

The University of Louisville

2015 Carnegie Community Engagement Application

Submitted 4.14.2014

I. Foundational Indicators

A. President/Chancellor's Leadership Statement

Required Documentation.

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:
 - a. Indicates their perception of where community engagement fits into their leadership of the institution,
 - b. Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
 - c. Discusses how engagement is institutionalized for sustainability in the institution.

April 14, 2014

Dear Carnegie Foundation Review Committee,

The University of Louisville (UofL) is pleased to submit this application for the 2015 Carnegie Foundation Elective Community Engagement designation. Since our original designation in 2008, UofL has made substantial progress in fostering a culture across the institution that values and supports community engagement.

UofL is an institution that recognizes the strategic importance of engagement and the critical role it plays in helping the university advance in its role as a premier metropolitan research university in the 21st Century. The university acknowledges that engagement properly and sufficiently integrated into the pedagogy of teaching and research, can provide enhanced learning opportunities for students and produce world-class research and creative activity by faculty. UofL works to promote diversity, opportunity and social justice and practices creative and responsible stewardship. The university recognizes the value of community engagement in improving and sustaining quality of life for residents of Louisville and the Commonwealth of Kentucky. Moreover, UofL's engagement now has a vibrant local, national and global reach.

As noted in our original Carnegie application, community engagement is listed as one of the five pillars of the university's strategic plan, known as *The 2020 Plan* developed in 2008. In 2013, the university embarked upon a new strategic initiative, known as *The 21st Century University Initiative*, which calls for a more assertive approach to the institutionalization of community engagement. This institutional self-assessment has produced tangible evidence of a more pervasive and integrated approach to community engagement, and also revealed areas for continuous improvement.

The president's annual scorecard goals include institutional goals for community engagement which must be reported to me and the Board of Trustees. Accountability for making progress in the areas of community engagement, along with the other institutional goals, is shared by the faculty, staff, students and the entire administrative structure of the university. The Vice President for Community Engagement – an integral member of the university's leadership structure – coordinates these efforts at every level and is a strong advocate for advancing the community engagement agenda across the institution.

As this application will confirm, community engagement remains for us a top institutional priority and has an increasingly strong presence that has helped to shape and influence institutional policies and practices. Community engagement has become an integral part of the university's brand or core identity. With the establishment of an entire community engagement office, the appointment of a university-wide steering committee, the reallocation of administrative functions by the provost office and many other offices in support of engagement and the significant in-kind support of faculty, staff and students, UofL is well positioned to sustain and accelerate its progress towards the institutionalization of community engagement.

In 1997, the Kentucky legislature approved an innovative and forward thinking plan to reform the state's system of higher education. The goal was to develop a "seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life." A key component of this reform was the state's creation of the Research Challenge Trust Fund, a strategic investment in university research designed to create new jobs, generate new economic activity and provide new opportunities for Kentucky citizens. Commonly known as "Bucks for Brains [B4B]" the program uses state funds to match private donations, effectively doubling the impact of private investment supporting research in strategically defined areas and institutional priority areas. The University of Louisville has used this program to recruit noted scholars and scientists. Through FY2013, the B4B program resulted in over 85 endowed chairs (e.g. Endowed Chair in Tobacco Harm Reduction Research, Endowed Chair in Aging Research), 15 professorships, numerous graduate fellowships and mission supported projects (e.g. Wounded Warriors Program, UofL's Kentucky Spinal Cord Injury Research Center). This was a direct result of \$118.1M in state funds invested through B4B which has produced a significant and fiscal impact. The B4B program has resulted in attracting \$486.8M in non-state extramural funding, a net economic impact of \$1,047.7M, an increase of \$362.0M in earnings, 1,700 additional jobs, and an increase in state and local tax revenue of \$28.1M (Meench and Shanker, 2013). The translational research of these distinguished scholars has markedly contributed to improving the community and the quality of life experienced by our citizens.

The engagement agenda has my personal commitment, and that of Provost Shirley Willihnganz and the entire leadership team. Community engagement is now more deeply embedded in UofL's culture and in the expectations of students, faculty, staff, and the general public than was the case in 2008. Despite unprecedented budget cuts over the past decade, the university has continued to make substantial monetary and other resource investments into community-based programs, projects and partnerships. These strategic investments are clearly articulated in this application and reflect the viability and sustainability of our engagement work.

Respectfully submitted,

James R. Ramsey, President

d. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
<p>Annual addresses/speeches (word limit: 500):</p> <p>Affirmation of community engagement is evident in statements made by the University of Louisville leadership. President James Ramsey is a vocal supporter of community engagement and has used many opportunities to indicate his and the university’s commitment as indicated in these excerpts from his speeches.</p> <p>Excerpts from Speech by President Ramsey at Community Engagement Awards Ceremony October 11, 2012</p> <p>In mentioning the role of the university, President Ramsey said, “We are in a major metropolitan area – but must mean more, must mean addressing issues in our local/regional community, our state community and our global community.”</p> <p>President Ramsey, in referring to the numerous university partnerships said, “Fifty-nine of these partnerships were in other states ..., and 13 were international partnerships So tonight we celebrate – community engagement is in the DNA of UofL, and yes, UofL truly is making a difference in our community – our local community, our state community, and our global community.”</p> <p>In referring to the group of faculty being recognized at the award ceremony, President Ramsey congratulated the group by stating, “The group of faculty ... exemplifies our university’s commitment to enhance faculty teaching and student learning experience through international engagement, and our commitment to make the world a better place as members of a global community.”</p> <p>President Ramsey’s Commencement Address, May 2013</p> <p>A reference to State House Bill 1 of 1998, the President stated, “The University of Louisville was given ... a mandate to increase economic opportunity and the quality of life for the people of our community and state.”</p> <p>The role of the Signature Partnership Initiative was mentioned in this statement, “And over the past four years our campus has been engaged daily in the life of our community, particularly Louisville’s West End, improving health care and educational opportunities for the people of that area, thus helping us an institution achieve prestigious status as a Carnegie <i>Institution for Community Engagement</i>.”</p> <p>State of the University Address by Dr. James R. Ramsey Wednesday, Sept. 11, 2013</p> <p>The President refers to the University Hospital partnership with Kentucky Health One, “Attempts to increase clinical income so that we can continue to provide the very best health care to all, the very best health care to all in our community regardless of income, [were] faced with political, ethical and market challenges. But we did not relent in finding a partnership that</p>	<p>http://louisville.edu/president/presentations-speeches/Community%20Engagement%20Awards%20Ceremony%2010-11-12.pdf</p> <p>http://louisville.edu/president/presentations-speeches/May-2013-Commencement.pdf</p>

<p>positions us well for the future.”</p> <p>President Ramsey mentioned a report by independent economist, Manoj Shanker, when he said, “Who, time and time again, has picked up the mantle of partnership in our communities to ensure the success of UPS and other businesses? Who was there working with the Jefferson County Public School system to develop a clinical model of teacher education, one of the first such models in the nation? Who stepped up to partner with Simmons College of Kentucky to meaningfully address the education gap in our community?”</p>	<p>http://louisville.edu/president/presentations-speeches/SOTU-2013.pdf</p>
<p>Published editorials (word limit: 500):</p> <p>Another opportunity Dr. Ramsey has used to indicate his and the university’s commitment to community engagement has been through published editorials. Excerpts from the editorials are noted below.</p> <p>University-Elementary School Partnership is Changing Lives <i>CUMU Presidential Perspectives</i> Dr. James Ramsey August 2009</p> <p>“UofL has become a better university because of the experience. Not only are our own students getting real-world experience through their involvement with Atkinson, but the school is providing countless research opportunities for our faculty. That “two-way” learning will help us improve the quality of life for everyone in our state and region.</p> <p>If the goal of higher education is to make the world a better place, we can’t just start the job when students first walk onto our campus. We need to think outside our own classrooms, research labs and offices, and be creative in linking our resources to community needs.”</p> <p>Partnership helps western Louisville, UofL <i>Courier-Journal</i> Dr. James Ramsey May 6, 2012</p> <p>“As a major metropolitan research university, UofL had a unique obligation and opportunity to help transform and sustain our community.</p> <p>The university also committed to work with community residents and partners to leverage resources and garner more synergy around existing and new programs.</p> <p>We connected with 79 community organizations that have a long-standing commitment to west Louisville ... the creation of the Residents Advisory Council helped to steer and monitor the work of this initiative to assure that its focus remained aligned with community priorities.</p> <p>The learning experience of UofL students has been enriched by their engagement in the community. The pedagogy of UofL faculty has been enhanced by community-based teaching and research. The Signature Partnership truly provides mutual benefit to the community and university.</p> <p>UofL must continue working with community partners to attack the academic achievement gap, improve college enrollment and graduation rates, and foster sustainable neighborhoods.”</p>	<p>http://www.cumuonline.org/documentpreview.aspx?d=47</p>

<p>UofL: Maintaining Trajectory through Change <i>Huffington Post</i> Dr. James Ramsey November 19, 2013 “We have a responsibility, even a mandate, to be a premier metropolitan research university.</p> <p>We’ve engaged our entire campus community, community leaders and our Board of Trustees in this ambitious endeavor to figure out how we can better serve our students, the Louisville community and the Commonwealth. We are on an amazing academic trajectory from recruiting better and better students, to graduating more undergraduate and graduate students, to world class research and to our daily involvement in the life of our community.</p> <p>We will produce more college graduates, prepare them to compete in a global economy, [and] expand our social and community engagements.”</p>	<p>http://www.huffingtonpost.com/dr-james-ramsey/maintaining-trajectory-through-change_b_4298263.html</p>
<p>Campus publications (word limit: 500): Dr. Ramsey issues a monthly <i>President’s Report</i> that is distributed widely across campus as well as to alumni and university stakeholders across the state. Each issue includes “A Letter from the President” and often includes statements of affirmation. In addition to the <i>President’s Report</i>, each issue of the University of Louisville <i>Alumni Magazine</i> includes an “Inside the Oval” section from Dr. Ramsey that often includes statements of affirmation as well. The magazine is published three times a year for alumni and friends of the university. Statements of affirmation from the respective publications are indicated in the excerpts below.</p> <p>University of Louisville Magazine for Alumni and Friends Winter/Spring 2012 “Being a good neighbor is one of the foundations of our mission to become a premier metropolitan research university ... to meet our statutorily mandated goal, we are driven to find solutions to the most challenging social, economic and health concerns in Kentucky and beyond ... our students and faculty are engaged in projects helping those in need around the world”</p> <p>“The Signature Partnership is emblematic of UofL’s community-focused approach to improving the educational, health, economic and social status of individuals and families who live in Louisville’s urban core.”</p> <p>The President’s Report September 2012 “The past year was one of much accomplishment – including significant research grants, a record graduation rate and community partnerships to address issues ranging from brain injuries in soldiers to providing education to underserved areas of Louisville.”</p> <p>University of Louisville Magazine for Alumni and Friends Summer 2013 “[We] refused to let obstacles like fewer financial resources shake our resolve to attain our goal of being a premier metropolitan research institution as mandated by state law.”</p> <p>“Read about UofL’s partnership with Wayside Christian Mission’s Hotel Louisville – an inspirational and moving story about how this dynamic collaboration has produced real, life-changing results in how our community approaches homelessness.”</p> <p>University of Louisville Magazine for Alumni and Friends Winter/Spring 2014 “Our efforts to recruit doctors, nurses and health care support services to underserved areas; use new research to fight autism, cancer, arthritis and obesity; expand environmental</p>	<p>http://louisville.epubxp.com/i/54908</p> <p>http://uoflblog.com/email/September-2012.pdf</p> <p>http://louisville.epubxp.com/i/141236</p> <p>http://louisville.epubxp.com/i/255274</p>

<p>sustainability efforts; and other stories about how UofL touches people far beyond our three Louisville campuses.”</p> <p>“Our university has embraced this transformation and will continue to evolve if we’re to reach our statutorily mandated goal of becoming a premier metropolitan research institution.”</p> <p>“Research universities are economic engines and improve the quality of life in their communities.”</p>	
<p>Other (word limit: 500):</p> <p>In addition to the above cited annual addresses, other editorials and publications provide examples where leaders of the university have pronounced an on-going institutional commitment to community engagement. These include video presentations such as these for the kick-off of the capital campaign, alumni of the year, and community 5-year celebration of Signature Partnership Initiative with west Louisville.</p>	<p>http://chartingourcourse.org/</p> <p>http://youtu.be/VwBvUFB3D0M</p> <p>http://louisville.edu/president/presentations-speeches/Speech%20Signature%20Partnership%20Initiative%205-year%20celebration.pdf/attachment/download/file</p>

B. Institutional Identity and Culture

Required Documentation. Please complete all three (3) questions in this section.

- 1.a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?
- No Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: **500**):

<p>Answer:</p> <p>The University of Louisville (UofL) has adopted the Carnegie definition for Community Engagement: “Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” This definition appears in the UofL Community Engagement Glossary of Terms found at http://louisville.edu/communityengagement/CommunityEngagementGlossary2.7.11.pdf.</p> <p>In addition to the Office of Community Engagement (OCE) website, this glossary is available in several locations including the UofL Faculty Handbook http://louisville.edu/facultyhandbook/teaching-research-and-service-resources. The glossary of terms was adopted university-wide in 2011. The definition for community engagement is also posted on the home page of the OCE website located at http://louisville.edu/communityengagement.</p>

- 1.b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Document excerpt	Web Link (if available)
<p>Mission or vision statement: The University of Louisville shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services.</p>	<p>http://louisville.edu/about/mission.html :</p>
<p>Strategic plan (word limit 500):</p> <p>The University of Louisville’s strategic plan, known as <i>The 2020 Plan</i>, is a blueprint for how the university will achieve its statutory mandate to become a premier metropolitan research university by the year 2020. The 2020 Plan lays out a strategic direction for the university to help improve the quality of life for residents of Louisville and the Commonwealth of Kentucky. This strategic plan includes community engagement as one of its five pillars: <i>1) Educational excellence, 2) Research, scholarship and creative activity, 3) Community Engagement, 4) Diversity, opportunity and social justice, and 5) Creative and responsible stewardship</i> (p 7). The <i>2020 Plan</i> calls for the development of critical community partnerships that enable the university to enrich the learning of students, enhance the teaching and research of faculty, and maximize the impact of service and outreach to community with a commitment to community engagement when it states that “By 2020, UofL will be known as a model metropolitan university, integrating academic excellence and research strength with civic engagement to transform Kentucky” (p 12).</p> <p>The university understands that community engagement plays a critical role in enhancing the academic quality of the university while serving the community. This plan calls for the expansion of community-based experiences to encourage and enable our students to become more critically engaged as problem solvers in community, “Our students will learn to be competent, mature and critical thinkers — important traits for navigating through the New Economy” (p 8). In addition, the plan states that “we will work to ensure our students become responsible, informed and engaged citizens.” The plan also promises “our students will learn from a faculty dedicated to and rewarded for excellence in teaching and scholarship, and faculty engaged in continuous development of effective and innovative pedagogy” (p 9). The <i>2020 Plan</i> states that “we take pride in the fact that we’re a ‘citizen university’,” and “ensure that our goals are blended with those of the surrounding area.” The strategic plan fosters diversity, opportunity and social justice by stating, “We also have programs aimed at promoting religious diversity and helping students experience and be accepting of other cultures. This will help our students learn to efficiently navigate the global community in many ways and prepare them for dealing with the intertwining of these economies” (p 15). The 2020 Plan is also a call to action for the university to remain a responsible and good steward of the resources and public agenda assigned to it by the state legislature. The plan also calls for the university to adhere to “protecting and improving the environment, to creating community partnerships, supporting cultural and artistic endeavors, helping businesses succeed, building healthier communities and promoting research and medical breakthroughs” (p 16).</p>	<p>http://louisville.edu/president/2020plan/vision2020.pdf</p>

