUE to emerging community needs.

- The *Citizen Planner* program emerged from a need in Grand Traverse County and neighboring counties to build capacity among residents to understand the complexities of planning and conflicting land use, thereby enabling them to be more effective agents of change in determining optimal solutions.

- The *Michigan Sugar Beet Advancement* program emerged in response to grower concerns about declining yields and the impacts of competing production in other regions of the U.S.

- The *Better Kid Care* program was adapted to urban neighborhoods in Saginaw, MI specifically to accomplish the dual result of improved child care for children in urban neighborhoods and improved income generation for individuals who developed child care centers to meet the needs of these neighborhoods.

- The *youth mentoring* program emerged from partnerships in which county governments identified juvenile justice as an issue for which they needed assistance. MSUE County Directors worked with local partners to develop the initial intervention models upon which newer programs have expanded.

- The *Emerald Ash Borer* program has developed over the past four years in response to the detection by an MSUE district educator of an agent that was killing ash trees in southeastern Michigan. For more detail, see the Criterion 5 chapter on the website.
**H. Summary: Strengths and Priorities for Improvement**

Outreach and engagement at MSU are driven by research and scholarship. MSU’s tools to assess our outreach and engagement efforts and our constituencies in the past 5 years resulted in thousands of examples of engaged scholarship across the mission. MSU instituted an annual campus-wide administration of a Web-based survey of faculty and staff activities and accomplishments in the mission area of outreach and engagement. The instrument itself and the data collected have the potential to strengthen MSU’s national leadership as an engaged university. An MSU published tool, *Points of Distinction*, a guide for faculty engaging with community partners and for assessing the work, is annually disseminated campus-wide to assist units with planning and measuring the quality of their engagement work. Service to constituencies is also an important part of MSU’s mission and is provided across a number of units.

**Recommendations**

MSU should focus on the outreach and engagement aspects of family, community, and economic development as core aspects of the Boldness by Design research and scholarship themes.

MSU should expand its national leadership role using the constituent analysis tool from the *Points of Distinction* and the faculty activities survey instrument. The “package” of tools should be published and made available nationally through a variety of venues for use in developing a nationally-endorsed set of indicators/benchmarks for engagement and for use in accreditation reporting.