



# Carnegie Foundation for the Advancement of Teaching

*The Carnegie Foundation for the Advancement of Teaching  
Elective Community Engagement Classification*

## **First-Time Classification Documentation Framework**

*Framework notes: To assist you in preparing your application, this framework includes various notes that provide additional guidance as to the purpose of certain application questions and the type of information that is expected in applicants' responses. This guidance is shown in **blue text** throughout the framework below.*

This Documentation Framework is intended to help you gather information about your institution's commitments and activities regarding community engagement as you complete the 2015 Documentation Reporting Form (i.e., the application). **(The framework is for use as a reference and worksheet only. Please do not submit it as your application.)**

Data provided: The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data are from.

Use of data: The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

### **Applicant's Contact Information**

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

- Bonnie
- Jones
- Regional Vice Chancellor for Academic & Student Affairs
- University of South Florida Sarasota-Manatee

- 8350 N Tamiami Trail
- Sarasota
- Florida
- 34243
- (941) 359-4715
- bjones@sar.usf.edu
- Dr. Arthur M. Guilford
- 8350 N Tamiami Trail, Sarasota, FL 34243
- aguilford@sar.usf.edu

### **Community Engagement Definition**

*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.*

*The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

*Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.*

## **I. Foundational Indicators**

### **A. Institutional Identity and Culture**

Required Documentation. Please complete all five (5) questions in this section.

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

No  Yes

Quote the mission or vision (word limit: **500**):

In 2011, Dr. Arthur Guilford, Regional Chancellor of the University of South Florida Sarasota-Manatee (USF Sarasota-Manatee), charged faculty, staff, students, and community leaders to develop a mission statement that reflects the institution's commitment to the local region and the impact a USF Sarasota-Manatee education has on the greater national and global communities. Through a series of forums and discussions the following mission statement was developed:

*The University of South Florida Sarasota-Manatee provides access to professional higher education programs and scholarly research in a personalized living and learning community that graduates successful leaders who **empower Florida's Suncoast to thrive locally, nationally, and globally.***

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

No  Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement (word limit: **500**):

USF Sarasota-Manatee formally recognizes faculty and students for their contributions to their communities through officially established awards.

Faculty members are eligible for nomination for “The Excellence in Service Award.” This award recognizes meritorious service to the community by an individual faculty member. The winner is celebrated at the University’s Faculty-Staff Awards reception held at the end of each academic year and receives a \$500 stipend.

Each fall and spring, USF Sarasota-Manatee recognizes two graduating seniors through the “Outstanding Graduate Award” and “The Golden Bull Service and Outstanding Leadership Award.” Achievement of these awards requires significant demonstration of a commitment to the community and the University through leadership and community service. Those recognized contribute, not only on an individual basis, but also work to engage the campus community in service-oriented activities. The University gives out these awards at the Commencement ceremony to provide the awardees the highest recognition possible.

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

No  Yes

Describe the mechanisms for systematic assessment (word limit: 500):

The **Community Leadership Council (CLC)** of USF Sarasota-Manatee provides the University with the most reliable, systematic, institutionalized mechanism for gauging community perceptions of the University's engagement with the larger communities. The CLC is comprised of 54 community and business leaders from the Sarasota-Manatee county area. The council represents a wide-range of industries and sectors including education, not-for-profit, health care, entertainment, legal, retail, and environmental. In addition to the larger board, the CLC has four (4) committees: Community Affairs, Executive, Program, and Public Advocacy. The committees function less as advisory boards and more as active agents in decision-making on important community-university partnerships. The individual committees are kept small with ten (10) or fewer individuals serving at any one time. These community members are paired annually with upper-level administrators to provide feedback and suggestions for future directives. The CLC members also work with University staff within the community by attending events as representatives of the campus, advocating with local and State officials. The committees take their reports to the full CLC for comments and suggestions on action during quarterly meetings.

Systematic assessment of community perceptions at the academic programmatic level occurs through **employer and industry surveys and community needs assessments**. Community members are also given a voice through their **review of students working as interns** or performing service learning within the public and private sectors. All internship programs and community-engaged courses collect data from the community partner or supervising mentor on the effectiveness of USF Sarasota-Manatee in preparing students to become actively engaged in a purposeful way with the community.

