Community Engagement Scholarship: A Third Transformation in Higher Education?

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Memphis, TN
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Academic Revolutions in Higher Education

Original mission: Teaching

First revolution: Research (Humboldtian Model)

Second revolution: Societal and Economic Development (Land Grant Act)

[Community engagement: Integrating university and community knowledge to solve complex societal problems]

Engagement Scholarship and Higher Education

Beginnings (John Dewey: focus on change, development, pragmatism & becoming)

- Edward Lynton (1987). New priorities for higher education, particularly with respect to civic engagement.

- Ernest Boyer (1990). Challenged higher education to extend “scholarship” beyond its discovery mission to include teaching and application.

- Boyer 1996. Called on higher education to embrace the “scholarship of engagement” to deal with critical societal issues; essentially to become involved in studying the processes of change that will lead to evidence-based transformations through co-creative activities with communities.
Global University Network for Innovation (GUNI)

- Founding Organizations (1999)
  - UNESCO
  - United Nations University
  - Universitat Politècnica de Catalunya (UPC)

Mission

To strengthen higher education’s role in society, contributing to the renewal of the visions, missions and policies of the main issues of higher education across the world under a vision of public service, relevance and social responsibility.

Cristina Escrigas, Executive Director, GUNI, Universitat Politècnica de Catalunya, Sept. 18, 2013
Global University Network for Innovation (GUNI)

Editors:
Cristina Escrigas (Spain)
Jesus Grandos (Spain)
Budd L. Hall (Canada)
Rajesh Tandon (India)

Fitzgerald, H. E. (2014). Knowledge, engagement and higher education in the United States and Canada (pp. 227-244)
Aligning CES to Institutional Mission: Michigan State University Case Example
HEI Community Engagement Alignment

- Philosophy and Mission
- Institutional Support
- Community Participation and Partnerships
- Student Support and Involvement
- Faculty Support and Involvement

Institutional Alignment: Philosophy and Mission
Institutional Identity: Mission Statement

• our mission is to advance knowledge and transform lives by:

• 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 leaders

• 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
Institutional Identity: Presidential Leadership

"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."

~Lou Anna K. Simon, Ph.D.
President, Michigan State University

Creating prosperity that goes well beyond finances and fortune is at the heart of Michigan State University’s purpose, vision, and our twenty-first-century engaged scholarship.

~Lou Anna K. Simon, Ph.D.
President, Michigan State University

Core Values

Bolder by Design Imperatives

Enhance the student experience

Enrich community, economic and family life

• Connectivity

Expand international reach

• Inclusiveness

Increase research opportunities

• Quality

Strengthen stewardship

Advance our culture of high performance

Institutional Alignment: Institutional Support
What Do We Mean by Community?

**Geography:** (shared a physical place, such as neighborhood, city, or region)

**Identity:** (shared race, gender, or other characteristics)

- **Affiliation or interest:** (shared a common set of values or concerns)

- **Circumstances:** (shared a common experience such as surviving a natural disaster or managing a specific disease)

- **Profession or practice:** (shared specific knowledge to occupation, skill, or trade)

- **Faith:** (shared belief system, customs, and religious or spiritual practice)

- **Kinship:** (shared relationships through family and/or marriage)
What Do We Mean by Engagement

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to

- enrich scholarship and research
- enhance curricular content and process
- prepare citizen scholars
- endorse democratic values and civic responsibility
- address critical societal issues
- contribute to the public good

CIC Institutions (Big Ten)

Michigan State
Northwestern Univ.
Ohio State Univ.
Penn State Univ.
Purdue Univ.
Rutgers Univ.
Univ. Chicago
Univ. Illinois
Univ. Indiana
Univ. Iowa
Univ. Maryland
Univ. Michigan
Univ. Minnesota
Univ. Nebraska
Univ. Wisconsin

What Do We Mean By Scholarship?

