

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.

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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:

Montana State University provides many awards annually to faculty, staff, students, and community partners to recognize their efforts in community engagement. Examples follow.

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.

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.

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.

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.

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:

Ada Giusti (Modern Languages) presented "Addressing Poverty Through Service Learning in an International Exchange Program," at the MSU Service Learning Seminar in 2009. Dr. Giusti presented "Synergy of Collaboration: How to create service-learning Francophone courses with colleagues in Sociology, Entomology and Engineering" at the American Association of Teachers of French Convention, in Philadelphia (2010), and "Language and Cultural Preparation for the quiet revolution: Facilitating International, Holistic, Service-Learning on Toxicologic, Physiologic Issues" at the Entomology Society of America (2009).

Suzanne Christopher (Health and Human Development):
LaVeaux, D. & Christopher, S. (2009). Contextualizing CBPR: Key principles of CBPR meet the Indigenous research context. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*; and - Christopher, S., Watts, V., Knows His Gun McCormick A., & Young, S. (2008). Building and maintaining trust in a community-based participatory research partnership. *American Journal of Public Health*.

Paul Lachapelle. (Political Science): Lachapelle, P. & Shanahan, E. (2010) The Pedagogy of Citizen Participation in Local Government: Designing and Implementing Effective Board Training Programs for Municipalities and Counties. *Journal of Public Affairs Education*, 16(3), 401-419.

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 fund raiser 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.

Montana State University	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership
1	Horizons Community Leadership to Reduce Poverty	Residents of four communities completed the Pilot Program in 2004, which included participation of more than 20% of the total community population. Residents of 16 communities completed Horizons II and an additional 15 communities have recently completed Horizons III, bringing the total communities to 35. More than 200 organizations have helped including banks, businesses, community organizations, schools, and hospitals. Statewide partners include Rural Dynamics Incorporated, Montana Community Foundation, Montana Office of Rural Health, Governor's Office of Community Service, Hopa Mountain, and Rural Landscape Institute.	MSU Extension, Agricultural Economics & Economics, MSU Leadership Institute.	Horizons is a community leadership program aimed at reducing poverty in small rural and reservation communities (populations of fewer than 5,000 with greater than 10% poverty rate) faced with economic decline and demographic change. The Horizons Program is currently operating in 35 Montana communities as each community explores ways to address poverty issues by 1) increasing wealth and assets; 2) increasing capacity and leadership (to reduce poverty); and 3) influencing public policy. The program's purpose is to help communities understand poverty, help them commit to action for improvements, and bring about lasting change.	2004 to present.
2	Museum of the Rockies/MSU Collegiate Partnership	Museum of the Rockies (MOR)	MSU departments and special programs: On-going collaborations include the departments of Earth Sciences, Film and Photography, Native American Studies, Physics, and Early Childhood Development. In partnership with MOR, the History and Philosophy department offers a minor in Museum Studies. Other collaborations relate to the Museum's changing exhibits schedule.	The Museum of the Rockies inspires visitors to explore the rich natural and cultural history of America's Northern Rocky Mountains. In partnership with Montana State University, the Museum reaches diverse communities with engaging exhibits, educational programs, and original research that advance public understanding of the collections.	Direct partnership with MSU for 53 years since the MOR's founding on campus in 1957.
3	Montana State University School of Architecture Community Design Center (CDC)	For AY09-10 in Montana: <ul style="list-style-type: none"> The City of Forsyth Missoula Urban Demonstration Project, Missoula Friends of the Trails and the City of Lewistown Northeast Urban Renewal District, Bozeman City of Choteau Planning Department, City of Bozeman Friends of Irving School, Bozeman Madison County Economic Development Council and Steve Perrault, Ennis 	School of Architecture. In past years CDC has also collaborated with several MSU programs including Construction Engineering Technology, Horticulture (Landscape), and the Integrated Design Lab and will continue to involve MSU partners as warranted by the scope of projects.	The CDC fosters a collaborative interdisciplinary community/university partnership approach to research and design the built environment that serves the people of Montana. The goals are to assist community groups and non-profit organizations, representing underserved areas or under funded projects, and to work with state agencies, city departments, and other regional governmental entities. The CDC operates as a cooperative design studio utilizing students from the School of Architecture and is administered by a faculty member. Faculty members from the School of Architecture and other disciplines in the university are involved as design advisors on projects. While the CDC assists communities and organizations in interests and activities the community members envision, it provides students with the opportunity to learn firsthand of the complete design process, cutting across a range of social, environmental, and physical issues.	The Community Design Center was established in 1976. Each year community partnerships can change. This AY all of the community partnerships were concluded within the 16 week semester. Periodically partnerships will extend to two or more semesters depending on the required scope of work.
4	Engineers Without Borders (EWB)	Bozeman community: Bozeman elementary schools, Bozeman High School, Bozeman Children's Museum. Khwisero, Kenya: Kenyan Architect and 58 primary schools in rural Western Kenya.	Primarily with the College of Engineering since 60% of EWB students study engineering, while the other 40% study architecture, sociology, anthropology, pre-med, nursing, business, economics, and graphic design. Some EWB volunteers are students of the MSU Honors College. EWB volunteers take part in the Undergraduate Scholars Program conducting independent research funded by USP and guided by a faculty advisor.	Engineers Without Borders at Montana State University (EWB-MSU) is a student volunteer-driven chapter of a national 501c3 non-profit, Engineers Without Borders-USA. EWB-MSU's project goal is to develop clean water and improved sanitation access at 58 primary schools in Khwisero, a district of rural Western Kenya. EWB-MSU has worked with a Kenyan architect since 2003 who brought the proposed project to MSU.	Since 2004, EWB volunteer organization has completed work at seven primary schools, and plans to be an active part of the Montana State University and international aid community for tens of years to come.
5	Local Government Center	The LGC works to develop and sustain long-term partnerships and collaborations with local governments, statewide associations and non-profit organizations such as: <ul style="list-style-type: none"> Montana Association of Counties Montana League of Cities and Towns Montana Municipal Insurance Authority National Association of Counties Montana Municipal Clerks, Treasurers & Finance Officers Montana Association of Clerks of District Court Montana Association of County Treasurers Interoperability Montana Governance Committee Montana Association of County Superintendents of School 	MSU Extension, Political Science Department, Sociology Department, College of Letters and Sciences, MSU Extended University, Montana Water Center and the Montana Center for International Visitors.	The MSU Local Government Center is charged with helping the state's county and municipal governments to effectively and professionally deliver services to their citizens. The mission of the Local Government Center (LGC), as set forth in Montana state law, is to "strengthen the capacities of Montana's local governmental units to deliver essential services efficiently and to provide training, technical assistance, and research to local officials." The LGC builds and sustains working partnerships with local government practitioners and their professional associations (especially the Montana Association of Counties, the Montana Municipal Interlocal Authority, and the Montana League of Cities and Towns), Montana Tribal governments, key state agencies, the Local Government Committees of the Montana State Legislature, and the appropriate departments, centers, faculty and staff of the Montana University System.	The LGC was created in 1985 to provide assistance to counties and municipalities undergoing the Voter Review process in which citizens can vote to evaluate and change the way their local government operates. The Montana Board of Regents officially authorized the Local Government Center in 1989. In 1993, the Montana State Legislature formally established the LGC's mission.