Additionally, the University understands that its faculty, staff, and students are also community members. Therefore, the campus collected data from these populations via an online survey, **The Community Involvement Survey**, to measure their involvement in the community and to allow for suggestions of specific causes, organizations, non-profits, or civic groups with whom they believe USF Sarasota-Manatee should be engaged.

*The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities in and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in.*

*community, including a description of how frequently assessment occurs and who is accountable for managing the process.*

*Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment.*

*This question is not focused on data about specific engagement projects, programs or service-learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.*

3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

No  Yes

Describe how the data is used (word limit: 500):

The following examples highlight the connection between the systematic collection of community perceptions through the **Community Leadership Council, the employer and internship evaluations, community needs assessments, and the Community Involvement Survey**, the use of the data, and the USF Sarasota-Manatee Strategic Plan.

Liaisons to the **Community Leadership Council**, the Regional Chancellor, Vice Chancellors, and the Director of Government and Community Relations, purposefully and strategically gathered information from the Community Leadership Council and its committees through committee reports to the larger board, to identify areas of need and opportunities for partnerships within the community. As a result of their efforts, their follow-through, and the support of the greater campus community, the Economic Development Corporation (EDC) of Sarasota County awarded USF Sarasota-Manatee the "John J. Cox Community Partner of the Year Award."

Academic programmatic collection of community perceptions is exemplified through the College of Education Assessment System. The College of Education annually distributes a **needs assessment survey** to various community members to track community needs of College of Education programming and an **employer satisfaction survey** to track the competency of USF Sarasota-Manatee graduates. Internship mentoring teachers also complete **formative and summative evaluations of student interns**. These data are collected and analyzed as part of both the Academic and Unit Assessment Planning cycle. In the previous assessment cycle, the College of Education identified a need within the community to increase educational opportunities to better prepare teachers to implement the new State Standards known then as Common Core. The College held a day-long seminar with the state representative and local school districts on the Common Core. Additionally, the community requested a

focus, programmatically, on the use of data in measuring student success and classroom management.

University Advancement collected, analyzed, and reported data from the **Community Involvement Survey**. The marketing division created brochures and informational pieces on the impact of USF Sarasota-Manatee faculty and staff for distribution to the community. By highlighting partnerships already in the works, the University used the data to encourage other organizations to partner with the University. Additionally, University Advancement approached community groups identified by the faculty and staff respondents to form mutually beneficial relationships.

*If you are using a systematic mechanism for hearing community attitudes and perceptions, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals and other specific illustrations of application of the community perception data.*

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

No  Yes

Describe the materials that emphasize community engagement (word limit: **500**):

Community engagement is highly promoted through all types of USF Sarasota-Manatee marketing materials. The following excerpts are organized by media type:

#### **USF Sarasota-Manatee website**

“...the Bachelor of Science in Hospitality Management . . . prepares graduates for leadership positions in the hospitality industry through foundational knowledge of hospitality operations and experiences that promote diversity, ethical responsibility, lifelong learning, and **community engagement**.” - College of Hospitality Degree Programs page.

“Every day our faculty and students are in the community, discovering ways we can improve the education of children and adults for years to come . . .” – College of Education Overview page.

#### **USF Sarasota-Manatee brochure**

*“I was honored to be able to work on a community-oriented project of such magnitude. It wasn’t just a business plan for a final exam but a project with the real potential to improve a community.”* – Marshall Fisher (College of Business Student) “Be Inspired” brochure 2013

*“At USF Sarasota-Manatee we’re committed to making our community a safer, healthier, and happier place for everyone. Every year, students, faculty, and staff volunteer at dozens of different local organizations, ranging from Big Brothers, Big Sisters and Manatee Children’s Services to the Bradenton Ballet, Girls, Inc., Habitat for Humanity, the Make a Wish Foundation and the Sarasota Reading Council.”* – “Be Inspired” brochure 2013

#### **USF Sarasota-Manatee promotional video**

*“ . . . our faculty are very engaged in service to the community. They give literally thousands of hours every year to the community...totally engaged scholars who are not only taking their scholarship to the classroom but they are taking their scholarship to you in the community.”* – Dr. Arthur Guilford, Regional Chancellor, promotional video titled, “Service.”

