

MICHIGAN STATE UNIVERSITY

April 7, 2025

MEMORANDUM

TO: Deans, Chairpersons, and Directors

FROM: Kwesi Brookins, Ph.D.
Vice Provost for University Outreach and Engagement

SUBJECT: Community Engagement Scholarship Award 2025-2026

Nominations are solicited for the annual Community Engagement Scholarship Award (CESA). This award provides University-wide recognition of highly engaged community-based scholarship collaborations that positively impact both the community and scholarship.

Each year, the Community Engagement Scholarship Award is conferred upon an MSU faculty member, academic staff member, or faculty-staff team, and their designated community partner(s). The CESA includes a stipend of \$5,000, shared equally by the designated MSU representative(s) and the designated community organization(s). These co-recipients are recognized at the University's annual Awards Convocation in late spring of 2026.

Additionally, the five finalists for the Community Engagement Scholarship Award will be recognized with an MSU Distinguished Partnership Award for community-engaged research, community-engaged creative activity, community-engaged teaching, community-engaged service, or international community-engaged scholarship which will be presented at the MSU Outreach and Engagement Awards Ceremony on Thursday, March 12, 2026, 4:30-7:00 p.m. in the Kellogg Hotel and Conference Center.

Faculty, administrators, colleagues, students, or community partners can initiate nominations; self-nominations are also welcome. Projects by collaborative teams, with a designated principal investigator or project lead are also eligible. It is expected that nominees will be aware of the nomination and will participate significantly in preparation of the application. Applications must be submitted to the dean or administrator of the nominee's (principal investigator or project lead) major administrative unit (MAU) to be forwarded for University-level consideration. The college/MAU must verify the nominee's length of continuous MSU employment and completeness of the packet of support materials.

Although not required, the college/MAU may further review the candidate's materials.



University Outreach and Engagement

Office of the
Vice Provost for
University Outreach
and Engagement

Kellogg Center
219 S. Harrison Road Rm. 93
East Lansing, MI 48824

517-353-8977
Fax: 517-432-9541
engage.msu.edu

Nomination instructions are attached, including guidelines and information about materials required to support nominations.

Colleges and other MAUs should forward nominations to: Community Engagement Scholarship Award, Office of the Vice Provost for University Outreach and Engagement, Kellogg Center, 219 S. Harrison Road, Room 93, **no later than Wednesday, November 12, 2025**. Contact Burton Bargerstock at bb@msu.edu or Julie Crowgey at crowgeyj@msu.edu, or call (517) 353-8977 with questions.

It is strongly recommended that colleges establish nomination and review procedures now and that an announcement calling for nominations be issued immediately. This memorandum and the materials attached will be available at <https://provost.msu.edu/priorities-and-initiatives/honorifics/all-university-awards>.

All-University Awards nominations, including those for the Community Engagement Scholarship Award, will be reviewed for misconduct and violations of University policy to ensure alignment with the [University's Mission and Values](#) prior to being advanced for committee review.

Lastly, please be advised that unsuccessful nominations for the Community Engagement Scholarship Award may be resubmitted in subsequent award cycles. Those who have submitted unsuccessful nominations may also request feedback after the Awards Convocation. Recipients of MSU Distinguished Partnership Awards who are not selected for the Community Engagement Scholarship Award must wait at least two years before resubmitting nominations of the same collaborations and are strongly encouraged to contact me for advice aimed at strengthening their nominations.

cc: kb/jc/bb

MICHIGAN STATE UNIVERSITY
COMMUNITY ENGAGEMENT SCHOLARSHIP AWARD 2025-2026

Nomination Guidelines

The Community Engagement Scholarship Award is an annual University-wide recognition of exemplary community-engaged research, creative activity, teaching, or service collaborations, and international community-engaged scholarship, that positively impact both the community and scholarship. The award is conferred upon an MSU faculty member, academic staff member, or faculty-staff team, and their community partner(s). The collaborators share a stipend¹. The award co-recipients are recognized at the University's annual Awards Convocation.

