The Carnegie Elective Classification for Community Engagement

2010 Documentation Reporting Form

*Introduction*

This documentation framework is intended to gather information about your institution's commitments and activities regarding community engagement.

For application submission guidelines, [click here.](#)

*Use of data:* The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Please provide your contact information (for Carnegie Foundation use only):

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Douglas L. Steele</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Institution:</td>
<td>Montana State University</td>
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<tr>
<td>Institution President/Chancellor:</td>
<td>Dr. Waded Cruzado</td>
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</tr>
</tbody>
</table>
I. Foundational Indicators

A. Institutional Identity and Culture

Required Documentation (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?
   ✔ Yes ☐ No

Quote the mission (vision):

“To provide: a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success; an environment that promotes the exploration, discovery, and dissemination of new knowledge; a collegial environment for faculty and students in which discovery and learning are closely integrated and highly valued. To serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans. We remain committed to the wise stewardship of resources through meaningful assessment and public accountability."

See Section III.1 for excerpts from 2010 Mission Review document.
2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

☑ Yes ☐ No

Describe with examples:

<table>
<thead>
<tr>
<th>Montana State University provides many awards annually to faculty, staff, students, and community partners to recognize their efforts in community engagement. Examples follow.</th>
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</thead>
<tbody>
<tr>
<td>The President's Award for Excellence in Service Learning is awarded annually to a faculty member and the community partner for outstanding work to engage students in the community through service learning. The award is presented by President Waded Cruzado at a banquet hosted by the MSU Alumni Office and the Bozeman Area Chamber of Commerce.</td>
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<tr>
<td>The Provost's Award for Excellence in Outreach, established in 2004, recognizes two faculty annually for significant contributions to improving the quality of life. This award was established to bring equal distinction between excellence in teaching, research and outreach.</td>
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<tr>
<td>The Torlief Aasheim Community Service Award and the ASMSU Award for Outstanding Community Involvement are each presented to two students annually recognizing exceptional commitment to community throughout their academic careers.</td>
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<tr>
<td>The annual A.L.L. Challenge Banquet honors the individual and team Bobcat student-athlete winners of the awards for the most community service hours and the team competition of academic achievement and community service participation. Awards are presented by MSU President Cruzado and the Director of Athletics.</td>
</tr>
</tbody>
</table>
3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community?

☑ Yes ☐ No

Describe the mechanisms:

MSU uses many mechanisms to systematically assess community perceptions of our engagement. Following are 10 examples:

1) A survey conducted in June 2009 by MSU’s assistant director of public relations in conjunction with the City of Bozeman and the South Central Association of Neighbors (the neighborhood connecting MSU with downtown) gauged how connected residents felt to MSU and how many MSU activities, facilities or services they utilized.

2) In March 2009, a survey was conducted of MSU faculty, staff and students of how they perceive MSU’s role in the community and the university’s relationship with the community.

3) Surveys are done at MSU for a Day in communities across the state and Parent/Family Weekends on campus to assess if those events are perceived as effective.

4) The MSU Office for Community Involvement (OCI) conducts an annual survey of area non-profit organizations to introduce and re-introduce a variety of ways in which organizations may partner with MSU.

5) Upon assuming the presidency of MSU in 2010, Dr. Waded Cruzado conducted thirty ‘listening and learning sessions’ throughout the state, giving many stakeholders significant opportunities for direct input for community engagement with MSU.

6) The Montana Extension Advisory Council, with statewide representation, meets twice a year to advise the Director of Extension on community perceptions and issues. Valuable mutual dialog also occurs with county commissioners at MACo (Montana Association of Counties) and during administrative visits to the Extension county offices. County Extension faculty gather community stakeholder input with various advisory boards, public surveys, and program planning sessions to ensure community voice.

7) The President’s Advisory Council meets semi-annually for two-day sessions with the President and her staff, which affords them a significant voice – the focus is on MSU’s role in the community, state and region. This Council includes the Local Executive Council, appointed by the Governor, and other community leaders in Montana.

8) In 2004, MSU established a Council of Elders to advise the President on the University’s educational commitments and activities in relation to the descendants of the continent’s first peoples, particularly the seven sovereign tribes of the State of Montana. The 24 member Council meets twice a year with the President to provide a mechanism for ongoing partnership with tribes to fulfill the University’s commitments to teaching, research, and service/outreach to Native peoples in culturally appropriate ways.

9) The Montana Agricultural Experiment Station (MAES) Advisory Council meets three times annually to address the specific needs of the agricultural sector of Montana.

10) Many departments and colleges have external advisory boards that provide input and guide their direction, especially related to their relationship with the communities they serve.
b. Does the institution aggregate and use the assessment data?

☑ Yes ☐ No

Describe how the data is used:

1) The Bozeman survey will be done every two years to gather the data which will be used to set goals for improvement. One result of the survey is the creation of an off-campus living guide for students as they move into the community. The guide instructs students on how to be good neighbors and participate in their community.

2) The MSU Survey data is aggregated and used by the Office of Communications and Public Affairs to disseminate recommendations to various units on campus regarding adjustments in procedures and policies relating to community relations.

3) "MSU For a Day" and Parent/Family Weekend surveys are used by the Office of Communications and Public Affairs to adjust elements of both programs for more positive community interaction.

4) The results of the OCI Survey have been used to create opportunities for organizations to participate in Service Saturdays, community based research, internships, and service learning. Community partners often describe issues and challenges they are facing and how MSU might partner for solutions.

5) Notes on all the Presidential listening sessions across the state were compiled and used to guide the President's planning for MSU direction.

6) Extension uses input from various stakeholders to identify emerging issues, redirect Extension programs of work at the federal, state and county level, and set priorities. The recent Strategic Plan (2010) process reflects the use of the input from communities across the state.

7) & 8) The President uses all of the external advisory groups to inform the MSU leadership with insight and perspective that is representative of public constituencies.

9) The Montana Agriculture Experiment Station integrates advice in research/outreach delivery.

10) Departmental and college advisory board input has sparked improvements such as expanded internship opportunities and learning outcome adjustment related to professionalism and service.
4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

☑ Yes ☐ No

Describe the materials:

- MSU's home page (www.montana.edu) includes Service and Outreach as one of five prominent categories of interest for potential students. From this link, students and others can access examples of MSU's outreach and community engagement, as well as ways to get involved. MSU's home page also features student service learning projects and announcements of MSU opportunities for public engagement.

- MSU's main potential student marketing materials (such as the Admissions Viewbook) include examples of and opportunities for students to participate in community engagement.

- Marketing materials for departments, colleges and centers also emphasize, when appropriate, community engagement and outreach.

- MSU's two alumni/friend publications, Mountains & Minds and the Collegian, devote a high percentage of content to students, faculty and alumni who are participating in community engagement. Mountains & Minds and The Collegian reach 13,000 and 70,000 MSU alumni and friends respectively. These publications have featured stories including: a profile of Engineers Without Borders; MSU's collective outreach work with communities along the Yellowstone River; Messengers for Health, a community-based participatory research partnership between the Crow Nation and MSU; Towne's Harvest Farm; MSU's work to help save the Northern Arapaho language; MSU's long-term work to partner with herders in Mongolia; and MSU Science Saturday's outreach to K-12 students. Every issue of each publication - Mountains & Minds is twice a year, The Collegian three times a year - includes a story about community outreach and/or partnership.

- The primary purpose of the Provost's Report on Excellence in Outreach, published annually since 2004, is to highlight outstanding community engagement by faculty.