*“One of the things I want to tell you is that this campus requires its faculty to achieve a*



*rating of strong or better in service on their annual reviews and on their promotion and tenure applications. This is unusual; most campuses only require satisfactory as the minimum. But here, we as a faculty decided that we wanted our faculty to be invested in this campus and invested and committed to research and service in their fields of expertise.” – Dr. Elizabeth Larkin, retired College of Education professor, promotional video entitled, “Service.”*

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

No  Yes

Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc. (word limit: 500):

The USF Sarasota-Manatee executive leadership actively promotes community engagement through their many appearances at community events throughout the service region.

**Regional Chancellor (Campus President):** As USF Sarasota-Manatee's official voice, Regional Chancellor Dr. Arthur Guilford travels throughout the region championing the University's partnerships and stimulating interest in University-community projects. For instance, Dr. Guilford spoke to and actively engaged with the following community groups over the past year: Gulf Coast Community Foundation, Sarasota County Government, Manatee County Government, Suncoast Workforce Board, North Port Economic Development Council, South County Tiger Bay Club, Economic Development Corporation of Sarasota, Bradenton Area Economic Development Corporation, Enzyme Sarasota (Think Tank), Lakewood Ranch Business Alliance, North Port Area Chamber of Commerce, Greater Sarasota Chamber of Commerce, and Manatee Chamber of Commerce. Dr. Guilford is currently the President of the Board of Directors of the Glasser-Schoenbaum Human Services Center and serves on the Board of Directors of both Sarasota and Manatee Chambers of Commerce, Junior League of Sarasota, American Heart Association (Sarasota/Manatee), SunCoast Workforce Board, and Pines of Sarasota. Examples from his statements include the following:

*"We know that the community is depending upon USF Sarasota-Manatee to prepare high demand professionals including the teachers, accountants, nurses, community, and business leaders. We are consistently supporting programs that align with community needs and help keep up with the latest technology developments. Our graduates stay here, work here, and enhance our quality of life."*

*"I want to personally thank Carol Probstfeld (State College of Florida President) and Larry Thompson (Ringling College of Art & Design President) and their academic teams for making collaborations such as this a reality, and for being such great community partners. Together we are leveraging our resources and shaping a brighter future for all."*

*"Tonight we celebrate a key partnership with Mote Marine Laboratory; one that will benefit both of our institutions, the communities we serve and of course, our current and future students."*

*“We are so proud to be a part of the burgeoning Lakewood Ranch business community and to showcase our signature Hospitality program. We add this cutting-edge resource to the growing footprint of the USF System, which includes our teaching facility at North Port and our new science labs at Mote Marine Laboratory. USFSM continues to be a vital partner in the shared vision of educational excellence in our region, and are so pleased to be involved in the sports, tourism and hospitality enhancements that drive Sarasota-Bradenton’s economic development.”*

**Regional Vice Chancellor for Academic & Student Affairs (Provost):** Dr. Bonnie Jones, Regional Vice Chancellor for Academic & Student Affairs, actively promotes the University’s academic-community engagement. At the Sarasota Newcomer’s Luncheon she stated:

*“USFSM is a great community partner . . . our relationships remain strong . . . The Artist-to-Teacher Agreement, honoring USFSM’s commitment to integrate local arts into teacher education, provides a seamless transition for artists who graduate from State College or Ringling to finish a bachelor’s degree in elementary education here and then work for the local schools.”*

## B. Institutional Commitment

**Required Documentation. Please complete all twelve (12) questions in this section.**

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?  
 No  Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure (word limit: **500**):

A regional campus, USF Sarasota-Manatee is a small, close-knit community of 2,500 students and 350 faculty and staff who collaborate on a daily basis to support community engagement initiatives on the campus. By its very definition, a regional campus is established to serve its community; therefore, all departments in some way or another play a role in supporting and advancing community engagement. Oversight and assessment of community engagement initiatives is led by the Regional Chancellor and his Executive Council.

The Regional Chancellor, Dr. Arthur Guilford, provides the vision and direction to all community engagement conducted at the University. Dr. Guilford also serves as the liaison to the USF Sarasota-Manatee Campus Board and the Community Leadership Council (CLC).

