Engaged Scholarship and Academic Values: A Broader Impact through Community Engagement

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Engagement is…

Community-based
Partnership-driven
Scholarship-focused
Capacity-building
Sustainable
As public good
COMMUNITY-BASED
What Do We Mean by Community?

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

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

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

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

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

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

- **Kinship**: (shared relationships through family and/or marriage)
Community: What do we Mean by Knowledge?
Local Indigenous Knowledge

Indigenous Knowledge is similar to local knowledge, because it is based on practices specific to a place society. However, unlike local knowledge, indigenous knowledge is the result of sustained interaction between indigenous peoples and their environment, passed down over generations. It has significant historical, cultural, and social dimensions (Argawal, 1995).

**Indigenous knowledge**

- represents a holistic, inclusive way of knowing
- embodied in indigenous and Native cultures
- distinct and separate from dominant cultures
Local Non-Indigenous Knowledge

Local knowledge “depends on unaided senses, accumulates in a time-bound fashion through aggregative experience, and is holistic” (Kloppenburg, 1991, pg. 537).

In simpler language, local knowledge is developed through the lived experiences or daily practices of people living in a specific place and time.

Local Knowledge

- cannot be generalized to other places or times
- Is often tacit
- “how things are done around here” “that’s just how it works” “everyone knows that’s what happens”
- can be held by members of dominant and non-dominant cultures
Local and Scholarly Knowledge


**Explicit Knowledge**: can be transmitted in formal, systematic language. Definitions, equations, published theories, textbooks, etc.
Knowledge Creation

Cycles of knowing-in-action and reflection-in-action generate new knowledge by bringing together what is known tacitly and explicitly.

Community Engagement Scholarship Incorporates All Sources of Knowledge

Scholarship informs your understanding and guides...

...your experiences with community engagement, which, then in turn... 

...generate new scholarship and practice for both...

In Collaboration with Community Partners (including indigenous, local or practitioner knowledge)

academic audiences

public audiences.
The purpose of community engagement is the **partnership of college and university knowledge and resources with those of the public and private sectors** to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; **address critical societal issues**; and contribute to the **public good**.


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<td>Penn State</td>
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*Co-chairs

AAU Research University
“(T)he term “community engagement” was defined broadly as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Driscoll, 2008).

Key concepts
• Collaboration
• Mutually Beneficial
• Partnerships
• Reciprocity
Framework for an action-oriented approach to establishing a partnership

Adapting Styles of Communication

- Respect
- Exchanging Knowledge
- Negotiating and Establishing Roles
- Resolving Differences
- Gaining Acceptance and Trust

Establish an Agenda & Parameters

Gathering Information

Respect

Characteristics of Community-University Collaborations

INNOVATION-FOCUSED

RISK-WORTHY

SUSTAINABLE

EDUCATION-ANCHORED

Civil Society

Higher Education

Business Community

State and Regional Government

Change

Successful Campus-Community Partnerships

- Share a common vision
- Share agreement about goals and strategies
- Have mutual trust and respect
- Share power and responsibility
- Communicate clearly and listen carefully
- Understand and empathize with one another’s circumstances
- Remain flexible, with eye on the target
- Achieve mutual benefits
- Enhance community partner’s capacity for self sufficiency
- Enhance faculty member’s scholarly career
SCHOLARSHIP-FOCUSED
What Do We Mean by Scholarly?

Scholarship (Diamond, 2002)

1. Requires a high level of discipline (or interdisciplinary) expertise

2. Conducted in a scholarly manner
   – Clear goals
   – Adequate preparation
   – Appropriate methodology

3. Is appropriately and effectively documented and disseminated to (academic and community) audiences, with reflective critique about significance, processes, and lessons learned
What Do We Mean by Scholarly, Continued

4. Has significance beyond the individual context.
   – Breaks new ground or is innovative.
   – Can be replicated and elaborated.