- The Horizons annual publication shows depth of partnership with MSU and 40+ communities.
5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

☑ Yes  ☐ No

Describe examples such as annual address, published editorial, campus publications, etc.

| MSU President Waded Cruzado includes references to community engagement in almost every public address, including in her weekly Monday Morning Memos to faculty, staff and students. |
| President Cruzado was named to the national Campus Compact Board in 2010, a testament to MSU’s commitment to community engagement and service learning. |
| The current Provost Search Prospectus requests: “An understanding of and commitment to the education, research, and outreach roles that define a 21st-century land-grant university. The Provost will also strive to ... enhance service and outreach.” |
| The Vice President for Student Success provides engagement opportunities for students through the support of offices whose mission is to connect students with meaningful engagement activity (Community Involvement, Residence Life, Student Activities, Women’s Center, and Diversity Awareness Office) and through the support and sponsorship of student groups and associations. |
| Recently retired President Geoff Gamble advanced two themes: 1) MSU’s relationship with the Native American population and tribal colleges in the state, and 2) framing effective partnerships to advance learning. Research partnerships with the tribal colleges allow MSU to address both themes. MSU contributes to the well-being of Montana’s tribal colleges, and the tribal colleges enrich the university, say MSU officials and directors of its Native American programs. MSU has more than 30 Native American programs, and many of those programs link MSU and Montana’s seven tribal colleges (each a land grant institution). Leaders say they not only help the institutions fulfill their land grant missions, but they offer cultural and financial benefits to all. Each tribal college has a representative of MSU Extension on campus, which promotes collaboration with and engagement of the tribal communities. |
B. Institutional Commitment

Required Documentation (Complete all 6 of the following)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

☑ Yes  ☐ No

Describe with purposes, staffing:

The Provost and the Vice President for Student Success serve jointly to provide an infrastructure for MSU’s engagement with the community. The Vice President for Research, the Vice President for Planning and Analysis, MSU Extension, and Extended University also collaborate, so the infrastructure includes the following categories: Academic Integration and Research; Service Learning and Community Outreach; Global Engagement; Native American Partnerships; and Community Development.

Academic Integration and Research involves many research centers that employ undergraduates, graduate students, post-doctoral fellows and faculty, engaging local, statewide, regional and national partners, and spurring curricular engagement. Examples include the Energy Research Center, the Thermal Biology Institute, and the Center for Invasive Plant Management.

Service Learning and community outreach has as a focal point, the MSU Office for Community Involvement (OCI), with four full-time professional and classified staff, a student AmeriCorps team of ten, and four work-study students.

Extended University's mission is outreach and engagement through a variety of education and outreach programs including: workforce development; online courses, degrees and certificates; K-12 partnerships; and youth programs. The EU Director is a member of Deans' Council collaborating on outreach and distance learning across all academic departments. In 2008, Extended University created Montana State Online with the support of the Provost and academic Deans. MSU Online represents the institutional commitment to reaching off-campus and non-traditional audiences with credit and non-credit programs using new information and communication technologies. Montana State Online currently offers 15 degree and certificate programs and over 100 courses that are accessible to all Montanans independent of geographic location and work or family commitments.

Global Engagement and Native American Partnerships are represented in the 15 key partnerships.

Community development infrastructure centers on MSU Extension programming. Extension reaches all 56 counties and has offices on five of the seven Indian Reservations. The Extension specialists and county agents address community issues identified by the people of Montana and engage Montanans in their home communities. One example is the MSU Extension Community Development Program which includes community strategic visioning, local governance, leadership development training, community tourism assessment and development, economic and business development, business retention and expansion projects, community profiling, conflict management and resolution, economic impact assessments, planning facilitation, and community surveys. Extension employs 140 FTE (full time equivalent) staff.
2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

☐ Yes  ☐ No

Describe source (percentage or dollar amount), whether it is permanent, and how it is used.

Permanent funding: $50,000 from the Provost for awards, program support, faculty support; $310,222 from the VP for Student Success for the Office for Community Involvement; $1M from Extension to fund county/reservation engagement; $10,000 from the VP for Planning and Analysis for data collection and analysis; $800,000 annually from Extended University.

b. Is there external funding dedicated to supporting institutional engagement with community?

☐ Yes  ☐ No

Describe specific funding:

The majority of external funding that supports institutional engagement with the community comes from federal grants obtained by faculty which is at least $1M annually, administered by the Office of Sponsored Programs.

Since 2004, the Horizons program has received more than $3M in foundation support to partner with rural communities to address poverty.

The Office for Community Involvement receives $54,000 in federal work study and $340,728 from AmeriCorps funds. In FY 2011 the OCI will be granted $39,388 to support AmeriCorps member living allowances and member development with an additional $10,090 to support direct service efforts in the Bozeman community. $2000 from a local family foundation supports MSU America Reads*America Counts. $4,000 in community funds covers the match required on the student AmeriCorps member positions.

Extended University funds of $1.5M annually support institutional engagement with communities (operations, faculty pay, department share, and seed funding for new programs).
c. Is there fundraising directed to community engagement?

✔ Yes ☐ No

Describe fundraising activities:

- Students involved with the MSU BreaksAway program engage in fundraising for spring break trips to serve with non-profit organizations in host communities. This program provides students with an immersion experience with a community issue - a powerful week spent learning and serving. The students arrive with many donated goods, solicited from area businesses and campus employees.
- The MSU Symphony’s Goodwill and Friendship Tour of Southeast Asia in 2009, which included MSU students and faculty offering free instruction to students in Singapore, Vietnam and Thailand, required significant fundraising by students, faculty and administrators.
- The MSU Leadership Institute, which offers leadership opportunities for community members and MSU employees, has a variety of external sponsors, and has begun an endowment to ensure long-term stability.
- MSU Engineers Without Borders builds wells in Kenya, and organizes various successful fundraising events to fund travel and operations.
- In the 2nd Century Capital Campaign, Extended University priorities were all directed at outreach, engagement and distance learning. This campaign raised $10M and established an endowment for new outreach initiatives to engage citizens of the state.
- A College of Engineering alumnus created an endowment to develop distance learning programs for rural Montana schools, one example of a college-level donor.
3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

☐ Yes  ☐ No

Describe:

Several campus-wide mechanisms under the auspices of the Vice Presidents are used to track engagement with the community.

1) The MSU Office for Community Involvement (OCI) tracks students who serve with projects under their direct management. Numbers of students involved, hours served and community impacts are tracked for the MSU America Reads*America Counts Program; the MSU BreaksAway Program; the 10,000 Hours Project; the fall Community Involvement Fair; students who attend the six Service Saturdays offered each year; and students who use the community-based online volunteer center to track community engagement. With the recently implemented Service Learning Course Designation, the OCI will be able to better track numbers of service learning courses offered at MSU and the faculty members and community partners involved. Adding the new Service Learning Pro software to MSU's set of tools will allow for tracking of student service learners participating in service learning courses, the hours served and the areas of the community impacted by their labors.

2) The annual review process for MSU faculty requires service contributions to be documented. The annual reports from each college publish the community engagement activities of faculty and students.

3) The MSU Athletics program tracks community engagement of its student-athletes, who logged more than 3000 hours of community service. In the fourth year of the program, the Cats have volunteered more than 14,800 hours.

4) Extension's Annual Report tracks and documents Extension programming and impacts in the communities across Montana, and regionally, nationally and globally.

5) Extended University maintains records on all outreach/engagement activity including location, numbers, and assessment data with annual reports to the Office of the Commissioner of Higher Education (OCHE) and Provost.

6) MSU uses National Survey of Student Engagement (NSSE) to track community engagement. Some of the enriching educational experiences such as community-based projects and community service are included in this survey.
b. If yes, does the institution use the data from those mechanisms?

☑ Yes  ☐ No

Describe:

Montana State University uses the data as follows:

1) The MSU Office for Community Involvement uses the data collected to report annually to the University Planning and Budget Advisory Committee, to use on grant applications, and in annual strategic planning sessions.

2) The Office of the Provost uses the college annual review data to make funding decisions that directly support community engagement activities in the colleges.

3) MSU Athletics uses this data to strengthen partnerships with the community.

4) MSU Extension submits the Annual Report at the federal level, but also uses data gathered to assess community/state programs and performances.

5) EU conducts formative and summative evaluation on all outreach programs. Evaluation results are provided to all individuals and units involved in the program. Adjustments are made based on formative results.

6) The Vice President for Planning and Analysis uses the NSSE data to compare the percentage of students doing community based projects with similar percentages of institutional peers. In collaboration with the Assistant Deans’ Council, the Department Heads, and a wide variety of other groups across campus, this data is used to make positive changes in curricular and co-curricular activities for student success and enrichment.

c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

☑ Yes  ☐ No
d. If yes, indicate the focus of those mechanisms:

☑ Impact on students

Describe one key finding:

The Student Success and Retention Committee (SSaRC) uses MSU data from the National Survey of Student Engagement (NSSE) to measure correlations between retention and the extent to which students are engaged in a variety of activities, including Service Saturdays, Breaks Away, Service Learning and student government.