1. Requires a high level of (trans)disciplinary expertise: problem and systems change focused

2. Conducted in a scholarly manner

3. Is appropriately and effectively documented and disseminated to (academic and community) audiences, with reflective critique about significance, processes, and lessons learned

4. Has significance beyond the individual context

5. Is judged to be significant and meritorious by panel of peers

6. Demonstrates consistently ethical practice, in research, teaching, and the discipline

7. Recognizes the dynamic relationship between tacit and explicit knowledge

# Types of Engagement Scholarship

<table>
<thead>
<tr>
<th>Engaged Research and Creative Activity</th>
<th>Engaged Teaching and Learning</th>
<th>Engaged Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use inspired basic research</td>
<td>• Online and off-campus education</td>
<td>• Technical assistance</td>
</tr>
<tr>
<td>• Community-based research</td>
<td>• Continuing education</td>
<td>• Consulting</td>
</tr>
<tr>
<td>• Applied research</td>
<td>• Occupational short course, certificate, and licensure programs</td>
<td>• Policy analysis</td>
</tr>
<tr>
<td>• Contractual research</td>
<td>• Contract instructional programs</td>
<td>• Expert testimony</td>
</tr>
<tr>
<td>• Demonstration projects</td>
<td>• Participatory curriculum development</td>
<td>• Knowledge transfer</td>
</tr>
<tr>
<td>• Needs and assets assessments</td>
<td>• Non-credit classes and programs</td>
<td>• Commercialization of discoveries</td>
</tr>
<tr>
<td>• Program evaluations</td>
<td>• Conferences, seminars, and workshops</td>
<td>• Creation of new business ventures</td>
</tr>
<tr>
<td>• Translation of scholarship through presentations, publications, and web sites</td>
<td>• Educational enrichment programs for the public and alumni</td>
<td>• Clinical services</td>
</tr>
<tr>
<td>• Exhibitions and performances</td>
<td>• Service-learning</td>
<td>• Human and animal patient care</td>
</tr>
<tr>
<td></td>
<td>• Study abroad programs with engagement components</td>
<td></td>
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<tr>
<td></td>
<td>• Pre-college programs</td>
<td></td>
</tr>
</tbody>
</table>
Institutional Support

- There are now over 450 academic staff and Assistant/Associate Deans with outreach and/or engagement activities as part of their responsibilities.

- 3100 (of 4950) faculty identified as involved in Engaged Scholarship

- Community engagement now part of every college’s strategic plan

- UOE has grown from 3 to 12 departments

- UOE advisory groups:
  - The Outreach and Engagement Senior Fellows (75 faculty and community individuals)
  - Associate Deans for Research
  - Deans advisory for MSU Detroit Center

- UOE works in collaboration with:
  - MSU Extension
  - The Graduate School
  - 17 Colleges and many Centers and Institutes
  - Community Networks and Partners Statewide, Nationally, and Internationally
Office of University Outreach and Engagement

**Hiram E. Fitzgerald, Ph.D.**
Associate Provost for University Outreach and Engagement

**Laurie Van Egeren, Ph.D.**
Assistant Provost for University-Community Partnerships

---

**Miles McNall, Ph.D.**
Director, Community Evaluation and Research Collaborative

**Burton A. Bargerstock, M. A.**
Director, Communication and Information Technology
Director, National Collaborative for the Study of University Engagement; Special Advisor to Administration

**Rex LaMore, Ph.D.**
Director, Center for Community and Economic Development & Center for Regional Economic Innovation

**Renee Zientek, M. A.**
Director, Center for Service-Learning and Civic Engagement

---

**Sarah J. Swierenga, Ph.D.**
Director, Usability/Accessibility Research and Consulting

**Kurt Dewhurst, Ph.D.**
Director, Arts, Cultural & Economic Initiatives

**Michael Brand, B. A.**
Executive Director, Wharton Center for the Performing Arts

**Bert Goldstein, B. A.**
Director, Institute for Arts & Creativity

**Lora Helou, M. A.**
Interim Director, Michigan State University Museum

**Susan Sheth, M.A.**
Director, Gifted and Talented Education

**Ruben Martinez, Ph.D.**
Director, Julian Samora Research Institute

**Jena Baker Calloway, MPH**
Director, MSU Detroit Center
In Partnership with MSU Colleges, MSU Extension and other Units, UOE:

- Facilitates the implementation of policies and practices that support institutional alignment for engagement
- Co-develops and co-delivers educational programs
- Measures, documents, and reports on engaged scholarship, service learning, and civic engagement
- Facilitates university-community partnerships
- Supports service learning and civic engagement
- Supports university Engagement with communities
- Plays a leadership role in national and international engagement scholarship organizations