<p>Accreditation/reaffirmation document/QEP (word limit 500):</p> <p>The process of developing its Quality Enhancement Plan (QEP) in support of reaffirmation by Southern Association of Colleges and Schools (SACS) offered UofL the opportunity to further its emphasis on an experience-based curriculum, specifically within a critical thinking framework. In 2007, SACS approved the University of Louisville quality enhancement plan (QEP) titled “Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement.”</p> <p><u>Community Engagement Emphasis</u></p> <p>The Ideas to Action (i2a) project works to increase student ability to apply critical thinking and support the assessment of how students can apply critical thinking in community-based settings. In 2007, faculty, staff, and students began working with i2a tools to scaffold community-based learning opportunities across undergraduate experiences; including Culminating Undergraduate Experiences (CUE) courses and within co-curricular and student affairs programs and events, beginning in the freshman year. We strengthened community engagement activities across the campus by strategically incorporating i2a concepts into civic engagement programs, contributing to the creation of a campus-wide community engagement glossary, leading conversations at regional and national meetings on best practices in critical thinking and engagement, and serving on community engagement committees and working groups that align our i2a practices and priorities with campus and off-campus partners.</p> <p>I2a staff collaborated with the university’s institutional effectiveness staff in 2009-2010 to incorporate critical thinking and CUEs into the annual Student Learning Outcomes (SLO) reporting process. CUE experiences provide students the opportunity to apply critical thinking to real-world/authentic settings, demonstrate the synthesis and mastery of the cumulative content, and reflect on their learning. About 95% of undergraduate degree-granting programs include a CUE on their SLO reports. Students participate in campus-wide, neighboring, regional, and international community projects, as well as reflective curricular activities across the undergraduate experience, which infuse community-based learning with course learning objectives. Through contributions to the campus-wide conversation around community engagement, collaborations with university partners, provision of faculty development programming, and development of a new student learning assessment tool, i2a enhances community engagement activities across campus.</p> <p>The National Survey of Student Engagement (NSSE) is a nationally recognized survey designed to gather information about the nature and quality of the undergraduate student experiences. In addition to SACS, NSSE has developed a series of specialized accreditation toolkits that map survey items to specific professional accreditation standards for: 1) accounting and business (AACSB); 2) teacher education (CAEP); and 3) computer science and engineering programs (ABET). The university has academic programs accredited by these three organizations. This alignment with NSSE insures the consideration of student engagement as a component of each discipline specific accreditation process.</p>	<p>http://louisville.edu/ideastaction/about/accreditation</p>
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<p>Other (word limit 500):</p> <p>Community engagement is a central part of the university’s strategic plan, known as the “2020 Plan”, which was adopted in 2008. The plan states that “by 2020 UofL will be known as a model metropolitan university integrating academic excellence and research strength with civic engagement to transform Kentucky.” Thus, in addition to our traditional commitment to teaching, research and service, we also ensure that our goals are blended with those of the surrounding area. [REF: the 2020 plan may be found at: http://louisville.edu/provost/planning/]</p> <p>More recently, in support of our sustained commitment to excellence and to ensure a successful, vibrant future, the University of Louisville has set in motion a campus-wide conversation about the university of the 21st Century. The 21st Century University Initiative was launched in the fall of 2012 and is led by Provost Shirley Willihnganz.</p> <p>One of the four 21st century committees created was the <i>Technology, Demographics, Engagement and International Committee</i>. A critical question this committee was charged with answering is “What is the role of ‘engagement’ as it pertains to the teaching /learning environment at UofL?” The committee’s work acknowledged that while community engagement is a major priority of the university, the university must continue to refine and enhance its efforts to embed community engagement more deeply into the UofL culture. The committee acknowledged engaged scholarship to be an essential element of attaining and maintaining educational excellence. The committee discussed the role of engagement in the performance expectations, standards and measures for evaluating and promoting faculty and staff. The committee is also focused on developing recommendations on training and development, recognition programs, and the facilitation of engagement opportunities for faculty, staff and students.</p> <p>A process of benchmarking, review of best practices, focus questions and discussion led to a draft set of recommendations and emerging themes. Based on this initial assessment the committee’s recommendations and implementation plans are in development. The developmental themes are:</p> <ol style="list-style-type: none"> 1. <i>Inform and Educate</i> – Continue to inform and educate campus and local community about the strategic importance of community engagement for advancing institutional and community goals. 2. <i>Recognize and Reward</i> – Increase recognition and rewards to students, faculty and staff for engagement work or projects. 3. <i>Refine and Evolve</i> - Continue building Infrastructure and resources to support and enhance engagement. <p>This component of the 21st Century discussion is being disseminated to a variety of constituents both internal and external to the campus community with the goal of establishing mechanisms to integrate policies and practices as they are finalized.</p>	<p>http://louisville.edu/21stcentury/committees/reports/full-reports</p>
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2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: **500**):

<p>Answer:</p> <p>The University of Louisville has always included its commitment to the community in its mission statement. This language is now more visible across campus.</p>
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In 2010, the Community Engagement Steering Committee developed an action plan for institutionalizing engagement across the university. As approved by the provost, the plan provided strategic direction for advancing engaged scholarship of faculty, engaged learning opportunities for students, and community service of staff. The plan contained 24 action items under five key areas: 1) policy, 2) internal programming, 3) external programming, 4) resource development, and 5) document & assessment. Many of the accomplishments cited in this application are the direct result of the action steps implemented by the university as recommended in the action plan <http://louisville.edu/communityengagement/community-engagement/steering-committee>.

To promote community engagement across the university and to address increasing relevant needs, the office of the Vice President for Community Engagement (OCE) added additional personnel. The position of Director of Student Engagement was reclassified to Director of Community Engagement with new responsibilities for engaged scholarship. A Research Analyst was hired to oversee data collection and assessment and a Program Coordinator was reclassified to a Communication Coordinator Sr. to oversee communication with faculty, students, and community partners. Unit coordinators from each school or division compile and report partnerships for their respective units. A Culminating Experience Specialist was hired by the Ideas to Action (i2a) project to support the identification of capstone and other culminating undergraduate experiences related to critical thinking and community engagement. Through federally funded grants, additional (4) personnel were added to enhance college access in local public schools through Talent Search and GO College programs. These programs complemented Upward Bound, which is assigned to the Office of Community Engagement.

Various university units also saw changes in organizational structure and personnel. The College of Education and Human Development hired a Director of Community Engagement; the School of Nursing created a position for the Director of the Office of Health Disparities and Community Engagement; the School of Dentistry created a position for the Director of Innovations, Community Engagement & Outreach; the School of Medicine hired an Associate Dean for Diversity Initiatives and Community Engagement and created a position for a Senior Associate Dean for Statewide Initiatives and Outreach; and a Special Assistant to the Provost for Engaged Scholarship was hired internally.

The university has over fifty million dollars of budgetary allocations with a community engagement focus for 2012-13. This fifty million dollar allocation is comprised of: 1) gift and endowment accounts (\$1.8M); 2) external allocations (\$37M); internal allocations (\$2.8M); centers and institutes (\$2.7M); grants and contracts (\$9.9M). These funds are used to provide annual grants to faculty for teaching and research projects related to community engagement; present papers at national and international engagement conferences; and professional development funding. Speakers conducted workshops, symposia and other meetings for faculty and university administrators to discuss engaged scholarship. Since 2008, the university has sponsored community engagement awards recognizing faculty, staff, student/student group and community partners with a monetary award.

3. Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: 500):

Answer:

The University of Louisville has benefitted significantly from having continuous, strong and effective executive leadership in advancing the institution's community engagement agenda across the university. Both President James Ramsey and Provost Shirley Willihnganz have been serving in their respective positions leading the university since 2002 and are ardent supporters of community engagement. They have created a visionary plan for the university to continue on its trajectory to becoming a premier metropolitan research university that values and embraces community engagement. This continuity of executive leadership has enabled the university to build continuously upon the momentum created by the initial self-study in 2008.

Likewise, the Office of Community Engagement, established in 2008, has been led since its creation by Vice President Daniel Hall, a senior administrator with 28 years of service at the university. Vice President Hall has become a national leader in the

field of university community engagement, having participated in the 2008 inaugural class of the Engagement Academy for University Leaders. Vice President Hall has served on the faculty of the Engagement Academy (2009-2012) presenting UofL as a case study in institutionalizing engagement. Since 2010, Vice President Hall has served on the executive committee of the APLU Council on Engagement and Outreach and last year was named *Chair- Elect* of the council.

In addition, there continues to be effective leadership for engagement within the academic units. The university enjoys the strong leadership and support for community engagement from long-term deans such as Dr. Terry Singer, Dean of the Kent School of Social Work, who serves as member of the University Community Partnership Advisory Board, and Dr. Marcia Hern, Dean of School of Nursing, who is serving as Chair of the 21st Century University Initiative on Technology, Demographics, Engagement and International Committee. From 2005-2012, College of Arts and Sciences Dean Blaine Hudson made community engagement and outreach a centerpiece of his administration, establishing a “Saturday Academy” weekly community-based learning program in west Louisville and founding the Anne Braden Institute for Social Justice Research, with a mission to connect academic research to community action.

The university recently appointed several new deans to its roster who also are providing energetic leadership and promoting engaged scholarship in their respective school or college. These include the deans of the College of Business, School of Medicine, School of Public Health and Information Sciences, and the J.B. Speed School of Engineering. Several administrators or faculty members have been appointed to fill newly created leadership positions that involve community engagement. These include Senior Associate Dean of Statewide Initiatives and Outreach, and Associate Dean for Diversity and Community Engagement, both in the School of Medicine; and Director of Community Engagement in the College of Education and Human Development.

C. Institutional Commitment

Required Documentation. Please complete all sixteen (16) questions in this section.

Infrastructure

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: **500**)

Answer:

The University of Louisville has maintained all the components of the campus-wide coordinating infrastructure cited in our original application in addition to new investments in infrastructure listed below. Despite continuing decline in state appropriations since 2008, the university has increased investments in community engagement infrastructure through budgetary re-allocation, grant funding, gifts and endowments.

The Office of Community Engagement (OCE), the central office for coordination of engagement, created a new research analyst position responsible for data collection, assessment, and evaluation of impact of institutional engagement. The OCE also obtained grant funding (\$2.6M) to build staff infrastructure and create The Go College initiative focusing on educational attainment in partnership with high schools in the Jefferson County Public School system. This has bolstered the work of the Signature Partnership Initiative with west Louisville, one of the leading initiatives for boosting and coordinating the university’s engagement activities. The federally funded Upward Bound Program has garnered grant funding (\$3.3M), enabling the OCE to build additional staff infrastructure, extend outreach programs, and enhance program delivery. Since 2008, the number of staff in OCE has increased to a total of 15 employees (13 full-time, 2 part-time).

In 2008, the university established a Sustainability Council of faculty, staff, and students to provide oversight and direction to

institution-wide sustainability initiatives that include community engagement, partnerships, scholarship, and research. A new position, Assistant to the Provost for Sustainability Initiatives, was created to coordinate these efforts. Over \$300,000 is allocated annually on sustainability initiatives. <http://louisville.edu/sustainability>

UofL has also enhanced its infrastructure to support and expand the International Service Learning Program. Under the auspices of the Vice President for Student Affairs, the number of students who participated last year grew to 138. The number of international sites has grown to 5 countries – Belize, Botswana, Croatia, The Philippines, and Trinidad and Tobago. The institutional commitment to this program has increased from \$12,000 to over \$440,000 annually.

<http://louisville.edu/islp>

The provost provided budgetary resources and staff support to create the Annual Community Engagement Awards Program. This program bestows recognition to individuals or groups who have performed outstanding engaged teaching, research, service, or outreach. Winners are selected from nominees in four categories: students, faculty, staff and community partner. Each winner receives a crystal award, plus a monetary award (\$2,500), at an annual ceremony presided over by the President and Provost. Nearly \$20,000 is allocated annually to fund this awards program.

<http://louisville.edu/communityengagement/office-of-the-vice-president-1/outstanding-community-engagment-awards>

The Provost invested \$153,000 to create a new part-time position, Special Assistant to the Provost for Engaged Scholarship, whose task is to research best practices for engaged scholarship at other institutions; to develop a plan to structure, charge and fund an engaged scholarship organizational home at the University of Louisville; and to plan and execute substantial faculty development programs on engaged scholarship. In 2013, the university developed an online faculty handbook that includes a section on engaged research, teaching and service <http://louisville.edu/facultyhandbook/teaching-research-and-service-resources>.

Funding

- 2.a. As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: **500**)

Answer:

In 2012-13, internal budgetary allocations have focused on a variety of projects including education, social services and health totaling \$2,820,900. This amount is equivalent to the three year total reported in the 2008 application. Internal allocations are used to fund professional development through conference support (hosted national 2013 CUMU conference, women's leadership development); public service research; and outreach (community music program, public health clinics, and other centers/institutes).

A new process has been developed to allow UofL to catalog the grants and contracts that explicitly have a community engagement component. Through this new process, the university is able to document that \$1,231,522 was acquired through UofL grants and contracts and invested internally for the purposes of supporting institutional engagement in the community during 2012-2013. These grants are used to enhance professional development, improve instructional leadership, provide training in multiple areas and enable the university to provide stronger support for students. An example of student support funding is the Latino Success Program which prepares Hispanic/Latino students for college and aids them in connecting and utilizing resources on campus.

- 2.b. As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500)

Answer:

The university allocated \$37,102,100 externally to support institutional engagement with the community in 2012-13. In the 2008 application, the university reported a three year total of \$177.4M which included fees for services. A comparable three year total for this application would be \$208.5M. However, for the purposes of this application we felt it important to use 2012-13 as the threshold for all financial reporting. The \$37.0M was used to support healthcare clinic operations as the University of Louisville provides the only state supported indigent care in the Louisville Metro area; research funding; community outreach; fellowships and internships; and targeted community projects (Kentucky Pollution Center, Autism Training Center, and rural healthcare).

As discussed in 2.a. the new grant process allows UofL to track grants with a community engagement component. Through this process UofL can document \$8,777,400 acquired through UofL grants and contracts and invested externally in the community during 2012-2013. This allocation funded projects in economic development, education, the environment, engineering, and social and human services. Much of this funding for 2012-2013 academic year is new, leading to the development of new programs such as Talent Search, which provides additional college completion activities for middle and high school students. While some large scale funding for programs such as GEARUP Kentucky was discontinued since 2008, other programs such as a \$614,380 GO College program replaced it to provide educational support to students. Other new programs include Promoting Recovery and Resilience Among Traumatized Children and Youth and work with teenage girls in a pregnancy prevention program.

These figures do not include individual sponsorships paid out of unit level budgets. For example, the Office of Community Engagement has an annual allocation of \$10,000 to support many local non-profits (Junior Achievement, Urban League, Metro United Way) by serving as co-sponsors or funding community events. The President and Provost encourage administrative and academic units to develop outreach projects that contribute to the metropolitan mission. This level of commitment illustrates an institutional focus on engagement activities.

- 2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement. **Katrease and Dan**

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500)

Answer:

Since 2008, UofL has worked to improve fundraising activities to support community engagement. The university identified 61 gift accounts that have a community focus totaling \$1,867,800 in 2012-13. In 2008, the three year gift amount was \$3,392,000 representing 45 gift accounts. A comparable three year total would be \$7,508,755 representing 98 gift accounts. However, for the purposes of this application we felt it important to use 2012-13 as the threshold for all financial reporting.

The number and amount of gift accounts have increased since 2008 because of improved documentation efforts and a more clearly defined strategy tied to the institutional mission. Gift accounts include the Signature Partnership, Student Philanthropy, Kentucky One Health and the Oxley Foundation. The Oxley Foundation provided UofL with a financial award specifically designated to support the Signature Partnership schools. The funds were used to pilot a cohort of teachers to pursue National Board for Professional Teaching Standards (NBPTS) certification and also to support the development of a sustainable model for teacher training and comprehensive professional development in high poverty schools.

There are nine endowment accounts totaling \$138,800 for 2012-13. These accounts were identified in the 2008 report as community focused and continue to be. The endowment policy allows for spending 5% of the account principal annually.

Endowment accounts provide funding in perpetuity for community engagement initiatives in the areas of science education (Rauch Planetarium), law students pro-bono work (Greenebaum Program), scholarships (Weisberg Scholarship) and other public service programs for adults and children.

The Office of Institutional Advancement is completing a billion dollar campaign focused on the five pillars of the strategic plan including community engagement (number 3). Several university units have hired their own community development liaison responsible for raising funds focused on engaged activities.

- 2.d. In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: **500**)

Answer:

The University of Louisville invests financial resources externally in the community in several areas: health, education, social services, environmental services, economic development and engineering. Institutional sources of funding came mainly from four areas; private and non-profit organizations, city and state governments, the federal government and federal dollars flowing through other educational institutions. Since 2008, the university and the UofL Foundation have funded significant capital construction projects (\$212.7M). These projects have benefited the university and bolstered community development. <http://www.louisvillefoundation.org/who-we-serve/our-community/>

As discussed in 2b, UofL can document \$8,777,400 acquired through grants and contracts invested externally in the community. In 2012-13, \$3.8M was spent on health education and service projects and conducting research. Several programs provided training and education on topics such as smoking cessation and colorectal cancer screening. Health services include a pediatric dental clinic and breast cancer screening for uninsured women and men. This amount also supported numerous community-based research projects. Grants totaling \$1.7M were invested in education addressing college completion programs and training (Kentucky Reading Project, literacy education training for teachers, and hosting related conferences). Social service grants of \$2.2M support public schools, child welfare services, teenage pregnancy prevention training and PRIDE week activities. Social service research focused on program evaluation of families moving beyond abuse. Environmental initiatives include training and technical assistance to small public water systems, energy audits and risk management assessments. A total of \$508,300 in grants was allocated to environmental initiatives. Also, \$318,800 was provided for projects supporting the development of a statewide infrastructure network system for the advancement of micro/nanotechnology.

The budget of the Office of Community Engagement for 2012-13 was \$626,000 for administrative operations, partnership development, and community outreach. Many units and departments make in-kind and direct contributions externally for the purposes of community engagement and development. Several departments in the College of Arts and Sciences (Anthropology, Political Science and Psychological and Brain Sciences) fund student stipends for engagement work; provide in-kind faculty/staff support; intentionally place faculty in community settings to promote experiential education, provide discipline specific expertise and conduct community-based research. A new addition to the university outreach is the Brandeis School of Law legal clinic which has an institutional budget of \$40,000. The legal clinic has garnered a \$1 million gift to support student educational experiences and provide the community with free legal resources. The College of Education and Human Development places faculty in the Signature Partnership Schools. The Kent School of Social Work provides in-kind support to community research projects and finds unique ways to leverage resources such as using online tuition revenue to fund a practicum director for student outreach and clinical placement. The School of Medicine provides the Area Health Education Center <http://louisville.edu/medicine/ahec> with approximately \$800,000 annually to improve the recruitment, distribution and retention of health care professionals in underserved areas throughout the state. The Fine Arts Department funds the Cressman Center through the Hite Art Institute Endowment. The mission of the center is to educate, engage and excite the community through the visual arts.