The Executive Council is charged with oversight and direct engagement with the community and serves as the USF Sarasota-Manatee campus-wide coordinating infrastructure. A description of duties/priorities for each position and department as they relate to community engagement follows:

Regional Vice Chancellor for Business & Financial Affairs, Mr. Ben Ellinor, provides support and direction of financial and physical property needs of community engagement endeavors.

Regional Vice Chancellor for Academic & Student Affairs, Dr. Bonnie Jones, is charged with oversight of both faculty and student engagement activities as head of both academic and student affairs. Under Dr. Jones' purview are student curricular and co-curricular engagement and faculty service and outreach. Positions structured with the majority of their time devoted to community engagement and service learning include three internship coordinators, seven site supervisors, a director and a coordinator for student life, and an academic services coordinator.

Regional Vice Chancellor for Advancement, Mr. Dennis Stover, directs fundraising efforts to support students, faculty, research, and outreach initiatives. Additionally, Mr. Stover leads staff members working on alumni relations,

community-based events, and marketing of community engagement.

Director of Government & Community Relations, Mr. Casey Welch, is charged with developing relationships to identify and facilitate strategic partnerships with service clubs, community foundations, and community organizations.

Director of Special Projects, Ms. Linda De Mello, functions as a liaison between the University and The Lifelong Learning Academy, a non-profit organization that offers non-credit, university level coursework taught by retired local residents and designed for older adults housed on the USF Sarasota-Manatee campus. Additionally, the Director is the University's liaison to community and business groups.

In addition to an administrative structure, faculty-led centers and operations are also included in the community engagement infrastructure. These include the Partnerships for Arts-Integrated Teaching (PAInT Center) and the biennial Duvall Family Studies Conference.

A Director of Global Engagement leads the creation, implementation and oversight of global engagement initiatives, study abroad programs, international internships, multicultural studies programs, and sustainable partnerships necessary for innovative and cooperative solutions to global challenges.

*The purpose of this question is to determine the presence of "dedicated infrastructure" for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community.*

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

No  Yes

Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used (word limit: **500**):

Currently, annual salary budget allocations to support institutional engagement totals \$811,995. These salaries support positions that work directly with the service learning curriculum, community events, projects, and developing and maintaining partnerships.

Fiscal year 2012-13, on average, 20% of faculty workloads were assigned to service. This represents an annual expenditure of \$5,218,287 or 26% of the total annual general operating budget of \$20,123,316.

*The purpose of all the questions in section B.2. is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total budget that funds the primary investment and ongoing costs of the infrastructure described in B.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.*

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

No  Yes

Describe specific external funding (word limit: 500):

USF Sarasota-Manatee has the privilege of being centered in a generous and enthusiastic community that is driven to advance and expand the circle of giving to and engaging with their neighbors. Grants, private funds, governmental support, and non-profit partnerships all provide external assistance to the community-engaged work of USF Sarasota-Manatee. The following examples spotlight some of the University's most valued endeavors:

The Partnerships for Arts Integrated Teaching Center is funded by grants and donations from individual and community donors to help pay for advisory board meetings, planning activities, presenter expenses, and celebratory events.

The Evelyn M. Duvall endowment funds the Duvall Family Studies Conference. The endowment's priorities are to emphasize collaborations among university researchers and community practitioners who can utilize family studies research findings.

The Lifelong Learning Academy is a non-profit organization that offers non-credit, university-level course work taught by retired local residents and designed for older adults. The Academy is housed on the USF Sarasota-Manatee campus and annually serves nearly 2,300 individuals through coursework and over 5,000 through its free lecture series. The Academy is supported through student registrations and private contributions, 25% of which is contributed to USF Sarasota-Manatee through a partnership agreement to help pay for facility and technology expenses required to run the Academy.

Recently, Dr. Jenni Menon Mariano, Associate Professor in the College of Education, received a sub-award of nearly \$300,000 as part of a larger grant awarded to Clark University from the John Templeton Foundation. The project is titled: "How Service Learning Experiences Influence Civic Purpose Development in Five Countries." This project launches a study of college opportunities to support youth purpose around the world. It cultivates international collaborations around youth purpose, addressing questions about how purpose arises from and contributes to social and cultural ecologies. The project has two threads. The first is a U.S. study of differences in youth purpose between service-learning and non-service experiential learning, and across university service missions, producing publications and conference presentations and a webinar to explore opportunities internationally. The second thread parallels the U.S. Study internationally through partnerships in

six countries, which will produce: (1) a multinational dataset, (2) an internationally applicable coding manual, (3) translated and back-translated measures, (4) cross-cultural papers and an edited book, and (5) an expanded webinar discussing implications of case studies in the edited book. Dr. Mariano will conduct work on all aspects of the study.