MSU’s Institutional Alignment for Engagement:

- Philosophy and mission
- Institutional support
  - Hiring, promoting, and tenure policies
- Faculty and staff support and involvement
- Student support and involvement
- Community Participation and Partnerships
- Leadership in engagement movement

Engaged Scholarship in:

- Research and other creative activities
  - Teaching
  - Service
  - Commercialized Activities

External Impacts of Engagement:

- Regional Community and Economic Development
- Community and Systems Change
- Development of Arts and Culture

MSU is a national and international leader and model in Engaged Scholarship
Institutional Alignment: Faculty Support and Involvement
Defining Outreach and Engagement

Four Dimensions of Quality Outreach and Engagement

Significance
- Importance of issue/opportunity to be addressed
- Goals/objectives of consequence

Context
- Consistency with university/unit values and stakeholder interests
- Appropriateness of expertise
- Degree of collaboration
- Appropriateness of methodological approach
- Sufficiency and creative use of resources

Scholarship
- Knowledge resources
- Knowledge application
- Knowledge generation
- Knowledge utilization

Impact
- Impact on issues, institutions, and individuals
- Sustainability and capacity building
- University-community relations
- Benefit to the university

Revised Reappointment, Promotion, and Tenure Procedures (2001)

Faculty committee makes recommendations to revise reappointment, promotion, and tenure forms and instructions along these lines:

1. emphasize multiple definitions of scholarship;
2. promote the use of evidence to document the quality of that scholarship;
3. embed opportunities to report outreach and engagement throughout the form;
4. distinguish among service to the university, to the profession, and to the broader community;
5. include new questions focused on scholarship of integration;
6. broaden the list of examples of scholarship to include outreach scholarship in each section.
Measuring Outreach and Engagement (OEMI)

- The OEMI is an annual survey that collects data on faculty and academic staff outreach and engagement activities.

- Data on faculty effort:
  - Time spent
  - Social issues
  - University strategic imperatives
  - Forms of outreach
  - Location
  - Non-university participants
  - External funding
  - In-kind support

- Data on specific projects:
  - Purposes
  - Methods
  - Involvement of partners, units, and students
  - Impacts on ongoing research
  - Impacts on external audiences
  - Evaluation
<table>
<thead>
<tr>
<th>Outreach and Engagement by Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Instruction</td>
<td>14%</td>
</tr>
<tr>
<td>Non Credit Instruction</td>
<td>70%</td>
</tr>
<tr>
<td>Public Understanding</td>
<td>69%</td>
</tr>
<tr>
<td>Business Industry and Commodity Group Research</td>
<td>30%</td>
</tr>
<tr>
<td>Non profit, Foundation and Government Research</td>
<td>47%</td>
</tr>
<tr>
<td>Other Research</td>
<td>39%</td>
</tr>
<tr>
<td>Technical Assistance and Expert Testimony</td>
<td>56%</td>
</tr>
<tr>
<td>Creative Activities</td>
<td>6%</td>
</tr>
<tr>
<td>Patient and Clinical services</td>
<td>8%</td>
</tr>
<tr>
<td>Other Service</td>
<td>35%</td>
</tr>
<tr>
<td>Commercialized Activities</td>
<td>13%</td>
</tr>
</tbody>
</table>

**Percent of Faculty who Reported at Least one O & E Activity**

Annual UOE CES University Awardees: Presented by the President as the Annual University Awards Convocation

2007
Randi Nevins Staulis, Department of Teacher Education
E. Sharon Banks, Lansing School District

2008
Pamela Whitten, Department of Telecommunication, Information Studies, and Media
Sally Davis, Marquette General Health System

2009
Janet Swenson, Department of Writing, Rhetoric and American Cultures
Red Cedar Writing Project Team, East Lansing

2010
Rachel Fisher, Department of Pediatrics and Human Development
The Dream-M Project: Deafness Research and Education across Mid-Michigan

2011
Gretchen L. Birbeck, Department of Neurology and Ophthalmology & Department of Epidemiology
Chieftainess Mwenda, Basanje Royal Establishment in Mazabuka, Zambia