Documentation and Assessment

3. Provide narratives addressing the following:
 - a. How does the institution maintain systematic campus-wide *tracking or documentation* mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

Answer:

1. Since 2008, the university has developed several mechanisms to systematically track campus wide community engagement efforts and the impact they have. The Office of Community Engagement coordinates the annual Community Engagement Partnership data collection (2009). Unit coordinators from each administrative and academic unit collect the data and enter it into a SharePoint database. The data allow the university to better focus their interactions with the community. This collection is used for university reports: President's Scorecard, President's Higher Education Honor Roll, Campus Compact Annual Member Survey, annual partnership report http://louisville.edu/communityengagement/community-engagement-partnership-1/copy2_of_201213PartnershipSnapshot.pdf , and the president's outreach tour report. In response to community partner feedback, the university will bring online an interactive listing of partners/partnerships (2013-14) to increase multidisciplinary coordination. The mechanism and structure for capturing these data have been shared at engagement conferences and with other institutions.
2. The virtual library was developed for assembling and showcasing work in engaged teaching, research and service. In 2013, the virtual library was made available for use by the students, faculty, staff and the community. The library includes presentations, publications, speeches, articles, and media. <http://louisville.edu/communityengagement/virtual-library/virtual-library>
3. In 2012, the university began piloting the Student Engagement Record (SER) coordinated by the Office of the Vice President for Student Affairs and will be discussed in Section 1, number 14 (Student Transcripts). This campus-wide student data management tool maintained by Student Affairs gives students the opportunity to record engagement activities that take place outside the classroom. The student engagement record allows a student to highlight involvement in student organizations, leadership positions held, service both on-campus and in the community as well as employment information in a way that will show potential employers, graduate programs and others overall abilities and level of engagement. <https://louisville.edu/engage>
4. Over the past six years UofL has developed a systematic way for capturing the community-based learning courses offered; the timeline displays the evolution of this process. The process of reviewing, designating courses and updating the system is facilitated by the Office of Community Engagement and the Office of Academic Planning and Accountability. <http://louisville.edu/communityengagement/community-engagement>
5. The Office of the President regularly commissions an economic impact study to systematically analyze the economic impact of university projects and programs on the community (local and statewide). In addition to the economic impact study, the Office of the President also contracts with an outside agency to complete a biennial survey that measures how the community (local and statewide) perceives university engagement. The results of this survey are used to guide the strategic plans of the university.
6. In addition to centrally maintained data systems many of the academic units at the university have developed their own methodologies for collecting data about the community and documenting their partnerships. The School of Medicine has established a Community Outreach and Engagement office <http://louisville.edu/medicine/outreach>.

The Kent School of Social Work has created a research directory that highlights the work of faculty in the community with engaged scholarship. <http://louisville.edu/kent/RESEARCH>

- b. Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

Answer:

1. As discussed in 3a, the Office of Community Engagement (OCE) facilitates a university-wide annual partnership data collection to document faculty, staff and student community engagement. The data collection documents university partnerships with the community (Kentucky, out of state, and international). Information from the data collection is utilized in a variety of forms: annual reports <http://louisville.edu/communityengagement/community-engagement-partnership-1>, the data dashboard <http://louisville.edu/communityengagement/data-dashboard/data-dashboard>, and the President's Scorecard.
2. In 2010 the university, working in conjunction with researchers from Vanderbilt University, examined the impact of the Signature Partnership initiative on the community and the perceptions of the university-community partnership and determined the factors contributing to success. The report highlighted the need for ongoing assessment and encouraged the university to provide additional mechanisms for community partner feedback. In 2013, UofL developed a survey instrument to assess the impact of external community partnerships and identify areas for continued growth and improvement. The *Community Impact Survey* focused on the key areas resulting from the Vanderbilt study. Results are discussed in the following community impact section and disseminated through community and university groups.
3. In 2007, the university developed a system to assess the integration of community-based learning within the curriculum (refer to section II.A3). Courses were assigned the "CBL" course component attribute in UofL's information management system, Peoplesoft. In 2011, Ideas to Action collaborated with OCE to pilot an instrument to assess the community engagement component of the Quality Enhancement Plan. The instrument measures the degree of integration in the curriculum and the impact these courses have on student learning.
4. The Office of Community Engagement instituted the Faculty Grant Program (2009) to foster faculty and staff projects within the west Louisville community (refer to section 3e). Proposals are reviewed by faculty-led peer review teams to select grant recipients. The outcome reports (systematic documentation and impact measurement) are submitted to OCE. Key constituent groups (faculty liaisons, university-community partnership boards) use these data to inform future processes and collaborations. <http://louisville.edu/communityengagement/office-of-the-vice-president-1/office-of-community-engagement-faculty-grant-program>
5. UofL's Book-in-Common (BinC) supports critical inquiry from a variety of perspectives and provides opportunities for student community engagement. A component of the BinC is a comprehensive program evaluation based on established mechanisms (student satisfaction, faculty utilization), peer evaluations, and student reflections. <http://louisville.edu/firstyear/book-in-common/about.html>
6. UofL has historically participated in the National Survey of Student Engagement (NSSE) coordinated through the Office of Institutional Effectiveness. The NSSE survey is designed to help administrators, faculty and staff to better understand our first-year students' and seniors' experiences based on their level of engagement both inside and out of the classroom. Two questions specifically relate to community engagement: "which of the following have you done or plan to do before you graduate from your institution; in your experience at your institution during your

current year, how often have you participated in a community-based project (e.g. service learning) as part of your regular course.”

The next step is the further development of a formal infrastructure to identify and assess community-engaged scholarship consistent with the metropolitan research mission.

- c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500)

Answer:

For the previous classification, UofL reported more than 1,400 faculty/staff and 4,000 students were engaged in more than 200 programs in the community, providing thousands of service hours. Based on the 2012-13 partnership data collection, there are 870 university-community partnerships with 15,684 student service activities and 3,766 faculty/staff engagement activities. The monetary value of student volunteer time based on the calculation developed by the *Independent Sector* is \$7,101,700.

The *Community Impact Survey* used a random sample of community partners taken from the partnership data collection. One key finding from the survey was the need to provide more information about partnerships that could be accessed by the community, improving coordination for all parties involved. This would also allow community partners to see how the university is partnering with other agencies.

The faculty grant program has awarded six grants that generated five publications and supported 22 projects since it was established (2009). One project example is the “Launching Adolescent Moms from Hospital to Home: Improving Patient Literacy”. The outcomes include the development of training sessions for healthcare providers and hospital educators, and project data were used for a successful grant application (National Institutes of Health).

Findings from the 2013 Economic Impact Analysis show that university activities increased the economic output (GDP) of the state by \$1.7 billion. The cumulative impact of university related construction activities was \$106M resulting in 1,970 construction jobs. UofL’s return on investment to the Commonwealth - for every one dollar in state investment \$3.05 is generated in the statewide economy.

There were three questions on the state-wide biennial community perception survey pertaining to community engagement. In 2013, the survey was administered to randomly selected, mutually exclusive samples of residents in Louisville (N=397) and the Commonwealth (N=390). The three questions were asked as part of a series of statements about UofL; respondents were asked to scale the statements from 0 (not applicable) to 10 (most applicable) to UofL. The three questions with their mean scores for both Louisville and Kentucky are: (1) UofL is strengthened by its partnerships with the community (Louisville: 7.47, Kentucky: 7.13); **(2) UofL is known as an institution that works in partnership with the community (Louisville: 7.25, Kentucky 6.85); (3) UofL’s partnerships have resulted in real change in the community (Louisville: 6.87, Kentucky: 6.73).** Attributes (2, 3) were found to have a direct impact on positive favorability ($p < 0.05$). Community engagement was one of the highest rated attributes assessed in this survey.

From the 2012 administration of the National Survey of Student Engagement (NSSE), 83% of first-year students and 82% of seniors responded “done or plan to do” community service work before they graduate. For the last four NSSE administrations, there has been an increase (at least 16 percentage point overall for each group) for both first-year students and seniors indicating they “plan to do” or have “done” community service/volunteer work. An independent t-test (2-tailed) was conducted and there is a statistically significant increase in senior responses from 2009 to 2012 ($p < .01$).

Impact on students

- d. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Answer:

As discussed in number 5 (section I; 3b) the Book-in-Common (BinC) program has several mechanisms for systematic campus wide assessment and measurement. The BinC program is a shared reading program fostering student engagement in the first year and supporting students' preparedness for college-level learning. This program has evolved over the past six years and is now incorporated into the student experience at all academic levels, in part through the incorporation of engagement priorities. A goal of the program is to develop a culture of service and engage students with the community (inside and outside the classroom) throughout their academic career.

The BinC is infused into the curriculum, co-curricular activities, discussion groups and outreach community-based projects. Tracking mechanisms document the number of students purchasing the book-in-common (1,525 students in 2012). To support faculty integrating the BinC into their courses, workshops and resource materials have been developed.

The number of co-curricular events associated with the BinC program has tripled over the past five years from 7 (2007-08) to 23 (2012-13). These events are open to all undergraduates. The program was expanded in 2012 to include a service initiative related to the keynote address which has allowed for greater emphasis on community engagement and introduces students to various opportunities. All incoming Dentistry students participate annually in the book-in-common program. Students read the book prior to starting the school year, participate in guided discussions in the first two weeks and write reflective essays. The discussion allows dental students to think about what led them to their decision to go to dental school and how they would relate to other people, including patients. The goal is to help students learn more about themselves and the world around them as they explore diverse ways of thinking and being. The university also collaborated with community partners including Simmons College of Kentucky and the Signature Partnership Education Access Center to utilize the BinC in their programs.

During Welcome Week (2012), approximately 900 students participated in BinC small group book discussions co-lead by a faculty member and upper-class student. The Welcome Week team administers a short survey as the last activity for this event; students report results from this 2012 event:

- 73% Agree/Strongly Agree that through that day's discussion event they made a positive connection with another faculty/staff/student.
- 69% Agree/Strongly Agree that through that day's discussion event they have a better idea of what to expect in college courses.
- 56% Agree/Strongly Agree that through that day's discussion event they more deeply examined assumptions and beliefs.
- 64% Agree/Strongly Agree that through that day's discussion event they can more clearly articulate points of view different from their own.

The Book-in-Common program encourages campus community members shared reading opportunities which fosters an environment for critical engagement.

Impact on faculty

- e. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Answer:

A goal of the Office of Community Engagement Faculty Grant Program is enhanced scholarly outcomes. As discussed in number 4 (section I; 3b) the faculty grant program serves as one mechanism to capture information resulting from faculty-led initiatives. This program was established in 2009 to foster UofL faculty and staff projects of reciprocity with the west

Louisville community and Jefferson County. This grant mechanism focuses on providing a framework for infrastructure development, research and engaged scholarship with a community-based participatory action perspective. A total of \$25,000 - \$30,000 is budgeted annually. Funding is for a period of 18-24 months/project. Priority is given to projects that demonstrate multidisciplinary collaboration, those that have a focus on the four objectives of the Signature Partnership initiative. All grant applications require a community partner (individual, group or organization). Key findings based on the scholarly outcomes are:

Publications in scholarly journals

1. Davis, DW, Pressley-McGruder, G., Jones, VJ, Potter, D., Rowland, M., Currie, M. & Gale, B (2013). Evaluation of an Innovative Tool for Child Sexual Abuse Education. *Journal of Child Sexual Abuse*, 22(4), 379-397. DOI: 10.1080/10538712.2013.781092.
2. Logsdon, M.C., Beck, C.T., Dennis, C.L., Eckert, D., & Tomasulo, R.C. (2012). Identification of depression in postpartum women by hospital based perinatal nurses. *MCN: American Journal of Maternal Child Nursing*, 37, 218-225.

Community outreach programs and professional presentations (local, national and international)

1. Hines-Martin, V., & Bowland, S. (2012). Connecting the Dots: Partnering with Community to build CBPR Research Skills among Graduate Students, IARSLCE Conference, Baltimore MD.
2. Stetson, B., Schlundt, D., Rothschild, C., Rogers, W., Floyd, J., Krishnasamy, S., Mokshagundam, S.P. (April, 2010). Reliability and Validity of a Theoretically-Based Diabetes Self-Management Assessment Tool. Presentation at the 31st Annual Meeting of the Society of Behavioral Medicine, Seattle, WA.

The “Launching Adolescent Moms from Hospital to Home: Improving Patient Literacy” project also provides an excellent example of the grant’s impact on faculty scholarship. The Adolescent Moms project was funded in 2010 and provided the grantee, a Professor of Nursing, the opportunity to develop an interdisciplinary interventional strategy utilizing a community-based participatory research approach with teen mothers. Outcomes from this pilot work included: development of training sessions for healthcare providers and hospital educators, one publication and pilot data used for an application to the National Institutes of Health for a R15 grant. This application was funded in 2013 and is currently underway. The grant mechanism provided a foundation for successfully obtaining an external grant of \$449,420.

Impact on community

- f. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Answer:

The Office of Community Engagement (OCE) has taken an intentional approach to assessing university impact on the community through its partnerships. As discussed in number 2 (section I; 3b) OCE administered a mixed method *Community Impact Survey* (2013) to 35 partners. Participating community partners were selected from the 2012-2013 UofL Partnership Data Collection partner list.

The *Community Impact Survey* was broadened beyond Signature Partnership (SP) participants to include partners serving all of Jefferson County. Phase of the study validated the survey instrument (Cronbach alpha .89) and collected feedback from community partners (n=10). The community organizations participating in the survey deliver a variety of key services to the Louisville community and address a number of social justice issues including education, health, safety, housing and the environment. Phase two included in-person interviews of 25 randomly selected community partners. Study findings identify our community partners’ perceptions of the impact of UofL’s engagement.

<http://louisville.edu/communityengagement/community-engagement-partnership-1>

The participants identified multiple ways collaboration with UofL impacts their work. Respondents were asked, “How did your interactions with the university influence your capacity to fulfill the mission of your organization?” Key findings were:

Organizations were able to increase their capacity to fulfill their mission, expand the services offered, expand existing programs, increase the number of clients they can serve and gain fresh insight into their organization. Partner organizations reported positive economic effects of collaborating with UofL. Specific factors that had an economic impact included additional volunteers, increased organizational resources, access to technology, access to faculty expertise, identification of prospective staff, grants and staff training.

Respondents were asked a four part question “did this partnership affect (resources; behavior change; completion of projects; project outcomes) and if so, how?” Of the partners surveyed, 74% responded that resources, behavior change and completion of projects were affected by their partnership with UofL; 94% responded that project outcomes were positively impacted. When asked to explain how resources were affected, of particular importance were human and financial resources, and the sharing of expertise among faculty and organization staff. Organizations reported that the partnership enhanced community relationships, enhanced their capacity to educate young people about college, and encouraged staff to seek professional development opportunities when describing behavior changes. Additionally, 18 organizations reported implementing new programs as a result of the UofL partnership.

The results of the *Community Impact Survey* demonstrate that UofL’s partnerships with community organizations produce tangible change by improving the internal operation of our community partners and by amplifying their ability to address issues related to education, health, housing and the environment. Impact is explicitly evident in one of the Signature Partnership schools where the UofL partnership helped to dramatically increase students’ test scores and laid the foundation for academic improvements, higher graduation rates and more college-bound students.

Impact on institution

- g. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Answer:

Progress on UofL’s wide variety of sustainability initiatives is systematically tracked and publicly reported through several channels which indicate our progress at the local, state, regional and national levels. As discussed in (section I; 3a, number 1) the university tracks relevant data on community engaged teaching, research and service partnerships between the university and the community at the local, regional, national and international levels. In 2012-2013, there were 13 reported partnerships associated with the sustainability initiative. In the previous application, the university did not systematically track the sustainability activities.

The primary tool used by UofL to measure our progress in sustainability is the STARS (Sustainability Tracking, Assessment & Rating System) framework developed by the Association for the Advancement of Sustainability in Higher Education. Based on strategic and intentional changes in UofL operations (suggested by Siemens Industries), the university received significant recognition for sustainability collaborations. As a charter participant in STARS, and the first regional school and 10th nationally to achieve a STARS rating, UofL continues to have the highest rating in Kentucky: 1) on September 15, 2010, UofL released its Climate Action Plan, a comprehensive roadmap for achieving carbon neutrality over the next four decades; 2) in 2013, UofL made significant progress in sustainability as demonstrated by our overall score in the Sierra Club’s Cool Schools rankings climbing to 625.74 (1000 max) making UofL first in the state; 54th of 164 schools nationally; 3) UofL was featured in the April 2012 Edition of Princeton Review’s Guide to Green Colleges; and 4) in September 2013, UofL received the Kentucky Department for Environmental Protection’s Resource Caretaker Award at the 37th Governor’s Conference on Energy & the Environment.

Twenty five percent (25%) of food purchased by UofL dining services supported local farmers and organic farms (2013) exceeding the 15% contractual goal. The university supports a farmers market that provides locally grown foods for students, faculty, staff and the community in an area of the city designated as a ‘food desert.’ The farmers market conducts workshops to educate consumers about sustainable food, eating and farming. UofL hosts a Community Supported Agriculture program during the growing season and a weekly mobile market for walk up purchases and special deliveries.

Two campus gardens are maintained by students, faculty, staff and community members. Composting efforts provide free organic fertilizer to campus and community projects. Sustainability efforts on the main UofL campus during the 2012 year reduced fuel use 48%, electricity use 27%, and water use 31%. Commitment to a sustainable future has enriched the learning experiences of students and lowered operating costs by adopting sustainable policies and practices through collaboration with community.

