



 MICHIGAN STATE UNIVERSITY

# 2016-2018 COMMUNITY- ENGAGED LEARNING INDEX







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## **2016-2018 COMMUNITY ENGAGED LEARNING INDEX**

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## FOREWORD

# Dear Students, Colleagues, and Partners,

The 2016-2018 academic years were an impactful time for MSU for many reasons, including the significant recognition MSU received for its continued community engaged learning efforts. MSU received a Governor's 2018 Education Service Leader Award and was one of 10 partners selected to support the Michigan Community Service Commission's statewide efforts to increase volunteerism in Michigan.

The Center for Service-Learning and Civic Engagement conducts an annual survey to collect campus-wide information about community engaged learning courses, programs, and projects. This second edition of the Michigan State University Community Engaged Learning Index includes participation data, program information, and stories of service and engagement from the survey for the 2016-2018 academic years. We hope it will assist faculty members, advisors, staff members, students, and student organizations to share the details of their community engagement.

The information collected by the annual Community Engaged Learning Survey is used to meet the university's yearly reporting requirements regarding the number of students involved in curricular and co-curricular community service and engagement. It also provides important information for university awards and recognition programs, such as the President's Community Service Honor Roll and Spartan Volunteer Service Award (SVSA).

MSU is a recognized leader for many reasons, including our institutional commitment to community engaged learning. From the hundreds of faculty members teaching service-learning courses and leading community engaged study abroad programs to the student organizations and living and learning communities that engage in thousands of hours of community service every year, community engaged learning in the classroom and beyond is a hallmark of the Spartan experience.

The goal of this annual index is to tell the story of community engaged learning at MSU and recognize and celebrate our amazing students, dedicated faculty and staff members, and community partners who often serve as co-educators.

Thank you to all who contributed to this special and important report. Completing the annual Community Engaged Learning Survey is essential to ensuring that we tell the complete story of our campus and are able to highlight the impressive efforts and partnerships of our students, faculty, and staff.

**GO GREEN!**

## **Renee Brown**

Director, Center for Service-Learning and Civic Engagement







Not pictured: Laurenza H. Riojas, Data & Information Analyst and Transportation Coordinator



# WHO WE ARE

2018 marks a special year for the MSU Center for Service-Learning and Civic Engagement (CSLCE) as it celebrates its 50th anniversary as the oldest continuously operating service-learning center in the country.

Since its establishment in 1968, when the White House honored MSU as the first university to offer a large-scale volunteer program, the CSLCE has had a committed partnership with campus and community to advance community engaged learning at MSU and prepare students for lifelong civic and social responsibility. Over the past decade, the

number of students registering for engaged learning and/or community service has more than doubled, from 16,114 in 2009-2010 (the first year for which data are available) to 32,241 in 2017-2018.

## Our Programs

- Alternative Breaks
- America Reads
- Community Engaged Learning Abroad
- Community Engaged Scholars Program
- Reflection Circles

## If You Have Questions or Comments...

Phone: (517) 353-4400

Email: [servlrm@msu.edu](mailto:servlrm@msu.edu)

Website: [servicelearning.msu.edu](http://servicelearning.msu.edu)



# COMMUNITY-ENGAGED LEARNING AT MSU

## 2016-2018 AT A GLANCE

### Overall Participation in Engaged Learning and Community Service

For the **2016-2017** academic year, there were

**32,223**  
student community engaged learning and/or community service registrations. Of those registrations,

**35% (11,137)**  
were in community engaged learning as part of an academic course or program and

**65% (21,086)**  
were in co-curricular community service.

For the **2017-2018** academic year, there were

**32,241**  
student community engaged learning and/or community service registrations. Of those registrations,

**44% (14,280)**  
were in community engaged learning as part of an academic course or program and

**56% (17,961)**  
were in co-curricular community service.

**32,223 + 32,241 = 64,464**



Number of MSU students participating in community-engaged learning and/or community service opportunities during 2016-2018

👤 = 1000 people





# Days of Service

On our 2018 Day of Service, **1,587 MSU student, staff, and faculty volunteers** participated in a day of service, serving a total of **7,054 volunteer hours**, for an approximate dollar value of **\$174,163** as estimated by the policy/advocacy organization Independent Sector: <https://independentsector.org/value-of-volunteer-time-2018>

In addition to each annual Day of Service, the CSLCE organizes and hosts additional service and volunteer days throughout the year. Since the fall of 2016, more than 10 days have been designated for service in the community.

*“If you want to lift yourself up, lift up someone else.”*

– Booker T. Washington

## COMMUNITY PARTNERS

Based on received reports, during 2017-2018 MSU students volunteered with over **300 community partners** in and around the Greater Lansing area, the state, and beyond.

# Awards



## GOVERNOR'S SERVICE AWARDS

MICHIGAN COMMUNITY SERVICE COMMISSION



### **Presidential Volunteer Service Award**

MSU's Center for Service-Learning and Civic Engagement serves as a certifying agency for the Presidential Volunteer Service Award, which encourages citizens to live a life of service through presidential gratitude and national recognition. The award recognizes those who have volunteered 100+ hours throughout the year. Between 2016 and 2018, 96 MSU students received the Presidential Volunteer Service Award.

### **Governor's Service Awards**

The Education Service Leader Award, one of the annual Governor's Service Awards, recognizes schools, universities, and organizations that support youth to engage in service and volunteerism on campus and in their communities. MSU was one of three universities to receive the award in 2018, along with Jackson College and the University of Michigan–Flint. The Center for Service-Learning and Civic Engagement received the award on behalf of the University at the awards ceremony in June.





# ACADEMIC/CURRICULAR SERVICE-LEARNING

## WHAT IS SERVICE-LEARNING?

Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address challenges facing communities through collaboration with these communities.

This pedagogy focuses on critical, reflective thinking to develop students' academic skills, sense of civic responsibility, and commitment to the community.

**In the 2016-2017 academic year, 11,137 students** engaged with the Greater Lansing community through a service-learning course at MSU.

**In the 2017-2018 academic year, 14,280 students** engaged with the Greater Lansing community through a service-learning course at MSU.

For more information, see [servicelearning.msu.edu/upload/service-learning-toolkit.pdf](https://servicelearning.msu.edu/upload/service-learning-toolkit.pdf)



# Resources for Academic Service-Learning

MSU's Center for Service-Learning and Civic Engagement offers a wide variety of resources for academic service-learning, including:

- Facilitating community partnerships
- Faculty development workshops
- **Service-Learning Toolkit**  
(<https://servicelearning.msu.edu/upload/Service-Learning-Toolkit.pdf>)
- **Alternative Breaks Toolkit**  
(<https://servicelearning.msu.edu/upload/toolkits/Alternative-Break-Toolkit.pdf>)
- **Student service-learning orientations and advisement**  
(<https://servicelearning.msu.edu/students/community-engagement-orientations>)
- Student volunteer database
- **Days of Service Toolkit**  
(<https://servicelearning.msu.edu/upload/Days-of-Service-Toolkit.pdf>)
- **Tools of Engagement**  
(<https://tools.engage.msu.edu>)  
a web-based curriculum on community engaged learning for undergraduates
- Transportation assistance (e.g., free CATA bus tokens)
- Consultation on service-learning course development

Visit the CSLCE website for more information on academic service-learning resources offered to faculty and academic staff:

**[servicelearning.msu.edu](https://servicelearning.msu.edu)**





# Top Three Colleges in Service-Learning (SL) and Community-Engaged Learning (CEL)

## 2016-2017

| College          | Number of Students Enrolled in an SL Course |
|------------------|---|
| Education        | 2,969                                       |
| Social Science   | 2,220                                       |
| Arts and Letters | 1,537                                       |