5. Is judged to be significant and meritorious (product, process, and/or results) by panel of peers.

Added by Jordan (2007)

6. Includes reflective critique: Lessons learned to improve scholarship and community engagement.

7. Specifies role, leadership, and personal contribution.

8. Demonstrates consistently ethical practice, adhering to codes of conduct in research, teaching, and the discipline.
Four Distinguishing Characteristics of Community Engagement Scholarship (CES)

**SCHOLARLY**
- Discovery knowledge
- Application knowledge
- Program Evaluation
- Implementation Science
- Outreach knowledge
- Dissemination & Diffusion Science

VALUE ANCHORED
- Reflects values of democratic society

**CENTRAL TO MISSION**
- Form of research/creative activities
- Form of teaching/learning (active)
- Form of outreach
- Focus on outcomes
- problem solving
- data driven decision making

**RECIPROCAL**
- Participatory
- Co-creative
- Mutually Beneficial

CES RESEARCH AND CREATIVE ACTIVITIES

CES COMMERCIALIZED ACTIVITIES

CES SERVICE AND PRACTICE

CES TEACHING AND LEARNING

CES COMMERCIALIZED ACTIVITIES

CES SERVICE AND PRACTICE

CES RESEARCH AND CREATIVE ACTIVITIES

CES TEACHING AND LEARNING
CES RESEARCH AND CREATIVE ACTIVITIES
“Engaged research and creative activities are associated with the discovery of new knowledge, the development of new insights, and the creation of new artistic or literary performances and expressions—in collaboration with community partners” (Doberneck, Glass, Schweitzer, 2010).
CE Research Examples

• Community-based, participatory research
• Community-based research
• Applied research
• Contractual research (funded by government, non-governmental organizations, or businesses)
• Demonstration projects
• Needs and assets assessments
• Program evaluations
Alcohol Use Disorders

Michigan Longitudinal Study

Beginning in the mid-1980s, the MLS is a 30 year effort to identify etiologic pathways leading to the expression of alcohol use disorders and co-morbid psychopathologies that has involved multiple universities, 2400 participants, and nearly 750 undergraduate and graduate students, and numerous faculty from a broad range of disciplines. Funded consistently from the National Institutes of Alcohol Abuse and Alcoholism, NIDA and other agencies.
Growing Healthy is a RCT that examines a novel obesity prevention program in a sample of 600 low-income preschoolers attending Head Start. This study is a collaboration between the University of Michigan (UM) and Michigan State University (MSU), our state Extension Program and 3 Head Start agencies. Intervention implementation is ongoing.

UM: Julie Lumeng (MD), & Allison Miller
MSU: Holly Brophy Herb (PhD), Millie Horodynsky, (PhD, RN)
MSU-E: Dawn Contreras (PhD.)

USDA Funded, 5 million, 5-year grant.
Community-Based Participatory Research

- “A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change...”

- WK Kellogg Foundation Community Health Scholars Program
Community Based Participatory Research

Barbara Israel, DrPH
School of Public Health
University of Michigan

PI for the CBPR Partnership Academy

Detroit Urban Research Center (1995-)

CBPR Partnership Academy

An NIH funded training program to enhance capacity of social and behavioral scientists to use community based participatory research.

Dr. Israel reports that one of the participants described their experience as follows:

“My take-away is the CBPR is awesome. This has been a transformative experience for me, and I’m really excited about doing this work going forward.”
Intentional Approaches to Spread of Effects: Diffusion and Dissemination Science

• **Diffusion**: Process used to communicate innovation over time among members of a social system. Diffusion occurs through (a) need for individuals to reduce uncertainty, (b) need for individuals to respond to their perception of what others are thinking, and (c) general perceived social pressure to do as others have done.

• **Dissemination Science**: Study of how effectiveness-based practices, programs, and policies can best be communicated to an interorganizational societal sector of potential adopters and implementers to produce effective results. (Dearing, 2009)

• **Societal sector**: collection of focal organizations operating in the same topical domain without respect to proximity together with organizations that critically influence the performance of the focal organization. (Dearing, 2008).
**Messes:**

Systems of Complex Interacting Problems

INFANCY to 25 EDUCATION
REGIONAL ECONOMIC DEVELOPMENT
INTERMODAL TRANSPORTION
HEALTH AND WELL BEING
ENVIRONMENTAL SUSTAINABILITY
WALKABLE NEIGHBORHOODS
SUSTAINABLE AGRICULTURE
FOOD DISTRIBUTION
WATER QUALITY
RACIAL AND SOCIAL INEQUITIES

**SYSTEMS CHANGE, PROGRAM PROJECTS, BUILDING IMPACT, AND EVIDENCE-BASED PRACTICE:** From isolated-incident approach, to systems approach