Professional Development

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement. For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500)

Answer:

The university continues to support community engagement (CE) competence and expertise, through sabbatical leave for faculty, the entrepreneurial leave policy for staff, targeted professional development initiatives, and community-based grants with established outcomes that include faculty presentations at local, national and international venues and other notable teaching accomplishments. Since the original classification, several faculty and administrators have participated in the Engagement Academy for University Leaders at Virginia Tech, and presented at the annual Engaged Scholarship Consortium conference.

The professional development offered is strategic in audience and content. Deans, department chairs, and members of faculty personnel committees (the latter oversees the promotion and tenure process) have been targeted for professional development on engaged scholarship. Professional development for faculty focuses on engaged teaching and its connection to engaged research. Activities have been conducted, including: (1) hosting international engagement scholars, Dr. Barbara Holland and Dr. Hiram Fitzgerald. Both facilitated workshops for faculty, department chairs and members of personnel committees to assist them in supporting the development of faculty and rewarding engaged scholarship; (2) broadening the scope of engagement activities emphasizing multidisciplinary projects such as that at Hotel Louisville (a community reentry program for the homeless); and (3) offering individual consultations with faculty/staff to support development of community-based learning assignments and assessment activities. Additionally, faculty with CE expertise or notable accomplishments serve as guest lecturers such as the presentation *Community-Based Participatory Intervention Research: A Mixed Methods Approach* at a faculty session. An annual showcase (2009-present) provides a venue for faculty and students to share their research and creative activity, including CE projects. The university offers ongoing programs, including: (1) grants to support faculty/staff work to infuse community-based learning activities and assessment; (2) workshops on incorporating CE into courses and curricula; (3) a year-long Faculty Learning Community focused on Engaged Scholarship; and (4) inviting faculty and staff to share their work at national or regional engagement conferences and meetings. Academic unit specific activities include: (1) in spring 2013, the College of Arts and Sciences sponsored a roundtable for the community-engaged scholar focused on tenure and promotion, titled "**What is Engaged Scholarship and how does it impact your career?**" <http://louisville.edu/artsandsciences/news-events/news/engaged-scholarship-generating-new-enthusiasm-and-promise-in-a-s>; (2) faculty in the Kent School of Social Work are given monetary awards to provide stipends to leading researchers in the field to serve as their mentor to guide their teaching, research and service; (3) the Brandeis School of Law Partners for Justice Fellowship funds faculty summer term release time at the Legal Aid Society, enabling recipients to work on projects related to their expertise or interest. These projects allow the Legal Aid Society to provide additional legal services, training and exposure on community engagement for faculty and students.

The newly appointed (2013) Special Assistant to the Provost is housed in the College of Arts and Sciences. Responsibilities include building a best practice model for faculty engaged scholarship. The schools of Medicine, Nursing

(<http://louisville.edu/nursing/programs-centers/office-of-disparities-and-community-engagement/office-of-disparities-and-community-engagement.html>) and Dentistry (<https://louisville.edu/dental/opdsc/outreach>) and the College of Education and Human Development (<http://cehdnews.louisville.edu/news/ideals-student-program/>) have established engagement/outreach units that facilitate and document faculty development efforts.

Faculty Roles and Rewards

5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

No Yes

Describe (word limit: **500**):

Answer:

UofL has search/recruitment policies and practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement. The university has added language to its Human Resources website (<http://louisville.edu/hr/employment/applicants/>) encouraging potential applicants “to take a closer look at **this community engaged institution** and see how you can contribute your skills and talents to our exciting and rewarding community.” All job postings (electronic and print) for faculty and staff now contain the statement “The University of Louisville is an Affirmative Action, Equal Opportunity, Americans with Disabilities Employer, **committed to community engagement**, diversity and in that spirit, seeks applicants from a broad variety of candidates.”

The traditional search and hiring process for faculty include the practice of seeking candidates who are committed to the core values of the university including community engagement and establishing expectations for faculty engagement with community. This university-wide practice is also reinforced by explicit faculty search requirements imposed by some academic units such as the Kent School of Social Work and the School of Public Health and Information Sciences. The Kent School explicitly seeks out “candidates whose aim is to reach out to and engage the community in research, teaching and service activities.” Examples of recent faculty hires are evidence this practice is bearing fruit. The School of Public Health and Information Sciences (SPHIS) recently recruited a faculty member with a history of community-based funded research. Within the College of Arts and Sciences, the Department of History hired a faculty member with expectations of her involvement in community engaged scholarship and teaching, with “additional responsibilities [including] working with the local public history community.” Faculty advertisements from the College of Education and Human Development also specifically mention community scholarship. This college is in the process of filling the Henry Heuser Endowed Chair/Professor in Urban Education Partnerships to promote and expand the College’s long-standing commitment to working with the university, school and community partners and its recent collaborations within the Signature Partnership initiative. The recruitment advertisement for this faculty member specifically sought an individual with scholarly productivity on issues in urban education and partnerships with a history of successful community partnership experiences.

Since the previous classification, there have been several successful dean searches [School of Public Health and Information Sciences (2013), College of Business (2013) and School of Medicine (2013)] that have specifically sought the hiring of deans with an expertise and commitment to the community. The recently concluded search for the Dean of the College of Education and Human Development sought candidates with attributes of excellence in the leadership of an academic unit committed to student achievement and community engagement. The new Dean of SPHIS is committed to international engagement and is establishing a Master of Public Health (MPH) program which will be offered in Lahore, Pakistan in fall 2014. The policies and hiring processes have evolved substantially and have been successful in recruiting faculty with expertise in community engagement.

6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: **500**)

Answer:

The university institutional policies for promotion and tenure specifically mention service to the community in *The Redbook*, the basic governance document of the university. In 2009, the Provost initiated a three phase process to have the language revised. The Provost sent a letter to all deans identifying the significance of engagement to our metropolitan mission, especially in regard to ongoing excellence. The Provost began by charging each unit with the task of facilitating revision of its faculty personnel policies in order to “expand what kinds of activities and products count under the categories of teaching, research and creative activity, and service...and expand our ability to assess and reward these activities and products” in keeping with community engagement as a priority.

<http://louisville.edu/facultyhandbook/Unit%20Personnel%20Policies%204-6-09.pdf>

The second phase of the process involved educating the university community. The Vice President for Community Engagement and the Vice Provost for Undergraduate Affairs and Enrollment Management in their capacity as co-chairs of the Community Engagement Steering Committee met individually with all deans and chairs of the faculty personnel committees. The faculty personnel committees govern the promotion and tenure process in their unit. Another stage of this phase included professional development for deans, department chairs, and members of the faculty personnel committees from all colleges and schools. On three occasions (2012-13), the university hosted workshops conducted by nationally recognized experts in community engagement, Dr. Barbara Holland and Dr. Hiram Fitzgerald. Both of their presentations centered on engaged scholarship and the role of engagement in the production of traditional and non-traditional scholarly products. In addition, the university covered the cost of having members of the faculty senate attend a conference on community engagement as well as sponsoring a Faculty Senate symposium on engaged scholarship. The Showcase of Faculty Excellence 2013: Engagement allowed faculty to demonstrate their engaged scholarship and teaching activities in a format designed to encourage discussion and networking.

The process is currently in its third phase, which involves discussion of the revision of language change by the Faculty Senate before final approval is made to *The Redbook*. In order to provide a framework for unit tenure and promotion policy changes, *The Redbook* revision includes language that supports specific recognition for engaged work. The revision within *The Redbook* 4.2.2.F. (on tenure) and 4.2.3.A. (on promotion in rank), adds the following phrase to provide a direct and effective means for making the change: “The details of these criteria and of any additional criteria, including specific recognition of engaged teaching, research and service, to be considered in making a recommendation concerning tenure [or promotion] shall be specified in the unit's personnel document.” Final approval of this revision is pending.

7. Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: **500**)

Answer:

The university has used the Carnegie Foundation definition of community engagement since 2008 (<http://louisville.edu/communityengagement>). From 2008 through 2011, faculty and staff groups worked to develop, revise and approve a glossary of terms in support of a common language and understanding of engagement and specifically of engaged scholarship. As part of this process, Engaged Scholarship was defined as follows “*Engaged Scholarship: Scholarly work done in full partnership with the community. It consists of research, teaching, and the application of scholarship for mutual benefits for the institution and community partner.*” The definition as well as the document itself clearly articulates that scholarship may result from teaching, and/or research; producing scholarly outcomes which provide mutual benefit for involved partners is encouraged. This document approved in 2011, has been broadly shared throughout the academic units and is easily accessible for all faculty and staff at the Office of Community Engagement website

(<http://louisville.edu/communityengagement/CommunityEngagementGlossary2.7.11.pdf>). The document was designed to help users better understand community engagement and how it may fit into their research and teaching. In addition to the definition of terms, the glossary contains descriptions and exemplars of the various types of activities that reflect academic engagement. As further support for education about and use of engaged methods, the university has revised its online faculty handbook (<http://louisville.edu/facultyhandbook/teaching-research-and-service-resources>) to prominently include information on community partnerships for teaching, research and service. Through these university-wide efforts, there is clear institutional commitment to engaged scholarship as evidenced by the availability of resources that support the application of engaged scholarship.

8. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

Answer:

The Redbook language and allows for engagement as part of creative activity and /or service to the community to be considered for tenure and promotion. *The Redbook* 4.2.2 states, "Criteria for tenure shall be established in, but not limited to, the following areas: teaching, research or creative activity, or service to the profession, the unit, the university or the community." *The Redbook* is the foundation on which personnel policies at the academic unit level are built and each has specific expectations for faculty performance. All 13 academic units have personnel guidelines consistent with *The Redbook* and allow for the development of annual faculty work plans that can include teaching, research and service activities with a community focus. The university recently developed an online faculty handbook that highlights community engagement as a core value priority and provides a link to the Office of Community Engagement. In addition, it includes links to each Unit's criteria for promotion and tenure, each of which addresses expectations in this regard. Although each unit considers community engagement as one of its standard criteria under the area of service, there are varying degrees of emphasis on engagement in the areas of research and teaching. Since 2008, there has been significant growth in these two areas. The following academic units have made changes to their personnel policies and provide administrative support to engaged scholarship in the areas of teaching, research and service: School of Dentistry, Kent School of Social Work, and the School of Medicine. Prior to 2008, there were two units (College of Education and Human Development and the School of Nursing) that already had specific language recognizing engaged scholarship in their personnel documents. In 2012, the Vice President for Community Engagement and the Vice Provost for Undergraduate Affairs and Enrollment Management began a series of meetings with all academic deans and unit specific personnel committee members regarding promotion and tenure and plans for greater inclusion of engagement as an evaluative criterion. The goal of these meetings was to discuss how each unit could better acknowledge engagement in the promotion and tenure of faculty.

<http://louisville.edu/facultyhandbook/faculty-appointments>

- 9.a. Is community engagement rewarded as one form of **teaching and learning**?

No Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

Answer:

Community engagement is supported and rewarded as a form of teaching and learning. In addition to the university efforts to modify its core governance document, *The Redbook*, and unit promotion and tenure policies, there are university-wide initiatives that support innovation in community partnership and scholarship of teaching. Faculty involved in these initiatives are allowed to use their involvement as a basis for recognition of community-engaged teaching through the university's annual merit review process. The Delphi Center for Teaching and Learning, whose purpose is to support excellence in

teaching, has collaborated with the Office of Community Engagement and with academic units to support and recognize community engaged learning through their Supporting Undergraduate Innovation (SUN) grant program and through on campus events highlighting engaged learning projects. These grants and events raise the profile of the teaching-learning experience and the accomplishments of faculty involved in these endeavors. These accomplishments add to individual faculty's promotion and tenure dossiers. These grants have numerous outcomes that are presented nationally as well as resulting in publications. <http://louisville.edu/ideastoaction/programs/grants>

As noted previously, *The Redbook* 4.2.2 serves as the basis for defining faculty roles in teaching, research and service. Since the 2008 application, the university has worked through the leadership of the offices of the University Provost, Vice President for Community Engagement and Vice President for Student Affairs to develop campus-wide approaches to encouraging community partnerships and engaged scholarship. A new resource is the online faculty handbook. The handbook section on Teaching, Research and Community Engagement is an informational resource that supports community-engaged teaching, learning, and scholarship. <http://louisville.edu/facultyhandbook/teaching-research-and-service-resources>

Examples of faculty awards include:

1. President's Distinguished Faculty Awards – Every year the university honors faculty who bring distinction to the university through their commitment to the areas of service; teaching; and outstanding scholarship, research, and creative activity.
2. School of Medicine – The Office of Faculty Affairs has the opportunity each year to nominate faculty members as candidates for awards that recognize significant contribution in medical or medically related education which includes all areas of teaching, research, and clinical application.
3. College of Business – has an annual "Extra Mile Recognition" where faculty are rewarded in the categories of teaching, research, or service.
4. Paul Weber Award – a university-wide award recognizing academic departmental commitment to linking discovery, creative activity, and engagement with teaching and learning. This \$30,000 award is intended to provide an incentive for departments to review approaches to teaching at all levels.
5. Outstanding Community Engagement Award - recognizes faculty, staff, students and community partners who are involved in outstanding community engagement service. A monetary award of \$2,500 goes to recipients engaged in exemplary community engagement activities such as volunteerism, community-based learning, outreach, partnerships, curricular engagement or community-based research.

9.b. Is community engagement rewarded as one form of **scholarship**?

No Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

Answer:

In 2008, the Provost appointed an ad hoc committee to review personnel policy and to make recommendations for improving the ways that units evaluate and reward the work of faculty. In 2009, the Provost's letter to the university deans emphasized the need "to take on the task of reevaluating our personnel policies during a period when there is so little money to reward faculty effort, but just as we don't want the difficult budget to prevent us from moving forward with our strategic plan, we don't want it to prevent us from imagining better ways to 'count' the work we are asking faculty to do."

Provost Willihnganz stated "While there are some changes that must be made to unit personnel documents (including

changes prompted by 2007 revisions to *The Redbook*), what might be more important is the necessary cultural change that will allow us to expand our understanding of what constitutes 'faculty work' within the traditional framework of teaching, research and creative activity, and service. We want to make sure that as we ask faculty to take on tasks that serve departments, units, the university at large, or the community or state, we are able to rigorously evaluate that work and to reward it fairly."

That mandate began unit-specific processes of revision and change that are still underway. Units that have made changes to their unit personnel documents in relation to engaged scholarship are: the Kent School of Social Work, School of Dentistry, and the School of Medicine.

The School of Medicine recognizes community-based entrepreneurial activities as an area of excellence in research. The personnel document states, "entrepreneurial research funding is best evidenced by a faculty member having a leadership role in acquiring federal peer-reviewed grants or contracts for technology development linked to UofL and of demonstrable value to the university."

In the area of research, scholarship and other creative activity, the School of Dentistry personnel documents state, "It may be as discovery of new knowledge (research) in the laboratory, in the classroom, or community, or may be in new patient treatment methods or materials. The faculty member may also demonstrate creative activity through the dissemination of knowledge methods or techniques to the profession through peer-reviewed publications, through texts, monographs or technical reports."

Within examples of achievement in the area of scholarship, the Kent School of Social Work personnel documents state, "conducts academic presentations, writes grants, creates scholarly products that serve to engage and benefit the community".

The College of Education and Human Development have a section on community engagement and a minimum expectation for involvement in their annual work plans for faculty. There are noted examples of faculty from the College of Arts and Sciences and the College of Education and Human Development who have been tenured and promoted based on the value of the non-traditional scholarly works with the community, government agencies and the academy.

9.c. Is community engagement rewarded as one form of **service**?

No Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

Answer:

UofL has longstanding institutional policies and practices that reward engaged service in support of the urban/metropolitan mission. Community service has long been identified as one of three forms of service that are recognized and rewarded in annual personnel reviews in the College of Arts and Sciences, Kent School of Social Work, College of Education and Human Development, School of Dentistry, School of Medicine, and the School of Nursing to name a few. For instance, the School of Medicine policy on promotion and tenure states that, "Proficiency in community service is best demonstrated by documented service and satisfactory peer and supervisory reviews of the service." It further states that, "Evidence of significantly increased clinical-service-related collaborative partnerships with the community may be presented as a supplement to the activities in service for promotion, tenure, and periodic career review consideration." Many of these community service activities have over time become institutionalized and have developed a level of mutuality to the point that they have become forms of engaged service that in some cases have then laid the groundwork for engaged teaching and research. Examples includes: faculty assisting in development of curriculum materials for county elementary public schools, a department that routinely has faculty who deliver evening enrichment lectures at public libraries, and employees' that service on boards of organizations with which UofL has longstanding partnerships (such as the

Kentucky Historical Society--a member of UofL's Arts and Culture Partnership).

Since our past report the University of Louisville has initiated an Outstanding Community Engagement Award. This award was created in 2009 by the University Provost as a way to recognize faculty, staff, students and community partners who are involved in outstanding community engaged research, teaching and service. A monetary award of \$2,500 recognizes recipients engaged in exemplary community engagement activities such as volunteerism, community-based learning, outreach, partnership, or community-based research. Recipients are selected based on their work to improve community, particularly in the areas of education, health, economic development, social services, arts and culture and sustainability.

10. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Which colleges/school and/or departments? List Colleges or Departments:

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: **500**):

Answer:

The University of Louisville has twelve academic units with faculty personnel policies. Five units (42%) have policies for promotion that reward faculty scholarly work that uses community-engaged approaches and methods, including: the Kent School of Social Work, School of Medicine, School of Dentistry, College of Education and Human Development and the School of Nursing.