## 2016-2017

| College  | Percent of Students Involved in CEL |
|--|-------------------------------------|
| Arts and Letters                               | 84%                                 |
| Education                                      | 84%                                 |
| Residential College in the Arts and Humanities | 54%                                 |

## 2017-2018

| College        | Number of Students Enrolled in an SL Course |
|----------------|---|
| Education      | 2,798                                       |
| Social Science | 2,046                                       |
| Engineering    | 1,168                                       |

## 2017-2018

| College  | Percent of Students Involved in CEL |
|--|-------------------------------------|
| Education                                      | 81%                                 |
| Human Medicine                                 | 74%                                 |
| Residential College in the Arts and Humanities | 72%                                 |



# OUR STORIES

Every MSU college participates in service-learning activities. In this section of the Community-Engaged Learning Index we showcase a few stories selected from the 2016-2018 Community-Engaged Learning Survey





## Agriculture and Natural Resources

# The Bailey Scholars Program

**The Bailey Scholars Program is a learning community housed under the College of Agriculture and Natural Resources where students, graduates, and faculty fellows design their own learning journeys to achieve whole person development. Each year, approximately 100 members from over 50 majors work toward fulfilling personal, professional, and academic goals.**

Dr. Jennifer “Jeno” Rivera leads the program, which is in its 20th year and is structured around two facets, the Minor in Connected Learning and the Bailey community.

The development of the program took off when faculty, staff and students in the College came together and decided the most effective way to address large scale community issues was through collaboration of expertise from different fields, and the formal degree was born.

Rivera said students are given freedom to create their own syllabus with the help of Bailey Fellows and faculty through formal courses and real world experience, such as internships or community service, which are then converted to academic credits.

In addition, members are required to fulfill a quota of community engagement hours by working with a variety of community partners. Rivera said oftentimes students will brainstorm to identify a primary community partner at the beginning of the school year and work with that partner throughout the year to tackle issues they are passionate about.

In 2017, scholars put an emphasis on upscaling recyclable household materials and built a fundraiser using recycled products for everyday use. Previous groups have worked to raise money to fund the building of schools overseas, implemented after school youth tutoring programs, and organized food drives for the less fortunate in the community.

Rivera said through donations, scholars are able to freely pursue their passions, creating a moving, learning, morphing community of people who are interested in learning and serving others.

For more information on the Bailey Scholars Program, visit <https://www.canr.msu.edu/bsp>



Arts and Letters

# Summer Circle Theatre Camp

For the past four years, students and faculty with the College of Arts and Letters Department of Theatre have hosted Summer Circle Theatre Kids Camp, a free, week-long camp offering classes and activities in acting, musical theatre and design. The camp's participants are first- through sixth-grade students from dozens of local schools around the Lansing area.

Camp director Ann Folino White said the camp is a natural outgrowth motivated by a handful of important factors: the department's commitment to the land-grant mission of the university, its strong belief in the importance of theatre and its relation to quality of life, and its commitment to cultivate and support students' interest in carving their own paths in theatre.

"When we were children—faculty and students alike—theatre provided a vital opportunity to develop positive social relationships, build self-confidence and offer tools for self-expression and collaboration," said Folino White, referencing what the camp represents for past and prospective students. "The SCT camp provides a variety of theatre training for our student members while enhancing their education."



The camp was created in 2015 by former MSU graduate student Sarah Goeke and was structured to align with the Summer Circle Theatre commitment to community engagement. In its first year, the camp welcomed 20 students. Now, 60 children attend each summer free of charge, an aspect SCT Artistic Director Rob Roznowski emphasizes as a key part of the theatre's mission.

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*“When we were children—faculty and students alike—theatre provided a vital opportunity to develop positive social relationships, build self-confidence and offer tools for self-expression and collaboration”*

– Ann Folino White

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“The motivation was to take the next natural step in our offerings,” Roznowski said. “We have been expanding our free programming alongside community partners and special event programming, and the camp has become a natural extension of that. We have seen a real impact on students who return each year as they begin to find a home in the arts.”

For more information on Summer Circle Theatre, visit <http://theatre.msu.edu>



Communication Arts and Sciences

# Media Sandbox Nonprofits

Media Sandbox Street Teams composed of students from the MSU College of Communication Arts and Sciences and others are assisting nonprofits through a variety of media projects. This year, thanks to a generous \$250,000 donation from MSU Federal Credit Union, the teams were given the opportunity to use their creative skills to help local nonprofits over the next five years.

For details see <https://comartsci.msu.edu/about/newsroom/events/media-sandbox-street-teams-help-local-nonprofits-aid-250000-grant>

The donation helped provide the resources to sponsor four Media Sandbox Street Teams, each named after a color in the Media Sandbox logo: Lime, Cyan, Red and Violet. Composed of three to six students per team, each team member has a specific role, ranging from project manager to videographer to graphic designer. Together, they work to help their designated nonprofit come up with creative solutions for their communication challenges.

“The MSU-FCU funding allows Media Sandbox Street Teams to become a larger and more organized program in our college for service learning,” said Karl Gude, Media Sandbox director. “This funding also



allows for growing the program over the period of the grant.”

Media Sandbox leaders Karl Gude, Jon Whiting and Jeana-Dee Allen reached out to local nonprofits to see how Street Teams could help. After careful consideration, four nonprofits were chosen and assigned to a team based on the nonprofit’s needs and each Street Team’s unique set of creative and problem-solving skills.

The nonprofits chosen include ITEC for its extraordinary programs with at-risk students and families in Michigan to build confidence in STEM coursework; the Michigan Disability Rights Coalition, known for providing assistive technology and fostering communication between disability groups; The Firecracker Foundation, a nonprofit that provides holistic healing services to child survivors of sexual trauma under the age of 18 and their families in the tri-county area of Mid-Michigan; and, lastly, the Clinton-Gratiot Habitat for Humanity, known for their local work building wheelchair ramps and helping low-income individuals and families on their path toward home ownership.

“We have an excellent group of students; they’re passionate, they’re caring,” said Jeana-Dee Allen, project manager of Media Sandbox. “They have so many demands on their schedules, but they show up every week and give their time and talents to help these nonprofits.”

For more information, visit the MSU Media Sandbox website: <https://comartsci.msu.edu/media-sandbox>





Education

# MSU Dialogues

As part of the Department of Teacher Education at MSU, Dr. Donna Kaplowitz leads intercultural dialogues between college students and local high school students to deepen the high school students' ability to understand across racial identities and to teach them strategies to support one another.

This past academic year, 16 secondary English pre-service senior MSU students served as intercultural dialogue facilitators in all freshman

and sophomore honors English classes at East Lansing High School. The facilitators held 11 classes addressing various issues associated with race, including institutionalized racism, micro-aggressions, implicit bias, and how to be an ally, among others.

More than 350 high school students participated in the dialogues, and through a survey reported major growth in overall understanding. Prior to the dialogues, less than a quarter of students reported confidence in knowing how to be an ally or what actions to take after witnessing or experiencing racial jokes. After the dialogues, 95 percent of students reported confidence in these areas and more than two thirds indicated positive experiences participating in dialogues with near peer facilitators. Reflections included:



“This is a transformative, self-reflective experience that helped me develop a greater sensitivity to the oppression that others may face due to their social identities.”

“They [the MSU students] were very encouraging and were able to bring out thoughts in me which I had never considered before.”

“They were extremely careful about topics that were very sensitive and really helped us become more open about these topics.”