Montana State University	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership
6	Western Transportation Institute - Mobility and Public Transportation Division	Big Sky Transportation District, City of Bozeman, Gallatin County Road and Bridge Department, Montana Department of Transportation, Yellowstone National Park, Greater Yellowstone Coalition, Billings MET Transit, Montana Transportation Partnership	College of Engineering, Dept. of Computer Science, Ecology, Land Resources and Environmental Science, Mathematical Sciences, Plant Science and Plant Pathology	Western Transportation Institute's Mobility and Public Transportation program provides a comprehensive approach to the issues facing rural transit agencies. We focus on offering research, outreach and education/training for concerns such as rural public transportation and rural mobility. We also facilitate rural transportation coordination among stakeholders.	16 years
7	Towne's Harvest Garden	Gallatin Valley Food Bank, Bogert Farmers Market, Gallatin Fairgrounds Farmers Market, and community members who purchase annual shares of the garden	University food service; Departments: 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 & Bioenergy Systems Degree Program; MSU Friends of Local Foods Student Organization	Raise awareness about local foods, encourage sustainable lifestyles on campus and in the community, increase access to fresh local produce for members of the community who have limited resources, operate as a Community Supported Farm distributing produce to members.	4 years
8	Techlink	Partners include federal government, state government, non-profit economic development organizations, and private sector companies throughout the United States. Federal participants include sponsoring federal agencies, primarily Department of Defense (DoD). TechLink has worked with 86 different DoD labs or centers, all 10 NASA centers, 3 USDA labs, and 2 Department of Energy (DOE) labs to establish technology-transfer agreements or other technology-focused partnerships with the private sector. State government participants include the Montana Department of Commerce, with which TechLink works closely to promote technology-based economic development. TechLink has brokered partnerships between federal labs and over 400 companies and entrepreneurs in 38 states.	College of Engineering; Montana Manufacturing Extension Center	TechLink's two-fold purpose is (1) to promote technology-based economic development by forging productive partnerships between federal research labs and the private sector, and (2) to increase the technology transfer successes of its federal sponsors. TechLink achieves economic development by helping the private sector access technology, expertise, and R&D funding opportunities in federal labs. TechLink helps companies and entrepreneurs find new technology, collaborative projects, and R&D funding opportunities in federal labs; evaluate opportunities, such as by providing market research; and develop strong license applications, project work plans, or competitive proposals. Throughout the process, TechLink serves as an honest third-party broker. It undertakes as much legwork as possible, so that government "red tape" becomes invisible to the company or entrepreneur. TechLink's overriding goal is to ensure productive "win-win" partnerships for both federal laboratories and private-sector partners.	TechLink was established in 1996.
9	Montana INBRE- IDeA (Institutional Development Award) Networks of Biomedical Research Excellence	Montana State University-Billings, Rocky Mountain College, University of Montana-Western, Montana Tech of the University of Montana, Carroll College, Chief Dull Knife College, Little Big Horn College, Fort Belknap College, Fort Peck Community College, Salish Kootenai College, Stone Child College, University of Montana, Community Health Partners, Bridger Clinic	Department of Health and Human Development, College of Nursing, Department of Sociology and Anthropology, Department of Psychology, Department of Veterinary Molecular Biology, MSU Bioinformatics Core, Molecular Biosciences Graduate Program, Undergraduate Scholars Program, American Indian Research Opportunities Program, Area Health Education Center and Office of Rural Health, EPSCoR (Experimental Program to Stimulate Competitive Research), and the Center for Native Health Partnerships	The overall goal of the Montana INBRE Program is to build on the successes of the previous BRIN (Biomedical Research Infrastructure Networks) and INBRE networks to position the state as a national leader in research on the epidemiology and pathogenesis of infectious diseases and environmental health as well as further develop the state's Community-Based Participatory Research on health disparities. At the same time, Montana's workforce is being developed to meet the biomedical research and economic development challenges of the future.	Montana INBRE has partnered with the state's seven tribal colleges and primarily undergraduate institutions for almost 10 years.
10	Center for Native Health Partnerships (CNHP)	Crow tribal community: community partners include project coordinators, staff, and outreach workers for the Messengers for Health project and Crow Men's Health project, and a community organizer. All seven tribal reservation communities have a representative who acts as a liaison for the Center and ongoing research projects, making all tribal communities in Montana CNHP partners.	MSU faculty, staff, and students from a variety of departments.	The focus and intent of the Center for Native Health Partnerships (CNHP) is to redress the health concerns and reverse the health disparities experienced by Native Americans living in Montana, with approaches embedded in Community Based Participatory Research (CBPR). While creating an environment to improve Native American health, CNHP's goal in health research is to change the way that research has historically been conducted with tribal nations by bringing together communities and researchers to establish trust, share power, foster co-learning, enhance strengths and resources, and examine and address community-identified needs and health problems.	Planning for the Center began in 2005
11	MSU Summer Reading	Bozeman Public Library and Bozeman School District	MSU Freshman Seminar Program, including the College of Letters & Science, the College of Business, the University Honors Program, and University Studies	One Book - One Bozeman is a community-wide reading program to promote community building and literacy through a common book. Under the auspices of a program designed by the Library of Congress, cities and towns across America launched community-wide reading programs starting over a decade ago. After a successful 2009 combining of MSU Summer Reading/Freshman Convocation programs and One Book - One Bozeman, we have decided to continue the efforts and make these events a seamless 2010 venture. You can find more information about MSU's program at Montana State University Convocation http://www.montana.edu/convocation/	2 years

