

Northern Michigan University

Application for Carnegie Elective Classification: Community Engagement

August 2008

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Forward

Many departments and individuals provided a wealth of information to prepare this document, and their contributors and cooperation were greatly appreciated. That information was used so as to best answer the required questions and reflect the diversity of campus activities. Due to tight word limits on the application form, it was sometimes necessary to consolidate or summarize large amounts of detail. That detail is available in the Academic Affairs Office and provides a more complete profile of the depth and breadth of Northern Michigan University's community engagement.

Narrative Report

I. Foundational Indicators

A. Institutional Identity and Culture

- 1 ***Does the institution indicate that community engagement is a priority in its mission statement (or vision)?***
Yes. "Northern Michigan University, by providing quality academic programs, strong student support, and extensive regional service for its stakeholders in the upper Midwest, challenges its students, faculty, staff, and alumni to strive for excellence, both inside and outside the classroom, and to become outstanding citizens and leaders. ...and to advancing the University's roles as a service provider and as a cultural and recreational center in the Upper Peninsula."

"Community service" or "outreach" is explicitly stated in 40% of mission statements for both academic and service departmental units. "Community Engagement" is one of four framing themes in the Road Map to 2015 vision.

- 2 ***Does the institution formally recognize community engagement through campus-wide awards and celebrations?***

Yes. The Student Leadership Recognition Banquet with 550 attending has recognized students and student organizations for 20 years. Awards go to the outstanding student volunteer for community impact, the student organization with the most meaningful volunteer service contributions, and the outstanding project benefiting the campus and/or community. Achievers of the Superior Edge Program, open to all students who engage in and document experiences in leadership, citizenship, diversity and real-world application beyond their degree requirements, are recognized at the Leadership Recognition Banquet and receive a pin and certificate at the Superior Edge Graduation Reception. Departmental and College awards are also given at separate awards ceremonies or at the university-wide Honors Reception. A Volunteer of the Month program, sponsored by a local restaurant, recognizes an exceptional student for his/her volunteer work in local communities. Recipients are acknowledged on the Volunteer Center website and student newspaper article. Celebration of Student Research, Creative Works, and Academic Service-learning is a student symposium in its 13th year where students share their work with the campus and local communities in the form of poster, oral presentation, performance, or art display; 30% of presentations involved community engagement research.

Faculty and Staff receive awards at the Faculty/Staff Recognition Luncheon, are introduced at the Board of Trustees Recognition Luncheon, and appear in campus news. Distinguished Team Awards, instituted in 2006, are given for most effective and collaborative team contribution to the university's mission. Three have gone to community engagement teams. Faculty/Staff University Service Awards may be given for community engagement, and new Community Engagement awards are under development.

Alumni awards with a service/community engagement component have been given annually for up to four decades: Alumni Community Service and Distinguished Citizenship Award, Distinguished Alumni Award, Alumni Service Award, and Outstanding Young Alumni Award.

- 3a ***Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?***

Yes. NMU uses both qualitative and quantitative assessment methods to monitor community perception. In a small and rural community, NMU has a large presence in the area's organizations, boards, and councils. Membership, through informal dialog, provides a very effective, two-way communication system that takes a constant pulse on perception and can catch problems early. As one measure, 49 NMU administrators held 58 leadership positions in

76 local organizations during the past 3 years. As a member of Lake Superior Community Partnership, a 1000-member economic development coalition, NMU receives feedback from that venue.

Community members may join NMU President Les Wong's *Community Connection*, a group that receives an electronic newsletter from the president each month on what is happening with NMU students, faculty and staff—including community engagement activities—what decisions are facing the university and what the community is doing to help NMU. This group of 400 is regularly asked to provide comment to the president on issues related to Northern and/or the university's involvement with the community. This group, as well as the local public, is also asked to demonstrate support for NMU through such measures as displaying Welcome Student signs in window storefronts, writing letters to legislators as needed and serving as volunteers to the university on advisory boards, as student leadership mentors and in special event roles. The willingness of the U.P. community to back NMU is truly impressive. Whenever the university asks for help, the community provides an overwhelming response. Likewise, when the community brings issues to the university, NMU works diligently to play a positive role.

Another way NMU assesses community perceptions is through systematic monitoring of local media coverage of the university in particular, letters to the editor, editorials and op-ed pieces. Additionally, the university publicizes two e-mail addresses, NMUPres@nmu.edu (President's office) and commark@nmu.edu (Communications and Marketing office), as ways the community can send comments, questions and concerns to the senior leadership of the university. These e-mails are responded to usually within 24 hours for of their receipt. For wide public feedback, the community is encouraged to attend NMU's regularly held university forums where issues and opportunities are discussed.

Three additional quantitative measures that help monitor the perception of NMU's community engagement are: Volunteer Center logs of requests for assistance and hours served; Career Services postings by local employer's part-time jobs and recruitment by volunteer organizations; NMU Foundation reports generated by the Gift Processing and the Performance Metrics Systems.

3b Does the institution aggregate and use the assessment data?

Yes. NMU archives messages to NMUPres@nmu.edu and commark@nmu.edu in printed format. Prior to annual transfer to archives, the year's worth of messages are sorted and tallied by category: comments, questions, compliments and complaints. Any apparent trends, positive or negative, are discussed and addressed, if needed. For instance, in 2007-08 the NMUPres mailbox received close to 500 e-mails; 200 with opinions about a smoke-free campus and the controversial Anne Coulter speaking on campus, 41 general NMU questions, 61 compliments and 16 complaints. The information from these communications have been used to review and change processes, and improve customer service. Each one is viewed as an opportunity to improve or, at the very least, review our procedures. This assessment is taken very seriously.

The NMU Volunteer Center annually receives, on average, 150 service requests; 25 from individuals and 125 from 50 community agencies. 25 of these agencies come to Fall Fest to recruit student volunteers. For 19 major annual events, the Center records date, time, location, participation, and feedback for subsequent planning. Any significant change in the pattern of requests, agency involvement, or volunteer hours detected in the annual report would prompt immediate investigation. A total of 658 part-time, local/regional jobs were posted with Career Services by 218 distinct employers. The Peace Corps and AmeriCorps recruit annually due to high interview rates; since 1995, the Peace Corps has interviewed 57 students. Over the past 5 years, NMU provided 50-75% of AmeriCorps's Marquette County recruits. Both the volunteer and employment "help wanted" inquiries are considered evidence that NMU is a respected and dependable resource for community needs.

The NMU Foundation, a philanthropy unit, works closely with both the president and Communications Department. Detailed reports generated by two tracking systems reflect donors' perceptions, including those on community engagement.

4 Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

Yes. The potential for community engagement is a key marketing message for NMU, and is mentioned in all major communication tools. Often this is done by discussing our civic engagement programs: the Superior Edge Program www.nmu.edu/superioredege is open to all students who engage in and document in an e-portfolio up to 400 hours of experiences in leadership, citizenship, diversity and real-world application beyond their degree requirements; the Student Leader Fellowship Program www.nmu.edu/slfp; the NMU Volunteer Center www.nmu.edu/volunteer; as well as NMU's reputation for experiential learning, the majority of which is done in service to the community. NMU has

used full page ads in the local newspaper to highlight student service.

Communication tools include the university's Web sites, general information pieces, NMU recruiting pieces, and several non-student pieces, such as the alumni magazine, *Northern Horizons*. For instance, in 85-90% of all issues of *NMU Parent Partnership* newsletters www.nmu.edu/partnership, an e-newsletter from President Wong to parents distributed 12-16 times per year, there is some mention of students, faculty and staff community engagement or suggestions of community engagement opportunities. The *NMU Community Connection* www.nmu.edu/community, an e-newsletter sent from the president every 6-8 weeks to community members, demonstrates to the community how Northern students are active community participants and reminds subscribers to involve students, faculty and staff whenever possible in their events, issues and problem-solving. About 95-98 percent of all *Community Connection* newsletters include either an example of cooperation between the Upper Peninsula community and the NMU campus community or information on how community members can get the campus involved. Academic service-learning has its own website www.nmu.edu/asl and volunteer work is promoted as media feature stories, hometown press releases and media pitches on a weekly basis. Community engagement is also regularly featured in the faculty-staff newsletter (60-70% of all issues).

5 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes. NMU President Wong actively promotes community engagement. In almost every major speech given on campus and off and nearly every paper written, Dr. Wong has mentioned the need for students, faculty and staff to take leadership roles in the community. He talks to students about global citizenship, saying "think globally but act locally." His schedule demonstrates a commitment to community with about 15 percent of his overall schedule each year used for community-related matters. He serves on several local boards, meets with community members about their concerns on a regular basis and participates in numerous community activities, such as United Way campaigns, TV promotions for "Buy in the U.P.," food collections and celebrity auctions for community causes. Dr. Wong was the driving force in developing a group of the top 25 Upper Peninsula employers and the presidents of the other two U.P. universities, which now meets regularly to discuss Upper Peninsula issues for economic development.

In the spring 2008, President Wong announced his university strategic plan, the "Road Map to 2015" with community engagement as one of its four main elements. The Road Map also sets goals for increased involvement in liberal studies (awareness), the Superior Edge (engagement), volunteering, and increased community collaboration in researching and modeling green technologies (research). Dr. Wong created the new NMU position of university-community economic development officer, held by our immediate past provost who has been an advocate for technology innovation for the region to compliment the NMU wireless, laptop campus initiatives. The Board of Trustees has been very supportive of the Road Map and other civic enrichment and service-learning programs. Both Dr. Wong and the Board of Trustees play significant roles in making community involvement an expected aspiration of Northern students through their financial support, despite very difficult budget-cutting economic times.

B. Institutional Commitment (Part I)

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

Yes. NMU uses a centers-based infrastructure, housed under Academic Affairs. The Center for Student Enrichment, having the broadest impact on overall community engagement, is described here. The Director and Associate Director oversee five programs, five full-time staff, and 17 student staff.

- Academic Service-learning. The Center provides administrative and logistical support, strategic and programmatic assistance, Director time (10-15%), and 10 hours per week of graduate assistant time towards ASL designation management.
- Superior Edge, currently involving 1460 active student participants, is staffed by the Associate Director (70%), clerical staff person (80%), Graduate Assistant (70%), and two student staff members.
- The Volunteer Center promotes volunteer opportunities to students and student organizations, and sponsors several major volunteer efforts annually. It is comprised of three student staff working 15 hours/week.
- The Student Leader Fellowship Program, an elite nationally recognized program, requires a two-year commitment and culminates in a Community Service Internship. These internships involve 3-4 hours/week of leadership and service for an academic year, staffed by a full time Assistant Director and clerk, and overseen by the Associate Director of the Center.

- Health Promotion schedules 13 community events, including co-sponsoring a youth conference, reaching over 400 people. It has a full time director and clerk.

Other major centers are:

- Center for Native American Studies is a liaison for five Tribal Communities of the Upper Peninsula with 9 staff and sponsors programs for youth, educators, and the general public.
 - Center for Economic Education and Entrepreneurship, and its resident Professorship for Economic Development, serves the regional economy and educators with faculty leadership and four student staff.
 - Center for UP Studies, Beaumier Heritage Center, and Archives, with 5 staff in total, collaborate with regional historians and historical and cultural organizations
 - Center for Rural and Local Government Studies is a civic liaison created in 2008 with director release time from Political Science.
 - Seaborg Center serves regional educators and youth for math/science education
 - Multicultural Education and Resource Center co-sponsors an annual United (Uniting Neighbors in the Experience of Diversity) Conference to promote diversity dialog.
 - Continuing Education, with 6 staff, coordinates community adult/career needs for Educators, Professional Development, Workforce Development, Off-Campus Courses, and Personal Development.
 - Career Service is a clearinghouse for part-time jobs in local businesses and organizations
- Additionally, the Dean of Students Office interfaces with the city government and landlords.

2a ***Are there internal budgetary allocations dedicated to supporting institutional engagement with community?***

Yes. Internal base budget allocations of \$1.6 million to support our infrastructure centers, such as Center for Student Enrichment, annual programming, such as United Conference, and partnerships, such as the Line Technician Program. An average \$15,000 in unallocated monies is also used on a case by case basis.

2b ***Is there external funding dedicated to supporting institutional engagement with community?***

Yes. External grant funding flows through the NMU Office of Sponsored Programs for purposes of tracking and controls. For the past two years, 39 faculty and staff received grants relating to curricular engagement or outreach activities: 2006-2007, 40 grants, \$5,739,880; 2007-2008, 34 grants \$2,918,325, two Brighter Futures grants were awarded to NMU faculty. NMU has 27 students enrolled in the Michigan Service Scholars program, each receiving a \$1,000 educational voucher for completing 300 hours of service.

The NMU Foundation annually receives donations earmarked for community engagement activities. In 2007-2008, \$241,000 of these gifts had targets such as the Medical Library Fund, the Beaumier Heritage Center, and the Financial Trading Lab. The Skiller Trust endowment funds outreach-related activities, such as the Student Leadership Fellowship Program and Washington Center internships. For three decades the Sam M. Cohodas Economic Development endowment has funded a regional economist for the Upper Peninsula to produce economic reports on the Upper Great Lakes economy, lead regional studies of economic interest, and serve as a liaison with the community.