As a land-grant institution, Michigan State University has a mandate to develop, apply, and share knowledge to serve the public good. MSU defines outreach and engagement as a form of scholarship that cuts across teaching, research, creative activity, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions. Outreach and engagement occur when scholarship is applied directly for the public good and when the relationship between partners is reciprocal and mutually beneficial. The MSU model involves the co-creation and application of knowledge, a relationship that increases both partners' capacity to address issues. Outreach and engagement also provide University scholars with new information that reflects realities outside the laboratory and the academy. Such new knowledge can sometimes be incorporated into future research and teaching and applied in new settings.

Community-university engagement partnerships that are featured in the applications should exemplify the description of engaged institutions found in the Kellogg Commission on the Future of State and Land-Grant Universities' report: [Returning to Our Roots: The Engaged Institution](#).

To be successful, the nomination must include both partnership and engagement scholarship descriptions as described in the Carnegie Foundation's Elective Community Engagement Classification. That is, community-university engagement partnerships must illustrate a "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." The engagement includes "collaborative, reciprocal partnerships and public purposes" and may be a part of "teaching, research and creative activity, and/or service;" i.e., community engagement as part of faculty roles.

¹ The jointly conferred faculty member, academic staff member, or faculty-staff team receives a stipend of \$2,500 and the community partner organization(s) receives a stipend of \$2,500. In the event that there are multiple community partner organizations, the group of organizations named in the nomination will share the \$2,500 stipend. The Tax Reform Act of 1986 eliminated the general exclusion relating to awards made in recognition of educational or scientific achievement. As a result, the stipend for the MSU employee is subject to income tax and FICA withholdings. It is anticipated that a representative of the community partner organization will be presented with a check in the organization's name at the annual Michigan State University Awards Convocation.

A successful nomination explains how scholarship that addressed community interests and needs was a part of the partnership through research, creative activity, teaching, and/or service. Scholarship could include but is not limited to “documentation of community response to ... programs, other evaluations or studies of impacts and outcomes of outreach or partnership, and how activities engage faculty, students, and community in mutually beneficial and respectful collaboration.” Further, “Characteristics of scholarship within research and creative activities include (but are not limited to) the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community and can be built upon by others to advance the field.” Further information about the Carnegie Foundation’s Elective Classification for Community Engagement is available at: <https://carnegieclassifications.acenet.edu/elective-classifications>.

Eligibility

The eligibility of the nominee (faculty member, academic staff member, or faculty-staff team principal investigator or project lead) will be assessed according to the following general criteria:

- Academic appointment as a: professor, associate professor, assistant professor, or instructor; senior academic specialist or academic specialist; senior research associate or research associate; MSU Extension senior program leader, associate program leader, senior extension educator, extension educator, senior extension specialist, extension specialist, senior conservation scientist, conservation scientist, or conservation associate is required.
- It is expected that a major portion of the engaged scholarship will have been accomplished while the nominee served as a faculty or academic staff member at Michigan State University for at least three (3) years.
- Impact is important criteria in determining the recipients of this award. For this reason, nominations reflecting collaborations with longer track records are preferred over those of shorter duration. Except in cases of extraordinary demonstrable impact over a shorter period, nominees are expected to have collaborated with their partners for a minimum of three years.
- Individuals with the academic appointment designations of emeritus, visiting, or clinical are not eligible.
- Recipients of MSU Distinguished Partnership Awards who are not selected for the Community Engagement Scholarship Award must wait at least two years before resubmitting nominations of the same collaborations.

Process

Nominations may be initiated by faculty, administrators, colleagues, students, or community partners; self-nominations and team nominations are also welcome. Applications are to be submitted to the dean of the college or administrator of the major administrative unit (MAU) in which the nominee (faculty member, academic staff member, or faculty-staff team principal investigator or project lead) is appointed.

To be forwarded for University-level consideration, **each application must be accompanied by a letter of endorsement from the nominee's dean or administrator.** Deans and administrators may endorse as many applications as desired. The college or MAU is responsible for verifying each nominee's length of continuous MSU employment and the completeness of the packet of support materials. Additional review of nominations by the college or MAU is not required; however, this is an option.