Montana State University	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership
12	Center for Biofilm Engineering	Industry partners include 31 large and small corporations, such as Bausch & Lomb, ExxonMobil, and Procter & Gamble; Sandia National Laboratory and other government-funded laboratories; and Montana-based small businesses such as Bacterin, BioScience Laboratories, Ligocyte Pharmaceuticals, and several others. Montana businesses with an interest in biofilms can participate in CBE's industrial associates program at no cost.	Many departments within College of Engineering; College of Agriculture; College of Letters & Science; AIRO (American Indian Research Opportunities); BRIDGES (Bridging Tribal Colleges to MSU); Thermal Biology Institute	CBE's main community partnership is the Industrial Associates Program, which collaborates with large and small corporations and laboratories to transfer biofilm-related technology. This is accomplished through: a semi-annual Montana Biofilm Science and Technology meeting, timely communication with member company representatives and other information exchanges, and periodic visits to companies.	25 years
13	Thermal Biology Institute	Montana Outdoor Science School, Montana Office of Public Instruction, Montana Library Association, Montana 4-H, National Park Service	Extended University, Astrobiology Biogeocatalysis Research Center, Center for Biofilm Engineering, Museum of the Rockies, Big Sky Institute, Dept. of Film and Photography, Master of Science in Science Education program	Coordinated research and education activities associated with the geothermal environments of Yellowstone National Park	10 years
14	Montana Manufacturing Extension Center	Formal memorandums of understanding are in place with Montana Department of Commerce, Big Sky Economic Development Association (Billings), University of Montana School of Business Administration, University of Montana Bureau of Business Administration, Montana World Trade Center, and the Kalispell Area Chamber of Commerce. MMEC works directly with Small Business Development Centers, and regional and area economic development organizations, and has formal relationships with the Montana Department of Labor and Industry and the Montana Department of Environmental Quality. MMEC also works with the Montana Economic Development Association, Montana Ambassadors, the Montana Chamber of Commerce, and more.	College of Engineering	College of Engineering Center Mission is to help Montana's manufacturers be more successful through technical (engineering) assistance. Essentially, this is an economic development outreach effort.	1986 (UTAP); 1996 (MMEC); 2004 (MiTech™)
15	Campus Corps Service Learning	Montana Campus Compact, Colorado Campus Compact, Washington Campus Compact, a wide array of Montana municipalities, Tribal Councils, k-12 schools and school districts, and more than 75 non-profit and/or very rural medical facilities across the state, Belgrade Community Library, Bozeman Area Boys and Girls Club	Office for Community Involvement, Provost's Office, College of Education & Health and Human Development, College of Nursing, MSU Extension, Department of Agriculture, School of Architecture, Community Design Center, Microbiology Department	The purpose of this program is to actively engage MSU students in meeting community-identified needs through meaningful service, while also fulfilling academic requirements.	5 years