MSU measures impacts in the MSU America Reads*America Counts Program and the MSU BreaksAway program. Capturing impacts on students in the new 10,000 Hours Program is in process.

One key finding: MSU found that the more students got involved with the community, the more they wanted to set goals and achieve them. For example, students at MSU started the Network for Environmentally Conscious Organizations (NECO) and imposed a student fee upon themselves to start the MSU Sustainability Center, which is integrated with the community for recycling and energy conservation.

☑ Impact on faculty

Describe one key finding:

Several MSU faculty members and administrators have attended and presented at community-based research workshops at the national level. Other faculty members have done research on the impact of service learning on faculty.

One key finding: More faculty are using the Office for Community Involvement, creating service learning courses, incorporating community engagement into their research, and attending the annual Service Learning Summit.
Impact on community

Describe one key finding:

The number of community partners that MSU engages with has risen dramatically in the last five years. Community perceptions of MSU as a caring and integrated partner are very positive.

One key finding: In Extended University, all new program planning includes members of the target audience and their input is shared with faculty, department heads and deans for inclusion in program design. For example, as a result of private sector participation on advisory boards for Colleges of Business and College of Engineering, EU has identified a need for targeted management training of science and engineering prepared employees. Local businesses have been involved in planning discussions, committees and focus groups to identify content and structure for a new program – Professional Masters in Science and Engineering Management. Modifications have been made to the program design based on formative assessment data from the industry partners. Industry partners have also identified potential instructors from their employee base to teach in the program.

Impact on institution

Describe one key finding:

Institutional climate for community engagement is rapidly improving. Community engagement has a positive impact on student recruitment and retention. The campus activities with community partners have high visibility, and often rate front page coverage in the local news. MSU Banners and Bobcat flags are displayed on lampposts along the length of Bozeman's Main Street.

One key finding: Because members of the Bozeman Chamber of Commerce participate in MSU's new Move-In Day (helping our new freshman move into the dorms) and Catapalooza (an information fair for all types of organizations), local businesses and organizations find it mutually beneficial to engage with students when they first enter MSU and the Bozeman community.
e. Does the institution use the data from the assessment mechanisms?

☑ Yes  ☐ No

Describe:

Using the data in a variety of ways across campus has led to informed changes, some of which were mentioned in 3.b. and 3.d., above. Additional ways we use the data are listed below:

Impact on students: As a result of the data, the Director of Retention, in cooperation with the Vice Provost for Undergraduate Education, has begun a new "frequent flyer" program to provide incentives to students to become more engaged with the university and with the community. Heightened student awareness of the multiple opportunities for community engagement, such as the popular new "Service Saturdays", will be critical to the success of this program.

Impact on faculty: The Vice Provost for Undergraduate Education, realizing the beneficial effects of community engagement on faculty morale and enthusiasm, has pledged support for additional travel funds to widen the circle of faculty engaged at the national level in civic engagement.

Impact on community: Due to recent successful new partnerships, combined with the leadership of the new MSU president with respect to community engagement, a significant boost in the quantity and quality of community partners has occurred.

Impact on institution: The number of highly favorable news stories, such as photos of the MSU President teaming up with community members to move new students into the dorms, has risen in recent years. President Cruzado recently walked all of Bozeman's Main Street with the Bobcat mascot and MSU Marching Band to greet shop owners and customers promoting the mutually beneficial support of the university and community, spurring a news story.

Extended University conducts needs assessments with a variety of Montana constituents (K-12 teachers, Big Sky community, private sector and industry, youth programs). Results are used for planning new outreach programs – needs assessment includes surveys, focus groups, participant feedback, planning committees (community members included).
4. Is community engagement defined and planned for in the strategic plans of the institution?

☑ Yes  ☐ No

Describe and quote:

Montana State University Vision: "The four campus MSU family will be more integrated in program offerings, outreach, and business services. We will continue to build partnerships with K-12 and with campuses and other organizations outside MSU, including service learning and collaborative learning student experiences. We will increase the number of strategic partnerships with local and state businesses ... and educational partnerships (internships and service learning). MSU faculty and staff will directly contribute to outreach by disseminating the knowledge base and discoveries to citizens, communities, and organizations throughout Montana, documenting the positive impacts. MSU County Extension offices will serve as a portal to and from the University. MSU will enhance partnerships with agricultural and natural resources organizations to ensure collaborative, quality, and dynamic programs in support of these important sectors of the state economy. MSU will increase its service and development assistance to state, local, and non-profit agencies through increased University-based partnerships ... MSU will develop expanded international partnerships in key countries and regions to provide study abroad and exchange opportunities for students and faculty, to increase international diversity on the MSU campus, and to promote international research collaboration."
5. Does the institution provide professional development support for faculty and/or staff who engage with community?

✔ Yes  ☐ No

Describe:

MSU provides professional development support for faculty and/or staff who engage with the community as follows:

1) The MSU Office for Community Involvement partners with the Office for Civic Engagement at the University of Montana to offer an annual statewide Service Learning Summit on our respective campuses in alternate years. This event is focused on providing faculty members with resources and training in the use of service learning across disciplines. A nationally recognized practitioner and keynote speaker is brought to Montana to share best practices. Workshops are facilitated at this event by faculty from around the state with experience and a passion for the pedagogy.

2) The Offices of the Provost and the Vice President for Research offer the Faculty Short-term Professional Development Leave Program to support short-term professional development activities by faculty to enhance their capabilities for scholarship, teaching, and outreach. Additionally, they fund the BEST program (Buy-out for Enhancing Scholarship and Teaching) to assist tenured or tenurable faculty who want to enhance their scholarship.

3) Extension offers annual conference professional development, regional updates which often include professional development, and funds for Extension agents and specialists to attend professional development offerings in-state and out-of-state. Two examples are support for faculty to attend the 2010 National Association of Community Development Extension Professionals conference and the University Economic Development Association conference.

4) Extended University is engaging the Indian Program Directors (IPD) group to create diversity training courses for Fall 2010.

5) Extended University provides support for outreach planning and implementation for research and academic centers. This support includes experienced staff, training for communicating science to the public, marketing, assessment, and effective use of emerging technologies.
6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

☐ Yes ☐ No

Describe:

Upon assuming the presidency of MSU in 2010, Dr. Waded Cruzado made a concerted effort to listen to people invited to sessions throughout the state, giving many stakeholders significant opportunities for direct input on community engagement with MSU.

The President’s Advisory Council meets semi-annually for two-day sessions with the President and her staff, which affords them a significant voice – the focus is on MSU’s role in the community, state and region.

MSU recently formed a Chamber Relations subcommittee to determine how to become more proactive in building relationships. They have done small listening sessions over the past year to assist in developing a town gown plan for the year. They have also heard presentations by faculty on community engagement.

In 2004, MSU established a Council of Elders to advise the President on the commitment of resources for services and programs to tribes, tribal governments, tribal schools and colleges, and other organizations of Native peoples. This provides a mechanism for ongoing cooperation with tribes on the development, delivery and evaluation of the University’s educational programs and activities.

The University Planning, Budget and Analysis Committee (UPBAC) has a community leader as a voting member.

The MSU Service Learning Advisory Board has at least one community-based non-profit or tax exempt representative involved to advance and better institutionalize service learning on campus and in the community.

MSU Extension gathers input from community stakeholders in a variety of methods to ensure the voice of the community in determining priorities for programming at the county and state level.

At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 6 on pages 1-17 and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2015.
Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

☐ Yes  ☐ No

Describe:

Many of the recruitment templates across the University refer to faculty expertise and commitment to community engagement.

The current Provost Search Prospectus states, “The University seeks to support and recognize the scholarship which emerges from community engagement.”

The following are examples from a recent vacancy announcement for a tenure-track professor: “The individual is expected to cooperate with other scientists, Extension personnel, farmers and related industry, advisory and commodity groups to develop research priorities and assist in developing nutrient management recommendations.” Required qualifications: “Demonstrated ability to communicate effectively, both verbally and in writing, with scientists, farmers or other clientele groups.”