In addition to ICD at ELHS, Kaplowitz worked with the Office for Inclusion and Intercultural Initiatives to launch the MSU Dialogues project, which focuses on intercultural dialogues on race and is structured around eight interactive sessions. In its first semester in Spring 2018, the project graduated a class of 64 students and 16 facilitators.

Kaplowitz believes these projects position MSU to be a local and national leader in using a dialogic approach to strengthen our civil society and academic community. She said that dialogues “allow participants to learn about themselves, one another and ways to promote equity. Dialogues also model for others the power of engaging people from different backgrounds, perspectives, identities, and world views for the common good.”

For more information on dialogues at MSU, visit <http://www.inclusion.msu.edu/education/intercultural-dialogue.html>





Eli Broad College of Business

# Management and Community

Within the Broad College of Business, students in Nicholas Hays' negotiations class (Management 475) are making a big impact within the Lansing community and beyond. Teams of students partnered with local organizations to develop a community outreach program.

"I wanted to design an opportunity for students to get hands-on experience negotiating with people and, at the same time, do something that benefits others," Hays said. "In these projects, the students selected a social issue they cared about and found organizations in the area who were willing to work together on a student-led project."

Six groups were formed to help six organizations within the community.

## **Hearts of Fun Playground Project**

<https://www.inghamisd.org/ouracademics/specialeducation/heartwoodschool/hearts-of-fun-playground>

Teaming with the Heartwood School, this group of students worked to raise funds for a space designed for children with physical and cognitive challenges. The playground aims to serve as a safe environment, promoting fun learning in an outdoor classroom while still being accessible to the greater community. Students organized and promoted a fundraiser at a local restaurant and designated a portion of the funds raised toward the project.

## **Environmental Took-kit**

<https://www.cityofeastlansing.com/435/Commission-on-the-Environment>

The second group worked alongside the City of East Lansing's Environmental Services and Commission on the Environment to put together a tool kit to advise multi-unit housing on the necessary requirements



and expectations to implement a recycling program in their facility. With an end goal of enabling the city's recycling subcommittee to install a pilot program that supports a city ordinance to mandate recycling at these dwellings, the tool kit includes a form property managers could leverage in other commercial settings to implement recycling programs.

## **SMART Move Program**

<https://www.bgclansing.org>

The third group partnered with the Boys and Girls Club of Lansing and built upon the organization's SMART Move Program (Skills Mastery and Resilience Training) by talking with 20 pre-teens about bullying, bullying prevention, and mental health. To further provide care and knowledge to the organization, the group developed pamphlets with similar information to be kept at the facility and passed out to parents.

## **Vaccination Clinic**

<http://ac.ingham.org/Home/ContactUsHoursLocation.aspx>

The fourth group worked with the Ingham County Animal Control and Shelter to promote a vaccination clinic. The group not only promoted the event, but also raised awareness for the organization and promoted volunteer opportunities for animal lovers.

## **Grand Ledge Fledge**

<http://grandledgeledge.com>

The fifth group worked with the Grand Ledge Fledge, an incubator, accelerator, and maker place for people of all ages, experiences, and disciplines. The Fledge includes a music studio, an art studio, an area for video production, and shared spaces. Students developed contracts on behalf of the Fledge to reach agreements with third-party vendors, such as bands planning concerts at the Fledge.

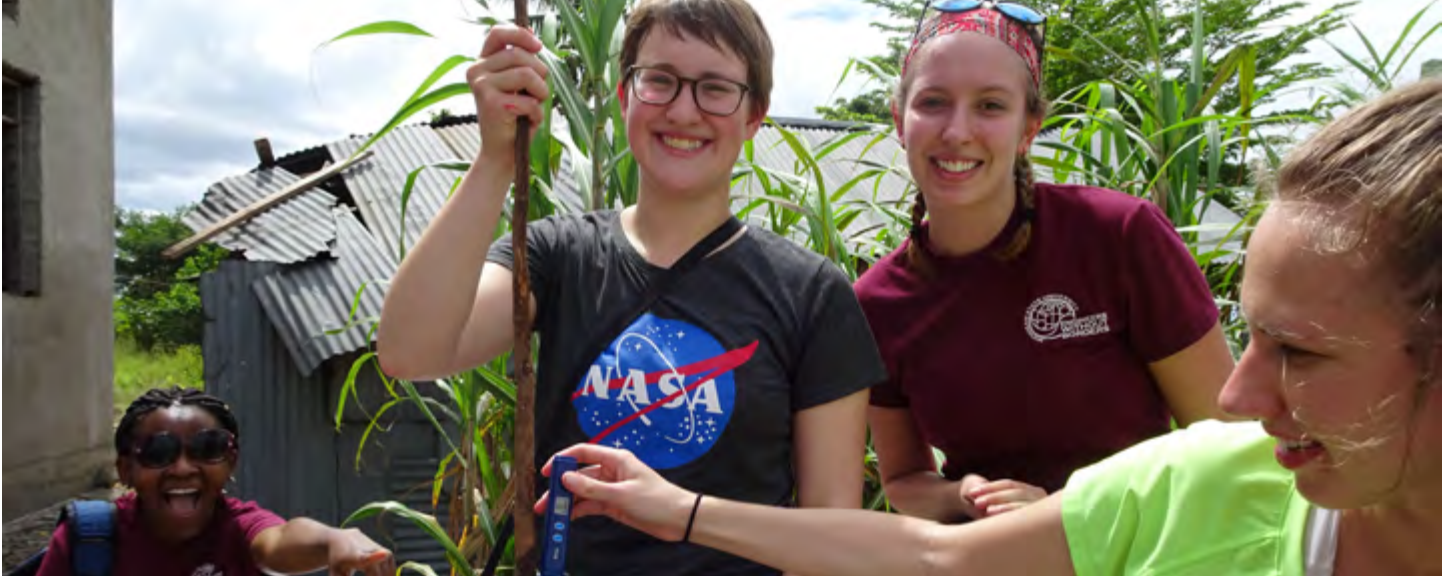
## **The Garden Project**

<https://greaterlansingfoodbank.org/programs/programs-home/the-garden-project>

The sixth group partnered with the Garden Project, which provides access to land, how-to education, free seeds and plants, tool lending, a networking hub and more to enable community members to have access to fresh and healthy food sources. The organization supports a network of over 125 community gardens and 400 home gardens that have helped feed thousands of residents. Students developed marketing materials to promote the Garden Project, explaining its mission and opportunities, and distributed handouts at local Lansing elementary schools.

At the semester's completion, many participating students reported their appreciation of putting their newly learned skills to work in a way that benefits the local community, said Hays, who intends to continue deploying enrolled students into the local community.





Engineering

# Engineers Without Borders

## MSU Student Chapter

**Engineers Without Borders at MSU is a student organization that aims to improve the quality of life of others in local, national and international communities. Students from several engineering disciplines do this by teaming up with community partners to provide access to basic necessities, such as clean water, power, sanitation and education.**

EWB-MSU works with community partners on sustainable projects both domestically and overseas. Each international project lasts around 5 years and includes an assessment trip, implementation trips, and a monitoring trip which ensures the engineering designs are sustainable for years to come. In addition, EWB-MSU works alongside in-country engineers and construction workers to foster community growth and funding.

Most recently, EWB-MSU has worked in the coastal African country Tanzania, where access to clean, safe water is a major concern. Due to limited resources and inadequate sanitation, many health, environmental, and socio-economic problems have developed over time. MSU engineers identified this as a critical need and jumped on the opportunity to work with the Salvatorian Sisters, who are in the process of constructing a new primary school building outside the city of Dar es Salaam in Buyuni, Tanzania.