Number of faculty	Number of students	Grant funding	Institution Impact
8 Faculty members on campus 30 county Extension agents (tenure track and professional)	3 student work study 2 graduate research assistants 6 summer internships	Since 2004 through a partnership with the Northwest Area Foundation, \$2.8 million has been received in support of the program. During 2009-10 \$1.2 million was provided to expand the program to an additional 15 communities and recently an additional \$300k was awarded for 2010-11 for enhanced continuation of the program.	The second annual Rural Communities Conference was held in 2009 on the campus of Montana State University, with 200 registered participants. Many faculty members of MSU and students participated in presenting workshops, providing displays at the share fair, and conducting table top discussion groups. The Montana Horizons program is developed and delivered through a partnership between local MSU Extension offices and communities. Extension faculty report on Horizons activities and outcomes through a yearly assessment reporting instrument and include Horizons as part of their professional development plan of work.
MOR annually serves or partners with an average of 100 faculty and staff members on various projects. 3 Museum staff members are adjunct instructors on campus.	3,500 MSU students during AY09-10	The Museum is funded with public and private funds; for every state dollar received, the Museum raises \$6-7 from private sources. Federal grants include the Institute of Museum and Library Sciences and Smithsonian Institution, and state funds have come from the Montana Cultural Trust. MOR received 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 \$16 million in gifts and pledges. Of this total, 56.3% came from board members and private individuals, 21.6% from corporations, and 20% from private foundations, the largest of which were the Gilhouse Family Foundation and the M. J. Murdock Charitable Trust.	The Museum's natural and cultural history collections and research-based exhibits enhance collegiate level study in dinosaur paleontology and regional western history. Paleontology graduate students use the Museum's labs and collections extensively; history graduate students can intern at the Museum. Traveling exhibits, which change three to four times annually, and accompanying lectures and public programs are made available to faculty for their students without charge and museum admission is waived with pre-registration. Assessment on use and success of these programs are based on increased admission and increased MSU participation each year. With these exhibits, MOR has experienced an increase in MSU class attendance as well as an increase in MSU faculty and staff presentations and lecture offerings in partnerships with MOR.
One faculty who is a registered architect	26	The CDC did not seek grant funds this AY; however community partners were charged a fee that was applied to support the activities of the CDC program.	CDC is a major part of the School of Architecture's community outreach program to serve the people of the state of Montana. In some areas of the state, CDC might be the only direct contact residents have with MSU outside of MSU Extension. For nearly 35 years, CDC has been building goodwill with the residents of Montana by providing design services in all parts of the state. 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. CDC offers students a real-time, real-life architectural practice experience with community partners that have specific design and evaluation needs. Work by CDC students is valued by the community partners and often used by students to establish themselves in the architecture profession after graduation because they have experience sharing knowledge locally and regionally through community service. Architecture firms are attracted to MSU graduates who have worked with actual clients and have been responsible for real projects.
Involvement of faculty advisors, engineers and water specialists from MSU, EWB-MSU Advisory Board of past and present MSU professors result in approximately 15 MSU faculty involved in aspects of EWB-MSU.	During AY 09-10, approximately 65 student volunteers.	EWB-MSU has an average annual budget over \$100,000 from community fundraisers, donations, and grants. The College of Engineering grants office space, pays for office phone line, and allows the use of other facilities. In February 2010, our Third Annual Clean Water for Kenya Jubilee raised \$30,000.	EWB impacts dedicated student volunteers that donate 20+ hours per week for their college career conducting meetings, working on project design, and fundraising. Students apply interdisciplinary principles to real world problems, enriching their college experience. EWB provides an option for faculty to collaborate with students on problems of international water development outside the classroom or research facility. Since 2004, EWB membership has grown from 10 students to nearly 60 students in AY09-10. The EWB annual budget increases every fiscal year, enabling more MSU students to travel to Khwisero to take part in project work. To date, EWB-MSU has sent nearly 70 EWB-MSU team members to Khwisero, making EWB MSU's largest and most active student-organization and named one of EWB-USA's top chapters. Over six years, EWB-MSU has worked to become a model of student-driven international development by implementing practices to ensure sustainability in international project work through integrating a multi-disciplined approach and extensive community involvement.
3 faculty/ 1 professional/ 1 classified	7 total: graduate research assistants, work study students, interns	Direct services, trainings, schools and institutes offered by the LGC are fee-based or financially supported by partnering organizations.	The Local Government Center is the engagement effort of MSU for local governments across the State of Montana. The MSU Local Government Center is the most consistent MSU affiliate providing training, technical assistance and research to elected county and municipal officials including County Commissioners, Clerks of District Court, County Treasurers, Mayors, Councilpersons, appointed and elected municipal/county boards, Municipal Clerks, Treasurers, Finance Officers and City Attorneys. Based on their expertise and experience, MSU faculty members are often invited to collaborate on research or provide training to elected and appointed officials. The LGC does assess its impact on MSU through biannual policy reviews published by the Department of Political Science and annual evaluations for impacts and outcomes.