In light of MSU's commitment to inclusion, units should include the representation of women and people from underrepresented communities and should encourage and support efforts to submit a diverse and inclusive set of nominees.

Each college and MAU forwards the nominations of eligible nominees to the Office of the Vice Provost for University Outreach and Engagement (VPUOE). Nominations will be sorted according to the categories in which they are submitted: community-engaged research, community-engaged creative activity, community-engaged teaching, community-engaged service, and international community-engaged scholarship. The highest quality nomination in each category, as determined by a selection committee organized by VPUOE, will be declared recipients of the MSU Distinguished Partnership Award (DPA) for that category².

The VPUOE will then submit the nominations of the DPA recipients to the Community Engagement Scholarship Award Selection Committee as finalists for the Community Engagement Scholarship Award. The Committee is comprised of up to nine faculty members. Faculty members of the Selection Committee will be chosen by University Outreach and Engagement from names submitted by college deans and MAU administrators, and from the names of past recipients of the award. Committee membership reflects the diverse composition of the faculty to ensure that the committee will be sensitive to the University's inclusion and multicultural commitments.

Submitting Nominations

Complete nominations and supporting materials should be forwarded to the applicable college/MAU screening committee by its stipulated deadline. Nominations should be initiated well in advance to allow for the collection of letters of support (including the dean's/administrator's letter and external letters of support).

² The MSU Distinguished Partnership Awards are also jointly conferred. For each award, the faculty member, academic staff member, or faculty-staff team and her/his/their partner(s) receives a stipend of \$750, the community partner organization (or group of organizations) receives a stipend of \$750, and the co-recipients are recognized at an annual University Outreach and Engagement awards ceremony. The stipends for MSU employees are subject to income tax and FICA withholdings.

Colleges and MAUs should forward nominations in the following manner:

E-mail Submission, with word doc and/or pdf

Send to: Julie Crowgey, crowgeyj@msu.edu

Subject Line: CESA nomination submission, request confirmation

Community Engagement Scholarship Award
University Outreach and Engagement
Kellogg Center, Room 93
219 S. Harrison Road
East Lansing, MI 48824
Attn. Julie Crowgey

Contact Burton Bargerstock, bb@msu.edu, or Julie Crowgey at crowgeyj@msu.edu, or call (517) 353-8977 with questions.

**MICHIGAN STATE UNIVERSITY
COMMUNITY ENGAGEMENT SCHOLARSHIP AWARD 2025-2026**

Nomination Format and Instructions

All documentation must be double-spaced, in 12-point font. Exceptions include: letters of support, charts, and graphs that are supporting materials as they appear in Section 6, and the citation as suggested from the sample citation in Section 7.

The nomination packet must follow this outline:

- Cover Page (all elements required)
 - Project Title (no more than 14 words)
 - Nomination Category – print the name of the type(s) of community-engaged scholarship that reflect(s) this project and for which the nomination is being made (select as many as apply)³:
 - Community-Engaged Research
 - Community-Engaged Creative Activity
 - Community-Engaged Teaching
 - Community-Engaged Service
 - International Community-Engaged Scholarship
 - Nominee/Scholar – print:
 - Name as it should appear on the Award Certificate
 - Academic rank/position
 - Department(s)
 - College(s)/MAU(s) – please list joint appointments, listing primary appointment first
 - Office postal address
 - Office telephone number
 - Cell telephone number
 - E-mail address
 - Community Partner(s) – print name(s) of organization(s) as it(they) should appear on the Award Certificate
 - Designated Community Partner(s) Representative(s) – print name(s) of person(s) who will represent the community partner(s) at the Michigan State University Awards Convocation
- Section 1: Abstract Page (300 words)
- Sections 2-5: Narrative (2,200 words)
- Section 6: Appendix/Supporting Materials (maximum of 8 pages)
- Section 7: Citation (500 words, approximately) formatted per the sample citation

³ See the attached NOMINATION CATEGORIES page with descriptions and examples of the forms of community-engaged scholarship.