2012
Angela Calabrese Barton, Department of Teacher Education
Carmen Y. Turner, Boys and Girls Club, Lansing

2013
Daniel R. Gould, Institute for the Study of Youth Sports, Department of Kinesiology
Tim Richey and Daniel Varner, Think Detroit Police Athletic League

2014
Dorinda J. Carter Andrews, Department of Teacher Education
David B. Chapin and Clifford M. Seybert, East Lansing Public Schools
Academic Service Learning and Civic Engagement Award

- Given biennially to an individual from each of MSU’s 17 colleges who is nominated by the Dean of the College for the individual’s exemplary academic service learning course/program.
FACULTY COMMUNITY ENGAGED SCHOLARSHIP AND ROI

Reports of Engaged Research, Teaching and Service from 3,100 of 4,950 possible tenured and non-tenured faculty over 7,200 projects

Return on Investment: Extramural Funding vs. Investments in Faculty FTE

2010-2012 (Source: OEMI and CGA data bases)

611.82 FTEs Salary Value $56,924,968
Extramural funding $397,209,452

6.98:1 ROI
Barbara Given • Family Home Care for Cancer, CON

Barbara Given (above). Dr. Given and colleagues developed the Partners in Care Web site to provide information, assistance, and support to family caregivers. partnersincare.msu.edu

A Short Faculty Case Study
HEF Scholarship Pathways: Transition to Community Engagement Scholarship

- Infant Daycare (7)
- Developmental Disabilities (7)
- Infant Lateralization (10)
- Systems Change (1)
- Etiology of Alcoholism (26)
- Early Head Start Evaluation (15)
- Head Start T&TA (6)
- Digital Divide (10)
- WIBA ANUNG (12)
- Military Families (4)

**ACTIVITY DURATION**

- 1967: Infant Psycho-physiology Lab (20)
- 1970: Perceived Attractiveness (10)
- 1974: Infant Lateralization (10)
- 1976: Systems Change (1)
- 1979: Etiology of Alcoholism (26)
- 1982: Early Head Start Evaluation (15)
- 1988: Head Start T&TA (6)
- 1995: Digital Divide (10)
- 2002: WIBA ANUNG (12)
- 2009: Military Families (4)

**NON-CES PERCENT ESTIMATED TIME CES**

- 1972: PAHO/WHO GUATEMALA (10)
- 1973-74: FULBRIGHT TO YUGOSLAVIA
- 1979: MIAMI BOARD OF DIRECTORS
- 1981: PAHO/WHO GRAND CAYMAN ISLANDS
- 1984: EXECUTIVE DIRECTOR, IAPIPH (8)
- 1991: APPLIED DEVELOPMENT SCIENCE (10)
- 1992: EXECUTIVE DIRECTOR, WAIMH (16)
- 2002: ASSOCIATE PROVOST (10)
- 2004: CHAIR, GIC COMMITTEE
- 2009: EXECUTIVE COMMITTEE, APLU CEO (3)

**YEAR ACTIVITY DURATION**

- 1967
- 1970
- 1974
- 1976
- 1979
- 1982
- 1988
- 1995
- 1997
- 1999
- 2005
- 2010

- Scholarship
- Setting Events
- Professional Activities
### Scholarly Record:
#### HEF Transition to Community Engagement Scholarship

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CAREER</th>
<th>NON-CES PERIOD</th>
<th>CES PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Articles</td>
<td>198</td>
<td>63</td>
<td>36</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>66</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>Books</td>
<td>73</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>Published Abstracts</td>
<td>147</td>
<td>13</td>
<td>50</td>
</tr>
<tr>
<td>Articles in Encyclopedias</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Book Reviews and Misc.</td>
<td>13</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Technical Reports</td>
<td>16</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Invited Presentations</td>
<td>87</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Peer Reviewed Presentations</td>
<td>414</td>
<td>78</td>
<td>82</td>
</tr>
<tr>
<td>Editor: Special Issues IMHJ</td>
<td>13</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Editor: Special Issue CPPAHC</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Editor: Special Issue ADS</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Editor: Special Issue Fam. Science</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1045</strong></td>
<td><strong>256</strong></td>
<td><strong>228</strong></td>
</tr>
</tbody>
</table>
Institutional Alignment: Student Support and Involvement
MSU Pre-College Programs: Cultivating Developmental Pathways (UOE, Admissions, Undergraduate Education)