- **ISOLATED-INCIDENT APPROACHES TO PROBLEM SOLVING**
  - Individual Project Change
  - Program Change

- **SYSTEMIC APPROACHES**
  - Systems Project Change

**Will it Work Again?**

**What worked for Whom?**

SYSTEMIC ENGAGEMENT for Systems of Complex Problems

Systems Thinking: Complex problems cannot be solved by isolated-impact approaches

Collaborative Inquiry: participatory approaches to research and evaluation

Support for Ongoing Learning: Lifelong or long-term strategic planning

Emergent Design: Co-constructive processes

Multiple Strands of Inquiry and Action: Indigenous, tacit and explicit knowledges

Transdisciplinarity: researchers and community partners working jointly on a common problem using a shared conceptual framework that draws from multiple disciplines.

Innovations in Collaborative Modeling

Trans-disciplinary modeling (e.g., system dynamics modeling, agent-based modeling, social network analysis)
Integration of knowledge and practice across the natural and social sciences, public health, and other related disciplines

Participatory modeling
Involvement of stakeholders from a wide range of sectors in conceptualizing, representing, and managing complex problems

Community Evaluation Research Collaborative, Miles McNall, UOE mcnall@msu.edu
Benefits to society

- Co-creation of knowledge
- Sustainable transfer of knowledge
- Generates true empowerment approaches to community development
- Creates mutually beneficial outcomes
- Creates public support for solution-focused partnerships
- Creates public support for PreK/12 educational improvements
- Potentially involves (impacts) whole community (diffusion)
- Creates transdisciplinary partnerships
- Creates startup companies, product improvements, innovation, and workforce development programs
- Enhances quality of research and evaluation
  - Implementation and fidelity
  - Reliability and validity
  - Diffusion and dissemination
Research as Community-Building

Community-building is a process which builds community.

Research is a process for developing knowledge.

Research as community-building is imaginable in most academic disciplines and professional fields, such as psychology, sociology, social work, and public health, and there is nothing a priori to prevent any researcher, such as a philosopher or physicist, from work that builds community in every stage of the process.

The issue is neither the discipline nor the field, but rather how research is practiced, and this partly depends on whether or not the researcher is up to the challenge. (pp 139, 140).

CE Creative Activity Examples

Collaboratively created, produced, or performed

- Theater
- Music
- Performance
- Sculpture
- Novels, plays, poetry
- Spoken words
- Film, documentaries
- Multi-media
- Exhibitions
Children in four elementary schools (2 in Lansing, 2 in Flint) work with teaching artists whose job is to help produce the Disney musical by working with educators to create a sustainable theater production in the participating schools. Disney Musicals in Schools helps to keep the arts in schools and utilizes the world of musical theater to build positive relationships among students, faculty, staff, parents, and community.

Elementary students eventually perform selections from their 30 minute plans on the stage of the Wharton Center for Performing Arts. Funding for the program is provided by a $100,000 grant from Disney.
CES TEACHING AND LEARNING
Community-Engaged Teaching and Learning

Definition

Engaged teaching (and learning) is organized around sharing (existing) knowledge with various audiences through either formal or informal arrangements.

Types of engaged teaching (and learning) vary by relationship among the teacher, the learner, and the learning context. Engaged teaching may be for-credit or not-for-credit, guided by a teacher or self-directed (Doberneck, Glass, & Schweitzer, 2010).
CE Teaching and Learning Examples

For-Credit
• Community Engaged Learning
• Community-engaged research as part of university classes
• Study abroad programs with community engagement components
• Online and off-campus education
27,475

Number of student registrations for community-engaged learning accommodated by the Center for Service-Learning and Civic Engagement during 2015-16, an overall increase of more than 5% from 2014-2015. Of those students, 39% were registered in community engaged learning as part of an academic course or program, and 61% participated in co-curricular community service.
THE RESULTS:

141,015
HOURS WERE SERVED

2508
SPARTANS TOOK
THE CHALLENGE

141,015
service hours by Spartans

$22.13
hourly value for volunteer
time in the state of Michigan*

141,015 x $22.13
$3,120,661

46
COMMUNITY ENGAGED
LEARNING COURSES
WERE OFFERED

Spartans Will. SERVE.

