

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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The mission of Wayne State University demonstrates a commitment to the public good. WSU is guided by an underlying belief that aligning academic and service programs with community-based resources produces mutual benefits achievable only by collaboration. [Community Engagement](#) is among seven strategic foci comprising "[Distinctively Wayne State University](#)," the university's primary mission document.

WSU has long been a city of Detroit anchor institution and deeply engaged with its community. While profound financial challenges have dominated Detroit's past decade, its exit in 2014 from the nation's largest-ever municipal bankruptcy marked a positive milestone; today, the city of Detroit is the early stages of transformation. Community-based university programs, and strategic investment in Midtown Detroit's economic development have helped the city emerge with new strength.

In 2015, the Carnegie Foundation for the Advancement of Teaching renewed WSU's [Community Engagement Classification](#), which affirms WSU's commitment to the public good.

### Educational Outreach Engagement

WSU outreach programs motivate high school students to prepare for college and academic success; foster workforce diversity in science, technology, engineering, and mathematics (STEM) fields; and facilitate college access and opportunity for disadvantaged students.

Examples:

- The STEM-focused [C2 Pipeline Program](#) is a 21st Century Community Learning Center funded program through the Michigan Department of Education. Programs serve 9th-12th-grade students from 15 Metro Detroit high schools with a high concentration of disadvantaged and underrepresented minority (URM) youth classified as "at risk," with goals of college and career readiness. During the most recent program year, C2 Pipeline programs served 1,809 unique participants on 256 days totaling 9,407 hours.

- The GO-GIRL Program (Gaining Options: Girls Investigate Real Life™) prepares girls in grades 7-12 to pursue STEM-related careers by building confidence and competence in mathematics, technology, scientific thinking, and communication.
- The College of Engineering (COE) sponsors a series of annual [summer camps](#) to prepare pre-college students to pursue careers in engineering, computer science, and STEM. During the most recent program year, COE camps served 605 unique participants on 170 days totaling 1,149 hours.
- The [Michigan Area Health Education Center](#) (MI-AHEC) exposes disadvantaged students to health careers, with a goal of expanding the number of URMs in health professions, and encouraging students and health professionals to work in areas underserved by primary care providers. During the most recent program year, MI-AHEC conducted 116 programs and made 9,171 trainee contacts.

### **Educational Program and Service Engagement**

Community engagement is a theme that crosses university undergraduate and professional curricula. Examples:

- WSU's [Irvin D. Reid Honors College](#) challenges students to engage the world around them as problem-solvers and leaders; its curriculum requires that students inform themselves about what it means to be citizens of the city, the country, and the world. The [first-year curriculum](#) is focused on community and features a two-semester signature course, "The City and Citizenship" (Honors [PS 1000](#) and [PS1010](#)). The [second-year curriculum](#) is focused on service and requires a service-learning experience.
- Service-learning courses are offered by other schools and colleges, and provide both [undergraduate](#) and [graduate](#) students the opportunity to contribute to the community while testing classroom principles and theories.
- As a service to faculty, [CommunityEngagement@Wayne](#) offers resources to develop new service-learning courses or incorporate service-learning into existing courses. Faculty, collaborating with community partners, determine how service can enhance course learning objectives and how students can contribute value to the organization. Upon returning to the classroom, guided discussions and reflective assignments link real-life field experience to coursework, and promote a better understanding of course concepts.
- The Dean of Students Office supports student [community involvement](#) through many programs; examples include the week-long [Alternative Spring Break Detroit](#) program, which helps students better understand Detroit and its dynamic role as WSU's urban core.
- Law School programs include the Damon J. Keith Center for Civil Rights, which promotes the educational, economic and political power of underrepresented communities in urban settings. Through the center, law students teach a civil rights curriculum to high school students, and leaders dive into the equity issues of the day, such as tax foreclosures, water shutoffs, and police-community relations. The Detroit Equity Action Lab brings together 60 nonprofit organizations working in the many dimensions of racial equity, including arts and media, community development, education, environment, food security, health care and housing, to address issues of structural racism in Detroit.
- [Street Medicine Detroit](#) is a program founded in 2012 by School of Medicine students through which they provide healthcare to Detroit's homeless population wherever they

are - in shelters and on the streets. Its mission is to *"bridge the gaps between the homeless and medical communities by building relationships and offering companionship and respect."*

### **Research Program Engagement**

Through research and scholarship, policy and program development, and community capacity-building, the [Center for Urban Studies](#) (CUS) participates in defining and influencing local, regional, state and national urban policy. The CUS collaborates with faculty, and with community organizations and local governments to answer key questions about the metropolitan area and about policy or organizational issues. CUS research foci include urban safety, urban health, healthy homes, and survey and evaluation research.

An example of how data-driven approaches can improve public safety is evidenced by the impact of an innovative CUS collaboration with the WSU Police Department and others, which in 2008 created the high-tech [Midtown Compstat](#). By combining data-driven policing with crime prevention, Midtown Detroit crime has since dropped by 54% and robberies by 68%. The WSU Police Department has been recognized nationally for its role in revitalizing the community – extending far beyond campus. (e.g., the [Chronicle of Higher Education](#), [New York Times](#), and [Detroit News](#).)

WSU is committed to improving the health of its urban community.

- With a motto of “Gateway to a Healthy Detroit,” WSU’s [Center for Urban Responses to Environmental Stressors](#) (CURES) center (funded in part by the National Institute of Environmental Health Sciences) comprises a diverse team of scientists, clinicians, public health professionals, educators, and community leaders working to build a healthy living and working environment in the city. CURES research focuses on identifying environmental stressors that affect human health in urban Detroit, and discovering mechanisms that lead to disease susceptibility. The CURES Community Outreach and Engagement core fosters bi-directional communication between researchers and the public (e.g., through [regular newsletters](#)) to develop workable solutions to public health problems. To this end, CURES is currently [soliciting applications from the community](#) for mini-grants of up to \$5K.
- The \$93M [Integrative Biosciences](#) (IBio) facility opened in late 2015 and advances WSU’s [institutional commitment](#) to prevent and eliminate health disparities prevalent among Metro Detroit residents. The IBio model will facilitate collaboration among faculty studying environmental and health sciences; and chronic diseases (e.g., heart disease, diabetes, obesity, and asthma) that disproportionately affect minority populations.

### **Broad Community Engagement**

WSU Government and Community Affairs leads community engagement on behalf of the President.

- WSU is designated by the Association of Public and Land-grant Universities as an [Innovation & Economic Prosperity University](#), affirming institutional leadership in

spurring and promoting regional economic development. The Office of Economic Development (OED) engages the community to stimulate growth and strengthen Midtown Detroit and neighborhoods across the city. The OED works across the university to align intellectual assets; and across the community to leverage business assets. University investments and economic impact are presented in the OED publication, "[A Catalyst for Growth](#)."

- The Office of Community Outreach and Engagement is responsible for fostering more than [100 partnerships with community organizations and agencies](#), and for brokering new community partnerships.
- The [President's Community Advisory Group](#) comprises leaders from area community organizations and serves as a sounding board for the President and the Office of Community Affairs, to help determine what initiatives WSU should undertake, how WSU is perceived in the community, and assist WSU in matching community needs with university strengths.

### **Regional Economic Impact**

- The [University Research Corridor](#) (URC) is an alliance of Michigan's three largest higher education institutions: WSU, Michigan State University, and the University of Michigan. The impact of URC activities on Michigan's economy in 2015 (reported in 2017) was [estimated at \\$16.5B](#), including an impact of [\\$6.3B and more than 16,000 direct and indirect jobs](#) to WSU's [Detroit Metro Region](#).

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