Number of faculty	Number of students	Grant funding	Institution Impact
40	more than 100 undergrad and graduate students annually	Western Transportation Institute conducts research, education and outreach on a variety of grant funded research areas and programs. The public transportation (transit) division projects receive Federal Transit Administration (FTA) grant funds, administered by the Montana Department of Transportation. However, each transit system also needs to find local funds, or local match to the Federal funds. Each system/community is somewhat different in how it obtains the local funds. For example, the Streamline transit system in Bozeman receives approximately \$635,000 per year in FTA grants, the Skyline system in Big Sky receives approximately \$500,000 annually in FTA grants, and the North Central Montana Transit system in Havre receives \$100,000 annually in FTA grants.	The Western Transportation Institute is able to leverage expertise, resources and funding for both MSU and citizens/communities of the state. While much of WTI's work may not be visible to the public, the public transportation systems put in place are very visible and useful to the community. Public transportation system improvement in the Bozeman/Gallatin valley has had a direct impact on MSU with benefits such as a reduction in people driving to campus and improved mobility for MSU faculty, staff and students. Methods used to assess the impact include surveys on the transit system, and financial analysis, as well as reviewing news articles on the transit service in Bozeman, Big Sky, and Havre.
5 faculty/adjunct professors	30 total: graduate assistants, student interns, students enrolled in courses, and volunteers	Towne's Harvest Garden received a grant from the Montana Dept. of Agriculture, Growth through Agriculture Program, to install a new well and develop outreach materials (\$12,000). The Sustainable Food and Bioenergy Systems Degree Program (partnering with Washington State University and University of Idaho), of which Towne's Harvest Garden is a part, received a Higher Education Challenge Grant (\$499,000) to develop new courses and conduct evaluation.	One impact on MSU is that the Towne's Harvest Garden/ Sustainable Food & Bioenergy Systems program is attractive to incoming students and their parents. The SFBS program's five year goal was 50 enrolled students—which has been met in less than two years. An on-campus farmstand during the summer of 2009 attracted customers from all over campus. Part of the mission of Towne's Harvest is to serve as an outdoor classroom and research laboratory. In 2009, Towne's Harvest was integrated in some way into nine MSU course. Awareness about local food and fresh produce is an example of a positive impact. Finally, the Towne's Harvest Garden provides the opportunity for faculty and students from different disciplines (agriculture and nutrition) to work together.
10	2	TechLink has received approximately \$25 million in grant funding since its establishment in 1996.	TechLink is an integral part of MSU's Land Grant mission. As the Land Grant mission has evolved in the 21st Century, it includes outreach to the innovation sector of the economy. TechLink functions as MSU's main outreach arm to the high-tech sector in Montana. It plays a major role in promoting technology-led economic development in the state and region. TechLink also is linked to the research and educational function of the university. TechLink regularly helps MSU professors to establish productive research and development relationships with companies in the state. This enriches these professors' teaching and research, and it also enables them to contribute to economic development in Montana. Finally, TechLink sponsors ongoing internships for one or more Computer Science majors per year. Through these paid internships, students get to work with cutting-edge new software and gain real-world experience that enhances their job prospects when they graduate.
404	2,719	Montana INBRE receives funds from the National Center for Research Resources (NCRR). Project Leaders at each of these institutions have been funded annually for their research projects, which include students and often include community members, especially projects that are community-based participatory research projects. Several years ago, Montana INBRE provided mini-grants to these institutions to help them build their laboratories, library collections, software and hardware requirements, and classroom materials, and at the Tribal Colleges, funded three new science faculty members. At MSU (Bozeman), Montana INBRE has partnered with several biomedical departments to provide junior faculty funding for their research. Our program also partners with student programs on campus to fund undergraduate and graduate researchers pursuing biomedical degrees.	Montana INBRE funds both students (undergraduate and graduate) and faculty in research. Progress of all groups is monitored annually and reported through the National Institutes of Health mechanism to NCRR, our funding agency. Additionally, an external evaluator examines the progress of the overall program and makes recommendations for improvement where necessary. Montana INBRE's impact on MSU can be measured by looking at the student pipeline (these students continue to be tracked beyond their graduation), the advancement of junior investigators to senior status by competing successfully for significant extramural funding, and for program development at the university, including the development of a Native American Research Center. Montana INBRE funding has been used to secure Native American post docs, to fund investigators and programs in the social and behavioral health sciences, and to build research collaborations across colleges.
15	15 graduate students	\$6.5 million and \$600,000 from the National Institutes of Health National Center on Minority Health and Health Disparities	Research, teaching, and outreach at MSU have been integrated into and impacted by the partnerships between MSU and the Crow Nation. All activities for these partnerships include bi-directional learning and bi-directional benefit between community and university partners. Native American students have been integral to the success of this partnership – students from Little Big Horn College (LBHC), the 1994 land grant on the Crow Reservation, and MSU students. Faculty members at MSU benefit as they learn new methods for research and for collaboration. One example of bi-directional learning is that an MSU faculty member taught a research methods course at LBHC as an affiliate faculty member. Partnerships have impacted multiple MSU courses since the methods and products of the partnerships are used as case studies. A position of Director of Native American Partnerships was developed at MSU. Bill Yellowtail is responsible for facilitating grant and contract-funded partnerships between MSU and Native American communities, tribal colleges and tribal governments. He promotes a unified and cohesive portfolio of MSU services for Native American communities.
140	2400	Annual funding from the Bozeman Public Library Foundation	All first year students are required to read the book selection for that year, and discuss it in their freshman seminar course. Almost all freshmen attend the convocation which includes a major speech by the book's author. Some freshmen also attend the events at the public library and downtown, and many students help with the convocation event. Assessment is done by a joint committee of public library and university employees, patrons, and students.