After being connected with the Sisters, EWB-MSU students designed a rainwater harvesting system for the school, which will serve over 600 students and teachers. The students also collected water samples for data analysis and will continue to monitor installed designs over time. For more information on Engineers Without Borders at MSU, visit <http://ewb.egr.msu.edu>







The Graduate School

# Graduate Certification in Community Engagement

Michigan State University's Graduate Certification in Community Engagement is an initiative of University Outreach and Engagement and the Graduate School, and is designed to help graduate and professional students develop systemic, respectful, and scholarly approaches to their community-engaged work.

Diane Doberneck, associate director of the National Collaborative for the Study of University Engagement, has supported more than 75 students to complete the certification over the past decade. She said the structure of the certification is built to run alongside master's or Ph.D. programs of all disciplines, and without interfering with a student's degree plan. Associated academic requirements and pace of completion are largely decided by their home department. Workshops are held on Friday

afternoons, when graduate classes are not typically held. The mentored community engagement experiences often dovetail with degree requirements. Portfolio presentations are scheduled on a rolling basis to accommodate students' schedules.

"The curriculum is built with extensive flexibility and is focused on reflective and experiential learning," said Doberneck, who emphasized the freedom of the program. "We value the time required to complete a degree, and therefore provide no completion deadline or cost to enroll in the certification."

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*The goal for all participants is that when they leave MSU, and regardless of where their careers end up (universities, nonprofit organizations, government agencies), they can use community engagement principles to benefit the greater public good*

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With approval from their Guidance Committee Chairperson and University Outreach and Engagement, students tailor their program of study to strengthen their scholarly and practical skills through a community-based approach.

Past participants have worked to give voice to victims of sexual assault, establish schools and programs for orphans from Tanzania, Uganda and Zimbabwe, establish the legal infrastructure for the construction of a cooperative farmer's market, design a nature play area at a nature center, and develop education materials for pet stores to prevent the introduction of invasive species into the environment.

"The goal for all participants is that when they leave MSU, and regardless of where their careers end up (universities, nonprofit organizations, government agencies), they can use community engagement principles to benefit the greater public good," said Doberneck.

Students who fulfill all requirements receive a letter of congratulations from the Associate Provost for University Outreach and Engagement, an official notation on their academic transcript, and a certificate of completion from MSU's Office of the Registrar. For more information, visit <https://engage.msu.edu/about/projects/scholarship-of-engagement/msu-graduate-certification-in-community-engagement>





## Honors College

# HC IMPACT

**The Honors College at MSU—one of the nation’s most distinctive and extensive honors programs—serves over 4,000 academically talented, committed students in their pursuit of excellence. Students are invited to join the Honors College directly from high school or after their first semester based on academic performance.**

To ease the transition for incoming first year students, MSU’s Honors College developed HC IMPACT, a service-learning program that helps students quickly adjust to college life while getting substantially involved in the surrounding community.

The selective program enables students to move to campus a week early and provides a themed schedule focused on social issues of inequity and inequality, using the particular context and challenges of the local community.

In 2017, HC IMPACT’s inaugural year, 25 students participated in service activities structured around four social issues: poverty and homelessness, health, food and nutrition, and education.

Each day, upper level Honors College students serving as mentors led participants by serving alongside new students as they visited local organizations and volunteered toward each cause. In 2017, HC IMPACT partnered with Allen Neighborhood Center, Mt. Hope School, Tri-County Aging, Haven House, and Volunteers of America.

In addition to each service visit, students had the opportunity to learn more about each issue during daily, interactive discussions with experts in the field including faculty members and community educators. Participants begin the week with a poverty simulation run by trained facilitators and the Power and Privilege session led by the staff at MSU's Center for Service-Learning and Civic Engagement.

"We want to instill an ethic of service and educate our students on the importance of societal issues," said Andrew Murray, Honors College academic advisor and program coordinator. "There is so much great opportunity for our first year students, and engaging with the community is mutually beneficial."

At the end of the week, HC IMPACT works with the Center for Service-Learning and Civic Engagement to host a resource fair with local organizations, where students can participate in speed networking with the goal of finding an organization with whom they can continue service through the academic year.

The program not only allows for valuable service knowledge and experience before beginning college, but also provides opportunity for students to enroll in a connected 2-credit Honors Freshman Seminar in fall semester that has a significant service learning component and an honors English class that explores similar themes of inequity. For more information, visit <https://honorscollege.msu.edu/programs/hc-impact.html>



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*"We want to instill an ethic of service and educate our students on the importance of societal issues"*

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Human Medicine

# Leadership in Medicine for the Underserved

The Leadership in Medicine for the Underserved (LMU) program provides the opportunity for selected third- and fourth-year students from the College of Human Medicine to aid medically underserved and vulnerable populations in urban, rural, and international settings.

Originally based at the MSU Saginaw campus, CHM assistant dean Rae Schnuth (now retired) and faculty member Cheryl Celestin have significantly developed the program over the past 12 years.

A large part of that development included the extension of LMU to the MSU Flint Campus, where, among an extensive, impactful curriculum, members participate in a real-world poverty simulation exercise.

Partnering LMU students with members of the Flint nursing program and MSU social work master's students, the simulation begins by assigning each of approximately 75 participants an identity of a family living in poverty, varying in size and grouping. Previous scenarios have included living as a single parent, working multiple jobs without transportation, and struggling with addiction.

“We knew there were substantial needs in the community, so we worked to find a way to blend fulfilling those needs with the student experience,” Schnuth explained.

Volunteers play various community roles, including Department of Health and Human Services agents, drug dealers, pawn shop owners, and hospital employees. Based on each participant’s assigned obstacles, they must work to accomplish their task within a limited window of time, dealing with potential eviction notices or daycare issues before the simulation concludes.

Celestin said the goal is for students to understand bureaucracy from the lens of poverty in local communities to ensure all patients receive quality and equal treatment.

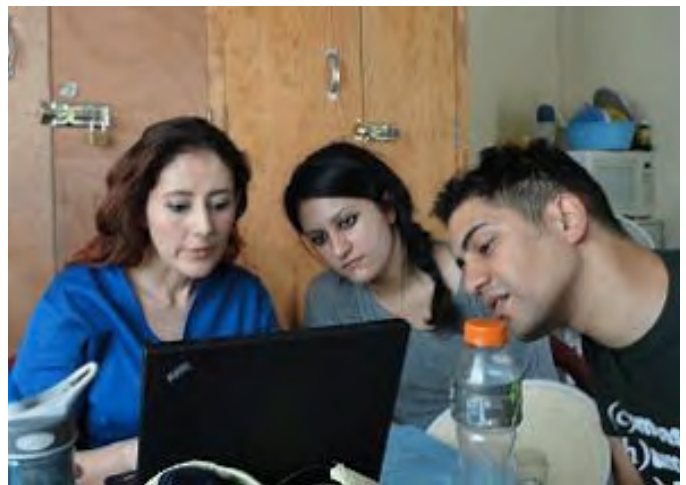
“This is an effective teaching model to help prospective physicians feel the competition, pain, and stresses residents feel every day,” said Schnuth, who has conducted five simulations alongside Celestin. “It has been one of the most powerful experiences to help develop empathy among our students.”

In addition to the poverty simulation exercise, LMU extends outside the borders of the United States, sending students on month-long trips built into the course curriculum. Previous trips have included Uganda, India, Peru, Costa Rica, El Salvador, and Nicaragua. Once there, students provide healthcare to the local community and work to meet various needs, such as installing water filters, developing incentivized micro insurance programs, hazardous waste disposal, and engineering electricity for hospitals.

“Everything our students do is geared toward serving others,” said Schnuth. “We do whatever it takes to engage with the community and meet their needs.”