The letter-of-hire template for all tenurable faculty requires the hiring authority to list the service percentage, the duties and responsibilities with respect to service/outreach, and the following: "Describe how the position supports or furthers college or University-wide five year mission and related initiatives and priorities such as internationalization, education of the state's Native American peoples, and commitment to affirmative action."

The position descriptions for MSU Extension, both for field faculty and campus faculty, emphasize community engagement. All county positions are written with the input and consultation of the county commissioners and other county stakeholders. Most interviews for county Extension positions are conducted locally with members of the community participating in the process.
2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

☑ Yes  □ No

Describe:

According to the MSU Faculty Handbook, effectiveness in service/outreach is demonstrated through evaluation by peers and colleagues with the University. Candidates are asked to list all service activities in their dossiers and, in addition, submit for review other evidence that, in their judgment, represents their best efforts to contribute to and advance the University, public, and profession. Service/outreach is formally evaluated through means which shall, at a minimum, include review by peers, colleagues, and/or clients. Excellence in Service: Faculty performance in service will be judged excellent if it receives substantial recognition by colleagues and peers outside the University. Those faculty members who receive substantial grant funding for community-based research and/or publish articles in this area can strengthen their case for promotion and tenure in the research category, and those who do significant scholarship in the area of service learning can strengthen the teaching portion of their promotion and tenure dossier.

President Waded Cruzado said during a March 2010 Extension Listening Session that she believes it is important to focus on the scholarship of engagement, the Boyer model, in order to recognize and reward Extension and other faculty engaged in community work. She noted her support for the process which has been initiated at MSU for changes in the promotion and tenure policies to incorporate more rewards for community engagement.
b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain:

Community-engaged scholarship can be listed by promotion and tenure candidates as teaching, research/creativity or service, depending on the actual activity, the results, and/or the departmental criteria and standards for promotion and tenure. In general, publishing articles about community engagement would be research; delivering service learning courses would be teaching; and developing community partnerships would be service.

b (cont’d). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

☐ Yes  ☐ No

Describe:
3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

☑ Yes ☐ No

Examples:

Students play a significant role in the civic engagement process at MSU.

• The members of the MSU Service Learning Advisory Board are leaders in planning and leading student groups on out-of-state BreaksAway service immersion trips each spring break. As MSU Campus Corps Service Team Members, they work one-on-one with an area non-profit or tax-exempt organization to assist that organization in meeting pressing community needs.

• Associated Students of Montana State University (ASMSU) has a well developed Outreach and Community Involvement Committee to actively seek out ways in which MSU students can engage with and positively impact the community. This committee works to build partnerships with existing community engagement groups on campus and offers both financial support to those efforts as well as advertising and promotional support.

• Campus Corps Service Learning AmeriCorps team members are actively engaged in community service and work with faculty and community leaders to implement and assess service efforts. Students have directly influenced the planning, implementation, and assessment of service sites utilized by the OCI both locally and nationally with their feedback.

• Students took a major leadership role in Project Homeless Connect, in starting the Network for Environmentally Conscious Organizations, and in developing a Sustainability Minor. Students were instrumental in helping with the design of the new MSU Leadership Fellows Program, which requires two community service components. Within both courses, students practice leadership skills by engaging in 10 hours of community/campus service and participating in MSU leadership events.

• Over 160 student clubs and campus organizations exist at MSU, many of which focus on providing service to their community through recreational, spiritual, pragmatic or academic means. Examples range from reading to children in schools, raising money for national fraternity/sorority philanthropies or providing comprehensive potable water and sanitation solutions for villages in Africa.
4. Is community engagement noted on student transcripts?

☑ Yes  ☐ No

Describe:

The Service Learning designation on transcripts was approved in 2009 for every course that requires substantial community engagement. The designation will appear for every service learning course in Fall 2010.

5. Is there a faculty governance committee with responsibilities for community engagement?

☑ Yes  ☐ No

Describe:

The Service Learning Advisory Board consists of tenured faculty, adjunct faculty, community partners, students and university administrators. It began in 2004 and is chaired by the Director of the Office for Community Involvement.
II. Categories of Community Engagement

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

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

☑ Yes ☐ No

Describe requirements:

Service Learning is a teaching method that utilizes student involvement in community service to meet instructional objectives of a course. Students apply information from a class in authentic settings while addressing real needs of the community that have been identified by the community. The service activity is incorporated as part of the “out-of-class” work expected of each student registered in the course. The minimum amount of time to be spent on service over the course of a semester is 10 hours per semester, per credit. Reflection is an essential element of a service learning course. Courses that use the service learning pedagogy and submit materials for review and approval by the Service Learning Course Review Committee receive the “Service Learning Course” designation in the schedule of classes, listed below the course number and course title.

An excerpt from a letter to a faculty member: "... your course (HDHL 455) has been designated as a service learning course in the spring 2010 schedule of classes. This means that the course meets the criteria put forward by the MSU Service Learning Course Review Committee and the MSU Service Learning Advisory Board. These criteria reflect the best practices of service learning and the committee congratulates you on the establishment of such a well-developed course."

b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 24

What percentage of total courses? 2%

c. How many departments are represented by those courses? 8

What percentage of total departments? 20%
d. How many faculty taught Service Learning courses in the most recent academic year? 24
What percentage of faculty? 3%

e. How many students participated in Service Learning courses in the most recent academic year? 216
What percentage of students? 1.8%

2. a. Are there institutional (campus-wide) learning outcomes for students’ curricular engagement with community?

✓ Yes  □ No

Provide specific learning outcome examples:

All students must understand diversity through the ability to engage peoples from other cultures in their own language and on their own terms. This is a required learning outcome in our general education program called Core 2.0.

The development of an ethic of service and a sense of civic responsibility among MSU students is part of the mission of the Office for Community Involvement. The OCI supports student success through active discovery and learning in the community setting, and promotes and encourages a lifetime of commitment to civic engagement.
b. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community?

☑ Yes  ☐ No

Provide specific learning outcome examples:

Examples of learning outcomes in departmental degree programs for students’ curricular engagement:
1) Animal and Range Sciences: "Each degree program seeks to produce graduates that are contributing citizens in a diverse society. Each curriculum in the department includes a required senior-level capstone experience course which includes case studies involving off-campus industry cooperators. These management case studies include active learning, role-playing and resolving conflicts."

2) Dietetics in Health and Human Development: "To instill graduates with a commitment to community service. Senior Students will report being involved in one or more community service activities."

3) The School of Architecture houses the Community Design Center and several global community projects: “An architect's education must assure that a person entering the profession can address the needs of a global society with shifting cultural values, diminishing natural resources, heterogeneous political structures, and diverse clients and users in various settings ... The School of Architecture prepares students ... to address the needs of individuals, groups, and communities in a world of finite resources and increasing environmental and social distress.”
c. Are those outcomes systematically assessed?

☑ Yes  ☐ No

Describe:

Every Montana State University department has an assessment plan that gets reviewed annually by faculty.

In the examples referenced in 2.b., the student learning outcomes are assessed as follows:

1) Animal and Range Sciences works with and through several advisory committees. Composed of industry professionals and leaders (including alumni), these committees review components of the department’s degree programs. Input received is used to guide program adjustments. For example, the internship program was developed based on such input. Student performance in these courses provides a subjective measure of student competencies as related to learning outcomes.

2) Dietetics: Community involvement is assessed with the annual Senior Surveys and Exit Interviews for the program.

3) School of Architecture student learning outcomes related to community engagement are systematically assessed through the jury process for every senior.
d. If yes, how is the assessment data used?

Describe:

In the departmental examples in 2.a. and 2.b.:

1) In Animal and Range Sciences, “information and data collected as a result of beginning (student entrance information), mid (sophomore), end (Senior) and career (alumni, employer, and external client) assessment activities that is total curricula related will be summarized and communicated to the Undergraduate Curricula Committee and Department Head. They will be responsible for evaluating the curricula for each degree option for possible revision in response to assessment information and bringing any suggested revision to the total faculty for adoption.”