The Kent School of Social Work faculty personnel review procedures recognizes community engagement for achievement in teaching, service and scholarship. Specific to tenure and promotion review, the faculty personnel review procedure now includes activities of community engagement as examples of achievement regarding documentation in *teaching* ["Develops activities for the classroom that promote the strategic goals of the university (e.g., i2A, Signature Partnership Initiative, community engagement)"], *service* ["Serves on or attends task groups, conferences, and professional development activities related to the strategic goals of the university (e.g., i2A, Signature Partnership Initiative, community engagement)"], and *scholarship* ["Conducts presentations, writes grants, produces video(s) that promote the strategic goals of the university (e.g., i2A, Signature Partnership Initiative, community engagement)" and "Conducts academic presentations, writes grants, creates scholarly products that serve to engage and benefit the community."]

The School of Medicine policy changed such that entrepreneurial research leading to technology development and acquisition of patents are included as evidence of excellence in research, and collaborative partnerships with the community may be presented as a supplement to service activities in promotion and tenure and periodic career review consideration. Its policy document states "Community service is defined as service to the Department, University, Region, Commonwealth or Nation. In order for the activities to be considered, they must involve medical and/or basic science expertise. Evidence of significantly increased clinical-service-related collaborative partnerships with the community may be presented as a supplement to the activities in service in promotion, tenure, and periodic career review consideration."

The last revision of School of Dentistry promotion and tenure policies was April 2010. Community engagement was then specifically defined as an activity considered as part of faculty promotion evaluations. The document states: "Community Engagement is service to the public through teaching, learning, research and patient care opportunities that engage students and faculty with the community in a mutually beneficial manner. This involves developing partnerships

between the university and outside agencies that enhance the teaching or research functions of the school and improve the lives of affected citizens. Community access to professional knowledge and skills is central to the School's mission of service." In other schools and colleges, including the College of Arts & Sciences, conversations are underway regarding revision of faculty personnel policies to create better mechanisms for rewarding and promoting engaged scholarship. The College of Education and Human Development and the College of Arts and Sciences both recently promoted faculty based on engaged scholarship, noting the contribution faculty scholarly work provided to the community and the academy.

11. Is there **professional development for faculty and administrators who review candidates' dossiers** (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: **500**):

Answer:

Since 2008, professional development has been designed and implemented specifically for deans, department chairs and faculty members that comprise unit personnel committees who review and evaluate faculty for promotion and tenure. The process led by the Office of Community Engagement staff in conjunction with the Vice Provost for Undergraduate Affairs included continuing education discussions, and question and answer sessions led by faculty and staff with expertise in engagement and engaged scholarship. The content for faculty development was focused on the basics of scholarly community engagement.

The Vice President for Community Engagement and the Vice Provost for Undergraduate Affairs held educational sessions with deans and unit personnel chairs onsite to provide explanations and field questions about the role and function of engagement in academic scholarship. Discussions included exploration of how current personnel documents could encompass engaged scholarship and how this scholarship can count toward promotion and tenure. In addition, these sessions provided the opportunity to determine what progress each unit had made in developing policies or practices for evaluating faculty scholarly work that involved community engagement. Assistance was offered to units wishing to review their promotion and tenure policies. From these unit-based discussions additional topics for subsequent professional development sessions were derived.

In 2012, on-campus professional development opportunities included sessions by internationally recognized expert, Dr. Barbara Holland, who met with the University Provost and made multiple presentations to deans, department chairs, and faculty members. Dr. Holland included content which introduced new, contemporary perspectives on the strategic role of community engagement (CE) in support of the explicit and implicit strategic goals of the university and insights as to how CE can be organized, supported, measured and rewarded. Dr. Hiram Fitzgerald was invited to the university (in 2013) to present to deans, department chairs and faculty focused on strategies for academic engagement and faculty evaluation.

Also in 2013, during the annual State of the University week, the Faculty Senate and the Office of the Provost co-sponsored a "Showcase of Faculty Excellence: Community Engagement" <http://louisville.edu/ideastaction/about/engagement/showcase>. This program included participation from over 230 faculty and highlighted their community-based research and teaching. Using poster presentation formats, faculty and staff were able to network, share ideas and become familiar first-hand with the variety of community-engaged activities that are currently underway across the university. This event also offered opportunities for university personnel to consider collaborations that could impact the scale and scope of current partnerships. The Showcase proved to be successful and there are plans to expand and diversify the program in 2014.

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Describe the process and its current status (word limit: **500**):

Answer:

Some units do not currently include policies that explicitly reward community engagement; therefore, work is underway in multiple units to revise promotion and tenure guidelines. Community engagement is being integrated into the more traditional model of faculty evaluation: (1) teaching portfolios that include community-based instruction, practice-based instruction and service learning, practice-based research efforts, outreach partnerships; (2) defining scholarship as “the creation, integration, and dissemination of knowledge that advances a field of study and influences the profession *and community* as evidenced in peer-review and acceptance.”; (3) establishing novel and sustained partnerships and interventions that impact the public health of the community; (4) establishing strong ties with the community-based health organizations at the local, state, regional and national level and with state and federal agencies; (5) demonstrated participation in extramural service initiatives including research service, community programs to educate and promote public health changes that have potential to impact community members’ health, curriculum development for community and government agencies and service related to elimination of community health disparities.

Currently, revisions are being undertaken in the School of Public Health and Information Sciences (SPHIS) to recognize community engaged teaching, service and research. This revision includes both changes at the academic and institutional levels. Specific language includes, “collaborative, interdisciplinary team, community and practice-based research efforts within and outside of the SPHIS in UofL are important and recognized” and “additional evidence may include peer-reviewed abstracts for accepted oral or posters presentations, especially oral presentations, at competitive national scientific meetings, substantial contributions to collaborative and interdisciplinary research, community-based or practice-based research, leadership of research oriented workshops, symposia, invited lectures, media-based publications, serving as a manuscript reviewer on a local or regional grant peer review study”.

At the institutional level, the 21st Century Initiative, which is focused on developing a strategic plan that will help the university meet the educational needs of the future and support growth in our mission as a premier metropolitan university, has been underway since fall 2012

<http://louisville.edu/21stcentury/committees/technolog-demographics-and-engagement-committee>. The Engagement subcommittee was formed and charged with developing a response to this question through identification of “where we are”, “where do we want to be” and “how do we get there”. Through significant review of best practices, barriers and facilitators, and faculty and staff perspectives, specific recommendations were identified. The process continues and a significant focus will be on the need to better recognize engaged scholarship and reward this scholarship within the promotion and tenure process.

Student Roles and Recognition

13. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: **500**)

Answer:

Students have a leadership role in community engagement; this is illustrated through their involvement in selecting sites for service, initiating contact with relevant stakeholders, leading reflections regarding their experience, and serving on university committees alongside faculty and staff to inform decisions and influence UofL’s strategic direction. Students

are taught to expect community engagement as part of their leadership experiences. More than 30 Greek-lettered organizations initiate and manage their own service activities. Student-athletes have the autonomy to select specific community service projects. In 2012-13, student-athletes provided approximately 20,000 service hours.

The International Service Learning Program <http://louisville.edu/islp>, which expanded significantly since 2008, requires students take an active role with faculty by identifying, preparing and implementing projects while abroad. The Alternative Service Break program in the Office of Student Involvement engages students in community service at domestic and international locations, the latter added since 2008. Students who attended previous trips serve as advisors, site leaders to assist with pre-departure preparation and provide leadership at the host country site. Over 15 students yearly enter the AmeriCorps Bonner Leader program housed in the Kent School of Social Work, which has a new focus on capacity building in their community service. This commitment includes regular reflection and group meetings to explore the social issues addressed by the agencies and explore strategies to solve these issues.

In 2009, the Engage Lead Serve Board <http://engageleadserve.org/> was created by the Office of Civic Engagement, Leadership and Service to provide more opportunities for UofL students to serve the community while building their leadership skills. The board is comprised of three executive directors and approximately 16 chairs and vice chairs. The university's freshmen leadership programs require approximately 100 participants to support community engagement efforts on campus through the Engage Lead Serve Board.

The Book-in-Common service initiative brings campus and community partners together to identify and address critical issues related to our common read. In support of the university's 2020 strategic pillar on community engagement, this initiative seeks to grow the culture of service and engaged citizenship, with a specific focus on advocacy and support for *educational equity and attainment* for Louisville's youth. Based on the most recently available data, students completed over 2,000 hours of service through programs and projects related to the book-in-common service initiative. Through BRICC (Building Resiliency in Campus Communities), students go into high schools and lead small book clubs where they discuss issues surrounding the book-in-common. This allows them to translate what they learned in the classroom to students in the community while building relationships with youth and serving as a positive role model.

The Annual Student Awards recognizes students in the following categories: Spirit of Service (individual and group), Spirit of Community (individual and group) and the Cardinal Award of Excellence – Scholar/Volunteer. In 2010, the Undergraduate Research Symposium began including curricular and co-curricular projects. It was renamed the Undergraduate Research and Community Engagement Symposium. The annual Outstanding Community Engagement Award <http://louisville.edu/communityengagement/office-of-the-vice-president-1/outstanding-community-engagement-awards> created in 2009, recognizes a student or student group for outstanding community service.

Supplemental Documentation

14. Is community engagement noted on student transcripts?

No Yes

If yes, is this a change from your prior classification?

No Yes

Answer:

The university initiated the Every Card Counts (ECC) Engagement Record project in 2010. It was a collaborative effort by the Offices of the Provost, Community Engagement and Student Affairs with support from the Student Government Association and Information Technology. The data collected supports strategic planning and informs decision making for academic planning, enrollment management, student services and engagement efforts. Future expansion of the engagement record will include faculty and staff.

The Student Engagement Record (SER) is an online co-curricular transcript that is seamlessly integrated with the

university's student information management system. The SER was implemented in the fall of 2012 and allows students to record their various on- and off-campus activities. Reports can be generated from the collected data to evaluate the impact of student engagement on student success. The Student Engagement Record provides students an opportunity to note engagement in their campus involvement, community service, employment, leadership development, and academic awards and honors. As of February 2014, there are 13,233 posted involvement records representing 11,960 different students.

The SER allows for documentation of service, and in the fall of 2014 the university is starting a comprehensive student awareness campaign to encourage all students to record their hours of service through the SER. Each academic college will be asked to develop a plan to incorporate the use of SER into their student engagement offerings. Specific outreach to students will include: New Student Orientation, freshman seminars, a social media campaign and program directors encouraging involvement. More information about the Student Engagement Record can be found at: <http://louisville.edu/engage>.

During the 2012-2013 academic year, the Office of Student Involvement sponsored programs and events offering students co-curricular engagement opportunities as noted in the SER. Within the Leadership and Service unit, more than 1,050 students gave over 5,400 hours of service. The members of the fraternity and sorority community also completed more than 34,000 hours of service. The Engage Lead Serve Board (ELSB) was added as a branch of the Student Government Association in 2011-2012 to promote community engagement of students. In 2012-13, ELSB received its first budget allocation from the SGA Senate and has developed into a thriving organization. One of the key programs of ELSB and Student Involvement is Student Outreach Uniting Louisville SOUL. SOUL is a community service program at UofL that brings students together to provide service around the community. Last year, the Welcome Week SOUL program had over 700 students participate with 20 agencies.

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

No Yes

Please provide examples (word limit: **500**):

Answer:

The university has a strong institutional commitment to diversity and engagement. Community engagement helps advance the strategic objectives of the university. Engaging students in the community is a key part of the university's vision for diversity. Under the administrative purview of the university's Vice Provost for Diversity and International Affairs, five diversity units (Women's Center, Cultural Center, LGBT Center, Muhammad Ali Institute for Peace and Justice, and International Center) engage students in the community and create partnerships for service. A few ways these diversity units are engaging the community include: 1) the **Cultural Center's** 500 Porter Scholar students (minority scholars) learn about community engagement and provide community service.

<http://louisville.edu/culturalcenter/woodford-r.-porter-scholars>; 2) students from the **LGBT Center** do "speak outs" for youth organizations and other groups. They share stories about their identity and offer assistance to others who are questioning or coming out; 3) after studying in Greece, LGBT students launched a project to raise money for Rainbow Families, a group that assists LGBT families with food and clothing. The goal is to help them publish the first Greek language book for children that includes depictions of LGBT families; 4) **Muhammad Ali Scholars** (<http://louisville.edu/aliinstitute/scholars>) are required to develop a project in partnership with an agency that will fill a gap in service and promote social justice. The students worked with Kentucky Refugee Ministries (KRM) to sponsor individuals who are resettled in Louisville and worked with KRM to develop a pipeline of university volunteers; and 5) **The Black Diamond Choir**, a student chorale group hosted by the Cultural Center, donates 50 turkeys and meals for Thanksgiving, as part of "Feed the Families" program.

Community engagement is a theme that runs throughout the university's diversity planning process. The university

recognizes that engagement enhances students' learning experience and promotes diversity by encouraging engagement with diverse communities. Examples of diversity activities with an engagement focus include: 1) the School of Public Health and Information Sciences sponsors a team in the AIDS Walk each year comprised of students, faculty and staff; 2) dental students complete an Area Health Education (AHEC) rotation annually which is designed to expose junior dental students and senior dental hygiene students to "real world" dental and clinical practices in a variety of settings and to evaluate community oral health needs; 3) student-athletes volunteer at schools on Martin Luther King, Jr. Day and participate in neighborhood beautification.

Efforts like these are reported annually to the Vice Provost for Diversity and International Affairs. They are included in the president's report to the Board of Trustees and the Kentucky Council on Postsecondary Education. Similar initiatives exist through unit-specific diversity offices—for example, the Dean's Office of International, Diversity, and Outreach Programs within the Arts and Sciences offers programming on disparities in west Louisville and has a co-curricular student intern program that deploys students to work with community organizations on diversity awareness workshops.

16. Is community engagement connected to efforts aimed at student retention and success?

No Yes

Please provide examples (word limit: 500):

Answer:

Community engagement is connected to efforts aimed at student retention and success. Research has shown that student engagement can be critical to student success when students are involved in the "right" kinds of activities. In particular, the more students are involved in high-impact practices, the more likely they are to succeed at their respective institution. Service learning, volunteering and community-based practices have been identified as high impact activities. UofL is committed to providing these experiences and actively analyzes data from student surveys to engage the university community in articulating community-based learning courses and service learning projects. Since the last classification graduation rates have improved and this can be attributed in part to the execution of the strategic plan which includes engaged teaching and learning.

Incoming freshmen participate in the Cooperative Institutional Research Program's (CIRP) Freshman Survey during summer orientation, prior to their first fall semester. Questions directly addressing volunteering and community service are used as a baseline to student's perceptions and willingness to participate in community engagement activities. Other related variables that support student's ability or perceptions to effectively participate in community engagement activities are also examined and shared in order to understand student readiness to participate in community related activities. Academic units and programs use these data to address possible deficiencies or use them as a platform to enhance the skillsets needed to effectively participate in community related activities.

UofL utilizes national benchmarking surveys to provide data to support programs of student engagement across campus, two examples include: the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). The NSSE data also served as the foundation for the work of the Persistence to Graduation (P-G) Committee to support retention and persistence efforts in the undergraduate units. The Faculty Survey of Student Engagement (FSSE) was administered as a direct response to university-wide interest in the NSSE reports and at the recommendation of the P-G Committee. This survey provided a formal assessment of the critical role that faculty play with regard to student engagement and retention. As with the NSSE results, several reports were created and distributed to show possible alignment and differences between faculty and student perceptions of student engagement in and out of the classroom. The data stimulated vibrant conversations about student engagement across campus which led to the university hiring a consultant from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to ground the Strategic Enrollment Management Plan with demonstrated student success metrics. Recommendations from preliminary reports suggests UofL develop more high-impact practices that will promote engagement and student success.

UofL has a vibrant First-Year Initiatives program (as discussed) which includes a half-day service project (SOUL) prior to the start of the semester and a shared reading program titled Book-in-Common (BinC). Both of these programs have developed, expanded and infused critical introductory opportunities for students to engage in community related issues and participate in outreach work in the community.

II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The questions in this section use the term "service learning" to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of eight (8) questions in this section.

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
 - a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: **500**)

Answer:

The university adopted a glossary of terms in 2011 that defines community-based learning (CBL) courses as well as other terms related to community engagement. The glossary was developed to help clarify the community engagement terminology across campus. <http://louisville.edu/communityengagement/community-engagement>

This broadly circulated definition was designed to be inclusive across the academic disciplines and courses offered. For instance, the term "clinical" is used in the schools of Nursing and Dentistry, while "field placement" is used in the colleges of Arts and Sciences and Education and Human Development. Still other units used terms such as "practicum" and "service learning". These different terms are synonymous across campus. The current definition and listing of CBL attributes is provided below:

Community-Based Learning (CBL) identifies a specific component of instruction in which the students engage in community work. CBL courses may integrate a broad range of teaching and learning strategies and structures, including:

CBL Attribute Type:

- service-learning (SL)
- field experiences (FE)
- practicum (PR)
- internships (IN)
- capstones (CS)
- research projects (RS)
- practice-based learning (PL)
- clinical health care (HC)

Individual units are given autonomy to assign the attribute codes to their courses based on standards applicable to courses in their discipline. In addition to the adopted definition of community-based learning courses, clarifying criteria as well as student learning objectives were added to the glossary of terms. The criteria are used by curriculum committees to review and approve CBL courses. To provide further clarity and guidance, the definition of community was also revised to specifically indicate any entity outside of the classroom.