Section 1: Abstract Page (300 words)

Significance of the Engagement Partnership

In 300 words, summarize the community-university partnership and the scholarship embedded in the partnership. Describe how the partnership intentionally studies and/or addresses community issues and concerns, jointly derives solutions, and then “publicizes” and disseminates what was discovered and/or accomplished.

Sections 2-5: Narrative (2,200 words)

Section 2: Relationship and Reciprocity between the Community and the University

Describe the issue, its significance, the relationship between MSU and community, and how reciprocity is a part of the relationship. Who are the key university and community partners? How does an engaged partnership fit into the mission, values, and organizational structure of the university? How did university and community partners work together? What was the role of each partner and what was accomplished? Provide evidence of shared decision-making and partnership empowerment.

Section 3: Impacts

3.1 On Community Partners: What were the anticipated benefits for community partners? What has been the impact in the community? Impacts should include, but are not limited to: knowledge generation and sharing, economic, social, and educational impact within the community, as well as additional dollars generated through grants, contributions, fees, etc. Identify initial funding that supported the development of this engagement initiative and describe how sustainability has been addressed.

3.2 On University Partners: What were the anticipated benefits for the University? What has been the impact in the University? How has the university-community partnership impacted the missions of the university and what has changed?

Impacts must include scholarship and may also include, but are not limited to, student success and the development of human capital.

Section 4: Lessons Learned and Best Practices

What were the challenges for the community and university partners and how were those challenges met? What conclusions and best practices can be drawn from the partnership? These could include but are not limited to: the processes of being partners and sustaining a partnership, innovative solutions to community issues, and changes in the partnership or changes within one of the partners.

Nominations must include information about how have these conclusions and best practices been documented and shared publicly.

Section 5: Future

What are the future plans for this partnership? How will the partners continue to work together or how will they determine when the partnership is concluded?

Section 6: Appendix and Supporting Materials (Maximum of 8 pages)

Note: this section does not require materials to be double-spaced and in 12-point font. Applications must include two letters as part of the appendix. One letter must be an endorsement from the dean or administrator of the college or major administrative unit of the nominee's (faculty member, academic staff member, or faculty-staff team principal investigator or project lead) primary appointment. The letter should provide evidence of the institutional commitment to engagement, such as citing mission, engagement plan, or organizational structure. The second letter must be from a community partner or consortium of partners. This letter must provide evidence of collaboration, reciprocity, mutual benefit, and the roles of community partners.

Section 7: Citation (500 words, approximately)

Please enclose a citation of approximately 500 words to appear in the Awards Convocation program booklet, if the application is selected. The Community Engagement Scholarship Award is jointly conferred. Recognition goes to the MSU faculty member or academic staff member or faculty-staff team principal investigator or project lead, and the partner organization(s). Please designate a representative to accept the award on behalf of the partner(s). A sample citation is included in the application format and instructions.

NOMINATION CATEGORIES

Important: On the cover page, please identify the form of community-engaged scholarship from the categories below that most reflects this project and for which the nomination is being made.

Community-Engaged Research	Community-Engaged Creative Activity	Community-Engaged Teaching	Community-Engaged Service	International Community-Engaged Scholarship
Associated with the discovery of new knowledge and the development of new insights in collaboration with community partners	Associated with the creation of new artistic or literary performances and expressions in collaboration with community partners	Organized around sharing knowledge with various audiences through formal, non-formal, or informal arrangements; conducted for credit or not for credit, and guided by teachers or self-directed	Associated with the use of University expertise to address specific issues identified by individuals, organizations, or communities; not driven by research questions, though research questions may be of secondary interest	Community-engaged research, creative activity, teaching, and/or service conducted in locations and with communities outside of the United States.
<ul style="list-style-type: none"> • Community-based, participatory research • Participatory Action Research • Use-inspired basic research • Applied research • Contractual research (funded by government, non-governmental organizations, or businesses) • Demonstration projects • Needs and assets assessments • Program evaluations 	<p><i>Collaboratively created, produced, and/or performed:</i></p> <ul style="list-style-type: none"> • Film • Theater • Music • Performance • Sculpture • Novels, plays, poetry • Spoken words • Multi-media • Exhibitions 	<p><i>Formal (for credit):</i></p> <ul style="list-style-type: none"> • Service-learning • Community-engaged research as part of university classes • Study abroad programs with community engagement components • Online and off-campus education <p><i>Non-formal (not for credit):</i></p> <ul style="list-style-type: none"> • Pre-college programs • Occupational short course, certificate, and licensure programs • Conferences, seminars, not-for-credit classes and workshops • Educational enrichment programs for the public and alumni <p><i>Informal (not for credit):</i></p>	<ul style="list-style-type: none"> • Technical assistance • Consulting • Policy analysis • Expert testimony • Legal advice • Diagnostic and clinical services • Human and animal patient care • Advisory boards and other disciplinary-related service to community organizations 	<ul style="list-style-type: none"> • Any of the forms described to the left