MICHIGAN STATE
UNIVERSITY
Center for Service-Learning
and Civic Engagement
Creating the T-Shaped Student/Professional for a 21st Century Workforce

Collaborate Across Disciplines
Apply Knowledge from Other Disciplines
Connections to Community Contexts
Critical Reflection


With permission of MSU and IBM
Aligning Graduate Student Educational Experience Certificate in Community Engagement: 14 Core competencies, 2 cross-cutting themes

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

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

Diane Doberneck (2014). Assistant Director, National Center for the Study of University Engagement. Michigan State University O&E.
The Concept of a Learning City (Region) has its Origins in Reports Advanced by the Organization of Economic Co-operation and Development (OECD, 2002). Pascal International Observatory Agenda

A learning city (region) was envisioned as a city where all segments of society shared a commitment to, “promote inclusive learning from basic to higher education, re-vitalize learning in families and communities, facilitate learning for and in the workplace, extend the use of modern learning technologies, enhance quality and excellence in learning; and foster a culture of learning throughout life” (Conference Report: International Conference on Learning Cities, 2014, p. 27).

| Commonalities and Differences in Key Aspects of Community Engagement Scholarship (CES) and Learning Cities/Regions (LC/Rs) |
| --- | --- |
| **CES** | **LC/Rs** |
| Life span | Life span |
| Evidence based | Place based |
| **Authentic partnerships** | Individual and organization learning |
| Systems Change (Systems focus) | Systems Change (Economic focus) |
| Education | Education |
| Government | Government |
| Business | Business |
| Civil society | Civil society |
| Sustainability | Sustainability |
| **Systems change** | Systems and network creation |
| Co-creation of knowledge | |
| Data driven decision making | |
| Impact metrics | |
| **Focus on scholarship** | |
| Discovery: new knowledge | Learning |
| Application: scaling up | Dissemination outreach |
| **Dissemination Science** | |
| Assessed Learning | Democratization of knowledge |
| Innovation | Equity and Social Justice |
| Democratization of Knowledge | |
| Equity and Social Justice | |

CES SERVICE AND PRACTICE
Community-Engaged Service and Practice

Definition

Engaged service is associated with the use of university expertise to address specific issues (ad hoc or long-term) identified by individuals, organizations, or communities.

This type of engagement is not primarily driven by a research question, though a research question may be of secondary interest in the activity (Doberneck, Glass, & Schweitzer, 2010).
CE Service and Practice Examples

• Technical assistance
• Consulting
• Policy analysis
• Expert testimony
• Legal advice
• Diagnostic and clinical services
• Human and animal patient care
• Advisory boards and other disciplinary-related service to community organizations
With Zielinski as a catalyzing agent and with financial support from Ford Motor Company (in particular through new SMART member David Berdish of Ford Motor Company) and from the National Science Foundation Human and Social Dynamics Program, this growing trans-disciplinary leadership group adopted an overarching goal to catalyze systematic and fundamental transformations of mobility / accessibility systems consistent with a sustainable human future. The key aim of the work has been to uncover a set of “tipping points” along with integrated (not single fix) solutions that guide the evolution of such systems toward environmental, social, and economic sustainability. This systems approach to the dynamic, diverse, and interdependent problems of sustainable mobility and accessibility aims to address not only technology, but also human and social dynamics, economics, government policy, and environmental issues in an integrated, balanced, and objective way.
CES COMMERCIALIZED ACTIVITIES
Community-Engaged Commercialized Activities

Definition

Commercialized activities are associated with a variety of projects in which university-generated knowledge is translated into practical or commercial applications for the benefit of individuals, organizations, or communities (Doberneck, Glass, & Schweitzer, 2011).
CE Commercialized Activities Examples

- Copyrights
- Patents
- Licenses for commercial use
- Innovation and entrepreneurship activities
- University-managed or supported business ventures, such as business parks or incubators
- New business ventures
- Technology Transfer
- Inventions
- Social entrepreneurship
Ergonomically Designed Furniture

Robert P. Hubbard, Department of Mechanical Engineering and Department of Osteopathic Surgical Specialties

Founded Biomechanical Design, Inc. in MSU’s SmartZone

Brings interdisciplinary experience to influence design products that provide biomechanical benefits.