2) Dietetic graduates responding to the Alumni survey will report becoming involved in their communities through volunteer activities related to nutrition.

3) School of Architecture student data are used to make adjustments to the curriculum. Past adjustments have included increasing the integration of global community service into the curriculum.
3. a. Is community engagement integrated into the following curricular activities?

☐ Student Research
☐ Student Leadership
☐ Internships/Co-ops
☐ Study Abroad

Describe with examples:

Student Research: Biomedical Research Experiences for Undergraduates focuses on increasing the biomedical research capacity of Montana by building research infrastructure, supporting faculty and student research, and fostering a statewide collaborative network. A major focus of this program is to offer funding to support undergraduate research. In the College of Education, community-based participatory research is encouraged and specifically supported.

Student Leadership: Leadership Fellows Program has two courses - Leadership Foundations and Leadership Capstone. In both courses, students practice leadership skills by engaging in 10 hours of community/campus service and participating in MSU leadership events. The Leadership Institute of the Associated Students of MSU provides leadership opportunities and inspirations to students. The objective is to work on a system-wide basis providing, coordinating, planning and organizing leadership opportunities for students, faculty, staff and community members throughout MSU and Montana. The Institute acts as a liaison between students and the MSU community for leadership information on local, state and national programs and organizations.

Internships: Currently 111 non-profit organizations have an employer profile with the Career, Internship & Student Employment Office, and students serve internships with this diverse group. For example, students in Community Health serve as interns in a community based setting with county and state health departments, in organizations such as the Wellness Community, Big Brothers/Big Sisters, Bridger Clinic, and in the cancer center at Bozeman Deaconess Hospital.

Study Abroad: A group of student architects, led by a MSU professor, is designing the Khumbu Climbing School in a Nepalese village in cooperation with the Alex Lowe Charitable Foundation. The Study Abroad Center offers Global Ambassador Internships designed to give Study Abroad Alumni the ability to practice and maintain skills learned abroad while contributing to the growth of International Education on campus.
b. Has community engagement been integrated with curriculum on an institution-wide level?

✔ Yes  ☐ No

If yes, indicate where the integration exists:

✔ Core Courses  ✔ Graduate Studies
✔ First Year Sequence  ✔ Capstone (Senior level project)
✔ In the Majors  ✔ General Education

Describe with examples:

Core Courses - UC 202 Leadership Foundations provides students with the opportunity to develop leadership skills by examining individual and organizational leadership effectiveness through case studies and experiential learning on campus, in the community and nationally. It is the introductory course for students pursuing the MSU Leadership Fellows Certificate.

First Year Sequence - All incoming freshmen are required to read the MSU Summer Reading, which addresses a social issue. In 2009 “The Soloist” spawned discussions, both in freshman seminar and online, on the issue of homelessness. Students took action by getting involved with Project Homeless Connect, helping homeless in Bozeman.

In the Majors - Many degree programs require a field-based experience, including undergraduate research, clinical residency, student teaching, and community-based health projects. Two upper division Accounting courses incorporate free tax preparation service to the Bozeman area low-income community.

Graduate Studies - The Counseling Program graduate students work as counselors in the community through various clinics and have a practicum with a community organization. Architecture graduate students worked on housing projects after Katrina and climbing schools in Nepal. Engineering graduate students participate in Engineers Without Borders. The Agriculture Education graduate program trains Extension agents. In Political Science, the Masters program requires a public focus internship. M.S. in Science Education graduate students do research in community classrooms. GK12 Science and Society Fellows program is a National Science Foundation funded program that partners MSU graduate and undergraduate fellows with teachers in rural K-12 schools.

Capstone (Senior level project) - Leadership Capstone (UC 302, 1 credit). Students practice leadership skills by engaging in 10 hours of community/campus service and participating in MSU leadership events.

General Education - The Core 2.0 has a required outcome for diversity. (See II.2.a)
4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

☑ Yes  ☐ No

Provide a minimum of five examples from different disciplines:


Suzanne Christopher (Health and Human Development):


Tim Alzheimer (Finance) was awarded the “Outstanding High School Economics Program” from Business Solutions, Inc. for his High School Business Challenge Simulation for the Montana Council for Economic Education.

Trevor Douglas, Chemistry, and two MSU students who are also Howard Hughes Medical Initiative Scholars, focus on four themes for their global engagement that are particularly relevant in South Africa: viruses, water, energy and bio-materials.

Bridget Kevane (Modern Languages) developed a uniform K-5 Spanish curriculum for “Practicum in the Public School System K-5” with a biannual workshop for teachers.
B. Outreach and Partnerships
Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.

1. Indicate which outreach programs are developed for community:

- ✔ learning centers
- ✔ tutoring
- ✔ extension programs
- ✔ non-credit courses
- ✔ evaluation support
- ✔ training programs
- [ ] professional development centers
- ✔ other (specify)

Describe with examples:

Learning centers - Community Technology and Cultural Heritage Learning Centers provided reservation residents with training and equipment needed to use new technologies and support to preserve the history, stories and cultural resources of their tribes.

Tutoring - The Office for Community Involvement guides MSU student volunteers in tutoring to pre-K to eighth grade students in area schools who are struggling with literacy or math skills.

Extension programs - In partnership with the Montana Department of Commerce Promotion Division and University of Montana’s Institute for Tourism Research, MSU designs a strategy to analyze local resident attitudes about tourism, the community’s tourism potential, gaps in visitor services, and the identification of affordable projects that could strengthen the role of tourism in the local economy.

Non-credit courses - The Office of Continuing Education offers an array of noncredit opportunities. Each year the non-credit courses provide outstanding professional and personal development opportunities to thousands. The diverse courses serve the workforce development needs of organizations and professional needs of individuals.

Evaluation support - The Colleges of Business and Engineering engage students in program evaluations, feasibility studies, and systems and processes functionality and improvement efforts for local non-profit and tax exempt groups.

Training programs - The Local Government Center provides Public Officials Training for individuals (new or experienced), including the Municipal Elected Officials Workshop, Mayor’s Academy, and County Commissioner Certification Program. Also, the Montana Weatherization Training Center at MSU uses partnership grants from the National Community Action Foundation and others to train weatherization workers across the U.S.

Other - Seven Agricultural Research Centers disseminate research and deliver outreach programs that serve Montanans in a global economic environment.
2. Which institutional resources are provided as outreach to the community?

☑ co-curricular student service
☑ work/study student placements
☑ cultural offerings
☑ athletic offerings
☑ library services
☑ technology
☑ faculty consultation

Describe with examples:

A few examples:

Co-curricular - BreaksAway service immersion trips are provided each spring break.

Work/study - Over 90 off-and-on-campus employers actively recruit 800 MSU students annually.

Cultural - MSU provides Shakespeare in the Parks, MSU Suzuki Talent Education Program, Intermountain Opera and Bozeman Symphony partnerships, concerts and lecture series, Summer Youth Orchestra Workshop, President's Fine Art Series, and MSU Theatre productions.

Athletic - The MSU Athletics program tracks community engagement of student-athletes, who logged more than 3000 hours of community service last year. In the last four years, the Cats have volunteered more than 14,800 hours.

Library Services – Outreach to the state and community includes: borrowing privileges to MSU library collections; reference services/research help in person, by phone, or online; public workstations for use on a walk-in basis; workshops; access to special collections of unique manuscripts and books of local interest; community health sessions; Tribal Colleges Librarians Institute (for all North American tribal colleges); and book groups.

Technology Center - The Burns Technology Center extends MSU into the homes and communities of every Montanan and across the U.S. with distance learning programs to meet local and national needs.

Faculty consultation - MSU Expert List is available for media contacts and the public.

3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.
4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

✔ Yes  ☐ No

Describe the strategies:

As mentioned, the infrastructure for Montana State University’s community engagement is provided by the Provost and the Vice President for Student Success with collaboration from the Vice President for Research, the Vice President for Planning and Analysis, MSU Extension, and Extended University. In each unit, steps are taken to ensure community partners feel respected and engaged. As programs and courses are shaped, community partner voices are sought. In some instances, university-community partnerships are instigated by the community with needs which they believe can be met in partnership with MSU expertise and resources. In these instances, partnerships between the institution and the communities involve shared goals and mutually identified benefits.