Nearly 80% of students at Northern rely on some form of financial aid, including scholarships. Some sponsors stipulate civic engagement and service to the community as criteria. In 2007-2008, those specific scholarships awarded students a total of \$3,000.

2c ***Is there fundraising directed to community engagement?***

Yes. The NMU Foundation conducts fundraising directly connected to the University's community engagement efforts. Annual telephone solicitation scripts mention community engagement and student leadership as examples of how donations are used. The Foundation's letter of thanks sent to every donor includes text related to co-curricular opportunities, active citizenship, and global leadership. The College of Business endowment fund supports a New Business Venture Competition and Executive in Residence Program. "Campaign for NMU," the current capital campaign, has direct ties to *Road Map to 2015*, the NMU strategic vision. Campaign priorities include student leadership, civic programs, service-learning, partnerships, and centers for innovation.

Affinity Clubs raise funds through memberships. The Friends of the DeVos Art Museum are led by a Board of 15 community members which reimburse schools for bussing costs to bring children to the museum. The First Nighters Club supports the Forest Roberts Theatre which provides tours and workshops for youngsters and

age appropriate school performances. The Blue Line and Wildcat Clubs involve the community in NMU sports beyond the spectator level.

Student organizations often raise funds in support of community need; Relay for Life (\$22,000 for cancer research) and Hope Starts Here (\$26,000 Brain Tumor Center) are two 2007 examples.

3a ***Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community?***

Yes. The university keeps records of and tracks community engagement through several mechanisms. (Grants were mentioned in Questions IB.1.2b)

Volunteering. Superior Edge annual statistics are reported for overall participants, hours volunteered, and Edges completed; and for each Edge, the numbers of participants, hours logged, and reflection papers submitted. The Volunteer Center tracks input metrics: number and type of service requests and requestor information. These measures were also discussed in Questions IA3a and 3b.. An average of 150 service requests are received annually and sent weekly to 2,000 NMU students. Unless part of Superior Edge or the Center's sponsored programs, students do not log their hours, but 60,000 is an estimate of annual hours.

Curricular. The Academic Service-learning course approval process, started in Winter 2008, requires faculty to complete a form identifying project, community partner, and planned reflection activities for every semester ASL is part of the course. Department head and ASL Advisory Board approvals are required. To date, 52 different courses have been designated, and flagged in the course registration system and on the student's transcript. With this notation, statistics for students, faculty, courses, and disciplines can be generated from the registration system. Credit-earning internships are also called, depending on the discipline, practicum, field experience, and clinics. There are 41 disciplines that have an active internship type of course, with many using a common set of course numbers. Student Fellows in the Student Leader Fellowship Program provided 4,480 hours of service and leadership to the community through their Community Service Internships in the past year. Work done by students in these 50-person cohorts is documented by the student and their community partner, and tracked by the Associate Director of the Center for Student Enrichment. Student mentors are individuals from the faculty, staff, or community at large; their hours are also documented.

Outreach programs. Continuing Education, Public Safety Institute, and all professional, educator and youth-based centers use databases to track the number of participants and courses, and hours of training in all of their programming. All conferences track attendees. Northern Center for Lifelong Learning, an Elderhostel affiliate for people age 60+, tracks attendance (1,483 people) at 72 workshops last year. The DeVos Art Museum annually receives 10,000 visitors; 30 community volunteers assist with school group tours for 1,000 children, and each spring the museum hosts an exhibition of 500 art projects completed by 400 school children.

3b ***If yes, does the institution use the data from those mechanisms?***

Yes. Data from all of the community engagement programs housed within the Center for Student Enrichment-Academic Service Learning, Superior Edge, Student Leader Fellowship Program, Health Promotion, and the NMU Volunteer Center-is used to evaluate progress and to assist with strategic planning. Data on outreach programs is used to benchmark programmatic success, both in numbers and impact, to determine allocations for the next year's budget and staffing, and to update objectives. Future offerings are based on number of participants per program and feedback about instructors, i.e., popular programs is repeated. Some of the outreach programs provide continuing credits towards certification need detailed records and/or certificates as a part of the recordkeeping mechanisms. The Continuing Education data base provides records to school districts of the west/central Upper Peninsula and the Michigan Dept. of Education and Michigan Secretary of State for bus driver certification status and motorcycle endorsement licensing. Data is used to validate programs to the Michigan legislature and influence or justify budget allocations.

In reviewing statistics from the new ASL course designation system, it was discovered that not all faculty fully understood the approval process or its purpose, and did not apply to designate their courses. As a result, a communications campaign of pamphlets, website, and faculty presentations is currently underway to correct misconceptions and increase awareness of the designation. Until then, the generated statistics are recognized as being a subset of true ASL course activity.

Summer in-service training for admissions recruiters includes segments on statistics and outcomes for all

curricular and co-curricular forms of student and university community engagement so they can provide accurate information to high school counselors, potential students, and their parents. Finally, data from these mechanisms are reported by the President in community e-newsletters, communications to State legislators, and in alumni news and marketing materials.

3c ***Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?***

3d **Indicate the focus of those mechanisms on:
Impact on students**

NMU students are impacted individually and as groups. Approximately 17% of all NMU students are active in the Superior Edge Program. The full Superior Edge has been completed by 42 students with 85,594 total hours logged since 2006. Participant reflection papers are assessed with a rubric, and consistently mention one or more of the following: Helped prepare me for life after college; More self-confident; Open-minded; Discovered my capabilities, and helped me take risks; More compassionate; Knowledge increased. The Student Leader Fellowship Program does 1, 3, 5 year follow-up surveys to assess community engagement involvement of graduates. Advanced ASL curriculum conduct exit surveys.

ASL course exit surveys and reflection papers support faculty observations of increased content learning. Nearly 100 Education students per year are involved with service-learning at Lake Superior Village Youth Center. Exit surveys indicate that students reinforced existing knowledge and awareness of how education relates to societal issues of low income housing, after school program.

Graduates in programs where engagement is heavily integrated have high employment or graduate school admission rates, e.g., nearly 100% of Social Work, Clinical Lab Sciences, and Nursing graduates (1998 to present) responded to a survey that they are employed or continuing their education.

Impact on faculty

The increased focus on community engagement created a climate of acceptance for scholarship of teaching, consulting, and community service; thus increasing faculty adoption. In the ASL Faculty Handbook, faculty quotes state that ASL is an opportunity for them to showcase student maturation as well as academic growth, help develop student-to-teacher camaraderie, keep current and increase job satisfaction.

External awards positively impact faculty morale. 2007 Campus Compact awards went to Kulisheck (Political Science) for Life Time Achievement Award and Poindexter (Business) for Faculty Service-learning. Ten% of faculty received external grants in the last two years, spreading confidence to increase community-based research.

Community-engaged faculty are collaborating more frequently on curricula, outreach programs, and task forces. The Environmental Science program, working with Lake Superior Watershed Partnership, is offered jointly by Biology, Chemistry, Economics, Geography, Mathematics, Public Administration, and Physics. Also, increased communication has resulted in joint research: work by Cianciolo (Social Work), Burns (Psychology), Sanford (Nursing) in a local school produced a Dementia Education curriculum for high school students; Tremethick (Health Ed) and Smit (Nursing) have given ASL presentations relating to an interdisciplinary Global Health course.

Impact on institution

Growth in depth, breadth, and quality are all institutional impacts. ASL usage grew from isolated pods (1990s) to a university faculty/staff focus group (2002) with enough administrative support to make student civic engagement a campus initiative (2004). The Superior Edge Program, renewed membership in Campus Compact and an expanded Center for Student Enrichment were the 2006 results. Interdisciplinary ASL projects are occurring e.g. IT students help Education students, who help community partner. Community engagement is one of four main elements in a Road Map to 2015 and internal funding has increased proportionately.

Traditional NMU outreach programming has been sustained for 15-25 years: continuing Education, U.S. Olympic Education, and youth academic and sports programming. New curricular (vocational trades and health services), research (natural resources and brain tumor center) and entrepreneurship roles have

developed or expanded. Certain outreach, such as youth athletics and music groups, have a recruitment component for NMU; 10% of youth participants in the Music Dept outreach enroll at NMU.

Measured civic outcomes objectives are being attained. A 2007 engagement goal for each NMU athlete to participate in 3 community service projects was significantly exceeded, and the Athletic Department won a 2008 NCAA Community Engagement Award of Excellence.

Impact on community

To meet the quality demanded by the medical and educator population base, impact is measured and assessed for youth outreach. For example, results of a sponsored youth competition showed a 13% gain between pre- and post- knowledge tests on entrepreneurship for 54 participating high school students, and the Seaborg Center reported that "lesson observations by evaluators indicated that 58% of teacher participants in a Seaborg Math program designed lessons that developed conceptual understanding compared to 25% of the control group."

USA Today (Dec 2007) stated that NMU, "in the state's remote Upper Peninsula also offers vocational programs where local people can get their plumbing or beautician license. And those part-time students receive all the privileges of four-year students." NMU's Workforce Development and academic units work with corporations such as Cleveland Cliffs Inc. and American Eagle Airlines to prepare entry level technical employees for local operations. Cleveland Cliffs leases space to provide training for up to 1,600 employees; American Eagle Airlines hires 30-50% of graduates in an aeronautical maintenance program.

Along with its partners like the U.S. Olympic Education Center - a source of city pride - NMU aided Marquette in achieving a "Most Livable Community" award in 2004.

3e. Does the institution use the data from the assessment mechanisms?

Yes. Partnerships listed in the Partnership Grid are active users of assessment data; one reason for their success. In general, data are used to improve existing programs or offerings. For example, while the Center for Student Enrichment met its quantitative goal for participants, it saw a need to further educate students on the reflective process. The Center for Economic Education and Entrepreneurship uses pre- and post-assessment, and tracked enrollment to verify program content and schedule future programming. Continuing Education, in conjunction with Michigan Works, Lake Superior Community Partnerships, and Michigan Economic Development Corporation partners, monitors programming, evaluations, resources, state requirements, and regional needs to develop new procedures, sites, and courses. Disciplines within the College of Professional Studies are proactive with academic programming and community partners; all work closely with their partners, sharing data.

Three community conferences occur each fall that use assessment data. The Sonderegger Symposium, sponsored by the Center for U.P. Studies, revised its announcement and selection processes in response to feedback. With 1,400 average attendances, the UNITED (Uniting Neighbors in the Experience of Diversity) Conference uses evaluations to identify missing and/or important themes. 2006 evaluations disclosed an underrepresentation of faith diversity which was corrected in UNITED 2007. When attendees of the U.P. Indian Education Conference requested more information on Special Education in relation to American Indians, the planning committee made it a keynote speaker topic the following year.

NSSE Seniors means for "Volunteering" increased, .55 (2004) to .61 (2007); contribution to community welfare increased 2.18 (2004) to 2.41(2007)—moving above Midwest peers. NSSE Freshmen means for "Volunteering" were .29 (2004) to .33(2007); on par with peers. Internships Seniors means were consistent at .42; below the peers. These, and other assessment measures, are targeted for growth in NMU's Road Map strategy.

4 Is community engagement defined and planned for in the strategic plans of the institutions?

Yes. In March 2008, NMU released its new strategic plan, *Road Map to 2015* www.nmu.edu/RoadMap2015 with four directions: Innovation, Meaningful Lives, Campus Attributes, and Community Engagement. Each has a tie to community engagement, but the latter bears its name. "Community Engagement," states four goals: (1) Include all campus units in the process of community engagement; collaborations between the university and its communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity; (2) Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives; (3) Put

into action a commitment to be an inclusive community; (4) Increase collaboration with local communities, schools, governments, development groups and other partners to enhance community and economic development in the Upper Peninsula.

Other *Road Map* connections to engagement are to increase internship opportunities and develop high technology programs with corporate partners; provide liberal studies education that encourages active and effective citizenship; while being good stewards, take advantage of location and natural resources for research and curriculum development; work to enhance opportunities, funding and events that strengthen and increase current university areas that focus on the U.P.

5 Does the institution provide professional development support for faculty and/or staff who engage with community?

Yes. Release time (1/3) is given to faculty directors of centers, or there is a full time director. All directors are funded to attend national conferences, as appropriate. The Teaching & Learning Advisory Council (TLAC) and the Academic Service-learning Advisory Board each sponsor faculty workshops and presentations on active, peer, and service-learning by in-house or external experts such as Dr. Robert Bringle, a noted practitioner and researcher in ASL from IUPUI.

NMU traditionally pays the \$1,000 tuition for faculty and staff accepted into the 8-month Lake Superior Leadership Academy, designed to bring together potential leaders from Marquette County, strengthen individual leadership abilities, and encourage participants to assume community leadership roles. All faculty receive \$1,000 annually towards professional development, which can include some types of community engagement activities. Additional monies are allocated on a case by case basis; expenses associated with conference presentations are usually covered. In the past 5 years, the Provost has sent faculty groups to Lilly Conferences North, Michigan Campus Compact Institutes, and Sloan-C international Conferences on Asynchronous Learning, all conferences with academic outreach tracks. In 2006, members of the Superior Edge Task Force attended the Civic Engagement Institute at IUPUI. The College of Business pays faculty/staff annual membership dues in community and civic organizations.