		<ul style="list-style-type: none"> • Media interviews or “translational” writing for public audiences • Materials produced to enhance public understanding • Managed learning environments, such as museums, libraries, gardens 		
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EVALUATION CRITERIA

These criteria were adapted from the Overview and Application Guidelines for the W.K. Kellogg Foundation Community Engagement Scholarship Awards (2014) for use by the selection committee of the MSU Community Engagement Scholarship Award. Reviewers are asked to rate nominations both quantitatively and qualitatively according to the criteria below. Also included are questions to consider for each section.

1. Abstract (Section 1 of Guidelines document)

- a. How well does the abstract summarize the outreach scholarship and engagement partnership?
- b. How significant is the issue being addressed by this project?
- c. Does the abstract convey the impacts on the community and university resulting from the partnership?

2. Relationship and Reciprocity Between the University and Community (Section 2)

- a. Are the university and external partners adequately described?
- b. Is there a reciprocal (two-way) relationship between partners?
- c. Is there a high level of shared decision-making and empowerment between partners?
- d. Does the engagement fit the mission, values, and organizational structure of the university?

3. Demonstrated Impacts on Community Partners and the University Partners (Section 3)

- a. Is there evidence of a significant and appropriate impact on the community?
- b. Is there evidence of significant and appropriate impact on the university?
- c. Was there evidence of initial funding which supported the development of the partnership?

4. Lessons Learned and Best Practices (Section 4)

- a. Are challenges, benefits, conclusions, and lessons learned noted?
- b. Is this project an excellent exemplar of best practice in engaged partnership and engagement scholarship?

5. Future and Sustainability (Section 5)

- a. Is there a significant opportunity for innovations to be translated and applied within the involved community?
- b. Does this effort have future sustainability, including external support?

6. Institutional and Community Commitment (Section 6: Appendix)

- a. How well does the letter from the community partner provide evidence of strong community involvement and support?
- b. To what degree do the program evaluations; additional letters of support, news releases, and other materials clearly indicate significant impact?

TIPS FOR WRITING DRAFT CITATIONS

Important: Please print names of both the faculty member, academic staff member, or faculty-staff team and their principal investigator or project lead and community partner organization co-recipients as they should appear on the award certificates and in the awards program booklet.

The citation will be printed in the Awards Convocation program booklet. The citation should be an accurate statement of the person's achievements, and it should also be:

- **Distinctive.** The citations should reflect an honoree's distinction; a relevant tidbit about the person (as opposed to the person's achievements) is helpful, e.g., "A scientist who is also broadly versed in music, literature, and the fine arts."
- **Creative.** Convey the unique qualities of the partnership and its work. Search for unusual and descriptive adjectives, varying cadences and turns of phrase.
- **Easily understood by a lay audience.**

A colleague's, partner's, or student's quotation adds human interest to the citation. Such quotations should be specific rather than general. "One of the most important things Dr. X communicates is her conviction that public scholarship can be the heart of an honorable way of life."