An example of the reciprocity of the partnerships is the School of Architecture’s Community Design Center and the many communities in Montana with which it engages. The CDC fosters a collaborative interdisciplinary community/university partnership approach to research and design of the built environment that serves the people of Montana. While the CDC assists communities and organizations in interests and activities the community members envision, it also provides students with the opportunity to learn firsthand of the complete design process, cutting across a range of social, environmental, and physical issues. CDC has developed relationships with community partners that result in repeat projects and referrals to other partners which is a good indication that the people of Montana think of MSU when evaluating the merits of a community based project.
b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

☑ Yes  ☐ No

Describe the mechanisms:

Each of the 15 key partnerships identified, as well as MSU departments and colleges, have mechanisms to provide a flow of feedback and assessment data between MSU and the community partners. Advisory councils, community surveys, meetings, reports, and online communication are all examples of dialog that strengthen partnerships. Many reports are shared with MSU partners, MSU administrators, and community partners.

One example of the exchange of information between MSU partners and community partners comes from The Center for Native Health Partnerships (CNHP) in a current annual report. "During the third year of operation, the CNHP evaluator made the reporting of findings more interactive by having tri-annual half-day meetings. Through evaluation facilitation, a more in-depth understanding of the CNHP strengths and weaknesses was obtained by the core administrators, which enabled the group to work more effectively across cores ... Significant inroads were made between the CNHP and Tribal communities across the state when CNHP hosted the Intersecting Interests Conference held at Chico Hot Springs. Approximately 150 participants engaged in small group discussions and problem solving sessions related to research in Native American Communities. The conference represented an opportunity for key stakeholders from tribal communities and researchers from Montana institutions of higher education to discuss facilitators and barriers to research." One outcome of the conference was "shared visions on development of guidelines for research partners working with Native communities on research." The CNHP also reports "Connectivity between community research projects and the Center is reinforced through the monthly research partner conference calls." "The fully engaged CBPR project continues to make significant progress toward collaboratively working with the Crow tribal community, tribal outreach programs, and the MSU research community. The guidance of the Crow Environmental Health Steering Committee has significantly influenced outcomes in year 3."
5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

☑ Yes  ☐ No

Provide a minimum of five examples from varied disciplines:

Paul Lachapelle (Extension/Political Science) has many publications: “Using Focus Groups for Community Development,” “Serving on County Boards, Districts, Commissions and Committees in Montana: A Handbook for Members, Local Government Officials and Citizens,” and “A sense of ownership in community development: Understanding the potential for participation in community planning efforts” Community Development: Journal of the Community Development Society.

Bethany Letiecq (Health and Human Development) and Leah Schmalzbauer (Sociology) were awarded a $250,000 INBRE grant to conduct community-based participatory research with Latino migrants in southwest Montana to find ways to improve mental health.

MSU entomologist Florence Dunkel has a $462,000 grant from the USDA-CSREES Higher Education Challenge Grant Program which allowed 5 students, 2 faculty members, a Helena teacher and a student at Chief Dull Knife Tribal College to spend two weeks in a village of Mali working on the issues of malaria. Dunkel created a Core 2.0 research course titled Health, Poverty, Agriculture: Concepts and Action Research, an interdisciplinary service learning course.

Marvin Lansverk’s (English) Advanced Composition course identified a non-profit organization with writing needs and his students fulfilled those needs by producing newsletters, web pages, and brochures taking writing to real action. Dr. Lansverk designed a variety of individual service learning courses, and serves as a resource to faculty members statewide to successfully incorporate service into their courses.

Alison Harmon (Food and Nutrition) has numerous national presentations, reports, and publications related to the Towne’s Harvest Garden partnership. An example, “University engagement through local enterprise: Community supported agriculture on campus.” Journal of Hunger and Environmental Nutrition, 2009.
III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

I. a. Institutional Identity and Culture

A Mission Review process was requested by the Board of Regents in 2010 and the following excerpts come from the Review document. "MSU offers professional programs and workforce development courses to serve the surrounding communities and ensure economic vitality in the region. Montana's relatively rural population has defined many of MSU's programs and areas of expertise. MSU has developed particular expertise to serve the needs of the state in the following areas: Agriculture - from vaccines to new crop varieties to sustainable practices, technologies discovered at MSU are being implemented across the state and around the world; Rural Transportation - researchers in the engineering college are working to keep rural roads safe and reduce the number of vehicle-wildlife collisions; Rural Healthcare - from nutrition to managing chronic diseases to providing community-based healthcare; Native American and Rural Education - MSU is helping to improve education on reservations and in rural areas by recruiting, educating, certifying and placing educators into administrative positions; Remote Communication - engineers are developing communication devices capable of transmitting information at high speeds over long distances. MSU contributes significantly to the economic health of the state through training a qualified, specialized workforce and conducting research that results in new technologies which can be commercialized. MSU is the largest research and development entity in the state. To promote the success of business throughout the state, several economic development outreach arms are housed on the MSU campus and provide critical support to business growth and development by supporting companies throughout the state: TechLink, TechRanch, Montana Manufacturing Extension Center (MMEC), and the Center for Entrepreneurship for the New West. Montana State University is also the state's land-grant institution and houses the agencies of Extension, Montana Agricultural Experiment Station and Fire Services Training School. MSU serves as the outreach arm that transfers knowledge to the citizens of the state, including all 56 counties and seven tribal colleges. To ensure access to education and knowledge, MSU has developed a number of distance learning and online solutions to better serve the state."

The MSU Extension Director clarifies the Mission Mandate of Extension in presentations on campus and throughout the state. The mandate is "Extend the presence of the State Land Grant University to all corners of Montana through applied research, education outreach and public engagement in partnership with local constituents and statewide stakeholders."
2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution’s community engagement? If so, please provide the information in this space.

As the foundational component of Montana’s land grant university at Montana State University, the College of Agriculture and the Montana Agricultural Experiment Station provide instruction in dynamic degree programs and conduct research relevant to the challenges in Montana’s agricultural and natural resource communities. This integration creates opportunities for students and faculty to excel through hands-on learning, to serve through campus and community engagement, to explore unique solutions to distinct and interesting questions and to connect Montanans with the global community through research discoveries and outreach.

MSU strategically sponsors events in the community with a connection between MSU and the community. Examples include Huffing for Stuffing, a fundraiser for the Gallatin Valley Food Bank; Gallatin Earth Celebration, a celebration of community sustainability; and Bobcat Fest, an end-of-year celebration downtown for students and community members.

The MSU Community Involvement Fair (formerly Into the Streets) is a simple way for students to find opportunities to get involved at MSU and in the larger community. Non-profits and school representatives come to campus over two days and meet face-to-face with students, faculty and staff. Agencies have a visible forum to educate the campus community about their programs, needs and volunteer opportunities. There are ongoing opportunities to serve with these organizations as a volunteer, in an internship position, or as a paid work-study student. The Community Involvement Fair is a national initiative that was adopted by our campus and has become one of OCI’s trademark events each year, held at the beginning of the fall semester.
3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

This documentation process involved a cross section of the Montana State University and Bozeman community. It was very valuable for us to complete a self study focused on community engagement. As a result, we intend to change the name of the Office for Community Involvement to the Office of Community Engagement. We intend to be more specific about institution-wide learning outcomes for students’ curricular engagement with the community. Montana State University will continue on the path of shifting the institutional culture toward more meaningful integration with the community, state, nation and world. With the introspective benefit of completing the self study, we will increase support for an environment that fosters greater faculty and student involvement in community engagement.