Grants are available from several internal sources. The TLAC and ASL Advisory Boards allot \$500 mini-grants to faculty funded by the Provost, and the Education Dept provides ASL grants for its faculty up to \$1,500. The Faculty Grant Committee awards one \$17,500 and multiple \$7,000 research grants, and \$3,000 instructional improvement and curriculum development grants. All these can, and have, gone to community engagement-related proposals. In the past year, a Grants Coordinator was hired to assist our Associate Director of Grants and Research to increase awareness of, and successful application for, external grants.

6 Does community have a “voice” or role in institutional or departmental planning for community engagement?

Yes. The input of the regional community is heard formally through community and corporate partnerships, advisory boards, surveys, and joint task forces; the Lake Superior Community Partnership often being the designated local voice. A survey conducted by the 32-member Public Safety Institute Partnership directed NMU to provide training at regional sites as well as on campus.

Advisory Councils exist for the College of Business and all departments within the College of Professional Studies to collect community input and perspectives on their activities. The Social Work Dept community advisory board meets 2-3 times per year to provide input on field placements structure, such as hours and evaluation. The Social Work program is considering creating a block field placement option and will seek feedback from its advisory board. When Criminal Justice developed its online Loss Prevention Program, they did so with the strong voice of the external loss prevention community. Another example is collaboration between Pioneer Surgical and NMU requiring extremely technical and sophisticated machining. NMU students are trained on the NMU campus using Pioneer Surgical's machines. When they complete their programs and are hired, they move across the street to Pioneer Surgical's laboratories to begin work.

The Friends of the DeVos Art Museum, 200-member organization is a cultural example; its voice is 15-community member Advisory Board of Directors that directs museum activities and exhibits. The Center for Native American Studies works closely with five federally recognized tribes and the 20 member network of Title VII Indian Coordinators throughout the U.P. to verify its mission and message. The Sam M. Cohodas Scholar for economic development in the U.P. has stated that a priority will be to listen to organizations such as Michigan Works!, the U.P. Economic Development Authority, Operation Action U.P. and others interested

in economic vitality across the region.

B. Institutional Commitment (Part II)

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

Yes. In some disciplines, such as nursing, clinical lab sciences, health education, political science, and, social work where community engagement has a unique role within the academic program, this community expertise is sought. Specific examples are faculty in Center for Native American Studies and vocational trades in the School of Technology and Applied Sciences. The College of Business candidate evaluation form weighs favorably applicants who are actively engaged with the business community, would relate well to the community, and show an interest in the community. In other cases, criteria for determining faculty recruitment includes an item related to the person's community fit and community interests-this is in the "preferred" rather than "must" category.

Given the rural and geographic location of Michigan's Upper Peninsula, faculty who become engaged with the community, either in service or research, are more apt to be satisfied with their decision to come to NMU. To that end, position announcements for faculty and academic affairs staff include links to Marquette area websites and have community-related stops during campus interviews. The subjects of community interest and possible engagement are topic questions historically posed by the Provost and Deans during campus interviews. Questions emphasize interaction with regional business and professional organizations, scholarship that could related to regional research opportunities such as environmental science in the Lake Superior Watershed or fish populations in national or state lakes and streams, or experience with service-learning. The College of Business has a formal policy that encourages faculty and staff to become members of area community and/or service organizations, e.g., Lions Club, Rotary Club, Economic Club, by paying the annual membership fees.

2a ***Do the institutional policies for promotion and tenure reward the scholarship of community engagement?***

Yes. NMU has two faculty unions with Master Agreements that include community engagement. The AAUP-NMU Agreement recognizes Boyer's Four Forms of Scholarship: "scholarship of discovery, scholarship of integration; scholarship of application; scholarship of teaching. For purposes of evaluation, the four (4) forms are of equal weight." (AAUP Article 5.5) NMU defines scholarship broadly; work emanating from community engagement is recognized and given due weight for personnel decisions. The NMUFA Agreement includes community service towards promotion and tenure, but defers to departmental bylaws for details. (NMUFA Article 12.0) Departmental bylaws for both units cannot conflict with their Master Agreement, therefore all departments reward community engagements.

There are Promotion and Tenure guidelines in the NMU Faculty ASL Manual which were agreed upon by the AAUP. These guidelines state, "While the faculty review committee does not permit people to count one activity in all three of these performance areas at the same time, it is possible to make an argument for including academic service learning (ASL) activities in any one of the three areas."

<http://webb.nmu.edu/Centers/StudentEnrichment/Service/SiteSections/ASLFaculty/PromotionTenure.shtml>

In 29% of departmental bylaws, use and exploration of ASL is classified as teaching. It can become professional development with evidence of workshop attendance, and scholarship when research, grants, or scholarly outputs are generated. The College of Business and almost 100% of disciplines in professional studies, i.e., nursing, education, social work, etc., recognize community engagement throughout their bylaws (assigned responsibilities, professional development, and service). Overall, 71% of bylaws consider community service as "service" when related to university business or volunteering related to one's discipline. Successful grant proposals are also rewarded in the promotion and tenure policies, including grants related to community engagement outreach, development, and curricula.

2b ***If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)***

If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

Yes. All departments must abide by Boyer's Four Pillars. 71% of department's bylaws explicitly list community engagement activities under scholarship; it may be teaching (pedagogy), application (consulting), and discovery or integration (investigative / analytical research related to the community or its environs). Individuals choose placement in cases of overlap.

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

Yes. Students have an opportunity to play a significant leadership role in community engagement activities and programs. Responsible leadership has an ethical and moral dimension that includes demonstrating a concern about the welfare of others.

- In year two of the Student Leader Fellowship Program, students plan, organize, and implement their own Community Service Internships conforming to criteria. An average of 4,500 hours of community service is logged annually in SLFP. Since its inception, student leaders have given a total of 73,100 hours, working under 535 individual mentors, at 302 different site locations.
- Within the Superior Edge Program, students can work towards the 100 hour requirements for each of the Leadership and Citizenship Edges. Within broad guidelines, students choose their own areas of involvement. In the past two years since the program began,
- As a member of the NMU President's Council, the student body president has a voice in strategic planning. The ASL Advisory Board has student members who influence service-learning. College student advisory boards provide insight to deans on all decisions, including community engagement.
- Some student organizations initiate community projects or are part of outreach efforts. This year, 19 members of NMU Constructors planned and executed an alternative semester break for New Orleans housing reconstruction. The music student organization is involved in planning and running the annual Jazz Festival for high school students, determining guest artist(s), setting the schedule, handling publicity, coordinating volunteers, and often assisting in event assessment.
- Student staff, hired by Centers, are active in programming, planning, and assessment. The Center for Economic Education & Entrepreneurship gives four students the responsibility to coordinate community needs, implement creative programs and take ownership of outcomes. Nineteen student employees of the Center for Student Enrichment manage the Volunteer Center program, promotions, and serve as coordinators for other programs.

4 ***Is community engagement noted on student transcripts?***

Yes. Courses with academic service learning content are noted on a student's academic transcript. In addition, every student who completes one or more of the Superior Edges receives a formal Student Enrichment Transcript attached to their official academic transcript describing each completed Edge. If a student completes all four Edges, they also receive the "Superior Edge" designation. The four Superior Edges are:

- Citizenship (engaged, involved citizen)
- Diversity (sensitivity and awareness of global and domestic diversity issues)
- Leadership (competent, ethical, and effective leader)
- Real World (classroom theory related to real workplace practice)

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

Yes. An ASL Advisory Board is led by a faculty chair with 1/3 release time, comprised of faculty, Dean of Arts & Sciences, and staff from the Center for Student Enrichment and Institutional Research. The Board meets four times a year to set broad directions for ASL, plan faculty in-service events, discuss ways to promote service-learning throughout the curriculum, oversee mini-grants, and identify scholarship opportunities.

A Superior Edge Advisory Committee consists of faculty, staff, and students to review and recommend types of experiences allowed under each of the Edges; assess program quality, student experiences and reflections; assist in the development of promotional materials; and help market the program through Admissions, the First Year Experience Program, Campus Visits, and Orientation.

Ethnic Cultural Diversity Committee co-sponsors a United Conference and a performing arts series, and supports Native American outreach.

In 2000-2003, NMU participated in a consortium grant from Learn and Serve America with Eastern, Central, and Western Michigan Universities, concluding with campus-wide focus sessions on institutionalization of academic service-learning. In Fall 2006, the Senate approved a common definition and criteria for ASL course designation and empowered the ASL Advisory Board to review and approve ASL course designation requests.

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.

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

Yes. Statistics in 1b-e reflect one semester of a new computer system implemented W08.

NMU formally defines Academic Service-learning as “a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of both personal values and civic responsibility.”

To achieve designation (renewed each semester), the instructor completes a form showing a clear connection between course objectives and service activities that must appear in the syllabus. After department head approval, the ASL Advisory Board ensures that proposed projects enrich the learning experience, all parties benefit, and that time is allocated for formal student reflection. The community organization must be non-profit, and must be involved in the planning of a service project. Approved courses have a designator in the course scheduling system. Sample pre- and post-survey instruments are available.

Internships and field experience do not meet this academic service-learning definition. However, they are considered credit-earning community engagements and experiential learning. They count towards the “Real World” Edge of the Superior Edge Program since they are work placements within the community.

1b ***How many formal for-credit Service Learning courses were offered in the most recent academic year? What percentage of total courses?*** 52 in Winter/Summer only; additional undocumented courses exist. 5%

1c ***How many depts are represented by those courses? What percentage of total departments?*** 15 academic depts were represented out of 26, or 58%

1d ***How many faculty taught Service Learning courses in the most recent academic year? 37 out of 319 faculty have filed for ASL course designation; Undocumented ASL faculty or internship supervisors exist. What percentage of faculty?*** 12%

1e ***How many students participated in Service Learning courses in the most recent academic year?. What percentage of students?*** 461; in Winter/Summer only; additional undocumented courses exist. 5%.

2a ***Are there institutional (campus-wide) learning outcomes for students' curricular engagement?***

Yes. Fifty-eight% of all new freshmen enroll in a Freshman Seminar course as part of the First Year Experience, intended to improve retention through engagement with school and community. To encourage students to become users of community resources, and to introduce them to the diversity and unique opportunities present in college life, two of eight FYE learning objectives involve the community.

The first year of the Student Leader Fellowship program is credit-earning and consists of training in leadership theory as it relates to being a leader in their community, and formal mentoring by community professionals who make a year-long commitment to work with student leaders. Learning outcomes for the Leadership Theory & Practice course are: familiarity with a variety of leadership theories; acquainted with community service concepts, ethics, culture, and gender differences as they apply to leadership.

As specified in the ASL Handbook, ASL course student learning objectives should include: personal growth, career development, social development, knowledge gain.

Superior Edge Program outcomes relevant to curricular engagement include: Increase awareness of community challenges, opportunities and processes (Citizenship); Increase knowledge of different cultures (Diversity); Attain knowledge of different leadership styles and approaches (Leadership) Better integrate theory from with practice (Real World).

2b ***Are there departmental or disciplinary learning outcomes for students' curricular engagement?***

Yes. All academic programs must have an outcomes assessment plan, which may stipulate engagement goals, and submit an annual report. The Nursing (www.nmu.edu/nursing), Handbook states that nursing education includes "socialization as responsible citizens in a global environment. ... instilling in students a sense of service to the community and society." Specific learning outcomes exist for 7 clinical nursing courses. The School of Education (www.nmu.edu/education) places 300 students and 14 professors in regional schools each semester. All Phases include ASL as observation/projects, short term practice in community, or student teaching. A learning outcome is "Candidates reflect on and evaluate their professional decisions and create collaborative relationships with families, colleagues, and community." Social Work's final phase includes 400 hours of community work using a signed Learning Agreement stating learning objectives as concrete activities and experiences to apply the knowledge and skills of generalist social work practice with systems of all sizes, with particular emphasis on the rural, isolated nature of communities such as the U.P. (www.nmu.edu/sociology) Other disciplines, such as Art and Broadcasting, feel external recognition derived from peer competition is important to performance and creative work. Students are encouraged to submit samples of work developed in a service-learning environment.

2c ***Are those outcomes systematically assessed?***

Yes. All ASL courses must contain an assessed reflection component. Pre- and post- assessments are done on participants in the Student Leader Fellowship Program and participants write a Reflection Paper upon their completion. In addition, one-, three-, and five-year follow-up surveys are done with program graduates to assess their level of involvement in community organizations. Local employers are surveyed once every three years for feedback regarding satisfaction with nursing graduates. Education has a goal for 95% of teacher candidates to receive a rating of "proficient" from both cooperating and university supervisors on final student teaching evaluations for indicators mapped to engagement goals. In Social Work, the field experience Learning Agreement is a mutual responsibility of both student and field instructor. The first formal evaluation occurs mid-year at the end of the Fall Semester when the Field Instructors complete an evaluation instrument.