For more information on the Leadership in Medicine for the Underserved Program, visit

<http://lmu.msufame.msu.edu>



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*“We knew there were substantial needs in the community, so we worked to find a way to blend fulfilling those needs with the student experience”*

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International Studies and Programs

# Frugal Innovation Practicum

Following a research project in urban markets in the East African country of Malawi, it occurred to Dr. Stephanie White that markets are excellent “real life” classrooms. This realization caused her to pose the question: How can we provide a meaningful learning experience for students while also fostering conditions that promote food system innovation that benefits small- to medium-scaled food entrepreneurs?

That question drove White to action, and less than a year later she and her colleagues in Malawi created the Frugal Innovation Practicum (FIP), an experiential, service-learning opportunity for students. The practicum is designed for students in diverse disciplines at MSU to conduct urban market research alongside students at Lilongwe University of Agriculture and Natural Resources (LUANAR) in Malawi, Africa.

“Up until that point, students had been involved in our activities mainly as graduate assistants, but it became clear to me that we had the opportunity to engage a broader range of students in a more rigorous and creative way,” White said.

The practicum is organized as a mix of online and in-person classes; two half-day Michigan-based field trips; and two weeks of hands-on field work



in Lilongwe, Malawi. In Malawi, MSU and LUANAR students learn to creatively and collaboratively engage with market communities to help improve conditions and increase profit margins. Around eight students from MSU and 10 or so peers from LUANAR work in teams to engage small- to medium-scaled food entrepreneurs to identify and propose frugal solutions to common problems in urban markets.

At the end of the two weeks, the student teams present their findings to city officials and decision makers, laying out what they have learned as well as proposals for improvements developed in collaboration with market communities.

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*“Even with our limited efforts, we’re able to see the potential of doing something more sustainable in the long term”*

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Because market communities have very limited financial resources, students and faculty from both universities work to raise money for markets through the MSU CrowdPower site, personal appeals, and

grants. To date, more than \$6,000 has been raised and used toward market upgrades including the installation of water taps, security gates, sanitation upgrades, business training, and new lighting. Bringing awareness to these needs also sparked local municipality vendors to kick in on labor and materials.

“Even with our limited efforts, we’re able to see the potential of doing something more sustainable in the long term,” said White. “Not only does it provide a forum for hands-on student development, it also promotes positive change in the markets.”

White said she hopes to continue the practicum for years to come and is in the process of planning a workshop to discuss how to make it financially sustainable.

For more information, or to learn how to participate, visit the Frugal Innovation Practicum website at <https://gcfisi.isp.msu.edu/human-institutional-capacity-development-2/frugal-innovation-practicum>





James Madison

## Transformation in the Political Process: A Civic Engagement Opportunity

Doctors Julia Grant and Ted Ransaw of MSU's James Madison College created and co-teach Transformation in the Political Process: A Civic Engagement Opportunity (MC399), an elective course that places students in the classroom and community.

The focus of the two-semester course is aligned with Election 20XX, a non-partisan political education and community engagement campaign promoting justice, opportunity, and equitable outcomes for all.

Students who enroll in both semesters earn eight credits by meeting weekly in the classroom and taking a minimum of five field trips in the community. Ransaw said the field trips are best described as interactive observations, where

students take part in activities like school or town hall meetings, prison reform panels, or voter campaigns—all of which contribute to toolkits designed for use by 20XX members.

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*“By having difficult conversations and addressing issues in society, they’re able to be the leaders of the future.”*

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“We really focus on encouraging our students being civically engaged citizens,” said Ransaw. “By having difficult conversations and addressing issues in society, they’re able to be the leaders of the future.”

In addition to community observations, students organize discussion panels based around politics and social issues, which are led by guest speakers.

“This course has shown that we can have confidence in the future that there are young people who care about things of substance and have the intellect and drive to do something constructive,” said Ransaw.

# READY TO REPRESENT

Law

## MSU Law Clinic

The MSU Law Clinic is an academically rigorous program for students who are in their second or third year of law school. Clinic students gain experience by representing real clients under the supervision of faculty. Our clinics change lives for some of the most vulnerable in our community, such as elderly renters on the brink of eviction, refugees seeking safe haven from global conflicts, unaccompanied immigrant children, mistreated prisoners, and children in family court proceedings.

Under the Michigan Supreme Court's student practice rule, students function as attorneys and have ownership of their cases. They help clients navigate complex legal institutions and proceeding with intense faculty support.

On any given day, law clinic students are representing clients in court, investigating cases, conducting legal research, developing strategies,

mediating conflicts, preparing court filings and other legal documents, and advocating for social change.

The MSU Law College offers the following clinics:

- Animal Welfare Clinic
- Chance at Childhood Clinic
- Civil Rights Clinic
- First Amendment Clinic
- Housing Law Clinic
- Immigration Law Clinic
- Indian Law Clinic
- Intellectual Property Clinic  
(New clinic set to start on Fall 2018)
- Tax Clinic





Lyman Briggs

# Medicine and Health

## **Medicine in the Wild: Conducting Ethnography in the Contemporary Hospital**

Dr. Dan Menchik is an assistant professor with the Lyman Briggs College at MSU, where he teaches the yearlong course **Medicine and Health (LB 326A and LB 326B)**. His research focuses on the social organization of medicine and how social relationships influence the creation and use of knowledge.

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*“Never in a million years would I think that a sociology class would get me so excited about medicine.”*

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Through his research and leadership of LB 326B, Menchik has built a relationship with Lansing’s Sparrow Hospital to study and provide feedback on a number of their departments and initiatives.

By collaborating with the hospital’s volunteer services and MSU’s Center for Service-Learning and Civic Engagement, his students are provided the opportunity to work within the hospital and gather data to help suggest evidence-based ways to improve patient experiences, using the results to influence how hospitals can be shaped to improve the quality and affordability of patients’ healthcare.

“This is a valuable pursuit to learn what actual experiences the patient/family are encountering-real time. Equally important, the opportunity for front-line caregivers to learn the impact they have on the patient experience.... thank you for your time, passion and influence to take this to the next level.”  
– Sparrow nursing executive

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*“Volunteering in the hospital was one of the most meaningful experiences in my career. It gave me a greater understanding of how the hospital works, who is in charge, and how it has become what it is today.”*

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Music

# Educational Engagement Residency Program

As part of their commitment to community engagement, faculty and academic staff within MSU's College of Music have partnered to create the Educational Engagement Residency, a program that provides strong performing students the opportunity to build a residency with the partnership of a community music educator.

The residency was created in 2015 and functions like an internship, as participants are not tied to an official MSU course. Hosted by local elementary school music teachers, each chamber group visits, observes and engages with around 50 fourth-grade students with the goal of building professional relationships, creating partnerships with community members, and empowering children to feel confident in their ability to create music. The program is made possible with the generous support of the MSU Federal Credit Union, with additional support from the Michigan Council for Arts and Cultural Affairs and the Arts Council of Greater Lansing.

"The idea is to help students from the university and elementary schools interact and create music together," said Christine Beamer, who created the program and serves as the director of Career



Services and Music Entrepreneurship at the College of Music. “The program is not focused on exposure, but rather designed to help college students understand elementary students’ musical learning and how to use skills and live performance to strengthen the curriculum and bonds that the music teacher has created.”

The residency lasts three weeks in total and is spread throughout the semester; the college students spend two classroom visits focusing on student observation and six visits providing hands-on lessons. This past year during their three-week artist residency, MSU student participants structured their approach around music improvisation, allowing elementary students to write their own music and make music together.

Each year the residency works with a different community partner or school, and the college student participants meet weekly with Beamer and Dr. Cynthia Taggart, professor of music education, to discuss and further educational engagement in the community.