- b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)

Answer:

Since the last application, a committee of faculty reviewed and approved a set of criteria for designating community-based learning (CBL) courses. The committee also developed a list of learning objectives for all CBL courses. The set of criteria and learning objectives were used to create the rubric and will ensure common standards for CBL courses across the university. The rubric was completed in 2013 and is scheduled to be fully implemented during the 2014-15 academic year.

These criteria will assist faculty in evaluating their curriculum. Changes to the curriculum will be reflected in updates to the university information management system (PeopleSoft) as new courses are developed or as changes are made to an existing course. This process ensures the sustainability of identifying CBL instruction.

Regular reviews of the CBL assignments are facilitated by the Office of Academic Planning and Accountability in conjunction with the curriculum committees in each academic unit and Office of Community Engagement.

2. Fill in the tables below using:
 a. data from the most recent academic year (2012-2013)
 b. data based on undergraduate FTE

<i>Number of service learning courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>
1,236	79	7.8%	6.8%

<i>Number of departments represented by service learning courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>
63	1	67%	1.6%

<i>Number of faculty who taught service learning courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>
410	141	17.7%	52.4%

<i>Number of students participating in service learning courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application.</i>
7,703	2,509	34.6%	48.3%

3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: 500)

Answer:

The method for cataloging community-based learning courses in the university information management system (PeopleSoft) has evolved since 2007-08. The timeline (<http://louisville.edu/communityengagement/community-engagement>) outlines the evolution of this process. In 2007, the Office of Institutional Research and Planning provided the associate deans from each college/school with a comprehensive list of their course offerings. They were asked to review the list of courses to determine which courses contained a community-based learning component. The "CBL"

designation was attributed to each course that met the departmental criteria. The CBL course component was added to PeopleSoft allowing the identification of CBL courses for any given semester. Since 2007, UofL has periodically audited the CBL course component to verify the accuracy of the designation. The last review was conducted in 2012-13 by the offices of Community Engagement and Academic Planning and Accountability utilizing the definition for community-based learning provided in the glossary of terms (developed in 2011). Based on the findings, it was determined that a more rigorous rubric to accurately identify and label community-based learning courses needed to be developed for use by the curriculum committees in each academic unit. The rubric was completed in 2013 and is scheduled to be implemented during the 2014-15 academic year. It will be the charge of the department chairs and curriculum committees in each academic unit to utilize the rubric regularly to validate existing courses and correctly categorize new CBL courses or program curriculum.

The student engagement transcript (described in Section 1, number 14) will allow for the CBL designation to be displayed on each student's co-curricular transcript (once course is completed). This addition will allow for administrative reporting on CBL. This process to batch load the transcripts will happen each semester.

The numbers represented in the chart include both 500 level and 600 level courses because these courses are open to undergraduate students. In addition, these courses were also included in the previous submission and in order to be consistent they were included in this count. The university is currently working to add the CBL label to the schedule of classes; this will allow students to select courses based on their community-based learning component.

4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: 500)

Answer:

To better assess students learning in community-based learning, the university adopted a set of learning objectives for all community-based learning (CBL) courses (discussed in section II; 1b). As applicable, faculty will use the following learning objectives in their course syllabus: 1) demonstrate an understanding of community partner/organization and mission of these entities and how they behave; 2) apply knowledge, integrate theory and practice to identify or address community issues using a discipline-based approach; 3) work independently or in teams to develop a project and apply disciplinary or course concepts to community issues; and 4) distinguish the relevance of the issues affecting communities as well as reflect on one's experiences and perspectives to encourage and increase participation in community engagement.

The university also developed and piloted an instrument to assess students' community-based experiences. The process involved the design and testing of an assessment measure over a four-semester period that can directly and authentically assess student learning in community-based learning experiences. Pilot participants were chosen from the list of available CBL courses. In fall (2012), eighteen CBL courses administered the instrument. A total of 255 students (92% response rate) completed the questionnaire (Likert questions and open response). The reliability of Likert-type questions was determined using Cronbach's alpha, results ranged from .87 to .93. Qualitative responses were assessed using a rubric developed by faculty and staff. Each response was independently scored by two raters after a training session. The inter-rater reliability, using the Intra-class Correlation Coefficient, ranged from 0.67 to 0.95. Only one of the paired ratings was not statistically significant ($p = 0.07$) while all other paired ratings were statistically significant ($p < .05$). These findings support using all seven Likert questions and the rubric in the future. The goal of this project is to make the validated instrument available to faculty for use in their community-based learning courses (fall 2014).

The National Survey of Student Engagement (NSSE) is indirect assessment of student learning outcomes. Two questions on community engagement are on the NSSE as an indirect form of assessing student learning in community engagement. From the 2012 administration, 83% of first-year students and 82% of seniors responded “done or plan to do” community service work before they graduate. For the last four NSSE administrations, there has been an increase (at least 16 percentage point overall for each group) for both first-year students and seniors indicating they “plan to do” or have “done” community service/volunteer work. An independent t-test (2-tailed) was conducted and there is a statistically significant increase in senior responses from 2009 to 2012 ($p < .01$). The results of responses to these two questions are used to inform our understanding of students’ learning in community engagement related experiences.

- For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Curricular Activity	Is CE integrated with this activity?	What has changed since last classification (word limit 500)	Web Link (if available)
Student Research	Yes	<p>Community engagement continues to be integrated across the curriculum for both undergraduate and graduate majors. For instance, in Urban and Public Affairs, engagement takes place through work in the Center for Hazards Research, where faculty, staff and students work with state and local communities to produce hazards mitigation plans as required by federal legislation, as well as conduct other contract-based work. The center uses students as the primary workforce for these activities, providing funding for an average of six to eight graduate research assistantships for master’s students each year.</p> <p>The Office of Undergraduate Research works with the university community to foster students’ research at the undergraduate level. Undergraduate Research Scholar Grant Awards have been awarded to students from disciplines including biology, nursing, anthropology, psychology and others to conduct research connected to community issues. The research conducted by students is presented to the public at different forums, including “posters at the Capitol” before state legislators and the annual undergraduate research symposium.</p> <p>The Office of Community Engagement partnered with UofL’s Commission on the Status of Diversity and Racial Equality to offer grants to minority students to conduct research in the signature partnership area, a geographical area where the university is focusing much of its attention to address educational, social, economic, and health disparities. The undergraduate research symposium has been renamed the University-Wide Undergraduate Research and Community Engagement Symposium, to better reflect the leading role community engagement plays in student research. The symposium provides an opportunity for students and their faculty mentors to showcase their research. The Lilyalcyce Akers graduate assistantship in Women and Gender Studies, named after a former faculty member and sociologist committed to community involvement was added. The assistantship is designed to further students’ interest in community engagement and in taking research to the community. UofL students are now participating in the Atlantic Coast Conference (ACC) Meeting of the Minds Conference, where they presented some of their research at oral and poster sessions.</p>	<p>http://louisville.edu/research/for-students/university-wide-undergraduate-research-symposium.html/</p> <p>https://louisville.edu/wgs/akers-graduate-assistantship.html</p> <p>http://louisville.edu/research/for-students/acc/april-2013.html</p>

Student Leadership Courses	Yes	<p>Community engagement is integrated into student leadership courses in various ways. The McConnell Scholars Program was designed to nurture and develop students who demonstrate outstanding leadership potential. Students in the program participate in leadership seminars and local and international internships where they apply their skills to real world situations.</p> <p>The Martin Luther King (MLK) Scholars Program for Peace and Social Justice was created for freshmen (2012-13). This program aims to increase the inclusiveness of African American and Hispanic/Latino program participants in leadership and service activities. The MLK Scholar Program is a two year leadership development program that allows students to engage in and explore issues of peace and social justice in the honors residence hall, in their courses and on a service learning trip.</p> <p>During their second year, students become part of the Bonners Leadership Program, which is a service-learning leadership program that places students at local non-profit organizations addressing social justice, educational, poverty, environmental and cultural/arts issues present in the Louisville community. Students participate in community service projects as part of their academic requirements. Since the last classification, the program was moved out of the Division of Student Affairs to the Kent School of Social Work. Moving the program to an academic unit provides better linkages between community service and curricular engagement and allowed shifted the focus of service for Bonner Leaders to capacity building. Service sites are asked to incorporate students in an area such as volunteer management (coordinating/managing service programs, volunteer recruitment), training and program development, communications (website and social media development), meeting logistics and support, and research (community-based research, policy research). New partners were added as a result of this new focus.</p> <p>The University Honors Program combines small class size and leadership opportunities for students to challenge themselves through research, study abroad and experiential learning. These unique opportunities are provided to enhance student leadership. The Honors Student Council provides additional opportunities for students focusing on academics, service, leadership, and social development. Students also engage in leadership activities as part of the Honors Student Council. The honors program created a living learning community in service learning in 2012, enabling students to live together. The program combines course offerings with community service and brings together students with a common interest in social justice issues. Students discuss social justice issues and are required to complete 2-3 hours of service weekly. They are responsible for designing their own service project. In the College of Education and Human Development, Developing Campus Leadership (ECPY 355) is a new course with a community service component. Through this course students learn about a variety of student leadership concepts and how to implement them in their current undergraduate career and beyond. The Brown Fellows Program is another leadership program, which require its students to work with local non-profits addressing particular community issues as part of the LeaderShape Institute.</p>	<p>http://louisville.edu/mcconnellcenter</p> <p>http://louisville.edu/mcconnellcenter/news/articles/scholar-volunteers-at-local-food-farm</p> <p>http://louisville.edu/leadership/programs/bonner-leaders</p> <p>http://louisville.edu/honors/Enrichment-opportunities/learning-living-communities</p>
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Internship s/Co-ops	Yes	<p>Undergraduate, graduate and professional majors include internships, co-ops, etc. that will incorporate various aspects of community engagement depending on the discipline. The approval of the QEP project by SACS has resulted in the incorporation of critical thinking skills applied in real world settings to courses. The following examples ordered by unit and departments demonstrate the breadth of engagement integrated into experiential learning courses. In the College of Arts and Sciences, some internship programs were modified while new ones were added to departments' curriculum, as the following examples indicate.</p> <p>In Sociology, two undergraduate courses involve community engagement, SOC 401 Internship and SOC 550 Voluntarism. Both courses are options fulfilling a requirement for the BS in Sociology. Both courses have been designated CUE (Culminating Undergraduate Experience) since 2008. PhD students are required to complete SOC 707 Internship, an applied research experience in the community, before completing their dissertation. In Women and Gender Studies, a key part of the undergraduate major curriculum is WGST 401, Community Internship (100 hours of work in a community setting). In History, undergraduates may complete internships in local public history institutions through HIST 401. A change is that this internship course can fulfill the department's CUE. Graduate students have the opportunity to complete community-engaged coursework through the public history program. An internship through HIST 608 in local public history institutions is enhanced with the new addition of two fulltime public history faculty members.</p> <p>In Anthropology, (ANTH 401) there is an internship course that typically places students in nonprofit social service agencies, in grassroots social change organizations, or to a lesser extent, in governmental agencies and cultural institutions (museums). In some cases, the internship experience explicitly builds upon a course experience: for example, most students undertaking internships at Kentucky Refugee Ministry have completed the course Anthropology of Refugees. Since the last classification the Anthropology internship program has been formalized in two regards: 1) Instead of a thesis, MA students can carry out an internship (ANTH 673) which includes completion of a final "product" to meet their degree requirements; 2) a more explicit component of professionalization has been added to the undergraduate internship procedure; students must now prepare a resume and document their experiences. A new community internship course (PSYC 407) was created in Psychological and Brain Sciences within the last five years. It requires students to provide service with a community agency. The College of Business also integrates community engagement in its core courses through co-op/internship courses. Students may take one of many courses such as Accounting 397, Financing 398, Economics 397 or Marketing 397, depending on their major. Since the last classification, all internship courses across the university labeled as CBL have gone through a curriculum review to ensure they meet the new criteria for community-based learning courses developed by the university.</p>	
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Study Abroad	Yes	<p>The International Service Learning Program (ISLP) is one way community engagement takes place in study abroad. It is an interdisciplinary program that combines scholarship and service with the involvement of several disciplines including communication, dentistry, engineering, public health, and nursing among other academic units. Since the last classification, the program expanded from one country to five on four continents. The program grew from 65 students and 20 faculty/staff to 138 students and 30 faculty/staff annually, while the total annual institutional contribution increased from \$12,000 to \$148,000. In the School of Nursing, a Director of Practice and International Affairs was appointed to oversee study abroad programs. Undergraduate and graduate students are now participating in service learning trips to Belize, Botswana and Croatia. The Kent School of Social Work exchange program with Germany/Hungary has seen changes in the types of engaged scholarship products that have been developed. A faculty member collaborated on authoring/editing three books and students contributed to the writing of another book. Students are also more involved in presentations and lectures while in Germany.</p> <p>Several new study abroad programs have been created (since the last classification) to offer variety and give more students the opportunity. In the School of Public Health and Information Sciences, students travel to Ghana, where they provide technical expertise in public health, conducting research and training with hospitals and community residents. In Psychological and Brain Sciences, students can now take PSYC408: International Service Learning & Research Program: Northern Ireland or Bosnia-Herzegovina/Croatia, which allows them to conduct research on the conflicts in these regions as well as develop knowledge of the impact that intergroup contact has in assisting conflict resolution, behavioral and mental health, and multicultural psychology. In Women and Gender Studies, there was a new 2012-13 travel-abroad course (WGST 591, 645 cross-listed with PAS 510). The study abroad involved a trip to South Africa in which students worked with a community partner, Institute for Justice and Reconciliation, and created a blog on their work. Another new program is Coach for College program in collaboration with the American Athletic Conference (ACC). This is an international civic engagement program that utilizes the strengths of student-athletes and the universal language of sports to promote higher education around the globe. Established in 2009, the Brown Fellows Program is a premier scholarship and educational enrichment program for high-achieving students. Brown Fellows travel abroad during their summer months where they can design and engage in community service projects. During the 2012-2013 academic year, the university budgeted about \$653,300 toward new and expanded study abroad programs that incorporate community service.</p>	<p>http://louisville.edu/islp</p> <p>http://louisville.edu/psychology/undergraduate/international-service-learning</p>
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<p>Other. (specify in the “What has changed...” box to the right.)</p>		<p>In Psychological and Brain Sciences, students are engaged in operating a community mental health clinic with a sliding fee scale. In 2011, the Center for Mental Health Disparities (MHD) was established. MHD students work with families and other members of the community by offering free family assessments.</p> <p>The Robert and Sue Ellen Ackerson Law Clinic in the Brandeis School of Law was started in 2009. The clinic represents clients in emergency protective order hearings, divorce actions, and housing cases. The clinic provides law students the opportunity to work with clients who are victims of domestic violence in Jefferson Family Court or clients who have forcible detainer (eviction) cases before Jefferson District Court. As such, the students are the primary contact with clients for all matters being handled by the clinic. They are supervised by a faculty member.</p> <p>The School of Nursing also requires students to complete clinical rotations during the last two years of their education (361, 364, 371, 372, 373, 461, 464, 473, 474). Several new sites have been added to enhance students’ experiences such as Hotel Louisville, a shelter for former homeless individuals, who are clients in a community reentry program. Nursing has also expanded the program to serve children and families through the Signature Partnership Schools.</p> <p>The College of Education and Human Development recently implemented a clinical integrated model, whereby teacher candidates are working with teachers in the schools to learn and apply pedagogical strategies with public school students. In addition, the college now requires that all students complete 200 hours of community service working with students in a school or after school programs with community organizations, prior to student teaching.</p>	<p>http://www.mentalhealthdisparities.org/</p>
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6. For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum	Is Community Engagement integrated into this area?	What has changed since last classification	Web Link (if available)
Core Course	Yes	<p>Community engagement is integrated into the curriculum in many core courses across the university. Within each academic unit, faculty directs the development of the curriculum and integrates engagement or service learning based on the standards of the discipline.</p> <p>In the College of Education and Human Development, field experience has been incorporated into core courses, requiring students to engage in practical experiences as part of the program. In the College of Arts and Sciences, community engagement is integrated into the various programs. For example, in History (HIST 401 and 608), Anthropology, and Women and Gender Studies (WGST 401), students routinely participate in internships in well-established community settings. A recent change in History is that undergraduates majors may choose to do an internship to fulfill the CUE (Culminating Undergraduate Experience) requirement. Both undergraduates and graduates may take public history courses that are built around field work with local organizations and institutions. Theatre Arts has developed a new CUE course (JA 550) that will involve students choosing an aspect of theater (directing, acting, designing etc.) and developing a project with a community engagement component. In both Justice Administration (JA 450/690) and Communication (COMM 317, COMM 600), the internship is the means to integrate community engagement into those programs. The internship courses are a core component of these programs and since the Carnegie designation have seen major enhancement in the nature of experiences offered to students.</p> <p>The J. B. Speed School of Engineering integrates community engagement into its cooperative education requirement. All Speed School undergraduate students are required to complete three cooperative education assignments (289, 389, 489) within the community. The one year of experiential learning prepares students for a successful career in industry, research, or government. The J.B. Speed School recently sought for the first time and received accreditation from the Accreditation Council for Cooperative Education (ACCE) joining twelve other highly regarded schools as ACCE accredited http://www.co-opaccreditation.org/programs.htm.</p> <p>In the College of Business, community engagement is embedded into core courses through co-op courses and field experiences. An example of a field experience course is Management 440, Small Business Counseling, a field experience student consulting and counseling course that engages students to address problems inhibiting area small organizations from being as successful as they otherwise could be. Students partner with the president/CEO to address the issues and provide recommended solutions to enhance economic sustainability. The College of Business revamped its field experience program and discontinued some courses and modified others to be CUE courses.</p>	http://louisville.edu/speed/academics/academic-affairs/career-development