*These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.*



2.c. Is fundraising directed to community engagement?

No  Yes

Describe fundraising activities directed to community engagement (word limit: 500):

Fundraising priorities at USF Sarasota-Manatee include raising money for University sponsored centers and projects with missions of engagement and support of the community, such as the Partnerships for Arts-Integrated Teaching (PAInT) Center. Donations and foundational support are being sought to raise \$2,000,000 dollars for the USF Sarasota-Manatee PAInT Center. The center's mission is "to develop and support partnerships dedicated to preparing effective educators who will learn, lead, inspire, and transform their schools and communities in, with, and through the arts." The goal is to partner with the local school systems to engage over 5,500 students in arts-integrated curricula.

USF Sarasota-Manatee partnered with the Legacy of Valor Campaign, supported through matching donations by The Patterson Foundation, to collect donations to fund the Veterans Legacy Scholarship program. To date, \$48,064 has been raised. The program supports veterans by offering a non-repayable scholarship to cover the gap between veteran's eligibility for the GI bill and their tuition. Through the partnership with the Patterson Foundation and the strength of the veteran students on the campus, USF Sarasota-Manatee works to engage the local veteran and active duty members of the community and the University with each other.

Additionally, faculty, staff, and students lead efforts to raise funds and collect donations for local nonprofits and charitable organizations. In recent years, the USF Sarasota-Manatee community gave to the American Heart Association and participated in the American Heartwalk, Habitat for Humanity, The Angel Tree Project (provides food and Christmas gifts to local families in need), JDRF Walk to Cure Diabetes, education in struggling countries around the world through Sister Cities, United Way, Keep Sarasota Beautiful, Manatee County High School Culinary, All Children's Hospital, Anti-Bullying Program, Flu Education and Vaccine Initiative, Poverty Workshop, Sertoma Club of Greater Sarasota Fund-Raising Walk: Celebrate Sound!, and 5k-Selah Freedom.

*Please describe institutional fund-raising goals and activities, pursued by offices of advancement, development, alumni or institutional foundations that are focused on community engagement. Student fund raising activities in support of community engagement may be included.*

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

No  Yes

Describe specific financial investments (word limit: **500**):

In 2010, USF Sarasota-Manatee built the North Port instructional site in partnership with the City of North Port. The site was opened to serve students in south Sarasota County who previously had to drive 30 or more miles to attend the Sarasota campus. Not only a benefit to students in that area, the site signaled a significant investment in the City of North Port by providing a foundation of economic growth and expansion. Economic Development Manager for the City of North Port, Allan Lane said at the time, "We see USF Sarasota-Manatee's commitment to North Port and southern Sarasota County as a catalyst for attracting other educational resources to the community." The site continues to grow and serve the southern portion of the county. The estimated annual non-instructional costs to run the site total \$336,132 annually.

Through a partnership between the USF Tampa College of Business, USF Sarasota-Manatee College of Business, and the Small Business Development Network a regional Small Business Development Center was opened at the North Port site. In addition to the faculty resources provided, USF Sarasota-Manatee provides the space to the center at no cost.

Recently, the USF Sarasota-Manatee College of Hospitality and Technology Leadership invested in leasing a Culinary Innovation Lab prominently located on the high-visibility Main Street of Lakewood Ranch, Florida. The facility offers classes to USF Sarasota-Manatee students and also provides a wide variety of programs and events for the broader community. The versatile space serves as a convening center for groups including both professionals and citizen groups, such as the Community Food Network. Demonstrations such as cutting-edge food cultivation, high-performance nutrition, culinary trends, and best practices will attract leading chefs, nutritionists, restaurateurs, epicureans, and new public audiences interested in learning how to enhance the role of food in their lives. The University investment in the community for this endeavor is approximately \$200,000 per year.

The College of Hospitality and Technology Leadership is also providing IT server space and programming to track community-based initiatives that increase food security and access to healthy, fresh local foods. The data generated by this system will be utilized by public and private sectors of two counties to measure progress and community outcome impacts. The open-access data also supports entrepreneurial investments and collaborative partnerships by linking resources in unprecedented ways.