Number of faculty	Number of students	Grant funding	Institution Impact
36 faculty	31 graduate students	CBE has received grant funding through the National Science Foundation. However, CBE's Industrial Associates Program has received no grant funding. The partnership is funded through annual membership dues, which total approximately \$600,000 annually.	The CBE Industrial Associates Program has been fundamental in maintaining the CBE's position as the premier biofilm-related research center in the world. This status brings recognition to MSU as the host institution. The CBE's semi-annual meetings bring approximately 75 industry researchers, academics and government agency scientists and policy-makers into contact with MSU twice each year. These contacts have resulted in expanded fundraising opportunities for the MSU Foundation as well as non-biofilm researchers across campus whose work also interests our industry members. CBE's overall research programs provide many education and hands-on research opportunities for both undergraduate and graduate students.
20	80+	Over \$30 million in grant funding in research and education over the past 10 years can be linked to efforts seeded within TBI.	The center provides a unique education and training opportunity for students at the undergraduate and graduate level. We are currently tracking the trajectory of graduates of our programs. The Institute-wide activities are responsible for significant levels of extramural funding which are tracked in terms of MSU expenditures, and the success of the grants are judged on the basis of continued support and scholarly productivity measured by scholarly publications and technical transfer.
3 faculty advisors for graduate students. MSU employs 16 professional engineers across the state.	2 at MSU and 1 at University of Montana (Grad Students)	Core grant funding is a National Institute of Standards & Technology Manufacturing Extension Partnership (NIST MEP) Cooperative Agreement. Recent grant sources include Economic Development Administration (EDA), Small Business Administration (SBA), Department of Defense, Montana Dept. of Environmental Quality, and US Dept. of Labor. Also receive line funding from the State of Montana.	Program success is measured by business success (revenue growth, cost reductions, increased profits, reduced working capital, efficient use of capital, job growth). We employ a survey method established by NIST MEP through a Congressional mandate. Clients are surveyed by an independent third party months after a project is completed. NIST MEP then provides the survey data and evaluates our performance based on client feedback.
31	31	This program is partially funded by two grants from the Montana Campus Compact, totaling \$53,394, which provide support for student service leadership development training, and service learning course development work with faculty. The balance of the funds come from the Office for Community Involvement budget, the Provost's Office and, in the 2009-2010 program year, from the College of Nursing. The Office for Community Involvement documented in-kind and cash match on these two grants, totaling \$89,859 in the 2009-2010 program year.	The institutional impacts of this program are two-fold. First, MSU students engage in meeting pressing community needs as part of their academic study experience. They participate in hands-on, real work scenarios which test their knowledge and skills. They reflect back upon the material learned in the classroom in the context of the experience in the community and are generating new knowledge and a deeper understanding of both theory and practice. Students develop their unique sense of civic responsibility and learn how they, as professionals, will integrate professional skills into meeting needs in the community. Second, students are granted AmeriCorps Education Awards for successfully completing terms of service to cover past, current or future higher education expenses. In this way, MSU is able to provide students funds for a portion of their education expenses through meaningful service to the community. \$282, 868 was awarded to students who completed their Campus Corps AmeriCorps commitment in the form of Education Awards over the 2009-2010 program year. Approximately 96 students will be carrying over into the 2010-2011 program year and will collectively receive \$207,377 in Education Award funds to support their higher education costs.