Broadcasting students won the top Michigan Association of Broadcaster awards for the 16th consecutive year; students won four (2008) and six (2008) awards for service projects and community event documentaries, Graphic Design students develop packaging, advertising and logos as part of course work. Their efforts, through competitions, have been professionally used for Lake Superior Day and Hiawatha Music Festival.

If yes, how is the assessment data used?

An overarching answer is that assessment data triggers continuous improvement. This happens most formally at the program and university levels where oversight committees expect reflection. In all externally accredited programs where assessment data must be regularly reported, these data are used. Faculty review the assessment data and address shortcomings of environments or the instrument, as needed. In 2007, Education reported that all community-related items in their outcomes assessment plan met expectations. However, in 2004, Education faculty refined and piloted a dispositions survey to address a concern. While Superior Edge students write a Reflection Paper, as this initiative is only in its second year long-term assessments have not yet been implemented. NSSE data points will serve as partial benchmarks.

Assessment data may be used for immediate adjustment. For example, upon review of a Social Work student's mid-year performance, the Learning Agreement may be modified based on the more complete understanding of needs or tasks available within the agency. Learning Agreements may be used by faculty when preparing letters of reference, if appropriate releases are present.

Communications and Admissions offices use data as "cases in point" when recruiting students and faculty, and in external communications to community, parents, and legislature.

3a ***Is community engagement integrated into the following curricular activities? Describe with examples.***

- Student Research
- Internships/Co-ops

- Student Leadership
- Study Abroad

Student Research

Research-related ASL is integrated into undergraduate and graduate curricula. Research outcomes are presented at discipline conferences, to community partners, and at the NMU Celebration of Student Research, Biology is the most active department where 100 of 415 majors conducted community-engaged research projects last year. Political Science (city government), Public Relations (Sled Dog Race), and Native American Studies (plant uses) are three other examples where regional research is part of course work.

Student Leadership

Beyond the Leadership program, some service-learning focus on organization, communication, and management skills. Students in an ASL Event Management course plan, oversee, and assess volunteer crews for community dog sled and ski marathon events. Students in Communications raise global AIDS awareness and regional environmental issues by organizing speakers, concerts, and public campaigns.

Internships/Co-ops

NMU faculty are strong advocates of internships, also called practicum, field placements, and clinics; there are 122 courses in 41 disciplines. Last year, 1,498 students enrolled in an internship course. The College of Business and the departments of Education, and Social Work have coordinators who oversee a formal internship/field placement process. Health-related programs such as Athletic Training, Nursing, and Clinical Lab Sciences are other disciplines with the significant internship usage.

Study Abroad

There is growing interest in serving abroad; the NMU International Student Volunteer Organization has 80+ members planning spring and summer service trips to Peru. Biology faculty led a 2007 study abroad course involving local Zambian communities and conservation. Nursing/Health Education has repeatedly led a joint ASL course in Honduras which provides basic health care and information. Modern Languages sends 1-3 students/year to France to teach ESL in the French school system. Nursing has agreements with two South African schools, offering a HIV/Public Health course in S. Africa. Education places 13-14 students/year in student teaching abroad.

3b ***Has community engagement been integrated with curriculum on an institution-wide level? Describe with examples***

- | | |
|---------------------------------------------------------------------|---------------------------------------------------------|
| <input checked="" type="checkbox"/> Core Courses | <input checked="" type="checkbox"/> Graduate Studies |
| <input checked="" type="checkbox"/> Capstone (Senior level project) | <input checked="" type="checkbox"/> First Year Sequence |
| <input checked="" type="checkbox"/> General Education | <input checked="" type="checkbox"/> In the Majors |

Graduate Studies

NMU offers 20 Masters programs in nine disciplines, of which 60% have an internship component. For the remainder with a thesis/project required, topics related to the region are often chosen. Biology is a prime example where the regional medical center and the region's natural resources are a basis for community-based research.

First Year Sequence

Freshman Seminar, taken by 58% of freshmen, introduces students to the community, volunteer opportunities, and civic enrichment/engagement programs.

Capstone

While capstones are common, not all embed engagement. Civic engagement capstone examples are in Communications, Native American Service Learning Project, Nursing and Information Systems senior projects, Social Work and Education seminars that accompany field experience, and Information Systems Projects.

In the Majors

- The Art & Design curricula integrate museum display and external projects. The Studio for Experimental and Eco-Design supports clients with innovative product development, such as prototyping rural mailbox to withstand winters of constant snowplowing. Electronic Imaging majors do non-profit website designs, and Digital Cinema students create public service animations.
- Broadcasting students regularly work with Public TV and radio to record, report, or document community events.
- Clinical Lab Sciences offers 15 degrees (Certificate to Bachelor) developed with Marquette General and Mayo Clinic. In total, 27 courses involve clinical work at one of 22 affiliated hospitals.
- The Entrepreneurship program encourages students to engage through a Business Venture Competition with a \$10,000 cash prize, a recently funded business incubator, and a Brazilian bilateral agreement to foster environmental and economically sustainable entrepreneurship.
- Courses in Political Science get students directly involved with state, local and federal elections. Students work directly for candidates and political parties. Students attend public meetings (city council, school board, road commission.) and watch part of a trial. Public Policy students conduct research germane to the region.
- Native American Studies 4th annual Kinomaage-The Earth Shows Us the Way is a forum for student

research on area plants and their uses and/or cultural significance in Anishinaabe culture.

- Biology Fisheries Management does a class project linked to a local fisheries issue, and Biology of Cancer students and directed studies are involved with the Upper Michigan Brain Tumor Center
- An International Health Issues class hosted a walk-a-thon to raise funds for Heifer International.

Gen Ed/Core Courses

A World Cultures graduation requirement introduces students to the global communities of non-Anglo-Saxon Americas through 35 courses in 16 disciplines. Each year, more options involve global outreach such as nursing ASL in Honduras.

4 ***Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)? Provide a minimum of five examples from different disciplines.***

Yes. Various aspects of the Superior Edge Program have been presented at four conferences. Education faculty are active in engagement scholarship, averaging two articles and four presentations annually, and are joined by faculty at all levels in all colleges as illustrated by these abbreviated **2006-2008** citations.

Business-

- Poindexter & Steinhaus. "Service Learning in the Business Curriculum: Practices at a U.S. University" International Conference on Bus. & Econ. Research, Athens, Greece.

Communications-

- Bourgault & Weber, "From Mali to Michigan: A West African Pop Diva Visits Michigan's Upper Peninsula--- Engaging in Global Dialogues" 29th Annual Fulbright Conference, Morocco.
- Potter, Cantrill & Hunt, "Assessing Political Engagement in the Basic Communication Course" National Communication Association Annual Convention. Chicago

Education-

- Heikkila, "From Apathy to Anarchy: Teacher Preparation and Academic Service-learning" 17th Annual National Service Learning Conference. Philadelphia.
- Anderson & Smith. "Win-win: Forming a university partnership with a local middle school to help all students learn" MI Association of Teacher Educators.
- Lubig. "Authentic engagement with civic education" Michigan Council for the Social Studies Fall Conference.
- Heikkila. "Learning to Serve and Serving to Learn: Engaging students with service-learning" International Conference on School Reform.

English-

- Richmond. "Crossing Boundaries: English Education, Teaching Writing, and Connections to the 'Real World'" in Closing the Gap: English Educators Address the Tensions Between Teacher Preparation and Teaching Writing. Charlotte, NC:Information Age Publishing
- Stevenson. "Our Sense of Community, Our Sense of Ecology: Rethinking Service Learning through Ecocomposition" MI Academy of Science, Arts, and Letters

Health Education-

- Tremethick, Hogan, Ayotte & Ericksen. "A Service Learning Project: Faculty and Student Perspectives" MI Assoc. Health, PE, Recreation, and Dance Conference.

Languages-

- Strauss & Straczowski, "Engaging with Language and Culture: A Community Comes Together Through Service Learning" 10th Annual MI Campus Compact Institute.

Political Science-

- Kulisheck. "Extending Civic Education Across the College Curriculum" 5th Annual American Democracy Project.

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. Describe with examples*

- | | |
|----------------------------------------------------------------------|-----------------------------------------------------------|
| <input checked="" type="checkbox"/> learning centers | <input checked="" type="checkbox"/> tutoring |
| <input checked="" type="checkbox"/> extension programs | <input checked="" type="checkbox"/> non-credit courses |
| <input checked="" type="checkbox"/> evaluation support | <input checked="" type="checkbox"/> training programs |
| <input checked="" type="checkbox"/> professional development centers | <input checked="" type="checkbox"/> other (specify) Youth |

Those outreach listed in the Partnership Grid are not discussed here, and seven learning centers have been noted elsewhere.

Tutoring

The Education department coordinates with all 5 local schools to provide tutoring at all levels. Service-learning in Education classes provide tutoring and after school programming for low income youth.

Extension programs

Online and cohort extension programs exist to serve remote populations. The Loss Prevention program, co-developed by industry, targets corporations throughout the U.S. Post-graduate degrees in Education are available evenings and weekends in four corners of the U.P. Online nursing post-graduate programs, developed with State funds, address the state-wide shortage of health professionals. To aid local agencies, a Certificate in Public Management uses a combined online and Saturday delivery.

Non-credit and Training programs

NMU serves the U.P. region with School Bus Driver Safety Training and Motorcycle Safety Education, annually training 800 and 400 individuals, respectively. In partnership with the Michigan Economic Development Corporation, NMU develops and administers Economic Development Job Training grants. Workforce Development coordinates with regional companies, entrepreneurs, schools and agencies to meet the U.P. workforce needs. Often delivered onsite in 12 counties, last year 1,344 individuals enrolled in 221 courses. Open to the public, short "hot topic" classes are offered throughout the year on a wide range of subjects.

Evaluation support

Evaluation support is the basis for service-learning, such as Information Systems or Public Relations student assessment services. More formal aid is given by centers, such as Center for Economics Education and Entrepreneurship aiding educators on an individual request basis, and the School of Technology gap analysis for local businesses and industries.

Professional development centers

Continuing Education webb.nmu.edu/ContinuingEducation/ offers credit for approved professional development. Teacher recertification- 100 courses annually are taken by 3,000 K-12 teachers throughout the 66 U.P. districts. Child Care certification-300 individuals attend an annual conference for Child Care Workers to meet state mandates. Appraisal Education-through an affiliation with Michigan Association of Real Estate Appraisers, last year NMU delivered 65 courses to 1,300 people at 15 locations state-wide. Social Work-as a newly approved provider for Social Work Continuing Education, NMU will offer 15 CE courses per year. In academic departments, the College of Business offers workshops for CPA and CFP professionals, Modern Languages provides in-service to 15 teachers and Health Education holds a Summer Sports Medicine Symposium for upper Midwest athletic trainers.

Youth

Programming for youth is an important outreach for NMU's community. Some examples are 12 Sports Camps hosting 800+ young athletes, Spanish Day with 400-500 high school students from 12 U.P. schools, Physics Day involving 140 children from a local elementary school with the 8-10 Physics Club members, LEGO Robotics Tournament, hosted every 3rd year attended by 250 middle school students, and Music opportunities offered to high school youth in various forms: Youth Choir (100), Youth Orchestra (70), Band Day (400-600), Jazz Fest (400).

2 **Which institutional resources are provided as outreach to the community? Describe with examples.**

Which institutional resources are provided as outreach to the community?

- | | |
|-------------------------------------------------------------------|-------------------------------------------------------------------|
| <input checked="" type="checkbox"/> co-curricular student service | <input checked="" type="checkbox"/> work/study student placements |
| <input checked="" type="checkbox"/> cultural offerings | <input checked="" type="checkbox"/> athletic offerings |
| <input checked="" type="checkbox"/> library services | <input checked="" type="checkbox"/> technology |
| <input checked="" type="checkbox"/> faculty consultation | |

Co-curricular student service

NMU has 291 student organizations, some specializing in service and most making some community contribution, coordinated by the Volunteer Center. In a Fall 2007 Parent Newsletter, President Wong wrote, "This month, I've learned about the student nurses' organization holding a dance for Big Brothers, Big Sisters, the Tau Kappa Epsilon Fraternity pushing a bathtub across the U.P. and holding a teeter-totter marathon in the Westwood Mall to benefit the Alzheimer's Association, the Sigma Tau Delta-Eta Phi Chapter collecting used cell phones and chargers for the Marquette City Police program to help women in potential domestic violence situations, and the social work majors volunteering for Marquette's new homeless shelter program called Room at the Inn. There are groups collecting books, toys and stuffed animals as holiday gifts for the needy."

Work/study student placements

Student placements are discussed under internships.

Cultural offerings

NMU serves as the Upper Peninsula's hub of cultural transformation through its annual offering of hundreds of performances, lectures, exhibits, concerts and sporting events.