Beamer said she felt the need to create partnerships between live performers and public school music teachers, because the College Of Music plays a role in helping to create a strong arts ecosystem within mid-Michigan. “Cooperation between performers and arts educators is essential to creating places where the arts thrive, not only in the schools but throughout the community,” she said.

This notion served as the impetus for the residency, and Beamer developed this model to ensure that performers learn how to cooperate and innovate with certified music teachers to help students engage with music more meaningfully in their lives.

The program is made possible with the generous support of the Michigan Council for Arts and Cultural Affairs, the Arts Council of Greater Lansing, and MSUFCU. For more information visit

<http://music.msu.edu/information-for-students/runningstart/entrepreneurship-opportunities/educational-engagement-residency-program>



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*“Cooperation between performers and arts educators is essential to creating places where the arts thrive, not only in the schools but throughout the community.”*

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Natural Science

# Elementary Math Nights

**Organized by Outreach Coordinator Ashley Ahlin of Michigan State University's Department of Mathematics, Elementary Math Nights take place at five East Lansing elementary schools.**

Elementary Math Nights are a math-focused open house hosted at local elementary schools where families and students freely circulate various stations hosting puzzles, games, and mathematical challenges. The program began at Marble Elementary School in 2010, and three years later

expanded to all East Lansing elementary schools. The program works with parent volunteers through the schools' parent councils to schedule and publicize the events, which are run by MSU student and faculty volunteers.

"We see a wide variety of benefits, including parents and teachers who attend and leave with ideas for enrichment games, activities, and other resources for their homes and classrooms," said Ahlin. "We have students who see a side of mathematics they might not otherwise be exposed to. Additionally, we have faculty who grow in their ability to articulate what they do as a mathematician to young children and families."

Ahlin also said, "It's great seeing parents and teachers snapping pictures of games and books to



use again in the future, observing students puzzling over challenges—like solving the Towers of Hanoi puzzle or working with their parents to reason through a Rush Hour challenge—or watching older students from our middle school and high school programs return to share games and puzzles with younger students. It’s encouraging to see these students introduce faculty to their schools and provide an avenue for mathematicians to share their craft with kids and teachers.”

“Additionally, we take the Math Department’s Chinese exchange cohort to a math night each semester, where they have the chance to see an American public school and interact with families in the community around a topic they love. This also provides a training ground for future teachers to partner with mathematicians to explore mathematical challenges and prepare them for future work.”



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*“We have students who see a side of mathematics they might not otherwise be exposed to. Additionally, we have faculty who grow in their ability to articulate what they do as a mathematician to young children and families.”*

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Nursing

# Community & Population Health

For 18 semesters at MSU, Karen Malmsten, a clinical instructor with the College of Nursing, has led hundreds of Spartans through Nursing 470: Community and Population Health, a course structured for students to work effectively with community members and meet the needs of the community through assessment, planning, intervention and evaluation.

Each student steps into a new role, from being “bedside nurses” in the hospital to a role in public health. They fulfill various positions within the community including schools, factories, or county health departments, working as school nurses, public health nurses, occupational health, home health care, or in outpatient clinics.

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*“My hope is for students to gain a better understanding not only of public health but also the reality of where people live and work”*

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Malmsten said the curriculum for the course aims to push students to assess the larger community in which their clinical site is located, explaining that a student might work alongside a school nurse, where they'll not only assess the school but the surrounding city and county as well.

Along with fulfilling formal requirements, students have the opportunity to expand on their personal health interests. One of Malmsten's former students spent time at a health department in mid-Michigan working with a student club of the local high school to produce a video about distracted driving. The video was shown at the high school's assembly and used in the health department's waiting rooms.

Some community projects are simpler; a student might teach a classroom of elementary students about oral hygiene or handwashing. Afterward, all students evaluate their efforts to see whether there was a change in knowledge or practice.

"My hope is for students to gain a better understanding not only of public health but also the reality of where people live and work," Malmsten explained. "The community setting opens their eyes to the barriers to optimal health people face when in their own environment."





Osteopathic Medicine

# Thrive Early Program\*

Nearly 30 million people in sub-Saharan Africa are at risk of contracting a neurological disease simply because of what they eat. Konzo, which means “bound legs” in the African Yaka language, is contracted from consuming poorly processed bitter cassava—a resilient, high-yield (yet toxic) form of cassava (a starchy root crop) that is their principal food staple.

Michael Boivin, a Michigan State University professor with joint appointments in psychiatry and in neurology and ophthalmology, is working to change that. For the last 27 years, he has pioneered testing methods for evaluating how the development of children in the sub-Saharan of Africa is affected by public health interventions for disease and other risk factors from severe poverty. He was also the recipient of one of 11 grants recently awarded by the Alliance for African Partnership (AAP), an initiative at MSU aimed at developing collaborative and cross-disciplinary platforms for addressing today’s global challenges.

Boivin is using the \$200,000, 18-month AAP grant for the project “A Partnership for Training Caregivers to Prevent Konzo Disease from Toxic Cassava and Enhance Neurodevelopment in Very Young



Congolese Children,” which is set to conclude in October of 2018.

Boivin said when cassava is fermented and dried properly, its toxins break down to the point where they don’t adversely affect the body, but if shortcuts are taken in these processes, permanent neurological damage can occur.

A more efficient cassava processing method (called the wetting method) has been recently implemented in the Democratic Republic of the Congo. Boivin said it involves an additional step, but can reduce toxicity levels by more than 95 percent.

The AAP grant has allowed researchers to use specially developed technology to detect cyanide levels in the flour. They’re also examining urinary biomarkers of cyanide toxin exposure in very young children (ages 2 to 5) and their caregivers in 60 villages. Within these villages, more than 500 households have been identified as having at least one konzo case.

Additionally, the grant is being used to investigate the benefit of embedding the wetting method training within a more comprehensive program—Mediational Intervention for Sensitizing Caregivers (MISC)—an approach that was earlier adapted by Boivin and his collaborators at Johns Hopkins University School of Public Health and at Bar-Ilan University, Israel, for Ugandan children whose parents were affected by HIV. Applying this caregiver training model in the DRC could benefit the caregiver’s functionality and emotional well-being, resulting in reduced stress in the caregiver and the child as well as improving child development outcomes.



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\* Adapted from an article by Laura Seeley.



Residential College in the Arts and Humanities

# Network for Global Civic Engagement at MSU

During the 2017-2018 academic year, leaders from the Residential College of Arts and Humanities (RCAH) and the Center for Service-Learning and Civic Engagement (CSLCE) formed a planning committee and began exploring the possibility of bringing together campus and community partners to form a new

network focusing on sustained community partnerships. The RCAH received multi-year funding support from the Michigan State University Federal Credit Union (MSU-FCU) to support these efforts.

The planning committee hosted multiple focus groups and explored with campus partners the concepts of global civic engagement and sustained community partnership. The focus group yielded productive conversation about how a network could advance this work. The planning committee also hosted an inaugural network event at the Allen Neighborhood Center on February 23, 2018. That event featured the partnership between MSU and the Allen Neighborhood Center as well as the RCAH partnerships in Costa Rica.



The speakers included Dean Steve Esquith and Guillermo Vargas, the co-founder of LIFE Monteverde, a permaculture coffee farm and environmental education center near Monteverde, Costa Rica. Vargas is also an environmental educator and community activist. He worked in sustainable development for nearly 30 years, assisting in the founding of the Children's Eternal Rainforest, the largest private cloud forest reserve in the world, the Monteverde Chamber of Commerce, and the Monteverde Community Fund, among other community sustainability initiatives.