Community Impact

The impact of Horizons is experienced in 35 communities throughout Montana, including Alberton, Anaconda, Belt, Big Timber, Boulder, Brockway, Choteau, Circle, Columbus, Crow Agency, Culbertson, Cut Bank, Darby, Ennis, Eureka, Forsyth, Geysers, Glendive, Harlem, Harlowton, Malta, Melstone, Roundup, Scobey, Sheridan, Sidney, Stanford, Stevensville, Superior, Terry, Twin Bridges, White Sulphur Springs, Whitehall, Wibaux, and Wolf Point. Each community has participated in an 18 month program that included study circles, leadership development, visioning, and a take-to-action phase. Each community has an action plan to address local issues identified by the community. To assess community impact, the grant evaluation process required by the Northwest Area Foundation is completed. The grant reports are available for review and address changes in attitudes, knowledge and behaviors. A team of evaluators assessed the impact of the Horizons program and its effectiveness in building community capacity to address issues of poverty at each phase of the program through pre- and post- surveys and a series of panel studies. Areas evaluated have included changes in attitudes towards poverty and changes in willingness to take on leadership roles in the community. The FY10 grant report is being completed this month and will be available for review.

MOR is now the fifth most visited tourist attraction in Montana with 150,000 visitors annually and has welcomed three million visitors since 1989. Thanks to its patrons, the Museum waives admission for every school child in Montana; 10,000 students each year. From Sign2Me for infants to Wonderlust for seniors (with Extended University), 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 Indian Education for All to ensure that the Museum's exhibits and programming are a certified extension of the classroom;
- Bozeman Public Schools to include the Museum's Living History Farm as part of fourth grade social studies curriculum;
- Bozeman Public Schools to include Explore Yellowstone as part of science curriculum for grades 1-5;
- Montana Outdoor Science School to offer experiential science class for children;
- ArtSpot to offer experiential art opportunities for young children;
- Archaeology Institute of America to provide archaeology programming and field opportunities to students and adults;
- Southwest Montana Astronomical Society to provide public outreach in Yellowstone National Park through Stars Over Yellowstone observing weekends;
- MSU's Shakespeare in the Parks to provide theater opportunities for kids and families; and
- MSU's Space Outreach Physics Team, a group of students dedicated to making physics and astronomy more understandable to the general public.

Montana communities, all levels of government from federal to local, non-governmental agencies, Tribal governments, and non-profit entities traditionally use the services of the CDC to explore development project ideas prior to committing energy and funding to the full scale project. The community partners often use CDC feasibility studies as the basis for pursuing additional funding or other types of support for their projects. In the previous year, the City of Lewistown employed CDC work to secure grant funding and state development funds to pursue work identified by CDC; the Elderly Transitional Living project in Ennis is currently negotiating with the Department of Agriculture's Rural Development Program to continue their project, the city of Choteau is hiring a planning specialist to prepare development guidelines based on the CDC analysis of their newly adopted growth policy. CDC's success is measured by the projects that continue to be developed by our community partners and gain strength because of the work done by our students and faculty.

Since 2004, 3,500 Kenyan students have been directly benefitted by gaining direct access to clean water and sanitation facilities, while 8,000 surrounding community members have been indirectly affected by EWB-MSU's work. Of the 3,500 students affected, approximately half are girls, who otherwise would lose an average of two hours of class time per day collecting water; each affected girl realizes up to 380 more hours of class time annually. The Bozeman community, taking note of EWB's success, is eagerly contributing to EWB students' educational experience, the cause of clean water and sanitation in Khwisero, and international aid. EWB has continued to broaden its networking base, volunteering to educate Bozeman's youth and community members. EWB established a pen pal program with Bozeman students and Kenyan elementary students. EWB also presents to classrooms on the importance of clean water, sanitation, and international aid, and engages the Bozeman High EWB-MSU Club high school students in Kenyan projects. Annual events such as the Junk2Funk Recycled Fashion Show increase the Bozeman community awareness of reusing/recycling practices, sustainability, and EWB's water and sanitation project in Kenya.

The Local Government Center's impact to Montana's elected officials and appointed staff and boards is through the development of educational curriculum designed to build governing capacity and professionalize staff and elected officials by providing training, technical assistance and research. Because the LGC's educational competencies are free of local politics and personnel entanglements, LGC is uniquely positioned to assist local government officials as they manage complex or sensitive governance issues resulting in policy changes. Program impacts are assessed through open-ended surveys and panel interviews.

Community Impact

Due to expertise from WTI, the greater Bozeman area as well as the communities of Big Sky and Havre now have transit systems. With WTI's focus on rural transportation issues, WTI has been able to help start transit systems in rural communities through outreach and tech transfer activities. The impacts of the transit systems are assessed through methods such as rider surveys, and data on ridership, mileage, and system costs. Riders of the system will provide feedback on the service, and provide stories as to how the transit system provides mobility for the individual who may not be able to own or operate a vehicle for a variety of reasons (disabilities, cost, etc.). In addition to the new transit systems, WTI is currently supporting engaged community work on projects such as regional travel and weather information systems, safe routes to schools, a technical assistance center for parks and public lands, and bike sharing on federal lands. This work involves extensive public input, stakeholder analysis, user focus groups and data collection that engages the community in successful solutions.