- Six Music Departmental Ensembles, Faculty Recitals, and guest performers give 42 concerts annually in the Reynolds Recital Hall that are open to the public at no charge and the Marching and Pep Bands provide entertainment at athletic events and parades. An annual Jazz Festival, attended by over 700, is held in a city concert hall. The Superior Light Opera Association opens auditions to both university and community members for an annual opera with an audience of 400-600.
- Forest Roberts Theatre provides the community with 6 theatre productions in a typical season. The Black Box Theatre annually produces 3 lab/studio series free of charge. In addition to offering productions, the theatres and equipment are booked by 10-13 community groups.
- The DeVos Art Museum, free and open to the public daily, doubles as an educational resource to the community. The gallery annually receives 10,000 visitors and has 30 community volunteers assisting with school group tours for 1,000 children. Each spring the museum hosts an exhibition of art projects completed by area school children. In 2008, over 500 pieces of art were on display and over 400 attended the special reception. The Art & Design Department provides a service to the community through guest artists and lecturers that are open to the public at the museum.
- Multicultural outreach is important to the U.P.'s homogeneous local population. Offered to the public in 2007 were lectures (8), concerts (4), film series(9), conferences (United Conference, Indigenous Earth Day Summit, U.P. Indian Education Conference), a PowWow, Food Tasting event, and Native American Commons. These are sponsored by the NMU International Performing Arts Series, International Visiting Scholars Series, Multicultural Education & Resource Center, Modern Languages Dept., Ethnic Cultural Diversity Committee and the Center for Native American Studies.

Athletic offerings

The NMU Athletic Department won a 2008 national Community Engagement Award of Excellence for a Fall Sports Kick-off event highlighting NMU's community involvement. Free of charge, more than 3,000 community members accessed facilities, met the coaches, athletes and faculty, and shared a picnic. During the season, there are 13 Special Events Promotions by Athletics—Take a Kid to the Game Day, Armed Forces Night—to acknowledge the fans. NMU athletes, coaches & staff volunteer in over 100 events per year such as Special Olympics, Hockey is Fun Clinic, Rotary Seafood Festival, and Girls Scouts at Bay Cliff Health Camp. Four booster clubs with 650 community members, supplement financial support for academic and athletic needs. Recreational Sports play a large role in the city and region with 557 Rec Center members and 9,400 annual guests, and clinics, tournaments, and youth teams. As an outreach, the Health Education Dept offers a GetFit program and individualized fitness assessment, utilized by 70-80 people each year. Seniors are also served with senior exercise, swim, and Tai Chi classes, reaching 250-300 seniors per semester. Tai chi goes out to senior sites.

Library services

The NMU library offers guest cards for community patrons, maintains a joint catalog with 3 U.P. universities, and is joining MeLCat, a state-wide e-library system. Archives houses materials documenting the history of the central U.P., and offers archives management for community leaders and corporations. Subject-specific holdings, such as leadership or math education, reside in each NMU Center; these books, curricula, multimedia, and educational materials are open to the public.

Technology & Facilities

Access to university technology affords resources not otherwise available to the Marquette area. A Speech-Language and Hearing Clinic provides services to 30 children and adults with any type of communication disorders. A Nursing Technology Center with training equipment and resources can be reserved by local health educators and medical facilities for in-service training. Public Radio provides recording and audio technology support for musical events. Local union chapters are tenants of the School of Technology and Applied Sciences high-tech labs. With the only large facilities in the region, the community turns to NMU for event hosting. In the past year the football dome and Events Center together hosted 13 trade shows, 28 special events, 43 community athletic events, and the dome serves as the city's indoor walking site. Last year, the University's conference center had almost 8000 hours reserved for 860 community bookings with an estimated attendance of 64,000 people. When the city hosted the 2006 Grand Finn Fest, the entire NMU campus was needed to handle 10,000 incoming visitors.

Faculty consultation

Regional faculty consultation occurs in most disciplines; some examples are:

Biology-

- Lindsay consults on environmental impact on bird communities and works with local birding groups;
- Leonard consults with local fish organizations to determine the effect of human impact on fish habitat
- Strand consults on insect identification and migration and environmental impact on insect communities
- Winn works with the Brain Tumor Center

Chemistry-

- Ejnjk is monitoring water quality and accumulation of trace metals in river organisms in the Yellow Dog Plains
- Lucas (M) is one of the community pandemic coordinators working in two U.P. communities.
- Wickenheiser serves as a analytical chemist or Ag Solutions

Communications-

- Brady sits on the Michigan Climate Action Council
- Bourgault conducted fieldwork in India on AIDS-themed feature films with AIDS activists, social workers, religious leaders, filmmakers, crew members, and film publicity agents.
- Russell coordinates and manages the Lake Superior Community Theatre
- Cantril served as US Chair for the Developing Sustainability Committee of the program for the decade ending in 2007. In that role, he secured several grants and worked with basin communities on urban sprawl, riparian habitat restoration, community-based social marketing, greenways development, and pollution prevention.
- Ganzert has played an integral role in the yearly Hiawatha Music Festival and Labor Day Blues Festival

Economics-

- Ferrarini consults for the Entrepreneurial Module of Career Forward, the Federal Reserve Bank of Minneapolis, and for Economic Education to Michigan Council on Economic Education Young Investor's Website.

English/Education—

- Puncochar has consulted and conducted research for the Nah Tah Wahsh Native school
- Smith, Standerford. co-directors of Upper Peninsula Writing Project, a National educators network site
- Smith is a trustee on the Marquette Area Public Schools Board of Trustees

Geography-

- Sundell serves as vice-president of the Lake Superior Forum, a citizen's advisory group to a governmental task force. Sundell serves as vice-chair of the U.S. delegation on the Lake Superior Binational Forum, a citizens group providing input to the U.S. and Canadian federal government on Lake Superior issues.
- DeGoosh serves on the Marquette City Planning Commission

Music-

- Department faculty serve the Marquette Symphony Orchestra and the Marquette Choral Society.

Nursing-

- Delpier works with Bay Cliff Health Camp

Political Science-

- Nelson is working with community libraries to help determine district needs and as an evaluator for the Baraga Tribe Weed and Seed grant.
- Cherry coordinator for new instructional modules to hospital employees in leadership and organizational change

Health, Physical Education & Recreation

- Rademacher consults with the National Parks Service to promote and support of the use of portable media (i.e., podcasts) as an education and outreach tool by the NPS programming for distribution over the internet and through RSS technologies.
- Wallace serves as Marquette County Board of Health Commissioner, a member of the board of directors of the National Association of Local Boards of Health (NALBOH), member of executive committee of the Michigan Association for Local Public Health (MALP), member of the Public Health Foundation board of directors.

- 3 Using the following grid, describe representative partnerships (both institutional and departmental) that **were in place during the most recent academic year**. (maximum 15 partnerships). For each list: *Partnership Name; Community Partner; Institutional Partner; Purpose; Length of Partnership; Number of faculty; Number of students; Grant funding; Institution Impact; Community Impact*

Chosen for diversity in duration, focus, discipline, size. See Partnership Excel Grid (Appendix A) for the detail entries.

- 4a ***Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?***

Yes. Lake Superior Community Partnership, an economic development coalition of 1000 regional businesses and organizations, states in its mission that it will “Maintain a high level relationship with Northern Michigan University and support NMU goals for growth and expansion.” www.marquette.org/lscp_mission.html Northern Initiatives is a institution that combines small business consulting with financial lending to further economic development in the region. NMU has five seats on its Board of Directors and provides infrastructural support. NI, in turn, supports our partnerships, funds grants, and hires student interns.

It was through large, single donor gifts that four NMU community outreach facilities are now available – recital hall, art museum, events center, and Financial Trading Lab—a tribute to the relationship NMU has with its community, There are many more examples of partnerships NMU has had over recent years on many levels (community, state, national, and even internationally). The reciprocity of all these named and unnamed partnerships cannot be overstated. Synergy exists on joint research enabling Biology faculty, for example, to share equipment with federal and state natural resource agencies. When NMU updated its 15 year Campus Master Plan collaboration on a research and technology corridor adjacent to campus resulted. These partnership opportunities are a direct result of the City of Marquette’s and Marquette General Hospital’s participation in the planning process. The hospital, adjacent to NMU, leases building space and their staff work collaboratively with NMU faculty on curriculum development, clinical supervision of students, and graduate research. Faculty frequently draw upon community partnerships for guest lecturers or field trips. Without the involvement of the regional school systems and governments, medical facilities, police forces, businesses, and organizations, the academic programs could not deliver its quality, hands-on education. Successful engagement and service-learning depend upon a two-way flow of ideas and mutual respect.

- 4b ***Are there mechanisms to systematically provide feedback and assessment to community partners?***

Yes. All partnerships and center initiatives are overseen by an advisory board or task force with community and university membership. Meetings are held at least twice a year and are a main vehicle for feedback. Annual reports fulfill an expectation of all grant-funded activities. The Center for Economic Education & Entrepreneurship maintains statistics of all activity and presents annually to its 15-member community advisory board. The Center’s staff makes community presentations to school boards, and economic and service clubs upon request. The Center for Native American Studies funds three issues per year of Anishinaabe News, a Native newsletter distributed to alumni and five tribes and inter-tribal entities throughout Michigan that provide support for its 18-20 programs per year. The Seaborg Center maintains a thorough website www.nmu.edu/seaborg with Outcomes and Strategic Planning, and prepares an annual report to document accomplishments and service statistics. The Public Safety Institute’s annual report is distributed to its advisory board and posted on its website. Public

Broadcasting annually reports its financial and operating statements to the NMU Board, Corporation for Public Broadcasting and the FCC. It also distributes an annotated monthly program guide to its members and maintains a searchable website wnmutv.nmu.edu, with FAQ, Press Releases, and feedback webpage. The Brain Tumor Center website www.hopestartshere.org, newsletter, and blog state, "We will use this space to keep you updated regarding the progress we are making in the Brain Tumor Research Lab at Northern Michigan University." The Clinical Lab Sciences Department, highly dependent upon regional medical affiliates, hosts an annual meeting with partner institutions not only for the purpose of on-going curricular development and monitoring, but also to encourage open ended discussions with one another and NMU regarding trends in practice, professional issues, and unique developments or problems at each facility.

5 ***Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?***

Yes. Each fall the Center for U.P. Studies holds the Sonderegger Symposium for and about the people of the Upper Peninsula. The day-long event features 11-12 presentations, offering NMU faculty the opportunity to share their community-based research with the community. Biology faculty are especially productive in scholarship derived from their natural resources and medical partnerships. Other **2006-2008** examples that are only an illustration of the disciplines and faculty involved with community engaged scholarship are:

Art-

- Flavin. "Vanishing Points". Artsgarden in Indianapolis Exhibition. Documents abandoned mines in the U.P.
- Pless. Researched, designed and constructed a furniture bench that included green and sustainable elements.

Business-

- Zaenglein. "Marquette Army-Navy Surplus Store" Case Study in Retailing Management. McGraw-Hill/Irwin
- Amtmann. "Status of Computer Literacy in High School Seniors Graduating in Northern Michigan" Michigan Joint Education Conference.

Communication-

- Brady, D. "Michigan's Green Energy Economy," received a major award, and a seat on Michigan Climate Action Council
- Bourgault. "Two AIDS Music Videos from West Africa." Media for Development International.
- Cantrill, & Dewalt "Victims 'in' and Protectors 'of' Appalachia: A Frame Analysis of Missing Mountains" Conference on Communication and Environment.

Education.

- Puncochar. Wandahsega, Hill, "Potawatomi Language Revitalization Efforts with Cultural Project Based Learning in the Eighth Grade". American Educational Research Assoc. Annual Meeting and Exhibition:
- Covalleskie. "Church, State, Vouchers, and Politics: The View From Michigan" American Education Studies Assoc.

History-

- Magnaghi, Cornish in Michigan. East Lansing:Michigan State University Press

Math-

- House. Editor of the National Council of Teachers of Math Navigations project (35 books and compact discs) translating the NCTM Principles and Standards for School Mathematics into practice.

Recreation-

- Rademacher, Gadowski, Gray, Minard, Treusch. "Ranger: New Media In The National Parks" The Journal of the Association of National Park Rangers 24(3).

Social Work/Nursing-

- Hutchison, Schuiling are midway through a two-year project on alcohol and intimate partner violence. The project, funded by the BC/BS of Michigan, culminates in an educational video to be used by health care.
- DeJong, Hilton, Vachon. Conducting qualitative study on coping and survival strategies of homeless adults in the Upper Peninsula.

Sociology

- Loukinen. "Four Thunders: an Ojibwe Drum" "Ojibwe Birch Bark Wigwam" Two video documentaries of Lac Vieux Desert Ojibwa Band
- Carrol. Currently working on a cultural landscape study of the Yellow Dog Plains

Technology & Applied Science-

- Pearce. "Hospitality Management in the Midwest" Advances in Hospitality and Tourism Management.XI(III).

Optional Section

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

All questions. It was the intent of this application to illustrate both breadth and depth of engagement. The depth appears in the Partnership Grid. In order to leave room for more breadth, many of those do not appear in the II. Categories of Community Engagement short answer segments. Their omission in the short answer is not to be construed as lack of relevance. Further, some disciplines (Education, Political Science) with heavy community engagement appear less so for the same reason.