4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution’s identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

✔ Yes ☐ No

Thank you! Please remember to save and print this application for your records.
Partnership Name | Community Partner | Institutional Partner | Purpose | Length of Partnership
--- | --- | --- | --- | ---
Montana Community Leadership in Reduce Poverty | | | | 2004 to present.
Montana State University School of Architecture Community Design Center (CDC) | | | | Direct partnership with MSU for 16 years since the MOR's founding on campus in 1972.
Program Without Borders (PWB) | | | | Since 2008, PWB volunteer organization has completed work at seven primary schools, and plans to be an active partner of the Montana State University and international aid community for two or more years.
Local Government Center | | | | The LGC was created in 1986 to provide assistance to counties and municipalities regarding the voter review process in which counties are asked to review and change the way their local government operates. The Montana Board of Regents officially established the LGC’s mission.
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<th>Community Partner</th>
<th>Institutional Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
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</table>
| 6                  | Montana Transportation Institute - Mobility and Public Transportation Division | Montana University of Montana, Transportation, Yellowstone National Park, Greater Yellowstone Coalition, Bozeman MT Transit, Montana Transportation Partnership | Lewis 

Engineering, Math, Computer Science, Biology, Environmental Sciences, and Art and Architecture | Meet transportation needs of Montana and Idaho. Transportation projects provide a comprehensive approach to the issues facing our linked agencies. We focus on offering research, outreach, and education training for concerns such as rural public transportation and road mobility. We also facilitate rural transportation coordination among stakeholders. | 16 years |
<p>| 7                  | Tower's Harvest Garden | Gallatin Valley Food Bank, Big Sky Mountain Market, Gallatin Farmers Market, and community members who purchase annual shares of the garden | University Food services (Department of Health and Human Development, Land Resources and Environmental Sciences, and Plant Sciences and Plant Pathology), Colleges: Education and Health and Human Development, Agriculture, Sustainable Food &amp; Bioenergy Systems, Degree Programs: MS &amp; PhD in Food Science and Human Organization | Farmer's market project to support local farmers and residents while improving access to fresh, local produce. | 4 years |
| 8                  | TechLink | TechLink is an annual tradition that celebrates innovation, new product development and entrepreneurship, and provides support for start-up companies through the United States. Federal participants include sponsoring federal agencies, primarily the Defense Department. TechLink has worked with 80 different DoD labs and centers, 32 DoE labs, and 1 Department of Energy (DOE) labs to establish technology transfer agreements to other technology commercialization centers throughout the nation. TechLink has provided over $45 million in government funding for projects involving technology, which TechLink works closely to promote technology-based economic development. TechLink has broadened partnerships between federal labs and over 360 companies and independent 501(c)3 organizations. | Department of Engineering, Montana Manufacturing Innovation Center | Technology in a real-world project to help commercialize technology-based economic development. | 2010-2016 |
| 9                  | Montana INBRE | Montana State University, Rocky Mountain College, University of Montana, Montana Tech of the University of Montana, Carroll College, Great Falls College, Lewis &amp; Clark College, Fort Breckenridge, University of Montana, Community Health Partnership, Bozeman District Library | Department of Health and Human Development, College of Nursing, Department of Biology, Department of Psychology, Department of Communication, Department of Sociology, and Anthropology, University of Montana, Community Health Partnership, Bozeman District Library | To expand the goals of the Montana INBRE Program to include on the success of the previous INBRE (BioMedical Research Network) in Montana and Montana's Department of Health and Human Services to position the state as a national leader in research on the epidemiology, pathogenesis of infectious diseases and environmental health as well as to further develop the state’s Community-Based Participatory Research on health disparities. | Montana INBRE has partnered with the state’s seven tribal colleges and primarily-underrepresented institutions for almost 10 years |
| 10                 | Center for Native Health Research (CNHP) | All seven tribal reservations as representatives of the Center and ongoing research projects, making all tribal communities in Montana CNHP partners | John Delahey, staff, and students form a variety of departments | The focus and intent of the Center for Native Health Research (CNHP) is to reduce the health disparities experienced by American Indian/Alaska Native populations, with comprehensive research in community-based participatory research. While continuing to improve Native American health, CNHP’s goal is to change the way that research is historically conducted with tribal nations by bringing together communities and researchers to establish trust, shared power, foster learning, enhance strengths and resources, and address community identified needs and health problems. | Planning for the center begins in 2005 |
| 11                 | Montana Medical Education | Bozeman Public Library and Bozeman School Districts | Bozeman Technical College, including the College of Business &amp; Public, the College of Arts, the University Honors Program, and University Studies | Montana Medical Education Program to promote community building and literacy through Montana books. Under the auspices of the program designed by the Library of Congress, cities and towns across America launched community wide reading programs during spring over a decade ago. To offer a successful 2008 cornerstone of Montana Winter Reading/Fictional Conversation programs and Dir Book - One Book, we have decided to continue for efforts and raise these events to a scalable 2007 edition. You can read more information about MMB programs at Montana State University-Gov. site <a href="http://www.montanabook.com">http://www.montanabook.com</a> | 3 years |</p>
<table>
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<tr>
<th>Partnership Name</th>
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<th>Purpose</th>
<th>Length of Partnership</th>
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<tr>
<td>Outdoor Science Learning</td>
<td>Montana Campus Compact, Colorado Campus Compact, Twin Bridges Campus Compact</td>
<td>Office for Community Engagement, Provost’s Office, College of Education &amp; Health Human Development, College of Nursing, Tribal Experiences, Department of Agriculture, School of Architecture, Community Design Center, Microbiology Department</td>
<td>The purpose of this program is to actively engage MSU students in meeting community-identified needs through meaningful service, while also fulfilling academic requirements.</td>
<td>5 years</td>
</tr>
</tbody>
</table>
Impact Many of MSU in second in Montana the fair, conducting their work 2004 Area campus the Extension (tenure track 6 to and continuation history exhibits western students labs Museum. Traveling exhibits, which three to accompany and public admission is waived preuse admission each year. these experienced as MSU and offerings MOR. The Institution, funds have received this time frame, 21.6% of 20% were Gilhousen Family and MOR Murdock family of CDC partners. Some students have worked with local clients and have been responsible for real projects. MSU has dedicated student volunteers that devote 30 hours per week for their college career including earnings, working on project design, and fundraising. Students apply interdisciplinary principles to real-world problems, enriching their college experience. MSU provides a capstone for faculty to collaborate with students on problems of international water development outside the classroom or research facility. Since 2006, EWB membership has grown from 40 student to nearly 400 students in W2018. The EWB annual budget increases every fiscal year, enabling more MSU students to travel to countries to take part in project work 5000 MSU has sent nearly 70000 MSU teams 156 countries, making MSU EWB’s largest and most active student organization and named one of EWB’s top chapters. On or in 2018 MSU has worked to become a model of student driven international development by implementing projects to ensure sustainability in international project work through integrating a multidisciplinary approach and outreach mechanism.

MSU annually serves as a partner with an average of 200 MSU faculty and staff members on various projects. 8 MSU faculty members are adjunct instructors at campus.

Number of faculty Number of students Grant funding Institutional impact
8 Faculty members on campus 1500 MSU students during FY09-10 The Museum is funded by public and private funds, for every dollar received, the Museum sends $0.45 from private sources. Federal grants include the Institute of Museum and Library Services and Lifelines Institute, and state funds have come from the Montana Cultural Trust. MSU receives grant money from the Thermal Biology Institute through the Center for Life in Extreme Environments grant while working on a Yellowstone Project between 2005 and 2008. During this time frame, the Museum successfully completed its 50th Anniversary Capital Campaign, receiving $6 million in gifts and pledges. Of this total, 14.4% came from board members and other volunteers, 25% from foundations, and 25% from private foundations, the latter of which were the Gilhousen family foundation and the H. Mathias Curtichard Trust.

One faculty who is a registered architect 26 The CDC did not seek grant funds this year, however community partners were charged a fee that was applied to support the activities of the CDC program.

Investment of faculty advising engineers and water resources from MSU, EWB EWB Advisory Board of part and present MSU professors result in approximately $150000 faculty, involved in aspects of EWB MSU. During FY09-10, approximately 60 student volunteers.

領域的主旨和研究活動包括在伊斯坦布尔國際大學的博士學位，與不同領域的研究者合作。伊斯坦布爾大學為外國學生提供了全面的獎學金和研究機遇，強調跨文化理解和全球視角，並在不同領域提供了對學生的多樣化支持。伊斯坦布爾大學的博士課程旨在培養學生在跨文化環境中的領導和研究能力，以及在研究和學術領域的批判性思考和創造性思維。
Impact of Western Transportation Institute is able to leverage expertise, research and funding for WTI's role and contributions to the state. Much of the work done by the institute has direct impact on WTI's benefits through a reduction of costs and time for people driving to campus and improved mobility for MSU faculty, staff and students. Methods used to assess the impact include surveys of the transport system, and financial analysis, as well as reviewing news articles on the Web site and in newspapers, blogs, and magazines.