- Pre-College Programs offer youth educational experiences that expose students to the college environment and to a variety of specific disciplines and activities

- UOE supports these programs by:
  - Creating public access to programs through a central Web site: Spartan Youth Programs [http://spartanyouth.msu.edu/](http://spartanyouth.msu.edu/)
  - Assisting programs with curriculum development, programming, and funding requests
  - Providing research and assessment services to individual programs
  - Conducting research and assessment related to programs outcomes (such as college enrollment rates)
  - Working with the Pre-College Committee, which coordinates programs across campus

Jointly administered: Associate Provost and Dean of Undergraduate Education, Director of Admissions, and Associate Provost UOE.
MSU’s 5 Campus Neighborhoods & Engagement Centers

• Create supportive, residential spaces for our students to learn and live.
• Develop and practice the perspectives, motivations, and skills which promote academic success
• Become active and engaged learners
• Become both independent and interdependent learners
• Participate in and contribute to a multi-cultural community
• Develop relationships which promote learning and promote success
• Develop and practice habits of safe and healthy living
• Develop and practice leadership skills
• Develop and practice the ethos of MSU: What it means to be a Spartan
• Refine and reflect on personal goals and purpose

MSU Web page
MSU International Studies and Programs:

Centrality of International Engagement at MSU: National Leadership for International Studies and Engagement

• **Policy Guidelines For International Activities At MSU**
  • The Advisory / Consultative Committee (ACC) is part of the Academic Governance system of Michigan State University. ACC advises the Dean of International Studies and Programs on issues related to partnership agreements, communication, and international policies. For additional information about ACC, please refer to the academic governance website found at: [https://www.msu.edu/~acadgov/](https://www.msu.edu/~acadgov/)

• The MSU international agreements are found in a database on the ISP website under the topic of Global Engagement, [International Partnerships](https://www.msu.edu/~acadgov/). The guidelines developed by ACC can be found in [Global Engagement Guidelines (PDF)](https://www.msu.edu/~acadgov/)*.
Intentional student engagement that combines community service with academic instruction or co-curricular learning that is focused 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, http://compact.org.)
Number of Student Registrations for Service-Learning Received and Accommodated (2002-2012)

- 2002: 7,073
- 2003: 8,474
- 2004: 10,039
- 2005: 11,235
- 2006: 13,826
- 2007: 14,511
- 2008: 15,221
- 2009: 16,043
- 2010: 17,892
- 2011: 18,899
- 2012: 20,739
Aligning Undergraduate Education:
Tools of Engagement Online Learning Modules

- Increase student competency and understanding of outreach and engagement
- Cover the scholarly, community-based, collaborative, responsive, capacity-building aspects of outreach and engagement
- Are delivered at introductory, intermediate, and advanced levels
- Contain background information; pre-class, in-class, and post-class lesson plans; lecture notes; and background materials
- Employ multiple learning techniques
Aligning Graduate Student Educational Experience Certificate in Community Engagement: 14 Core competencies, 2 cross-cutting themes

- Foundations of community engaged scholarship
- Variations in community engaged scholarship
- Initiating community partnerships
- Navigating community partnerships
- Techniques for community engagement
- Community engaged research and creative activities
- Community engaged teaching and learning
- Capacity building for sustained change
- Systems approaches to community change
- Evaluation of engaged partnerships
- Critical reflections on identity and culture
- Communicating with public audiences
- Scholarly skills—grant-writing and peer reviewed publishing
- Strategies for successful engagement careers

- Ethics and community engaged scholarship (cross-cutting seminar theme)
- Working with diverse communities (cross-cutting seminar theme)

Diane Doberneck (2014). Assistant Director, National Center for the Study of University Engagement. Michigan State University O&E.
CES Approaches and Student Learning: value added

Learning by doing: Learning with consequences

Learning that knowledge has power

Demonstrating the usefulness of abstract ideas and theories

Exploring and identifying interests and talents

Enhancing motivation through a sense of responsibility to others

Inspiring to ask questions!