Questions II. A. 1b-1e asks for one academic year of data. As our computerized designator for Academic Service-learning courses began January 2008, our response can only report Winter and Summer sessions. We know with certainty that there are unreported courses, faculty, and student enrollments which would approximately double our reported statistics.

2. ***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.***

It is important to remember that the U.P. covers 16,450 square miles (larger than Maryland) of small and scattered rural communities with a total population of 300,000. Marquette, hometown of NMU, a regional medical center, and county seat, is the largest city at 20,000. The region relies heavily on NMU to keep their communities educated and make them economically viable for the future. Regional economic development is, and has been, a major component of NMU's community engagement. NMU hosts a variety of university-based conferences to convene leaders from business, industry, government and educational institutions. Work Force Development, outreach, and curriculum have been described in this application, but a fuller picture includes Northern Initiatives. Northern Initiatives (NI) www.niupnorth.org, a not-for-profit economic development corporation serving northern Michigan and northeast Wisconsin, evolved from a 1980s small business outreach of the College of Business and business incubator. In 1992, NMU entered into a partnership with ShoreBank Corporation, a Chicago community development bank to further aid entrepreneurship. NMU still invests in Northern Initiatives with five NI board members and NI offices located on the NMU campus, NI utilizes and supports NMU faculty professional development, centers and student interns. NI provides services to more than 200 entrepreneurs annually. Through its partnership with NI, NMU has had a positive impact on the regional economy.

From an academic perspective, NMU trains a large majority of the teachers and administrators of the region's elementary and secondary schools, as well as a majority of the U.P.'s city and county managers. One case in point is that 34 superintendents of the U.P.'s 55 school districts hold at least one degree from Northern. NMU provides the bulk of the nurses who staff the hospitals and medical centers, as well as the clinicians who analyze and interpret the tests. The niche that NMU fills is unique in many ways, but one of them is that is the only public university that serves an entire region with a comprehensive range of academic programs and professional training, cultural and intellectual programs, large facilities, and athletic and fitness options. Other institutions in denser populated areas provide similar programs; however, if one institution disappeared there would be private institutions and other close-by universities and community colleges that could quickly and effectively pick up the slack. This is not the case with the uniquely intertwined relationship between the Upper Peninsula and Northern Michigan University.

Partnership Grid – Appendix A

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
USOEC (United States Olympic Education Center) webb.nmu.edu/Sports USOEC	United States Olympic Committee	<ul style="list-style-type: none"> •Athletics Office •Athletic Training program in Dept. of Health, Physical Education, & Recreation 	<p>The USOEC is dedicated to providing educational opportunities for its resident athletes while offering world-class training. Current resident training programs include boxing, Greco-Roman wrestling, short track speedskating, weightlifting, and women’s freestyle wrestling.</p> <p>Athletes must be approved by the USOEC, their national governing body and NMU to be admitted into the program. The student athletes receive free or reduced room and board, access to world-class training facilities as well as sports medicine and sports science services, academic tutoring, and a waiver of out-of-state tuition fees by NMU.</p>	19 years	<p>8 staff</p> <p>8 coaches</p> <p>1 faculty</p>	<p>20 students annually use the facilities as their training / education center.</p> <p>1 graduate assistant</p>	<p>Support generated from U.S. Olympic Committee, merchandise and event ticket sales, fundraising efforts, and NMU budget allocation. It is a priority in the current capital campaign</p>	<p>The United States Olympic Education Center on the NMU campus is one of only four Olympic training centers in the country and the only one located on a college campus; an asset in the promoting the uniqueness of NMU.</p> <p>This facility provides NMU Athletic Training students with regular observational opportunities under the USOEC full time staff, fellows, and graduate assistants; a privilege available to few academic program.</p> <p>The USOEC periodically hosts international athletes for training camps and competitions. The 2008 China vs.USOEC competition marked the first time China has sent three teams to the United States to compete in the same facility at the same time. The 2009 Olympic Trials for short track speedskating, the 2009 Short track speedskating World Cup, and the 2009 USA Weightlifting Collegiate National Championship will all be hosted at NMU. All these increase the awareness of Northern.</p>	<p>National and international competitions give community spectators the opportunity to witness Olympic sport competitions. In 2007, 2,000 spectators attended the USOEC vs. China event, and 9,000 attended the 2006 Olympic Speedskating Trials held in the campus ice arena. make 25-30 speaking engagements in schools, service clubs, annually speaking to approx. 1,500 people. Serves as a resource for local sports groups and schools, providing equipment and support to 6 organizations. Annually, group and individual tours of the USOEC facilities are given to 300 people, and local youth participate in the USOEC sports clubs in wrestling and luge.</p> <p>Local businesses and organizations have sponsorship opportunities with major Olympic related events; 30 businesses and organizations sponsor the USOEC annually.</p>

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Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Upper Michigan Brain Tumor Center www.hopestartshere.org	Marquette General Hospital	Biology Dept	<p>The Upper Michigan Brain Tumor Center represents a new way to care for patients with brain tumors. The purpose is to support persons with brain disease and conduct basic research.</p> <p>The Brain Tumor Center provides a multidisciplinary approach, combining the input from Medical Oncology, Radiation Oncology, Neurosurgery, Palliative Care, Nursing and Social Services. Most importantly, the Upper Michigan Brain Tumor Center is committed to patient advocacy.</p>	3 years	<p>1 NMU faculty primarily involved;</p> <p>3 additional NMU faculty are consultants with the ongoing research;</p> <p>1 MGH neuro-physician</p>	20-25 students per semester, particularly those enrolled in the Biology of Cancer course, and supervised individual student research projects.	No external support	<p>Biology Dept is involved in answering questions related to brain tumors and brain tumor treatment. The students get experience working on cutting edge research; 45 directed studies or lab experiences since the inception of the Brain Tumor Center,</p> <p>Student scholarship earned awards both on campus (1st place poster competition for Celebration of Student Research) and off campus (1st place poster in tumor section at the American Association of Neurological Surgeons) .</p> <p>As part of the fundraising effort for the Brain Tumor Center, 16 students were involved in planning and implementing the cycling event, raising \$26,000. Students were also involved in the planning, advertisement and all other aspects of a fundraising concert. Students gained professional level experience in leadership and non-profit fundraising.</p>	<p>The Brain Tumor Center applies innovative diagnostic and treatment methods in patient care, including Brain Tumor Support Group, Newsletter, Resource Center and a charitable foundation all designed to enhance patients' quality of survival. The Center's role is to answer questions related to what causes brain tumors, what makes brain tumors resistant to chemotherapy and what role tumor stem cells play in tumor formation and growth. By providing educational insight the Center can influence how those directly involved with patients think about tumors and the treatments.</p> <p>The Brain Tumor Center organizes a cycling event and concert each year to raise awareness of brain tumors and brain tumor treatment. Over 200 participants from the community participated in the 2007 ride. Approximately 185 people attended a fund raising concert.</p>
NMU-MGH Surgical Technology Education Partnership www.nmu.edu/cls	Marquette General Hospital	Clinical Laboratory Sciences Dept.	To train NMU students in surgical technology and grant them eligibility for national certification while simultaneously earning an associate's degree from NMU. The partnership helps meet local health care staffing needs and provides career options and opportunities for Upper Peninsula residents.	15 years	10	16 students per year complete the NMU-MGH program, will increase to 32 in 2008	None	<p>Department enrollment has increased and students have a highly marketable degree.</p> <p>Graduates are qualified to take the Liaison Council on Certification for Surgical Technologist (LCC-ST) national examinations.</p> <p>NMU now has a surgical lab on campus instead of using the hospital lab on weekends.</p>	<p>More trained and certified surgical technologists now meet the needs of hospital operating rooms in the Upper Peninsula. This program enables rural students and ultimately graduates to find meaningful employment in their community.</p>

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Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Seaborg Center www.nmu.edu/seaborg	<ul style="list-style-type: none"> •National Aeronautics and Space Agency (NASA) •Marquette-Alger Regional Educational Service Agency (MARESA) •Depart of Environmental Quality •Michigan Mathematics and Science Centers Network •Michigan Mathematics Program Improvement (MMPi) •Michigan Department of Education (MDE) •Northern Area Health Education Center •Marquette General Hospital •Michigan Science Olympiad Board 	<ul style="list-style-type: none"> •Education, Mathematics & Computer Science •Economics, and •8 other science departments 	<p>The center's mission embodies the spirit of Glenn T. Seaborg—the continued pursuit for improvements in teaching and learning to benefit all members of society. The Center's work is the enrichment of science and mathematics teaching and learning for educators, students and community members of Michigan's Marquette and Alger counties.</p> <p>As a mathematics and science partnership, the Center provides an interface between the university, K-12 teachers and administrators, and community organizations. The center provides professional development and student programs that link the K-12 education community with faculty and students from the mathematic, education and science departments to provide resources, professional development, and community programming throughout the Upper Peninsula.</p>	21 years	<p>Center 2 FT staff, 1/2 time clerical</p> <p>An annual average of 40 NMU faculty from Math, Sciences, Tech, Econ., Education, and Speech, Language, Hearing Sciences are involved.</p> <p>Significant support from 9 NMU staff areas such as AV, Marketing, Grants, Computing Services, Conferences</p>	<p>Total NMU students involved for 2007 was 176:</p> <p>Science Olympiad - 90 NMU students;</p> <p>Weekend College for Kids - 60 NMU students;</p> <p>Robotics Tournament - 25 NMU students</p> <p>NMU student organization participation: Physics Club, Chemistry Club, Pre-Med/Dental Club, and Student Leader Fellowship Program</p>	<p>\$57,700 State Grant (Section 99);</p> <p>\$34,000 in restricted grants for specific programs</p> <p>\$5,000 donations from Local business/community</p>	<p>Seaborg Center is one of two NASA Educator Resource Centers in Michigan, bringing recognition and resources to NMU.</p> <p>The Seaborg Center links K-12 teachers with NMU faculty. During the school year, NMU's elementary education students conduct Weekend College for Kids programs under the supervision of Center staff. In the summer, College for Kids sessions feature weeklong activities. In 2007, 42 College for Kids sessions served approximately 500 student from 25 schools. These enhance the academic program for elementary and secondary Education majors. To interest UP students in health care careers, the Center hosted a 3 day residential program for 38 talented high school students in the AGES Program (Area Geriatric Education Scholars). Northern's pre-med advisors presented information about their programs. Students also toured NMU's nursing simulation lab, clinical lab sciences facilities and surgical technical labs. The annual U.P. Robotic Tournament with 22 youth teams requires volunteers from NMU faculty, graduate and undergraduate students, Seaborg staff, and math, science and technology community members. Upward Bound Math & Science program offers a select group of high school students the opportunity to experience college life on the NMU campus. Six weeks of academic enrichment in math and science using technology. NMU is perceived as a provider of high quality STEM programming with the potential for these youth to attend NMU.</p>	<p>Parents, youth, educators, and the region are all positively impacted by the Seaborg Center and its network of partnerships. Youth receive challenging math and science programming that encourages STEM career choices and parents have access to high quality academic summer camps and workshop throughout the year for their children. The resources and workshops on using those resources that are available to the region's science educators enable them to develop superior lessons. Outcomes assessment by observation evidences that participating educators are better able to design effective lessons than non-participants. School districts receive grant writing and curriculum support to meet state standards; 13 schools in 8 districts had teams of teachers participating in a mathematics grant. Schools have access to equipment from the Seaborg Center such as graphing calculators, physics equipment and GPS units.</p> <p>K-12 Youth Programming examples</p> <ul style="list-style-type: none"> •portable planetarium presentations to 300 student and parents at the annual Kaleidoscope Kids Fair. •300 students participated in U.P. Region 1 Science Olympiad; Seaborg has sponsored this event for 21 years; •2007 Biennial Lake Superior Youth Symposium attended by 137 (8-12) students from Michigan, Wisconsin and Ontario shared environmental concerns of the Lake Superior Basin. •64 math, science, robotics, and technology events totaling 648 hours included 1,076 student participants last year. <p>K-12 Educators Programming examples</p> <ul style="list-style-type: none"> •Annually 1,000 educators participate in 47 professional