Teams of engineering and marketing students work in teams to identify unmet market needs, develop products, prototype them, and test market them.
Expanding Promotion and Tenure Criteria: Scholarship-Rewarded

Examples of Institutions with revised P & T Guidelines for Engagement Scholarship and/or Engaged Outreach

Colorado State University
Kansas State University
Pennsylvania State University
University of Alabama
University of Colorado, Boulder
University of Georgia
University of Iowa
University of Minnesota
Virginia Commonwealth University
Virginia Polytechnological Institute
Four Dimensions of Quality Outreach and Engagement

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

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

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

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

Practicing What We Preach (2002-2015) as an Academic Support Unit of the Office of the Provost

We generated:

External Funding $37,896,732

Publications and Presentations 1,656
Revenues from External Sources

External Grants to UOE Departments by Grantor Type
June 22, 2001 - June 17, 2015

- Association: $833,516 (19%)
- Federal: $6,741,300 (26%)
- Foundation: $1,141,114 (5%)
- Industry: $59,925 (3%)
- Other: $4,958,023 (0%)

External Grants to UOE Departments by Year (Cumulative)
June 22, 2001 - June 17, 2015

2001: $154,790
2002: $469,907
2003: $35,000
2004: $793,589
2005: $1,457,135
2006: $3,947,112
2007: $1,135,760
2008: $1,545,949
2009: $2,616,206
2010: $1,971,004
2011: $3,363,399
2012: $2,632,708
2013: $3,341,677
2014: $1,449,175
2015: $835,997

2001-2015
Revenues from contracts and grants: $25,749,408
Revenues from community engagement and consulting: $3,606,320
Revenues from cultural and educational endowments: $8,541,054
Publications and Presentations

Between 2002 and 2015, UOE staff members published or placed in press:

- Abstracts: 66
- Book chapters/contributions: 129
- Books: 44
- Journal articles: 191
- Contributions to proceedings: 65
- Research briefs: 14
- Research posters: 158
- Technical posters: 447
- Invited seminars/colloquia and conference presentations: 542

For a total of 1,656 PUBLICATIONS AND PRESENTATIONS
Internationally recognized scholar-practitioner: Community organization, community and neighborhood development, community-based policy advocacy, participatory research, youth empowerment, evaluation science.

“Any scholar, whether a philosopher or a physicist, can be an engaged scholar when he or she develops knowledge with the well-being of society in mind rather than for its own sake.” p. 8

Checkoway, B. (2013). Strengthening the scholarship of engagement in higher education. *Journal of Higher Education Outreach and Engagement*. 17, 7-21
Community Engagement Scholarship

Community Campus Partnerships for Health
Canadian Alliance for Community Service-Learning
The National Coordinating Centre for Public Engagement
Imagining America
Campus Compact
Coalition of Urban and Metropolitan Universities
The Coalition of Urban Serving Universities
HBCU Faculty Development Network
APLU Council on Engagement and Outreach
New England Resource Center for Higher Education
Pascal International Observatory
Corporation for National and Community Service
Engaged scholarship does not just happen, even when well-meaning university faculty members and researchers present themselves offering resources; rather, engagement interactions need to be well-planned and carried out with consideration given to the needs and sensibilities of the communities to be served.

Engagement is...

- Community-based
- Partnership-driven
- Scholarship-focused
- Capacity-building
- Sustainable
- As public good
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Hiram E. Fitzgerald, Associate Provost for University Outreach and Engagement
Laurie Van Egeren, Assistant Provost for University-Community Partnerships

Arts and Cultural Initiatives
C. Kurt Dewhurst, Director

Center for Community and Economic Development
Rex LaMore, Director

Communication and Information Technology
Burton A. Bargerstock, Director

Community Evaluation and Research Collaborative
Miles McNall, Director

Gifted and Talented Education
Susan Sheth, Director

Julian Samora Research Institute
Rubén Martinez, Director

MSU Detroit Center
Jena Baker-Calloway, Director

MSU Museum
Laurie Van Egeren, Acting Director

National Collaborative for the Study of University Engagement
Burton A. Bargerstock, Director

Urban Policy Initiatives
Arnold Weinfeld, Director

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

Wharton Center for Performing Arts
Michael J. Brand, Executive Director
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