Adapted from B. Holland (Oct. 2013). University of Louisville.
Institutional Alignment: Community Participation and Partnerships
Creating Systemic Partnerships
SYSTEMS CHANGE, PROGRAM PROJECTS, COLLECTIVE IMPACT, AND EVIDENCE-BASED PRACTICE

Messes
- Systems of Complex Problems
  - PreK-25 EDUCATION
  - REGIONAL ECONOMIC DEVELOPMENT
  - INTERMODAL TRANSPORTION
  - HEALTH AND WELL BEING
  - ENVIRONMENTAL SUSTAINABILITY
  - WALKABLE NEIGHBORHOODS
  - SUSTAINABLE AGRICULTURE
  - RACIAL AND SOCIAL INEQUITIES

TRADITIONAL APPROACHES TO SYSTEMS CHANGE
- Individual Project Changes

Program Projects

Collective Impact

ABLe CHANGE SYSTEMS FRAMEWORK

Collective Actions
- Formative and Summative Evaluation
- Implementation Fidelity Evidence-Based Practices
- Developmental Evaluation, CBPR

STRATEGIC DOING ACTION FRAMEWORK
Linking University to Community through Place

Establishing Place-based Hubs for Engagement Activities

- MSU Detroit Research Partnerships Office at YouthVille-Detroit
- MSU Detroit Center
- Information Technology Empowerment Center (ITEC) - Lansing
- Center for Community and Economic Development (CCED) in Lansing
- Medical Centers in Grand Rapids, Detroit, and 34 sites Statewide
Lansing Regional SmartZone (LRSZ)

• A cooperative effort with the Michigan Economic Development Corporation (MEDC) to stimulate the growth of technology-based businesses in the Lansing Region.

Partners

City of East Lansing
City of Lansing
Ingham County
Lansing Regional Chamber of Commerce
Michigan Biotechnology Institute International
Michigan State University
Michigan State University Foundation
University Corporate Research Park.
Campus-Community partnerships: Innovation, Incubation, and Economic Development

- **Lansing Regional Smart Zone Lansing**
- **East Lansing Technology Innovation Center**
- **Private Sector Business**
- **MSU BioTechnologies**: marketing inventions to private sector
- **MSU Hatch**: Business accelerator for college students
- **msuENet**: Entrepreneurial Network
- **MSU Business Connect**: helping private sector business to connect with MSU
- **Business USA**
- **Prima Civitas Foundation**: economic development
Community-Based Health Care, Medical Education and Research: Expanding Local Capacity Statewide

College of Human Medicine (M.D.)

Grand Rapids Secchia Center and hospital partners in Kalamazoo Lansing Midland/Saginaw Traverse City Marquette

College of Osteopathic Medicine (D. O.)

Detroit Medical Center Macolm CC University Center and a 30 hospital Statewide Campus System

Detroit Charter High School

Medical Centers in Grand Rapids, Detroit, and Statewide
The mission of the University Corporate Research Park is to mutually benefit Michigan State University and tenants of the Research Park through the advancement of research, technology, development of new knowledge, and commercialization of intellectual property.

Innovation Technology Center
- Analysts International Corporation
- Netarx LCC
- Diverse Computer Marketers, Inc.
- Transaction Network Services
- MI Virtual University
- MDOT Lansing Transportation Services Center

MSU Foundation Technology Development Center
- L&S Associates
- Lyondell Basell Industries
- MSU Composite Vehicle Research
- Liuman Technologies LLC

Biotechnology Development Center
- EcoSynthesis, Inc
- Claytex,l Inc
- MBI International
Is Community Engagement a Third Transformation in Higher Education

• The capacity of a university and a community to change, adapt, become more flexible and forward-thinking is becoming a strategic value and core competency that will confer advantages on those that learn these skills, and commensurate disadvantages on those that continue to operate in 20th century modes. (Barbara Holland, Oct. 2013, University of Louisville).
CES is...

- Scholarship-focused
- Community-based
- Mutually beneficial
- Capacity-building
- Sustainable
- As a public good
Contact Information

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Kellogg Center, Garden Level
East Lansing, MI 48824-1022

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Web: outreach.msu.edu