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Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
<p>WNMU TV13 / WMNU-FM90</p> <p>wnmutv.nmu.edu/</p> <p>wnmu.publicbroadcasting.net</p>	<ul style="list-style-type: none"> •Public Broadcasting Service •National Public Radio •Mqt-Alger Regional Ed. Services Agency •Mqt Community Foundation •MI Assoc. of Public Broadcasters •Mqt General Regional Medical Facility •Mqt County Medical Society •Bell Memorial Hospital •Mqt County Bar Assoc. •Mqt County Sheriff's Dept. •MI Dept. of Natural Resources •Lake Superior Community Partnership •U.P. Children's Museum 	<p>Broadcast & Audio Visual Services</p> <p>Department of Communications and Performance Studies</p>	<p>In the rural isolation of the area served by WMNU-TV and FM (23,000 sq.mi.) with a total population of 434,000, provide broadcast services, electronic engineering support and audio visual services for University academic and administrative activities while serving as a cultural outreach arm for NMU. With a philosophy of service to community, continuous interaction and planning occurs between the public stations and university, and the stations and the community.</p> <p>Public TV 13 is a full member of the Public Broadcasting Service (PBS) airing national, state and locally produced programs. The station also broadcasts targeted education programming to school districts, community colleges, and universities.</p> <p>Public Radio 90 serves the central and western half of the U.P. and Northeast Wisconsin 24 hours a day with local production studios providing local content important to the audience, as well as NPR and other national/ regional programming of music and news/information.</p>	37 years	<p>20-25 faculty from academic departments, e.g., Communications & Performance Studies, Music, English, Modern Languages, and Art & Design.</p> <p>In addition, the stations employ 28 full-time staff.</p>	<p>45-70 non-employee NMU students per year</p> <p>23 NMU student interns</p> <p>Community paid memberships: TV-3,997; FM-2,194.</p> <p>It is estimated that more than 142,000 people across the Upper Peninsula and northeast Wisconsin watch Public TV.</p>	<p>Grant funding in past 2 years:</p> <p>•\$1.6 million (USDA)</p> <p>\$531,317 (NTIA/PTFP)</p> <p>digital conversion enabling educational opportunities to non-resident students</p> <p>•\$4,200 and \$7,500 from Mi Assoc. of Public Broadcasters for documentaries</p> <p>•\$138,860, \$47,862, \$590,252, \$12,181 from Corp. for Public Broadcasting</p> <p>Community contributions /gifts:</p> <p>23% (TV) and 45% (radio) of annual operating expenses.</p> <p>NMU appropriations:</p> <p>33% (TV) and 32% (radio) of annual operating expenses</p>	<p>Academic Impact:</p> <p>Faculty in E-Journalism and Media Production & New Technologies use the stations for labs, service learning, and for research, professional development, and creative works. Art & Design students work with TV staff to produce digital media used on the air. Music students and faculty use the professional recording studios. Language and international students use SCOLA, news and educational television programming from around the world.</p> <p>Recording services are used for archiving presentations and lectures for online instruction. Administration and academic depts. have access to 4 dedicated ITV classrooms and Internet videoconferencing facilities. Portable IP video conferencing systems allow any campus location to become two-way interactive international sites.</p> <p>Recognition for Excellence in 2008:</p> <p>WNMU-radio "Outstanding Community Arts Impact Award." WNMU-TV received "Broadcast Excellence Award," and "Good News Award" for outstanding documentary. WNMU-TV broadcast students won four television awards.</p>	<p>WNMU-TV is the broadcaster for PBS and non-PBS syndicated programs and produces programs locally -- series such as Ask the Doctors, High School Bowl, and documentaries about the Upper Peninsula. WNMU-TV is one of only a few stations in the nation providing free air-time for ITV programming to the K-16 schools, including more than 1,000 hours/year of in-class programming for public schools, and college credit telecourses for adult learners in the region.</p> <p>To assist the region's transition to digital TV, WNMU-TV staff travels the UP presenting to service clubs to educate citizens, particularly the elderly.</p> <p>WNMU-Radio is the region's designated LP-1 Emergency Alert Service (EAS) and has expanded to offer other emergency communications, such as Amber Alerts, for health, safety, and law enforcement. Public Radio provides technology and support to Hiawatha Music Festival, Pine Mountain, Marquette Choral Social, Marquette Symphony and other musical events for recording and live audio. It is also a broadcast outlet for community 8-18 Children's Media News Service, training youth in journalistic, writing and audio production skills.</p>

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
<p>Cytogenetic and Molecular Pathology Laboratory</p> <p>www.nmu.edu/cls</p>	Marquette General Hospital	Clinical Laboratory Sciences Dept.	The genetics testing laboratory offers comprehensive diagnostic services for chromosomal studies including cancer cytogenetics, congenital disorders, prenatal diagnosis and high-resolution chromosome analysis.	New in 2007 and will be a continuous partnership	1	22 currently, but is expected to grow to 65	None	<p>Students have a much better knowledge and skill base in the area of molecular and genetic testing prior to their internships, and students are beginning to seek internships at the new lab. The new lab and director has raised the visibility of the program among students and faculty; the partnership contributes to the scientific expertise and reputation of the University. The lab is meant to help with faculty development and foster collaborations in academic medicine.</p> <p>The University benefits from leasing the laboratory space to Marquette Hospital and the credentialed Director is released for teaching duties in the Clinical Laboratory Sciences Department.</p> <p>The new lab site has also enabled NMU Diagnostic Genetics graduates to stay in the community as they have become employed in the new lab.</p>	<p>Better prepared clinical laboratory personnel and increased health care services are available to the Upper Peninsula. This joint venture has resulted in the local community and the Upper Peninsula being able to obtain genetic testing as part of the test menu at their health care agencies.</p> <p>The new lab has been able to grow and become accredited by the College of American Pathologists, due greatly to the availability of highly trained and credentialed graduates.</p>

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Public Safety Institute publicsafety.nmu.edu	<ul style="list-style-type: none"> •Michigan State Police •Michigan Dept. of Natural Resources •United States Forest Service •Sheriff departments •Local police departments 	NMU Public Safety Department	<p>There are four major functions of NMU's Public Safety Institute:</p> <ul style="list-style-type: none"> •to provide in-service law enforcement training for the law enforcement officers of the Upper Peninsula. •to provide educational and administrative support to the other arm of the Institute, the Regional Police Academy. •to locate, evaluate and schedule training for county correctional officers of the Upper Peninsula, •the operation of a Michigan Commission on Law Enforcement Standards (MCOLES) pre-employment testing site for the reading, writing and physical skills tests to prospective law enforcement officers of the Upper Peninsula and State of Michigan. 	12 years	<ul style="list-style-type: none"> •1 full-time training director •1 full-time coordinator of In-Service Training/Regional Police Academy •department secretary <p>The Institute also employs approximately 80 contract instructors from various specialty areas.</p>	Between 950 and 1,100 officers enroll in the credit earning Public Safety Institute annually.	<p>In 2008, \$212,000 in grants (total of \$2,595,565 since 1992 inception) from Michigan Commission on Law Enforcement Standards (MCOLES).</p> <p>\$15,000 from corrections training funding to offer correctional training to the local corrections officers.</p>	<p>The Institute has generated a lot of goodwill and cooperative relationships. As a result of the Institute, the perception of NMU by U.P. law enforcement personnel is extremely high. NMU has created important legislative contacts as the U.P. law enforcement community looks to NMU as the U.P. spokesperson at the state level. NMU is able to play a large role in both regional and state decision-making.</p> <p>NMU Public Safety officers receive the best and most current training in law enforcement as they have immediate access to the training site on the NMU campus. As an official training site, NMU has access to advanced equipment that might not otherwise be available to a university public safety office.</p> <p>As the Institute is credit generating, NMU is able to obtain vocational funding to further advance its offerings.</p>	<p>The NMU Public Safety Institute is geographically an asset to the Upper Peninsula. This consortium concept enables the departments of the U.P. to receive training that would not be possible with limited local budgets. For example, officers from the western end of the Upper Peninsula would have to travel 12 hours by car to reach the capital, Lansing, if the Institute was not available.</p> <p>NMU also provides training in proximity to pockets of police departments in the Upper Peninsula to further reduce costs. Additionally, much of the training is specialized and therefore not cost effective for small agencies to provide for themselves.</p> <p>Various law enforcement agencies look to the Institute to evaluate, schedule and present in-service training for their personnel. In the past year, 58 training sessions totaling 1,268 hours were offered to 950 officers; an economic (cost savings) and social benefit has occurred. The longevity of the partnership is evidence of its sustainability.</p>

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Annual "Learning to Walk Together" traditional pow wow www.nmu.edu/ncas	<ul style="list-style-type: none"> •American Indian Coordinating Council; •Sault Tribe of Chippewa Indians; •Keweenaw Bay Indian Community 	<ul style="list-style-type: none"> •Center for Native American Studies •Academic Affairs Office •Colleges of Arts & Sciences and Professional Studies •Education, Tech & Applied Science, English Depart. •Equal Opportunity Office •Ethnic and Cultural Diversity Committee •Continuing Ed. •Multicultural Education and Resource Center 	As an outreach to the Upper Peninsula and upper Midwest communities, and as a function of the Center's mission to enrich the knowledge and understanding of the Aboriginal Indigenous people of North America from a Native American perspective, the pow wow is an educational and cultural activity.	16 years	6 faculty/staff from the Native American Studies Center 1 Culinary Arts faculty member	Over 100 student volunteers assist with all aspects of the pow wow. Native American Student Association plans and hosts, and NMU culinary students help prepare and deliver the feast.	<p>\$7,500 annual grants from Upper Peninsula Indian tribes.</p> <p>An annual internal funding of \$18,000 from Academic Affairs, colleges, departments, and centers.</p>	<p>Approximately 15 NMU classes from Education, English, Business, and Native American Studies are involved in either service learning or attendance.</p> <p>By coordinating with multiple colleges, academic departments, administrative offices, and the NMU diversity committee, the Native American Center and its student organization impacts a potentially wide segment of the university community.</p> <p>During a Volunteer Orientation session on pow wow etiquette and experience, a Volunteer Handbook is given to student volunteers to help orient them to community service at a large-scale event. In addition to a better understanding of Native culture, students learn organizational, teamwork, planning, and problem-solving skills.</p>	<p>The weekend event is free to encourage participation and increase awareness of Native culture. The pow wow has annually over 1,500 attendees, 20 Native artisans, 200 dancers and singers from around the Upper Great Lakes region. It helps to fulfill the mission of the Center for Native American Studies through three sessions, each with a grand entry, veterans' honor song, male and female traditional dances, and the audience is invited to participate. The traditional food feast, prepared by NMU students, serves 400-450 community members.</p> <p>Through a gifting component of the pow wow, the message to participants is Native thankfulness, a way of welcoming them to the Native community, and conveying that when a person picks up a gift from the blanket, they are honoring the Native giver.</p>

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Center for Econ Education and Entrepreneurship www.nmu.edu/cee	<ul style="list-style-type: none"> •Michigan Council on Economic Education(MCEE); •National Council on Economic Education (NCEE); •Northern Initiatives; •K-12 school districts; •Hannahville Indian Reservation 	<ul style="list-style-type: none"> •College of Arts and Science •Dept. of Economics •School of Education •College Business 	NMU-CEEE's mission is to advance economic literacy across the region by providing services for K-16 educators, students and guardians, and community members across the Upper Peninsula and State of Michigan to increase awareness and value for marketplace economics and entrepreneurship.	1979-1997, 2003-present	<p>1 Center director</p> <p>2-3 faculty / year depending on programming needs</p> <p>7 Advisory Board members hold NMU faculty status</p>	<p>4 paid NMU students on Center's staff who plan, coordinate, and facilitate programs under Director's supervision ;</p> <p>10-30 NMU student participants , varies with programs</p>	<p>\$140,000 (7 year grant of \$20,000 per year) from Northern Initiatives,</p> <p>\$5,000-10,000 grants annually from regional, state, and national partners</p>	<p>NMU students show significant growth in leadership, management, interpersonal skills, use of interdisciplinary talents.</p> <p>NMU faculty participants report they better appreciate the wide reach of economics and now blend economics into their own classroom activities. They discuss entrepreneurial concepts in their courses to help students see their creative works may have value to the outside market.</p> <p>Scholarship, research, publication, creative works, and presentations have been triggered by participation in this Center. NMU was recognized by the State of MI as a Center of Excellence in Entrepreneurship for its entrepreneurship programs (MCEE, 2007 – present)</p> <p>The Center has a 27 member advisory board drawing input from local, state, and national organizations. This exposure improves NMU's faculty network.</p>	<p>Pre- v. Post- quantitative assessment gives evidence of effectiveness.</p> <p>In 2007-2008, 34 youth programs (1,481 students) were offered throughout the school year and during summer camps. Examples are: Environmental Economics and Entrepreneurship (Grades 8-11 and Grades K-6), Business Skills and Entrepreneurship Competition. Programs are delivered onsite at schools and at the NMU campus.</p> <p>"Monopoly on the Rez" was a Students in Free Enterprise (SiFE) project coordinated with the Hannahville Indian Reservation.</p> <p>K-12 educators (110 enrollment) participate in professional development workshops, graduate courses, and outcomes assessment. The Center offers standards-based economic educational materials and peer-reviewed products in their resource room to advance economic literacy. Individual consultation and curriculum assessment services are provided on campus or by telephone.</p>