Keep in mind that each item can only be a few sentences long at most. Include such things as:

- Statements of the person's area of expertise and of the overall significance of his/her contributions/achievements to the world/the University, especially across disciplines. How far does that influence reach? State-wide? Nation-wide? International? Public/private sector? What impacts has the partnership had on the community? On constituent groups?
- Specific ways in which the excellence of the partnership and of the nominee has been evidenced. Community outcomes; impacts on scholarship, inquiry, and teaching; student learning and mentoring; support of funding for sustaining additional work; etc.
- Specific evidence of scholarship and contributions to other areas of the University's mission (e.g., research and creative activities, teaching, service). Avoid citing numbers of things unless they are phenomenal. Instead, cite capstone examples. Use layperson's terms where possible and cite the usefulness or results of the person's work in their largest context. Grants, professional societies, and awards are appropriate here, but only the most significant.
- Other: Relevant, related volunteerism (e.g., community service not utilizing or grounded in scholarship), MSU committee service, professional affiliation, etc. Again, use only the most significant examples.

Conclude with a sentence summarizing the nominee's worthiness of the award.

SAMPLE CITATIONS (each is permissible)

Sample 1

Gail Richmond

Detroit Public Schools

Department of Teacher Education

Detroit, Michigan

College of Education

The Community Engagement Scholarship Award honors Gail Richmond, associate professor of teacher education, and the Detroit Public Schools for their partnership in constructing and implementing a model program designed to prepare and to support individuals with a commitment to improving the lives and well-being of children from high poverty communities through the teaching of science and mathematics.

Dr. Richmond's research has focused on providing access to high-quality STEM (Science, Technology, Engineering, Math) experiences for young learners-both in and out of school. Further, her research has contributed to how educators conceive of and engage in science teaching across multiple settings and with diverse audiences. Finally, her commitment to applying her research findings to helping students from all backgrounds embrace science learning and the STEM fields has ensured that hundreds and hundreds of students are equipped to fulfill their dreams through science-based college pursuits and STEM careers.

While the details of her research work in this area are too great to explain fully, her commitment is perhaps best reflected in her 26 years as the director of the national summer STEM research program for high school students at MSU. Not only does she provide these 650 students with research guidance and opportunities, she provides them with the scientific responsibilities and skills to master research proposals, report writing, and presentation skills. These accomplishments, along with her direct involvement, help prepare them to apply to college and then to succeed. These students come from multiple racial, ethnic, and socioeconomic backgrounds: the investment she makes in the program and in them has created opportunities for success that the students have not only met - but met with great success, so much so that their confidence and new knowledge has helped them become part of the STEM community in their studies and in their careers.

Dr. Richmond's work has been supported by multiple grants, primarily from the National Science Foundation, and has been disseminated in peer-reviewed publications and through various other venues. When not at work, Dr. Richmond can be found tutoring students or working on or around her farmhouse: she also is an active chamber and orchestral musician.

The MSU W. K. Kellogg Foundation Woodrow Wilson Teaching Fellows Program is a campus-community collaboration that provides integrated course- and field-based preparation: a year-long residency in a partner school; and ongoing professional support during the first three years of teaching. The goal of this collaboration is to prepare a new generation of STEM teachers who will actively engage individuals and organizations within their communities to

help ensure the health and well-being of students, families, and communities; and to share research findings to enhance researchers', practitioners', and policy makers' understanding of factors critical for the development of effective and resilient educators. The Woodrow Wilson Foundation National Fellowship Program has been a financial supporter and an active collaborator in the design, implementation, and refinement of this work.

The Detroit Public Schools has been a core district partner, working with Dr. Richmond to identify and partner fellows with mentor teachers, to provide ongoing professional support to fellows and mentors, and to offer a wealth of site-based experiences to fellows to enhance their development of the knowledge and skills critical for effective teaching in challenging contexts.

This university-community collaboration provides an excellent example of the scholarship-guided outreach that Michigan State University is committed to as a land-grant university. Such collaborations are systematic, have practical and theoretical significance, and include a mutually beneficial relationship between MSU and a community partner. This particular partnership merits recognition for making a difference in the lives of under-represented Michigan youth and Detroit Public Schools as well as encouraging the pursuit of STEM studies and careers.