In 2009, the Towne's Harvest Garden was responsible for the donation of 7000 pounds of fresh produce to the Gallatin Valley Food Bank, or one pound of fresh produce for 7000 families in need. The garden has become a hands-on educational setting for groups throughout the community who can come to the garden, receive a tour and learn more about a small scale, local garden production operation. These groups of visitors often stay at the garden to volunteer time to help maintain beds and harvest produce.

Since its establishment, TechLink has used "hard" metrics and quantifiable return-on-investment (ROI) figures to measure performance. Hard metrics include the numbers of fully executed licensing agreements, Small Business Innovation Research (SBIR) contracts, and other tech transfer agreements, as well as the number of new technology firms established. TechLink's success stories are communicated to sponsors, stakeholders, and the public through many outlets, including www.techlinkcenter.org. TechLink's community impact is summarized by the following: Established more than 800 technology partnerships between companies and over 100 federal labs; Brokered over 50 percent of all licensing agreements between US companies and DoD since 2005; Assisted companies in its nine-state Western region in winning more than 245 SBIR and related Research & Development awards worth nearly \$125 million; Helped start up 18 new high-tech companies in Montana; Played a major role in the start up of two technology incubators in Montana, which subsequently created growth of other technology firms. TechLink has had a substantial economic development impact—not only in Montana but also regionally and nationally. The University of Montana's Bureau of Business and Economic Research conducted an independent assessment of TechLink's economic impact in fall 2009 (covering the period since 2000). This study, using the Impact Analysis for Planning (IMPLAN) model, attributed the following total economic output and employment to company sales resulting from TechLink activities: Montana-\$122 million, with 1,052 jobs created or retained; Region-\$363 million, with 2,529 jobs created or retained; United States-\$729 million, with 4,290 jobs created or retained; The core employment resulting from TechLink activities consists of high-paying technology-based jobs, with average compensation nationwide estimated at \$73,279. These economic impacts demonstrate that TechLink is a significant engine for technology-based economic development in Montana, the northwestern United States, and nationally.

The community impact of the program is most evident in Montana INBRE's outreach to rural areas and the state's seven Indian Reservations. Projects funded at the Tribal Colleges are all community-based participatory research and involve community members in the design, implementation, and development of research projects. Each of these projects focuses on culturally appropriate ways to address significant health disparities issues identified by the communities. Funding provided to the smaller primarily undergraduate institutions (PUIs) throughout the state has allowed these colleges to build science and biomedical research programs with outreach components to their communities. Faculty at the PUIs have developed collaborations with middle schools and high schools in their communities in order to involve younger students in research activities.

In Bozeman, one of the most direct ways the Montana INBRE program has impacted the community is through Café Scientifique. Four times a year, a nationally or internationally known scientist is brought to Bozeman, where s/he presents a brief talk (in layman's terms) to the Bozeman community. The gathering is held in a downtown location and is always well attended. Community members provide input into the selection of speakers and help to evaluate their effectiveness through online surveys. Additionally, through the Montana INBRE Public Health Internship program, students are placed in community settings (Community Health Partnerships, Bridger Clinic, the Food Bank, etc.) to work on public health issues of particular importance to the Bozeman community. Evaluation of these programs is ongoing, usually conducted through surveys, one-on-one interviews, and questionnaires. Data from the Tribal Colleges and PUIs are collected annually for the NIH reporting mechanism and are also evaluated by Montana INBRE's external evaluator.

Success from initial research funding by the American Cancer Society for Messengers for Health leveraged a \$6.5 million grant from the National Institutes of Health National Center on Minority Health and Health Disparities to fund CNHP. Funding for research projects is equitably shared between university and community partners. The recent selection of Alma Knows His Gun McCormick, Messengers Project Coordinator, for the full nomination for the 2010 Robert Wood Johnson Foundation Community Health Leaders Award and Messengers for Health being selected as a semifinalist for the Harvard University Honoring Nations award give testimony to the continued impact of these projects.

The community impact involves about 3,000 people attending a wide variety of events including the convocation, book signings, discussion groups, book club events, associated art exhibits, etc. Assessment is carried out through regular feedback surveys with book clubs, library patrons, and with the committee described above.

Community Impact

CBE's membership base in the Industrial Associations Program has expanded steadily over the past decade, suggesting a good value and mutually beneficial relationships. Industry partners benefit from technical information shared through meetings, personal consulting opportunities, and inclusion in a biofilm-aware community of researchers and scientists that are available and willing to assist problem solving for members. CBE tracks points of contact 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 outreach and engagement plan reaches local, state, and national constituents. The Center has developed K-12 science curriculum and conducted teacher training and professional development at a local and national level. All formal education activities include teachers in the planning process and in the assessment of learner outcomes and satisfaction. Assessment is used to inform the development and design of new programs and activities. Informal science for youth and the public includes a community lecture series, film and tv productions, hands-on inquiry-based youth science programs, science materials for visitors to Yellowstone Park, traveling kits and presentations to Montana libraries in partnership with the Montana Library 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 numbers 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.

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

Community impacts of this program are many. Through this program, education students student teach in high-needs schools across Montana and the nation. Nursing students are engaged in service to populations in need throughout the Bozeman, Missoula and Kalispell 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.