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Upper Peninsula Center for Educational Development (UPCED) webb.nmu.edu/Centers/upced	<ul style="list-style-type: none"> •Michigan Technological University •Lake Superior State University •seven Intermediate School Districts of Michigan's Upper Peninsula – Copper Country, Delta-Schoolcraft Dickinson-Iron, Eastern Upper Peninsula, Gogebic-Ontonagon, Mqt-Alger RESA, and Menominee County. 	College of Professional Studies and all departments offering secondary education programs	<p>The focus of the UPCED is to provide leadership in all content areas and for all educators and administrators across the Upper Peninsula.</p> <p>The mission of the Upper Peninsula Center for Educational Development is to increase educational achievement and citizenship among regional learners through educational development and technical assistance, resource development and coordination, and collaboration.</p>	22 years	<p>Dean of Professional Studies and Director of the School of Education are on the governing board.</p> <p>Other NMU faculty (Education, Math, sciences) as needed.</p>	Annual average is 150 to 300 educators participate in credit-earning center activities. In 2007-08 year, the center served 281 K-12 teachers and administrators.	The partners pay memberships fees based upon student numbers. For 2007-08 the partners contributed \$36,250, NMU contributed \$25,000.	<p>There are three universities in the partnership, but the offices for UPCED are located on the Northern Michigan University campus. This brings intellectual stimuli to the campus, as well as recognition. NMU is viewed in our region as the leader in educational programming. In that regard we are meeting an important institutional objective by continuing to provide leadership in the K-12 arena.</p> <p>As a result of regular interactions with the various stakeholders, a constantly updated and improved undergraduate Education program can be attained.</p> <p>The School of Education is co-sponsor of the Summer Institute and offers one graduate credit to attendees.</p>	<p>Honorable Mention was awarded to the program in 2008 by the International EDC in the category of "Partnerships with Educational Institutions."</p> <p>Together, the partners have been able to write successful grant proposals that support professional development and school improvement programs. Two main professional development events held at NMU are the Summer Institute providing leadership training to administrators and teachers, and the Marquette-Alger RESA Fall Educators Conference.</p> <p>By supporting the continuing professional development of educators in the region, the UPCED and its activities are able to better assure a quality education of our K-12 youth.</p>

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<p>Great Lakes-Northern Forest Cooperative Ecosystem Studies Unit</p> <p>www.cesu.umn.edu</p> <p>www.cesu.umn.edu /conferences/WGLC/wglc2008/WGLR C_Booklet_2008.pdf</p>	<ul style="list-style-type: none"> •24 universities, e.g., Univ. of Minnesota, Purdue, Toledo •9 specialist organizations , e.g., Great Lakes Commission, Nature Conservatory •7 Federal organizations , e.g., National Park Service, Bureau of Land Mgmt 	Biology, Geography	<p>The GLNF-CESU strives to improve the scientific base for managing public lands by providing resource managers with high-quality scientific research, technical assistance, and education, and seeks to resolve resource problems at multiple scales using interdisciplinary ecosystem studies involving the biological, physical, social, and cultural sciences.</p> <p>The annual Western Great Lakes Research Conference is the organization's venue for sharing research.</p>	7 years	<p>1 NMU faculty 2008 conference director</p> <p>9 NMU faculty from 2 disciplines attended and/or presented</p>	<p>20-30 students in-depth research</p> <p>20 students in light research</p> <p>20-25 students in class projects. In 2008</p>	<p>In 2007, 5 federal agencies contributed \$2.2 million in total for use by all partners, distributed via a project proposal procedure.</p> <p>NMU is a conference co-sponsor when hosting.</p>	<p>NMU hosted the research conference in 2002, 2005, and 2008. The conference brought agency employees and academics to campus from all over the Midwest. NMU students were given the opportunity to respond to the call for proposals as well as to attend the two day conference. 12 graduate students gave oral or poster presentations; 5 NMU faculty presented their research. These are significant professional development opportunities as well as an influence on teaching and scholarship. Biology faculty report an increase in both undergraduate and graduate service-based research and thesis topics.</p> <p>Participation in the network provides NMU faculty and student funding, access to research repositories, and collaborative projects with other members; thereby improving the academic programs.</p>	<p>The Western Great Lakes Research Conference provides a forum for information and idea sharing between researchers and managers of national parks and other public lands throughout the Western Great Lakes area. In addition to attracting regional researchers, the conference was open to the public and was attended by environmentalists and conservationists. The conference was attended by approximately 90 people.</p> <p>The organization promotes student/teacher/citizen involvement and provides professional development opportunities to its partners. In 2007, 33 projects [total of all partners] were created.</p> <p>The overall contribution to the environment and land management to all the Great Lakes region has been significant; synergy and collaboration are effective tools in reaching this partnership's goals.</p>

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Ripley Combined Heat and Power Plant www.nmu.edu/Engineering&Planning	<ul style="list-style-type: none"> •Marquette General Health Systems (MGH) •Marquette Board of Light and Power (MBLP). •Timber industry •Trade unions 	<ul style="list-style-type: none"> •Facilities and Planning •School of Technology & Applied Sciences •Chemistry Dept. 	<p>The purpose of a Combined Heat and Power (CHP) Cogeneration addition to the existing Plant is to utilize a solid fuel high pressure boiler capable of burning wood chips, coal and natural gas integrated with extraction steam turbine capable of producing the required University's thermal and electrical needs.</p> <p>Involvement from conception to design by community leaders from NMU, MGH, and the MBLP continues as the partners work together on the CHP project to assure mutual community success. Additionally by fueling the new CHP with wood bio-mass the university and MGH's Marquette hospital campus will extract turbine/generator steam and use it for space heating, air-conditioning, and hot water generation.</p>	4 years. To date, permits have been received, equipment designs and bidding done. Research continues on suppliers, operations, facility design, and ash disposal.	Approximately 9 NMU staff and 1 Chemistry faculty member have been involved with planning. It is expected that at least 3 faculty will join the team closer to project completion.	5-10 for research projects	<p>Funding options have been explored and discussed by the partners. In March 2008, Michigan Governor Granholm recommended that NMU's bio-mass heat and power cogeneration plant project be included as part of the state capital outlay budget through the State Building Authority.</p>	<p>There is an education component of this facilities project to provide our faculty and students with laboratory space to learn and research how institutions, states and the nation can produce, supply, and use energy. To date, the project has served as a research base for Chemistry faculty working during summer 2008 on a carbon capture project that focuses on algae.</p> <p>The Departments of Engineering Technology and Construction Management are discussing research projects and the development of an alternative energy minor, a course on energy use and management, and a multidisciplinary team-taught Bioenergy course.</p> <p>The proposed plant would be able to burn wood chips and wood byproducts of the Upper Peninsula wood products industry, for example, tree tops, sawdust, and bark. This will reduce the need to generate steam via natural gas/fuel oil boilers, adding to savings for both NMU and MGH.</p>	<p>The CHP project addition is an energy saving initiative that will lead the community in "green" bio-fuel utilization. The CHP will produce electrical energy for the NMU campus from renewable wood thereby eliminating purchase of electrical power from the Marquette Board of Light and Power (MBLP). This in turn, will aid the MBLP to meet to increasing electrical power needs in the area. Marquette General Health Systems will be provided with steam to their campus with the purpose of lowering their operating costs.</p> <p>Based on the projected operational and wood fiber needs of this plant it is estimated that the plant could create 90-120 new jobs in the wood industry:</p> <ul style="list-style-type: none"> •15-20 wood industry •30-50 spinoffs •70-80 plant construction •15 plant operations

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<p>One Book - One Community</p> <p>www.nmu.edu/onebookmq</p>	<ul style="list-style-type: none"> •Marquette Alger Reading Council •Peter White Public Library •Snowbound Books •Superiorland Library Cooperative •Upper Peninsula Children's Museum •West Branch Community Center 	<ul style="list-style-type: none"> •Library •Education and English Departments •First Year Experience Program 	<p>One Book, One Community's purpose is to share the joy of reading, the life of the mind and the free exchange of ideas through a common book. Our goal is to foster a sense of community by bringing Northern Michigan University and Marquette County readers together.</p> <p>An invitation is extended to the entire University community, students, faculty, staff and all Marquette County residents to participate in the One Book, One Community program.</p>	3 years	<p>8 NMU faculty/staff/students are on a 12 member community steering committee</p> <p>8 NMU faculty integrated the activity within a Fall 2007 course</p>	385 students in 11 NMU courses	<p>NMU covers the modest \$1,500 budget.</p> <p>Anonymous donors provide free copies of the book for public places.</p>	<p>While dozens of similar programs have been sponsored nationwide, this is one that brings together a county and a university. One goal of the program is to introduce new Northern Michigan University students to our community and to an academic life through the reading and discussion of a chosen book.</p> <p>NMU organizes events related to the book on campus and in the Marquette community. Students may discuss the novel at a variety of settings, to hear panelists, and to join members of the university and Marquette community in themed events. The book may be assigned for a course. An effort is made to include NMU students in community events, such as local book club discussions.</p> <p>The on-going partnership allows NMU to promote university-community interaction while enhancing literary academics.</p>	<p>In 2006, the Marquette County Board of Commissioners officially recognized One Book, One Community as part of Marquette County's desire to promote literacy. Solicitation for book suggestions is open to all.</p> <p>Example of 2007 community events:</p> <ol style="list-style-type: none"> 1) 8 community book discussions were held at various locations 2) Children's' Museum activities, crafts and games for pre-school and elementary-aged kids and their families, themed with the Book 3) related films shown at the public library 4) 300 attended an ITV talk with the author to foster a sense of community by bringing NMU and Marquette county readers together <p>The community gains social and intellectual exchange benefits.</p>

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<p>Electrical Line Technician Program</p> <p>www.nmu.edu/tas</p>	<ul style="list-style-type: none"> •Lake Superior Community Partnership •Upper Peninsula power industry 	School of Technology & Applied Sciences	<p>The purpose of the Electrical Line Technician Program is to provide the region with individuals who are trained with the prerequisite skills that are necessary to work on overhead electrical power lines.</p> <p>The partnership that has been collaboratively developed permits for all partners to have equal input into issues associated with the curriculum, entrance requirements, equipment requirements, advertising and promotion.</p>	5 years	1 faculty for program; Dean, College of Professional Studies. Both serve on the advisory board	116 students to date	<p>Lake Superior Community Foundation provides funds and facilitates program advertising and recruitment activities.</p> <p>Industry partners provide equipment and supplies used for instruction.</p>	<p>Students receive two field placement experiences, enabling them to meet apprenticeship standards and be competitive as applicants in the power industry.</p> <p>The success of the program has also been dependent on the willingness and ability of our industry partners to loan state of the art equipment to the program in order to provide the best educational opportunity possible to our Line Technician students.</p> <p>The Line Technician program has permitted NMU to serve the educational needs and fulfill economic development objectives that are part of our institutional vision. NMU benefits from the number of students that we are able to include in enrollment data. This programming is in high demand, the power industry continues to experience a shortage, and the enrollment is forecasted to be constant.</p>	<p>The Upper Peninsula region directly benefits from the Line Technician Program in that we have provided, through collaboration, a systematic way to address the hiring needs of an important industry in our area. The industry advisory board has consistently supported this program because they have directly benefited by being able to interview and hire skilled and trained individuals.</p>

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Recorded in Stone- Voices of the Marquette Iron Range library.nmu.edu/arc hives	<ul style="list-style-type: none"> •Peter White Public Library •Marquette County Historical Museum •Michigan Iron Industry 	<ul style="list-style-type: none"> •NMU Archives •Beaumier Heritage Museum •NMU Center for Native American Studies 	<p>The purpose of the project is to develop and publish an interactive instructional Web site on the history of immigration on the Marquette Iron Range. The instructional Web site will be linked from the Web pages of the participating institutions.</p> <p>The Archives will formally launch the Web site at the beginning of an all-day, public symposium featuring scholars specializing in the history of immigration on the Range.</p>	1 year; grant funded Nov. 2007, work has commen ced, completi on fall 2008	5 faculty	3 students: <ul style="list-style-type: none"> •Archives senior student assistant •assistant hired to conduct research and digitization •student intern to research selected immigrant groups 	\$14,950 grant from Michigan Council for Humanities	<p>The collaboration provides faculty the opportunity for community-based scholarly creative works, professional development with advanced technology, targeted conference presentations, and a public symposium featuring presentations from 6 scholars specializing in the history of immigration on the Marquette Iron Range.</p> <p>This project will also help address the immediate need of preserving the Archives' oral history collections by eliminating the normal wear and tear of regular use.</p> <p>This project allow the Archives to participate in The Making of Modern Michigan Project (MMM). MMM is an initiative of the Digitization Committee of the Action Team for Library Advancement Statewide (ATLAS) of the Library of Michigan as a cooperative digitization project to provide access via the Internet to unique materials relevant to nineteenth and twentieth century Michigan history.</p>	<p>The project's intended audience is the general public with supplemental content that targets educators, students, scholars, and genealogists who will recognize the proposed Web site as a resource with up-to-date rich content on the history of immigration. The Web site will encourage educators to bring their students to the Archives and the collaborating institutions for historical research projects.</p> <p>The Web site provides access to digitized audio recordings and transcripts of oral histories documenting the immigration history of the Marquette Iron Range. These oral histories link to the relevant narrative histories. Each narrative history will include a link to a set of lesson plans for secondary education social studies teachers that focus on the development of critical thinking skills in the analysis of primary sources. Each lesson plan will include a set of digitized primary sources selected from participating institutions. Recorded in Stone is an example of a short-term project with cultural and social benefits that will sustain for the long-term.</p>