General Education		<p>The key piece that connects institutional commitment to community engagement that is based in the General Education curriculum is the cultural diversity requirement. The general education curriculum Committee periodically reviews and refines the metrics of the key areas, including cultural diversity. Since 2008, this aspect has been renewed to ensure engagement is understood. The rubric that measures students' competency in cultural diversity and is used as part of the designation process of cultural diversity courses includes, "the student demonstrates ability to understand the relationship of culture to its environment and history" and "the student brings awareness of cultural diversity to the analysis of problems or issues," which can be applied to issues in the community.</p> <p>Other general education courses are embedded in academic units such as NURS 361, Community Health Nursing in the School of Nursing; EDTP 201, The Teaching Profession, in the College of Education and Human Development; and SW 201, Introduction to Social Work, in the Kent School of Social Work. All three courses require students to participate in fieldwork in the community as part of the course objectives. All general education courses designated CBL went through a recent review to ensure they meet the requirements of a community-based course based on criteria established by the university. In the case of SW 201, it went through additional changes as the Kent School of Social Work introduced competency based evaluation, whereby, students are evaluated on their performance on a prescribed set of competencies.</p>	http://louisville.edu/provost/GER/
First Year Experience Courses		<p>In 2011, the Office of First Year Initiatives introduced the book "The Other Wes Moore" as the book in common for two consecutive years due to its popularity on campus and relevance to our engagement initiatives such as the Signature Partnership. Many faculty in their various academic units incorporated the book into courses and participated in community service activities. A university-wide community service event with the author of the book as a participant was carried out involving hundreds of students. This was the first time that the book in common on campus involved a community service component.</p> <p>Another way the university integrates community engagement into first year experiences is through SOUL (Students Outreach Uniting Louisville). SOUL, launched in 2006, is a community service event held during freshmen welcome week. It allows students to explore community issues and directly address some of these issues through community service. This event has seen significant changes since the last classification. The office that oversees this event grew from a staff of one to a staff of three. The program has grown from 60 participants to over 500 in the past four years. Other offices from across campus with responsibilities of community engagement collaborated as the organizing body, evolving from a logistical group to more of a curricular development team. The cross-campus collaboration broadened how students look at community engagement, social justice and diversity on our campus and what we do in the community. The program saw a 567% growth in student participation since the last classification and the budget has doubled, thus allowing service to more organizations. SOUL is now a signature event for welcome week. Critical reflection has since been incorporated into the program. From the onset, students have done a final reflection on their experiences with SOUL. Beginning in fall 2010, we began to incorporate a more comprehensive review and assessment of students' learning experiences. The feedback from these reflections indicate that students' sense of self, other, and civic-mindedness are all enriched through these experiences.</p>	http://louisville.edu/firstyear/book-in-common/2012-13/service-initiative.html http://louisville.edu/uoftoday/campus-news/wes-moore-to-lead-community-service-give-talk-next-week http://louisville.edu/leadership/service-opportunities/soul

<p>Capstone (Senior Level Project)</p>		<p>The capstone experience at the University of Louisville aligns with the required Culminating Undergraduate Experience (CUE) for each program of study. The implementation of CUE is a new aspect of academic programs as it was implemented within the last three years. It serves as a central point for students to reflect on and translate the cumulative experiences of their academic program to study a real-world setting. Among the common defining features, CUEs share is the feature that in the CUE students will “address an authentic issue. Authenticity includes meaningful, real-world issues, problems or concerns that are relevant to the learner and the discipline and are shaped by practical constraints of time, space, or resources.” While the department determines the method for the delivery of the CUE, many CUEs are situated within a community-engaged context.</p> <p>An example of a CUE is Political Science 495, Diversity, Politics, and Policy, a capstone course. This class studies policy and its impact on housing. To further understand the policy process, and to experience firsthand how public policies and social action influence the daily lives of individual citizens and groups, students provide service learning activities at public housing sites such as homeless shelters and senior citizens homes.</p> <p>Another example of a CUE is Dental Hygiene 417. Each student participates in a four week externship working in private practice dental offices or public health clinics. One of the CUEs in the College of Education and Human Development is EDTP 477, Capstone Student Teaching Seminar, a CUE for undergraduate teacher programs (Elementary Education BS; Middle and Secondary Education BS). Teacher candidates work with students in a P-12 school setting on a daily basis and plan and evaluate classroom instruction.</p>	<p>http://louisville.edu/ideastoaction/about/cue</p>
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<p>In the Majors</p>		<p>All the colleges and schools within the university have actively began the process of integrating community engagement into their majors. Due to the decentralized system of the university, academic units determine the nature of how community engagement is integrated into their curriculum. The Office of Community Engagement works with faculty to develop community-based learning courses, including: service learning, field placement, internship, practicum, cooperative work experience, practice-based learning and clinical.</p> <p>The College of Education and Human Development integrates community engagement in majors across its many academic units (EDTP 450, 451). Students are required to participate in field placements, internships, and clinical in schools and other community settings. The clinical model is a new aspect of community engagement for the college. Teacher candidates work in P-12 schools alongside teachers and faculty members as they are mentored and tutored on pedagogy and other aspects of teaching.</p> <p>The J. B. Speed School of Engineering integrates community engagement into its cooperative education requirement (289, 389, 489). All Speed School undergraduate students are required to complete three cooperative education assignments within the community. The one year of experiential learning prepares our students for a successful career in industry, research or government.</p> <p>Psychological and Brain Sciences has several service learning courses. A new culminating undergraduate experience course (PSYC 407) and an internship program were created, whereby students are placed with a community partner. In political science, a public policy course has been designated a Culminating Undergraduate Experience (CUE) with a community-based learning (CBL) designation. This class specifically works with local non-profit organizations by putting students in the community. Philanthropy was also integrated into this course.</p> <p>The Brandeis School of Law externship program includes several new and existing placements including those with the Office of the Commonwealth’s Attorney, Jefferson County Attorney, Public Defender’s Office, and Department of Public Advocacy and US Attorney’s Office (LAW 960).</p> <p>In the School of Dentistry, a full time faculty position was implemented to work with students being placed in clinical externships. The School of Nursing has a robust program of engagement with the local, national and international community that has increased over the past five years. Approximately 300 undergraduate students provide clinical care to individuals (NURS 371), communities (NURS 361), and families (NURS 461 and 464), gaining over eight hundred hours of clinical experience. The school enhanced its international service learning program with the appointment of a director of practice and international affairs. The program expanded to include undergraduate and graduate students participating in service learning trips to Belize, Botswana and Croatia. In addition to the changes mentioned, all programs went through a curriculum review to ensure they met the criteria for community-based learning courses, as approved by the university.</p>	<p>http://cehdnews.louisville.edu/news/cehd-teacher-training-uses-clinical-model/</p> <p>http://louisville.edu/speed/academics/academic-affairs/career-development</p> <p>http://louisville.edu/nursing/current-students/international-service-learning-opportunities-for.html</p>
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<p>Graduate Studies</p>	<p>Graduate education is also decentralized, whereby each college and school determines how community engagement is implemented in the curriculum. In the College of Arts and Sciences for instance, the History department graduate students have the opportunity to do community engaged coursework through the public history program. Students may complete an internship where they serve in local public history institutions (HIST 608). Most of the public history electives have a field work component and are designated as CBL. The addition of faculty in public history is a new aspect of the program. Graduate students in the African American Theater Certificate program take an independent study in community service (TA 550), in which the students develop a project in the community utilizing theater skills. This requirement has also been added to the Masters of Fine Arts program. In Biology and Classical and Modern Languages, community engagement is embedded in many of the independent study courses where students are engaged in service to community agencies. In the clinical psychology doctoral program students complete a practicum course in community settings (PSYC 685).</p> <p>In the College of Education and Human Development, community engagement has been integrated into the curriculum mostly through internships in the different departments. These internships allow students to serve in community settings. For instance in Leadership, Foundations & Human Resource Education, ELFH 690, Internship and Postsecondary Education and ELFH 720, Advance Internship and Leadership both provide on-the-job learning and professional development for graduate students. In the Educational and Counseling Psychology, ECPY 680, Practicum and Psychological Assessment and 682, Internship in Clinical Mental Health are listed as internship courses. In Middle and Secondary Education, examples of internship courses include EDTP 619 Student Teaching and EDTP 677 Capstone Seminar.</p> <p>Students within the School of Medicine, School of Dentistry and the School of Nursing are placed in underserved areas throughout the state as part of the Kentucky Area Health Education Center Project for clinical placement and cultural competency training. Because of the criteria for community-based learning (CBL) courses adapted by the university, these courses underwent course review and modifications as applicable to be listed as CBL courses.</p>	<p>http://louisville.edu/medicine/ahc</p>
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<p>Other. (Please Specify in the "What has changed..." text box to the right.)</p>	<p>The International Service Learning Program has expanded to include additional countries and academic units. The program now takes students to Belize, Botswana, Croatia, Philippines, and Trinidad and Tobago. Courses in communication, justice administration, nursing, college student personnel, dentistry, and engineering among others are taught as part of the international service learning program. Examples of courses taught in the program include Education and Counseling Psychology, ECPY 697, where college student personnel provide students opportunities to engage in professional student affairs projects applicable to student service delivery agencies and civic engagement with the local Trinidad & Tobago communities. Students participating in the new program to the Philippines may take an engineering course focusing on water purification, among others. For students participating in ISLP in Croatia several nursing courses are offered including a graduate level course in global health care.</p> <p>Philanthropy was incorporated into several courses to enhance students' awareness of social problems and the efforts of non-profit organizations to increase students' knowledge of grant-giving and grant-seeking processes. Students in each class award small grants to community organizations that they have either studied or with which they provided community service as part of the course requirement. Philanthropy has been added to PAS 206 Introduction to Caribbean Studies, SPAD 536, Sports Administration Nonprofit Sports, POLS 495, Political Science: Diversity Politics and Policy, as well as courses in Women and Gender Studies. As part of the quality enhancement plan (QEP), curricular innovation grants were provided to academic units across the university to develop or redesign culminating undergraduate experience courses with a community-based element. Similarly, the Office of Community Engagement implemented faculty incentive grants to enhance teaching and research in a community setting. These grants were designed to encourage scholarly activities with community partners in an effort to address the needs of the west Louisville and the broader Louisville communities.</p>	<p>http://louisville.edu/islp</p> <p>http://louisville.edu/ideastoaction/programs/grants</p> <p>http://louisville.edu/communityengagement/office-of-the-vice-president-1/student-philanthropy-program</p> <p>http://louisville.edu/communityengagement/office-of-the-vice-president-1/office-of-community-engagement-faculty-grant-program</p>
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7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

<p>Answer:</p> <p>Publications all available in the Virtual Library http://louisville.edu/communityengagement/virtual-library/virtual-library</p> <p>1. Sherretz, C. and Kyle, D. (2011). Improved learning for all partners: A School/University Partnership for improved teacher preparation, teacher development, and student achievement. In Nath, J., Guadarrama, I. and Ramsey, J. (Eds.). Professional Development Schools Research, Books Series, Volume 4.</p> <p>Abstract:</p> <p>Faculty in the College of Education and Human Development collaborate with school partners in implementing a clinical model. The one-on-one attention given to the public school students enhances their learning and allows teacher candidates to develop pedagogical skills. In addition, faculty collect data on impact on students and impact on teacher candidates, and are thus able to create scholarly products on the scholarship of the engagement.</p>
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2. Nash, W. & Buchanan, R. (2013). Collaborating for improved delivery of healthcare services in the horse racing industry: A university interdisciplinary program. *Journal of Community Engagement and Scholarship*, 6(2).

Abstract:

At the Kentucky Racing Health Services Center (KRHSC) nursing students run a free health clinic for migrant workers employed in the horse racing industry and their families. The Latin America and Latino Studies (LALS) program interns serve as translators for the nursing students.

3. Rothstein, L. (2011). Shaping the Tributary: The Why, What and How of Pipeline Programs to Increase Diversity in Legal Education and the Legal Profession. *Journal of Law & Education*, 40(4), 551-608.

Abstract:

The Brandeis School of Law collaborated to develop a law magnet program in a high school with a primarily African American population. Law students along with their faculty teach high school students several curricula such as the Marshall-Brennan Civil Liberties Curriculum. This hands-on learning experience adds diversity to the law curriculum. The program is still in its infancy stage; however, several students are pursuing paralegal course of study in college.

4. Jackson, T. R., Jr., Foster, J. P., Clark, T. J., Hart, J. L., Walker, K. L., & Mercer, L. H. (2012). *Serving the World through International Service Learning: A Partnership between Academics and Student Services*. Manila, Philippines: Asian Pacific Student Services Association.

Abstract:

The International Service Learning Program in the Philippines involves students from different academic disciplines working together to address issues from the perspective of their discipline. Participants work with students in local schools on topics selected by local leaders such as bullying, critical thinking and, water purification. This interdisciplinary model of academics and student services partnering, enhanced the teaching and learning of students.

5. Frey, A. J., Alvarez, M. E., Sabatino, C. A., Lindsey, B., Dupper, D. R., Raines, J. C., Streeck, F., McInerney, A., & Norris, M. P. *The Development of a National School Social Work Practice Model Children & Schools* (2012).

Abstract:

The purpose of the School Social Work Practice Model is to articulate the skills and services that can be expected from school social workers, and to promote consistency in undergraduate and graduate social work education, credentialing, and professional practice, with the goal of improving academic and behavioral outcomes.

8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)

Answer:

Curricular engagement at UofL continues on a significant upward trajectory through a variety of activities focused on building capacity, training and education, and sustainability. The glossary of terms on engagement has been revised to reflect and clarify engagement concepts and practices. A set of learning objectives were developed for community-based learning (CBL) courses as well as criteria for CBL courses. The criteria are being used by the faculty across the university to review and designate CBL courses. An assessment measure was created to directly and authentically assess student learning in CBL experiences. The assessment measure is designed to have a means to assess student learning from their participation in CBL courses. <http://louisville.edu/communityengagement/CommunityEngagementGlossary2.7.11.pdf>

Several offices on campuses collaborated to create the annual university-wide Undergraduate Research and Community Engagement Symposium. The symposium allows undergraduates to share with the university community how faculty, staff and students are applying teaching/learning, research and service to address community needs.

<http://louisville.edu/communityengagement/office-of-the-vice-president-1/undergraduate-research-and-community-engagement-symposium>

The Community Engagement Faculty Grant Program was created to focus on infrastructure development, research and non-research projects which hold a community participatory action perspective.

<http://louisville.edu/communityengagement/office-of-the-vice-president-1/office-of-community-engagement-faculty-grant-program>

Ideas to Action (i2a), UofL's quality enhancement plan (QEP) focused on undergraduate education, implemented the annual Supporting Undergraduate Innovation (SUN) grants program, which strategically has included categories on community engagement. <http://louisville.edu/ideastoaction/programs/grants>

Professional development for faculty has increased. The Delphi Center for Teaching and Learning, which is responsible for faculty development, hosted "Dine and Discover" sessions focused on engaged scholarship which included a series, "Conversations on Community Engagement". This informal setting allows faculty to share their work with others and stimulate discussion on the scholarship of engagement. In 2013, a faculty learning community on engaged scholarship were started where some twelve faculty have met monthly for two semesters. During the past few years, there have been three visits from international experts on community engagement who have conducted workshops and made presentations to the university community. Special presentations were made to the promotion and tenure committees to provide them with a better understanding of engaged scholarship as they review faculty dossiers. In addition, the university hosted the Kentucky Engagement Conference in 2011 and the National Coalition of Urban and Metropolitan Universities conference in 2013, allowing more faculty to attend these important conferences. The Office of Community Engagement budgeted funds to cover the cost of faculty to attend and present at regional and national conferences. <http://louisville.edu/ideastoaction/programs/communities/faculty-learning-community-on-community-engaged-scholarship-flc-ces>

Ongoing discussion and review are occurring to modify *The Redbook*, the basic governance document of the university to include more explicit language to reward faculty for non-traditional products for promotion and tenure. The University of Louisville is currently having a series of campus-wide discussions to determine how the institution should position itself in the twenty-first century. The 21st Century Initiative, led by university Provost Shirley Willihnganz, aims to define the institutional mission, values the role community engagement will play in student education and faculty scholarship. <https://louisville.edu/21stcentury/letter-from-the-provost>

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.).

Outreach

1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: **500**):

Answer:

Since 2008, the university has increased outreach programs and strived to make collaborations more inclusive that strategically benefit the university and community. In addition, an emphasis has been established on sustainability of

current and developing outreach programs to ensure lasting impact within the community and the university. These programs generally fall within 4 areas: Economic Development; Social Services, Educational Attainment; and Health Care.

Examples of growth in outreach initiatives:

Economic Development

(1) Family Business Center: The College of Business program uses capabilities, expertise and educational resources of the university to assist community members in their efforts to establish and grow their family owned businesses, especially those in west Louisville. Faculty in the college and a network of internationally recognized family business experts associated with the college provide family owned businesses with assistance based upon their needs to support sustainability.