Moving forward, the network has formed a coordinating committee, led by Dean Steve Esquith and Renee Brown, director of the Center for Service-Learning and Civic Engagement. The purpose of the Network for Global Civic Engagement Coordinating Committee is to support the development of a community of students, faculty, and community partners committed to global civic engagement at Michigan State University. The overall goal of the Network is to build a culture of innovation and inclusion through global civic engagement.

Committee members include Kevin Brooks, Diane Doberneck, Sandra Logan, Jeff Judge, Marcie Ray Jean-Paul Sewavi, Raphaela Schlicht-Schmalzle, David Thronson, John Waller, Christine Beamer, Bess German, and Tim Hinds.





Social Science

# Social Science Scholars Program

When Dr. John Waller dreamed up the Social Science Scholars Program at MSU, his goal was to create a flagship program that attracted students from a variety of backgrounds to study and raise the reputation of social sciences around the university and community.

His approach has been well received, and every year approximately 20 MSU students join the program and form a cohort.

With the assistance of academic specialist Jenn Arbogast, social science scholars select an area of interest and are encouraged to find their niche by

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*“The scope of the human experience is immense, and by better understanding that, we can better understand ourselves and each other. From this knowledge is born tolerance and acceptance of one another and oneself.”*

– Abigail Carney

Interdisciplinary Studies, Community Governance and Advocacy

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immersing themselves in the surrounding community. Scholars pursue activities such as coaching youth basketball teams, teaching theater at local schools, collecting school supplies for use in Detroit public schools, or making clothes for the homeless.

One scholar, Annie Brandicourt, has worked as a student representative with Gary Anderson, a professor in the MSU School of Social Work, on the creation and design of the new Counseling and Psychiatric Services System (CAPS) at the university.

"I got involved because I enjoyed the idea of finding a niche with a group of motivated and interesting people from different backgrounds than myself," said Brandicourt. "With the help of Jenn and Dr. Waller, the program helped me gain connections in my field very early on."

The program began in 2014, and its curriculum includes seminars, research projects, off-campus study, and internships that enhance required university and major departmental classes. Each scholar is required to complete a research project related to their focus and is provided the opportunity to study abroad.

Waller said the expectation is that students will align curriculum requirements with some form of civic engagement and all scholars are encouraged to explore and pursue relationships on and off campus.

For more information, visit

<http://socialscience.msu.edu/students/future-students/social-science-scholars-program>



Abigail Carney, Lauren Crymes, Savannah Csokasy, Sarah Dec, Madeline Elliott, Haley Hinzmann, Samyuktha Iyer, Nia Jackson, Jasmine Jordan, Gabby Kindig, Jackie Kosmos, Haley Nash, Nathaniel Penning, Emily Saxon, Zoya Shevchenko, Maysa Sitar, Chris Wentworth, Billy Wetzel, Lockie Woods



Veterinary Medicine

# Zoo and Wildlife: Medicine & Management

Throughout his 44-year veterinary career, Michigan State University's Dr. Jim Sikarskie has often and aptly been referred to as the "Bald Eagle Guy." The moniker comes from his primary interest of researching and treating bald eagles, yet his experience extends far beyond America's national bird.

As the one-person leader of the MSU Zoo and Wildlife program, Sikarskie has served as a veterinary consultant in zoos and wildlife centers throughout the world. He has educated thousands of students as a professor in MSU's College of Veterinary Medicine as well as hundreds of students per year as a guest lecturer in other colleges.

Four times a year, with the assistance of adjunct faculty who are veterinarians at Michigan zoos and the Department of Natural Resources, Sikarskie trains six students who are taking elective three-week Zoo and Wildlife Medicine and Management clerkships.

"The goal is to give students pursuing an interest or career in the wildlife field an intensive experience through the best training possible," said Sikarskie.



“These students must make critical decisions on wildlife, with an emphasis on health and welfare.”

The campus-based clerkship gives students a variety of experiences treating injured wildlife and caring for zoo animals. MSU’s flexible veterinary curriculum also allows students to spend clerkships away from campus to get special experiences not available locally, such as training with veterinarians at the National Wildlife Health Center in Wisconsin, studying animal diseases, or getting clinical experience at zoos or major wildlife care facilities throughout the U.S.

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*“The goal is to give students pursuing an interest or career in the wildlife field an intensive experience through the best training possible.”*

– Dr. Jim Sikarskie



Sikarskie believes sharing research is critical to teaching and community outreach. “The public is very interested in wildlife conservation and population management, so setting our vet students up with an effective, practical understanding of free-ranging wildlife management as well as care of animals in zoos helps us all do our part to foster a healthy environment,” he said.



Athletics

# Spartan Buddies

The Spartan Buddies program is an MSU athletics outreach that brings student-athletes to Sparrow Hospital in Lansing, MI, to visit children in the pediatric ward. Started in 2005, the Spartan Buddies program has been a positive ongoing relationship between the athletics department and Sparrow Hospital. This piece features kinesiology senior and field hockey player **Bailey Higgins**, who serves as the Student-Athlete Advisory Committee President and has volunteered as a Spartan Buddy throughout her career at MSU.

## What do you do as a Spartan Buddy?

We often find ourselves providing movies or video games to bring a little distraction or playing fun and competitive games of UNO. Whether it's helping the patient get a slushy and applesauce, making their parents a cup of coffee after a long day or walking around the hallway with an arts and crafts cart, we are there to help!

## What made you want to be a Spartan Buddy?

Before coming to college, I always wanted to get involved in a program like this because the medical field has always intrigued me and I love to give back in the community. This program has already had a very positive impact on the student-athletes involved and Sparrow Hospital. Some visits last an hour, others much longer, but each visit is unique in its own way—I don't know who I am going to meet or the conversations I am going to have. I've met kids and families that inspire me with their strength





and perseverance. For the kids, I think it's a small distraction during their difficult time and they are able to just be kids when we play games or do crafts.

#### **How has Spartan Buddies made an impact?**

Programs like this are important because they create a relationship between athletes and the community. I find that the kids I hang out with at Sparrow bring me just as much happiness and enjoyment as I bring them. Oftentimes if I feel I am having a difficult day, I remind myself that there are much worse things that could be going on and to be thankful for my health, happiness and safety. I have been able to meet some incredible and inspiring kids that will have a lasting impact on me.

## **Physical Activity Training Program**

Every spring, the MSU men's soccer team partners with "Athletes for Hope," a nonprofit organization that aims to educate, encourage and assist athletes in their efforts to contribute to community by visiting local elementary school students through the Physical Activity Training

**Program.** This conversation features elementary education senior **DeJuan Jones**, a forward on the soccer team, who has participated in the program throughout his collegiate career.

#### **What is the Physical Activity Training Program at MSU?**

The program is designed for Spartan student athletes to engage and connect with elementary students from the surrounding community through play and exercise. Members of our team visit elementary gym classes one to two times a week throughout the season, helping students with fitness activities and techniques by being their friend and mentor.

#### **What's your favorite aspect of the program?**

I really enjoy seeing the reactions on the kids' faces—it brightens my day to see how excited they are to engage when we work out. The teachers at the schools have been extremely welcoming and share stories of the excitement and anticipation of their students when they know we're coming for a visit.

#### **How has the program made an impact?**

As a youth, it's important to have someone to look up to. By using our platform as MSU student athletes, I believe we can really have a valuable impact in these kids' lives. I went to East Lansing Middle and High School, so that was me one day, looking up to college athletes. Having someone to engage with that's older and more established is great for the students to develop and strive to always get better.