Sample 2

Janet A. Swenson

Department of Writing, Rhetoric, and American Cultures
College of Arts and Letters

Community recipients:

Troy W. Hicks, Department of English Language and Literature, Central Michigan University

Toby E. Loftus, Detroit Middle School

Mitchell Nobis, North Farmington High School

Renee Webster, Perry Elementary School

Andrea L. Zellner, Southfield-Lathrup High School

The Red Cedar Writing Project (RCWP), Michigan State University's site of the National Writing Project, has evolved over the past 16 years not only to include an array of professional development opportunities for teachers and K-12 students across grade levels, disciplines, the state, and the nation, but also to develop and to publish research on the defining characteristics of transformative teacher networks, on protocols that scaffold the critical analysis of teaching pedagogies, and on methods of integrating multimodal literacies and digital technologies beneficially into K-12 teaching.

RCWP is directed by Janet A. Swenson, associate dean, College of Arts and Letters, with the support of co-directors Troy W. Hicks, assistant professor, Central Michigan University; Toby E. Loftus, retired teacher, Detroit Middle School; Mitchell Nobis, teacher, North Farmington High School; Renee Webster, teacher, Perry Elementary School; and Andrea L. Zellner,

business manager, RCWP, and former teacher, Southfield-Lathrup High School, as well as a 30-member teacher advisory board. Dr. Swenson, associate professor in Writing, Rhetoric, and American Cultures, is well-known for her research on the defining characteristics of transformative teacher networks and communities, which is distributed through the National Writing Project to each of its 200 university-based sites as suggested reading.

In describing their experiences working with Dr. Swenson, teachers have noted that she works tirelessly, selflessly, and energetically as a mentor, teacher, administrator, scholar, and friend. Such tirelessness and enthusiasm have resulted in the development of a number of RCWP auxiliary projects that range from Spartan Writing Camp, which attracts more than 300 elementary school students annually, to RCWP Dine and Discuss Book Club, in which local teachers gather socially to discuss professional texts, to Teachers as Writers, a peer response group meeting for teachers who wish to continue developing as writers, to Greenrock, a residential writers camp for high school students. Annually, RCWP facilitates more than 100 programs for teachers, students, and community members.

The collaboration of Dr. Swenson and the co-directors of the Red Cedar Writing Project demonstrate that faculty and their community partners are productive in improving their communities.

Sample 3

Helping National Guard Families After Deployment: A University-Military Collaboration

Adrian J. Blow, Professor
Department of Human Development
and Family Studies
College of Social Science

Michigan Army National Guard
represented by Nick Anderson,
State Family Programs Director

The Community Engagement Scholarship Award honors Adrian Blow, associate professor of Human Development and Family Studies, and the Michigan Army National Guard for their partnership in studying risk, resilience, and coping in National Guard families post deployment, and in developing interventions for these personnel and for community mental health professions based on these study findings.

Dr. Blow's research has focused on studying reintegration processes, including risk and resiliency factors, of National Guard soldiers and their families post deployment. His research has contributed to the understanding of both individual issues and familial processes that help these members and their families survive a stressful combat deployment.

This partnership has existed for the last decade between the Michigan Army National Guard and Dr. Adrian Blow and his team at Michigan State University. A major goal of this partnership has been to understand and improve the reintegration processes of National Guard Service members and their families. This partnership has resulted in improved reintegration programs post deployment, the Buddy-to-Buddy peer to peer support program, and training of almost 800 mental health providers around the state of Michigan in working effectively with military

personnel and their families. Finally, this partnership has resulted in nearly \$3 million dollars in funding, over 20 publications, and was a featured story on the BIG network's series LiveBig.

This university-community collaboration provides an excellent example of the scholarship-guided outreach that Michigan State University is committed to as a land-grant university. Such collaborations are systematic, have practical and theoretical significance, and include a mutually beneficial relationship between MSU and a community partner. This particular partnership merits recognition for making a difference in the lives of military veterans and their family members. In addition, this work has revolutionized and strengthened the practice of mental health providers around the state in their ability to offer evidence-based care to military veterans and their families.