Research, teaching, and outreach at MSU have been integrated into the Undergraduate Program in Bioenergy (UPB), the Montana Bioenergy Research, Education, and Outreach (MBREO) project, and the Montana Bioenergy Research, Education, and Outreach (MBREO) project, which focuses on bioenergy research, education, and outreach. The Undergraduate Program in Bioenergy (UPB) is a National Research Initiative Center (NRIC) for the Montana State University (MSU) campus. The program is designed to provide undergraduate students with opportunities to engage in bioenergy research, education, and outreach in a collaborative and interdisciplinary environment.

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The Industrial Associates Program has been a valuable addition to the Montana Business Institute. Students from various institutions have been granted funding to support their research projects. This funding has enabled them to engage in meaningful collaborations with industry partners and gain real-world experience.

For example, the University of Montana has received funding for a project focusing on renewable energy technologies. The project, supported by the National Science Foundation, aims to develop innovative solutions for sustainable energy systems. The funding from the Industrial Associates Program has helped to cover travel expenses and other necessary resources, enabling the students to conduct their research effectively.

The program's impact is not limited to academic achievements. It also fosters strong professional networks and provides valuable career preparation opportunities for students. Many graduates of the Industrial Associates Program go on to secure positions in leading companies, contributing to the growth of the Montana economy and the nation as a whole.
Community Impact

The impact of EWB has been significant in communities throughout Montana, including Bozeman, Hamilton, Butte, Big Timber, Billings, Missoula, Great Falls, Helena, Rollins, Lewistown, Chinook, Miles City, Belgrade, Ennis, Forsyth, Geyser, Melstone, Stanford, Stevensville, Twin Falls, Wibaux, and Wolf. Each community has an action plan to address local issues identified by the community. To assess community impact, the grant evaluation process required the Northwest Area Foundation to complete. The grant reports are available for review and address changes in attitudes, knowledge, and behaviors. A review of evaluation assessed the impact of the various programs and identified factors that informed the development of leadership and other program requirements.

MOR is now a top three tourist attraction in Montana with 150,000 visitors annually and has welcomed three million visitors since 1990. Thanks to its location, the Museum welcomes visitors for every school child in Montana, 15,000 students each year. From ignite90 for students (which directs funds to the Museum), the Museum provides programming for all ages. Additionally, the Museum partners with the community in diverse ways, such as:

- Montana Office of Public Instruction for Up to Date to ensure that the Museum’s exhibits and programming are a critical extension of the classroom.
- Bozeman Public Schools to include the Museum’s Living History Park as part of fourth-grade social studies curriculum.
- Bozeman Public Schools to include Geyser Yellowstone as part of science curriculum for grades K-5.
- Montana Outdoor Science School to offer environmental science class for children.
- A partnership with the University of Montana to provide an environmental science program for students.
- The Montana Museum of Art to provide literary opportunities for kids and families.
- The Museum’s Digital Library Program, which is a group of students dedicated to making physics and astronomy more understandable to the general public.

Businesses, nonprofits, and all kinds of government agencies, local government, and non-profits have traditionally used the services of the CDC to explore development projects. This is no exception. The CDC has continued to work with the community to secure grants and develop projects that benefit the community. The community has provided the CDC with an opportunity to partner with the community and work on projects that benefit the community.

Since 2005, EWB has provided hands-on training to more than 4,000 students. The EWB program has been successful in many ways. The program has been successful in providing opportunities for students to learn about the importance of engineering and technology. The program has also been successful in providing opportunities for students to learn about the importance of sustainability. The program has also been successful in providing opportunities for students to learn about the importance of community. The program has also been successful in providing opportunities for students to learn about the importance of leadership. The program has also been successful in providing opportunities for students to learn about the importance of creativity. The program has also been successful in providing opportunities for students to learn about the importance of innovation.
Community Impact

The WTI supports many small community-based partnerships that are leveraging technology to improve their local economies. As a result, Montana’s technology focus is complementing the state’s existing strengths in energy and natural resources. The WTI’s programs have had a significant impact across Montana, including:

- **Increased Entrepreneurship:** The WTI’s TechLink program, established in 2005, has helped over 200 small businesses start or expand, creating over 200 jobs and generating over $729 million in economic impact. TechLink’s success is measured by the number of new technology firms established, as well as the number of new technology firms established.

- **Improved Health:** Montana’s Health Innovation Discovery Research and Entrepreneurship (HIDRE) program has supported over 50 health care technology projects, including the development of new medical devices and software solutions that improve patient care.

- **Enhanced Education:** The WTI’s STEM Education initiative aims to increase science, technology, engineering, and mathematics (STEM) education opportunities for students at all levels, from elementary school to college. This includes programs like the Montana Math Teachers’ Circle and the Montana STEM for Teachers program, which provide professional development and resources for educators.

- **Increased Economic Opportunities:** The WTI’s Innovation Institute’s Small Business Innovation Research (SBIR) program has awarded over $36 million in grants to Montana small businesses and startups, resulting in over 250 new jobs and $31.9 million in economic impact.

- **Improved Transportation:** The WTI’s Center for Transportation Research and Education supports research and education programs that help improve transportation systems in Montana, including the development of new technologies for electric vehicles and the optimization of transportation networks.

In total, the WTI’s programs have had a significant impact across Montana, including the development of new technology firms, the improvement of health care technologies, the enhancement of STEM education, the increase in economic opportunities, and the improvement of transportation systems. These impacts demonstrate the WTI’s commitment to supporting innovation and economic development in Montana and beyond.
Community Impact

An interdisciplinary effort in the Industry Associations Program has expanded since its inception, suggesting a good value return on investment. The program provides technical information through meetings, personal consulting opportunities, and assists in a breadth of community researchers and scientists that are available and willing to assist problem solving for members. CBE tracks projects within each company, projects that are funded by each company, and attendance at Montana Biofilm meetings. One example of collaborative work includes a Dept. of Energy funded project through which CBE will collaborate with five DOE national laboratories as well as Montana communities to study carbon sequestration and "clean coal" solutions.

A comprehensive and engaging plan reaches local, state, and national constituents. The Center has developed a suite of curricula and conducted master training and professional development at the local and national level. All Center Education initiatives include lectures in the planning process and in the assessment of learner outcomes and satisfaction. Assessment is used to refine the development and design of new programs and activities. Informal science for youth and the public includes a community lecture series, film and its productions, hands-on inquiry based youth science programs, science materials for outdoor "Yellowstone Park" traveling kits and presentations to Montana Business in partnership with the Montana Science Association, and science for the public content available on podcasts and interactive websites. Target audiences are included in the design and planning of materials and events, and community partners are involved in the implementation and assessment of the efforts. The program increases the availability of science programs and education available to youth and adults in rural communities, and these results are assessed by number of events, participants, participant feedback and evaluation, requests for information, and growth of community and campus collaborations, including leveraging external funding for additional outreach and engagement efforts.

Support for the State of Montana: Job retention and expansion, tax revenue growth. We employ University of Montana Bureau of Business and Economic Research (BBER) to provide an annual independent review of our impact in Montana, including an economic impact on the state's treasury.

Community impacts of this program are many. Through the program, education students teach in high schools across Montana and the nation. Nursing students are engaged in service to populations in need throughout the state, Montana's rural areas, serving patients in non-profit clinical settings. Architecture students work with communities across the state of Montana to provide pro-bono design work on projects focused on community building efforts. Counseling graduate students provide free counseling services to community members in need as part of their academic work. Agriculture students serve with MSU Extension agents over the summer months to assist with community engagement work. The medical technology students are engaged in service to patients in need in non-profit clinical settings across the state of Montana. Thousands of Montana citizens from the very elderly to the very young are benefiting from MSU student community engagement through the Campus Corps Service Learning program.