# STUDENT AWARDS

In partnership with campus and community, the Center for Service-Learning and Civic Engagement advances community engaged learning at Michigan State University and prepares students for lifelong civic and social responsibility in an increasingly diverse and complex global society. Part of this mission is recognizing the efforts and accomplishments of students who exemplify commitment to service.





# Newman Fellowship Campus Compact

**The Newman Civic Fellowship honors students who have demonstrated profound commitments to finding solutions to issues facing communities throughout the country.**

**Jessica Gonzalez**, a James Madison College senior majoring in social relations and policy, was one of only 268 students from across the nation selected to join Campus Compact's 2018 cohort of Newman Civic Fellows.

For Gonzalez—a Mission, Texas native—the issue she feels most passionate about is one that hits closest to home: opportunities for Latinx students in higher education.

While at Michigan State University, Gonzalez has devoted her time to working with first-generation students, has served as both an intercultural and teacher's aide, and worked at MSU's Honors College to encourage students to pursue and remain in

higher education. "I've found it very helpful to give back," she said. "It's a little bit of me showing others back home they can do it too."

Gonzalez is devoted to promoting equity in the education system at all levels, and hopes to influence the educational system through policy to improve outcomes for all children.

"It's a way for me to encourage others and educate them about college and the pursuit of education as a whole," she said. "Empowering others through outreach and civic engagement helps them realize they're capable of anything they put their minds to."

The Newman Fellowship provides its honorees with experiences to emphasize personal, professional and civic growth, including access to apply for exclusive scholarships and post-graduate opportunities.

For more information about the Newman Civic Fellowship, visit

<https://compact.org/initiatives/awards-programs/newman-civic-fellowship/>

# United Way Youth Volunteer of the Year

**Erykah Benson**, a Global and International Studies sophomore at MSU, received the 2017 United Way Youth Volunteer of the Year Award for a variety of volunteer projects, headlined by the Student Greenhouse Project, a registered student organization at MSU centered around environmental advocacy.

Serving as the outreach director for the project, Benson created a biweekly newsletter, manages the project's social media accounts, and designs strategically targeted recruitment posters to engage specific students from disciplines whose skills are desired. Additionally, she serves as a lead coordinator on the SGP promotional video development team.

Benson's extensive volunteerism also includes dedicating her summers to the Detroit-based organization "Summer in the City," which addresses the immediate needs of city neighborhoods and fosters a regional mindset. She has worked for her hometown church for more than two years, helping to increase engagement in the congregation through social media. She also serves as a volunteer Spanish instructor for elementary students for the Center for Language Teaching Advancement.

Benson is an Honors College member and a Social Science Scholar. Her energetic contribution to assisting others in multiple organizations sets her apart as an exemplary citizen who strives to make a positive impact in her community.







# ORGANIZATIONS

MSU is home to more than 900 student organizations and several additional faculty and staff-led organizations. The following highlight organizations with a focus on service, social responsibility, and innovation.



# Social Innovation at MSU

During the 2017-2018 academic year teams from the Entrepreneurship and Innovation Program, the Burgess Center for Entrepreneurship, and the Center for Service-Learning and Civic Engagement worked together with faculty across campus to support student interest in social innovation. By adding electives to the Minor in Entrepreneurship and Innovation (E&I) that are specific to social innovation, the collaborative teams were able to establish a social innovation track within the E&I Minor.

These changes created service-learning and other experiential opportunities for students in the entrepreneurship minor. Additionally, special sections of BUS 190 – The Art of Starting were developed to offer students a way to explore social innovation within the curriculum. Students enrolled in this special track partnered with various community organizations to design projects, systems, programs, and new approaches.





# Design for America

Advised by faculty in the Burgess Center for Entrepreneurship and the Center for Service-Learning and Civic Engagement, Design for America (DFA) is an organization on campus that strives to create social change with local communities using a human-centered design process. DFA has been at MSU for four years, beginning in Fall 2014. Some problem spaces they have worked in include education, nutrition, charitable giving, voting, texting and driving, mobility devices, and water safety. For more information visit <http://www.dfamsu.com>



# optiMize MSU

During the 2017-2018 year, with advisement from teams in the Center for Service-Learning and Civic Engagement and the Entrepreneurship and Innovation (E&I) Minor Program, students launched a new registered student organization named optiMizeMSU.

As a new student organization, optiMizeMSU helps incubate student-led projects and ideas. The group offers mentorship, community support, and funding. The organization strives to equip students with the proper resources to turn their ideas into products, non-profits, or startups focused on sustainable social impact.

These MSU students are part of a larger network of students committed to social innovation and impact. The University of Michigan and Wayne State University also have optiMize chapters. The three groups collaborate, share resources, and support one another's efforts across the state. For more information, visit

<https://givingto.msu.edu/crowdpower/optimize-msu>





# MSU Alumni Association

With a global alumni community more than 600,000 strong, the MSU Alumni Association is passionate about using its platform to help make the world a better place. Spartans have a strong tradition of service; many MSU alumni are inspired to serve in their personal and professional lives, and this passion extends to the alumni clubs who are actively involved in their communities.

Through the efforts of the MSUAA and campus and community partners around the globe during 2016-2018:

| Totals           | MSUAA Club Efforts  |
|------------------|---|
| <b>5,328</b>     | Spartans served their community                                 |
| <b>24,347</b>    | Total service hours were delivered                              |
| <b>\$587,736</b> | In volunteer time was delivered                                 |
| <b>229</b>       | Service opportunities were coordinated by regional alumni clubs |
| <b>85</b>        | Regional clubs have coordinated projects since 2016             |

\*Stats apply to a single day per year. Beginning in the summer of 2018, regional club efforts will span the entire year. All registrations for alumni events are facilitated through [serve.msu.edu](http://serve.msu.edu)





# ASMSU

The Associated Students of MSU is the undergraduate student government of Michigan State, and carries out the mission to enhance the individual and collective student experience through education, empowerment and advocacy by dedication to the needs and interests of students.

ASMSU offers a variety of services to students, including test preparation, free blue book exams, a loan program, free legal and transportation services, and free iClicker and calculator rental. From 2016-2018, ASMSU rented out 5,206 iClickers and calculators to MSU students.

For more information, visit <https://asmsu.msu.edu>





## MSU Vote

**MSUvote is a nonpartisan committee consisting of staff, faculty, students, and local residents who seek to increase civic engagement and voter turnout at Michigan State University, in the City of East Lansing and among MSU students. The efforts of this group resulted in MSU being designated a Voter Friendly Campus by the Campus Vote Project and the National Association of Student Personnel Administrators (NASPA) since 2016. The Committee is also participating in the ALL IN Campus Democracy Challenge, the Big Ten Voting Challenge, and the National Study of Learning, Voting, and Engagement (NSLVE).**

MSUvote was established in 2000 as YouVote at MSU. The positive and long-term relationship between this university committee and local municipalities has led to MSUvote being noted as a national model for college student voter engagement.

By combining with different student groups and academic and administrative departments, MSUvote has increased its presence on campus for new and returning students, encouraging them to register and vote.

The committee is chaired by staff from the Center for Service-Learning and Civic Engagement and the Office of the MSU Community Liaison. The committee and stakeholders represent the following units and organizations: City Clerk's Offices for East Lansing and Lansing, Ingham County Clerk's Office, Residential College in the Arts and Humanities, MSU faculty from Political Science and Communication Arts and Sciences, College Democrats, College Republicans, Council of Racial and Ethnic Students (CORES), Council of Progressive Students (COPS), Department of Athletics, Residence Education and Housing Services, Associated Students of MSU, Council of Graduate Students, Registered Student Organizations, including Greek Life and Co-op Housing, and the League of Women Voters.



**MICHIGAN STATE**  
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