Social Services and Educational Attainment

(1) Signature Partnership initiative (SP) with west Louisville: This multidisciplinary university initiative works with community partners to improve the educational, health, economic and social status of individuals and families living in our urban core. Working with community residents, the Jefferson County Public Schools, Louisville Metro Government, Metro United Way, the Urban League, faith based organizations, and others, the university coordinates and enhances existing programs and launches new programs addressing disparities impacting west Louisville's 60,000+ residents.

(2) Military Community Partnerships and Initiatives: The university and the Fort Knox military base (Kentucky) collaborate to implement strategies to improve soldiers' transition from military to student life. The university academic and administrative units provide individualized support to students and their families on campus. In addition, the university coordinates efforts with the Veterans Administration, and other community organizations providing wrap-around services in support of veteran's educational success. <http://louisville.edu/veterans/>

(3) Teen Pregnancy Prevention Program: This project includes 1,300 youth (urban, foster care, immigrant and refugee) ages 14-19 in Louisville. The university has formed a collaboration involving 13 community agencies to develop culturally and socially appropriate interventions that work best in reducing early sexual behavior, risky sexual behavior, pregnancy, the transmission of sexually transmitted diseases, and interpersonal violence. The externally funded project has both a research and community education and evaluation components.

Health Care

(1) KentuckyOne Health: the UofL Medical Center formed a partnership, including UofL Hospital and the James Graham Brown Cancer Center, with KentuckyOne Health to create greater access to healthcare for indigent patients throughout Kentucky and increase capacity for medical education and research. As an outgrowth of this partnership, KentuckyOne Health is collaborating with the university in the development of a new YMCA in west Louisville. This project combines a traditional YMCA setting with health care services and a healthcare education setting. The university partners include: Pediatrics, Kent School of Social Work, School of Nursing, School of Dentistry, and Psychological and Brain Sciences. Outreach within this community includes collaboration with previously discussed existing community partners and advisory groups established as part of the SP.

2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: 500):

Answer:

There has been a substantial increase in institutional resources devoted to outreach to the local, state and global communities. The university has developed an annual outreach plan in which the President leads a delegation of

students, faculty and alumni in outreach tours to communities throughout Kentucky and Southern Indiana. The delegation met community members and alumni groups at local high schools and other community venues to share information about higher education, and activities/opportunities at UofL. Last fall (2013), the tour visited 35 counties and reached an approximately 3,000 individuals.

The university has committed significant resources focused on developing student leaders who are civic-minded and can be competitive on an international level. In 2012, 17 students received Boren, Fulbright, and other nationally prestigious awards/scholarships including the Harry S. Truman Scholarship. Since 2008, 56 University of Louisville students have received prestigious Fulbright Scholarships, which is the most of any university in Kentucky. Many Fulbright scholars enter the application pool as dedicated public servants with a clear history of working with at-risk youth, single mothers, and refugee populations across the city of Louisville. Once abroad, each Fulbright scholar uses their unique background and skills to engage within the host community. For example, a number of our scholars have tutored within their host country, facilitated health and wellness events, and coordinated educational activities.

Other examples of institutional resources committed to support outreach include:

The Signature Partnership Education Access Center was established in 2012 in partnership with the Jefferson County Public School System, Jefferson Community & Technical College, Simmons College of Kentucky and Spalding University to provide tutoring and college access services to adults wishing to obtain a GED and pursue college education.

<http://louisville.edu/communityengagement/signature-partnership-1/spec>

In partnership with the Louisville Free Public Library, UofL opened a College Shop at the Shawnee (west Louisville) Branch Library and provided books and other resources to facilitate college access for residents. The College Shop provides assistance with the college application process including financial aid research, placement testing, and other preparatory activities.

The Anne Braden Institute (ABI) housed in the College of Arts and Sciences has created many outreach and partnership opportunities that benefit the broader community. ABI has a web page that serves as a clearinghouse to link the university to opportunities for work with community-based social justice organizations. <http://anne-braden.org/community-partners>

The university expanded the UL Kentucky DataSeam Initiative to a new center (economic and workforce development) in west Louisville to allow students and residents in an underserved area to gain access to more computer and research technology.

Since 2008, over 329 dental school faculty, along with 928 dental and dental hygiene students have provided free dental services to over 6,700 indigent patients in Kentucky as a part of the Remote Area Medical (RAM) Missions Program.

The university established a pilot program that allows university staff members one day of paid leave for community service projects. This effort recognizes the importance of community involvement and encourages employees to participate in activities by providing flexibility in work schedules and paid leave opportunities.

Partnerships

3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).
 - [Download the Partnership Grid template](#) (Excel file)

Answer:

[The grid is provided as an attachment](#), the fifteen partnerships highlighted are:

1. Champs Project
2. Kosair Charities Centre
3. Hotel Louisville (Wayside)
4. Partnership for a Green City
5. Brandeis Law Clinic that partners with Legal Aid Society
6. Military Partnerships
7. The Family Scholar House
8. Kentucky Area Health Education Centers (AHEC)
9. Kentucky Racing Health Services Center
10. Metropolitan College
11. Signature Partnership
12. Jefferson County Public Schools
13. Kentucky Dataseam
14. Frazier History Museum
15. Kentucky Pollution Prevention Center

4. In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

Answer:

The university’s perspective on engagement has matured since the first Carnegie application to reflect an enhanced relationship with the community. The university’s strategic plan has continued to focus our engagement in support of being a premier metropolitan university committed to the community.

Since 2008, not only have the number of university-partnerships grown (by 670 partnerships) but our conscious effort to capture the impact of university engagement has enhanced the methods for documenting and assessing the university-community partnerships (also discussed in Section I; C3). These documentation efforts have allowed UofL to examine the growth and depth of reported partnerships over the past five years. For example, in 2012-13 there were at least 100 partnerships with a focus on the Signature Partnership.

There has also been a culture shift at UofL embraced by the faculty, staff and students that includes a growing focus on sustainability efforts (e.g., Partnership for a Green City and Kentucky Pollution Center); arts and culture activities (Frazier History Museum); reducing the barriers to educational attainment (e.g., Jefferson County Public Schools (JCPS), Kentucky Dataseam); enhancing social services and ensuring social justice (e.g., Legal Aid Society, CHAMPS!, Family Scholar House, Hotel Louisville); and efforts to serve our veterans both locally (Fort Knox) and those deployed abroad. The underlying goal embedded into the UofL-community partnerships is to build capacity of our partners and enhance the quality of life of those in our community (local, state-wide, out-of-state, and international) through the mutually beneficial exchange of knowledge and resources. This is evident in the fifteen highlighted partnerships representing every school and college at UofL.

More partnerships are led or co-led by community agencies and groups in collaboration with the university resulting in more impactful projects. For example, JCPS has placed an emphasis on support and improvement of under-performing schools. They sought out innovative ideas to address these needs and the College of Education and Human Development in collaboration with JCPS (school administrators, and teachers) created an exciting new clinical model of teacher development. Test scores of JCPS students have shown marked improvement. UofL has worked with Kosair Charities

since 1923 and our partnerships are always evolving (new pediatric dentistry and general pediatrics offices) to ensure children with disabilities and chronic health conditions receive expert care.

The university currently has over 50 centers and institutes operating with internal and external funding that supports research benefitting the community. These centers and institutes provide faculty and student opportunities to enhance their scholarship (mental health disparities, birth defects, autism) and provide the community a resource to access to faculty expertise and research support when working on new or sometimes difficult topics.

<http://louisville.edu/institutionalresearch/accreditation/centers-and-institutes.html>

5. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: 500)

Answer:

The university has worked hard to establish and maintain credibility with the community. UofL works to intentionally establish an accountability system among our faculty, staff and community to facilitate collaboration and continuous feedback to inform institutional policies and practices. The Community Engagement Steering Committee provides university-wide guidance, and the University Community Partnership (UCP) Advisory Board is tasked with oversight of all university-community partnerships. The Signature Partnership initiative (SP) has targeted groups to advance effectiveness. The Signature Partnership has a Faculty Liaisons Group that meets monthly and a Residents' Advisory Council that meets bi-monthly to build campus-community relationships.

The Community Engagement Steering Committee advances university-wide community engagement by serving as an internal advisory committee for the Office of the President and Provost on matters pertaining to community engagement among faculty, staff and students. The committee provides expertise, counsel and support to the Office of Community Engagement on matters related to the coordination, tracking/documentation, assessment, and recognition of community engagement of faculty, staff and students. <http://louisville.edu/communityengagement/community-engagement/steering-committee>

The University-Community Partnership (UCP) Advisory Board supports the university's strategic objectives in building mutually beneficial partnerships and positive relationships with key community-based organizations. The UCP board is composed of representatives from community organizations, university faculty and staff. UCP advises and assists the university administration and academic units with a special emphasis on partnerships with the racial/ethnic minorities, and economically disadvantaged neighborhoods. <http://louisville.edu/communityengagement/signature-partnership-1/university-community-partnership-advisory-board>

The faculty liaison group is composed of representatives from each academic unit who serve as champions for the Signature Partnership initiative. There are monthly meetings that allow for community organizations to present the services they offer and discuss opportunities for collaboration. The liaisons communicate these opportunities for partnership in their units and work with the appropriate faculty members to establish partnerships that are mutually beneficial for the university and the community. This group also serves as peer evaluators of the OCE Faculty grant applications and are instrumental in selecting awardees. <http://louisville.edu/communityengagement/signature-partnership-1/faculty-liaisons>

The Resident Advisory Council is composed of individuals who reside in west Louisville and/or who have significant connection with the community. They provide input and suggestions for the development of the Signature Partnership Initiative in west Louisville. The Council meets bi-monthly, receives regular updates from and provides ongoing advice to the Office of Community Engagement on the progress of the initiative. The Council insures that the views and

perspectives of the residents of west Louisville are adequately represented and addressed.

<http://louisville.edu/communityengagement/signature-partnership-1/resident-advisory-council>

The partnerships and relationships that UofL has with the community have deepened and matured since the previous classification because the university realizes the benefit to utilizing the strengths that each of these groups possess.

6. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: 500)

Answer:

Partnerships are assessed on multiple levels. First, partnerships are documented through the community engagement partnership data collection coordinated by the Office of Community Engagement every spring (as discussed in section I; C3). The data taken from this annual collection is shared and utilized across the university in a variety of forms; there are annual reports (<http://louisville.edu/communityengagement/community-engagement-partnership-1>), the data dashboard (<https://sharepoint.louisville.edu/sites/communityengagement/default.aspx>), and the President's Scorecard (an accountability mechanism which includes a specific metric for community partnerships).

From the 2012-13 partnership list, a random sample of 35 partners were chosen to participate in qualitative interviews (discussed in Section I;C3). This pilot process established an instrument that can be utilized in the future; the long term goal is to administer the survey every two years. The final report based on the community survey can be viewed on the community engagement website. Highlights of this report have been shared with the community and survey participants through presentations and forums.

These data allow the university to strengthen existing partnerships and identify exemplars that can be modeled. One example of strengthening an existing partnership is the development of affiliated Signature Partnership (SP) schools by the College of Education and Human Development. Impact is explicitly evident in one of the SP schools where the UofL partnership helped to dramatically increase students' test scores (21% improvement in Math and Science testing from 2008-2010) and laid the foundation for academic improvements, higher graduation rates and more college-bound students. The success of the partnership has led to the development of a clinical model for teacher education. The clinical model has now been funded by the Kentucky Council on Postsecondary Education to develop research and scholarship that will allow for improved implementation of the common core standards (Kentucky was among the first states to adopt these standards).

Through the discussions with various community groups (Residents Advisory Council) and the feedback from the *Community Impact Survey* there are several action steps to emerge. The university will be utilizing the data from the partnership data collection to create a type of "asset map" that will be available to the community. This will allow anyone to see which schools or departments are partnering with community organizations and include a brief description of the nature these partnerships. This will be another mechanism to utilize the partnership data collection in a way that is meaningful to the community.

Community-based research projects require an evaluation component that meet the grant requirements and provide an opportunity for community input. In addition to having an evaluation component, many grants like the Disaster Case Management Grant have a clearly defined outreach strategy to identify individuals and link them to information.

Centers and institutes affiliated with UofL must complete a comprehensive 5-year summary on their activities, programs, operations and research initiatives. Community-based projects housed in a center or institute are reviewed as a part of this evaluation process.

7. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

Answer:

1. Fosl, C. (2013). *Making Louisville Home for Us All: A 20-Year Action Plan for Fair Housing*. Louisville Metro Human Relations Commission. Retrieved March 9, 2013, from <http://www.louisvilleky.gov/NR/rdonlyres/E6581970-BBB7-4FC6-A8C8-30586BF33699/0/LouisvilleMetro20YearActionPlan.pdf>

Abstract:

This research report was completed by UofL's Anne Braden Institute, in partnership with Metropolitan Housing Coalition with the help of \$19,000 HUD funding subcontracted through Louisville Metro government. This research report was peer-reviewed by metro agencies, HUD officials and an interdisciplinary team of assisting editors. It offers a complete history of residential discrimination and segregation in Louisville Metro, and offers recommendations for improving housing choice.

2. Ross, E. & Cox, F.M. (2012). Partnering with a Homeless Shelter to Provide Authentic Community Involvement. *Metropolitan Universities*. 23(1), 78-84.

Abstract:

Hotel Louisville, owned and operated by Wayside Christian Mission, is staffed by screened and vetted Wayside resident clients. This article describes the Hotel Louisville/UofL partnership, discusses the positive impact of this collaboration, and highlights some of the dramatic successes.

3. Ghrobianian, M., Barnett, R. & Bates. R. (2014). VOC emissions comparison of natural gas and biogas usage in biosolids drying. *Environmental Engineering Science*. 31(2), 81-87.

Abstract:

The West Jefferson County Community Task Force in conjunction with UofL aims to empower residents of west Louisville to make informed decisions on environmental justice issues. In 2004, the Task Force released a Toxics Study and Risk Management Plan, stimulating a series of ongoing site-specific air toxic studies including multiple community partners. This study is an example of recent research on this project. It was conducted on an industrial scale to study potential emission differences from the final regenerative thermal oxidizer (RTO) of the dryer exhaust gases when the biosolids drying system was fueled by natural gas and biogas at the Morris Forman Water Quality Treatment Center in Louisville.

4. Thomas, S. and Linton, A. (2012). What happens when kids get off the bus: Building multicultural learning communities in integrated schools. *Global Connections*, 6(3). Retrieved March 9, 2013, from <http://www.jcpsky.net/Programs/mcconnections/GlobalConnect/GlobalConnect/Archives/1112/FAS12.html>

Abstract:

The authors joined with Jefferson County Public Schools, conducting research on the context of racial integration both inside and outside the classroom. This article offers suggestions for teachers, students and community members to take advantage of a unique, authentic learning opportunity, learn from the lessons of the past, and reap the benefits of integration in order to learn and live in a pluralistic, 21st century society.

5. Vivian, D. (2012). *Sadieville Project Underway*. Kentucky Heritage Council, Frankfort, KY.

Abstract:

Dr. Vivian and his graduate students in the Historic Preservation Fieldwork course submitted materials to obtain a National Register of Historic Places designation (2013) for the town of Sadieville, KY. This semester-long project <http://uoflpublichistory.wordpress.com/2012/02/28/sadieville-project-underway/> was completed in close collaboration

with the citizens and government of Sadieville.

Scholarship is supported in various ways. The Office of Community Engagement covers cost of faculty presenting at engagement conferences, sponsored workshops and other forums on engaged scholarship, and invited guest lecturers to campus. The university also hosted a regional and an international conference on community engagement.

8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)

Answer:

This 2015 Carnegie Foundation application describes a process that has been ongoing, intentional and substantial in the growth and development of the university. This application clearly demonstrates our commitment to enhancing inclusion, partnership and outreach in collaboration with students, staff, faculty and most importantly, community. When the university received the community engagement designation in 2008, the bar was set to advance the metropolitan research mission and priority. UofL has undertaken the implementation of an action plan that moved community engagement into high gear targeting teaching, research and service activities. The action plan has the highest level of support including that of President Ramsey, who references community engagement in his many public presentations, the strategic priorities of our Provost, engagement focused offices developed by academic units, professional development on engaged scholarship, educational strategies and activities of faculty and staff.

UofL established faculty grants in support of community engagement and outreach, which resulted in scholarship that includes collaborative presentations, publications and external funding for community-based participatory research projects. Students have multiple opportunities for engaged learning that include measurable outcomes developed and refined by faculty with input from experiences with community partners. There is an increase in community-based learning activities such as the student philanthropy program which enables students to award grants to nonprofit organizations as part of their community-based learning courses. As documented throughout this application, there has been an increased commitment on all levels (faculty, staff and students) resulting in a substantial growth in the number and depth of partnerships and outreach activities. <http://louisville.edu/communityengagement/office-of-the-vice-president-1/student-philanthropy-program>

The university-community relationships involve strategic, reciprocal decision making and communication based on community impact assessments. These collaborations enrich the student experience and benefit the community at large. The future is being built through the institution's current enterprise – the 21st Century Initiative. As the university works to incorporate community engagement as one of the four key elements of the 21st Century Initiative, there will be specific effort placed on an enhanced approach to faculty governance and further integration of engaged scholarship. The long term goal of the multiple engagement initiatives and discussions will be to advance the strategic priorities of the university. The University of Louisville is committed to making engagement and outreach central and defining characteristics of the university: educational excellence, world class research, and authentic stewardship for the sustainable advancement of faculty, staff, students and global community. <http://louisville.edu/21stcentury/committees/reports/executive-summary>