*In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/university partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc.. (Do not include PILOT payments unless they are specifically designated for community engagement and community development).*

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

No  Yes

Describe systematic campus-wide tracking or documentation mechanisms (word limit: 500):

USF Sarasota-Manatee employs multiple mechanisms to record and track engagement with the community including:

Student Surveys – Students complete multiple surveys that track various aspects of community engagement allowing USF Sarasota-Manatee to track and analyze students' levels of commitment to their community. Results of these surveys are housed centrally in Institutional Research.

- The Cooperative Institutional Research Program (CIRP) Freshman Survey is administered to all entering freshman during orientation. The CIRP measures “Civic Engagement” which identifies “the extent to which students are motivated and involved in civic, electoral, and political activities.”
- The National Survey of Student Engagement (NSSE) survey is administered to USF Sarasota-Manatee seniors each spring semester. The NSSE measures “Enriching Educational Experiences” which are reported as “High Impact Practices.” The practices include student involvement in: learning community, service-learning, research with a faculty member, internship or field experience, study abroad, and culminating senior experience.
- USF Sarasota-Manatee also surveys students in-house through the Student Graduation Survey. This survey asks, specifically, the organizations with which the student is involved.

Faculty FAIR System – USF Sarasota-Manatee requires faculty to track their community engagement activities and percentage of professional time through the on-line Faculty Academic Information Reporting System (FAIR). Each semester the deans assign the percentage of each faculty member’s workload that will be devoted to community engagement activities, and then at the end of the semester the faculty members report their activities. The chief academic officer also reviews and signs off on these activities each semester. In addition, each faculty member documents community engagement activities in individual Annual Reports, which are also housed in the FAIR System.

Community Engagement/Service Learning Course and Enrollment Tracking - USF’s proprietary scheduling database application, Banner, tracks courses and enrollment. Attributes are attached to service learning courses through the scheduling module of the University’s Banner System. By attaching the attribute,

courses are easily queried by students or compiled for analysis by staff. Semester reporting of the service learning courses is completed by the Registrar's Office at USF Tampa. Through their web reporting portal, authorized employees have access to schedule information and can compile and analyze the data on an as-needed basis.

*The purpose of the questions in 3 a, b and c is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a data base, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.*

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

No  Yes

Describe how the institution uses the data from those mechanisms (word limit: 500):

Surveys – Institutional Research (IR) analyzes and reports all survey data throughout the campus. Additionally, results are posted to the USF Sarasota-Manatee Institutional Research website. IR administrators give formal presentations of data to the Executive Council, the Academic Council, the Community Leadership Council, and the Campus Board. These councils use the data to inform programming and to highlight to the community the many ways in which students are engaged with the community. The Assessment Coordinator makes information available for use in the Unit Assessment Planning System to unit leaders. The systematic collection and analysis of the data allows the tracking of trends or changes, which are essential to measuring impacts of curricular and co-curricular programming.

Faculty FAIR System – Information from the Faculty FAIR System is used in the annual evaluation reports of faculty. The deans, and some faculty committees, score faculty members on their service related activities and commitment and use the information to determine salary increases and merit pay.

Community Engaged/Service Learning Courses and Enrollment Tracking - Tracking of enrollment and course scheduling of community engaged/service learning is essential to informing the accurate scheduling of these types of courses. Deans, faculty, and schedulers use the data to identify particularly popular courses and to ensure adequate section availability of required courses. Additionally, tracking of the number of faculty, sections, and enrollment provides added data to promoting the University's commitment to curricular-based community engagement.

*For each mechanism or process described in 3.a., we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fund raising stories, and/or the reward and recognition of faculty, students or partners.*

4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

No  Yes

Please see 4b through 4e.

*The purpose of questions 4.a-e. is to assess the sustainability of engagement at your institution by looking at your approaches to estimating impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement. Thus, there is potential for both expected outcomes and unintended consequences, as well as positive and negative impacts.*

*For each constituent group, we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.*

4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Students** (word limit: **500**):

The newly developed Core Curriculum at USF Sarasota-Manatee emphasizes community engagement at the curricular level. The Core Curriculum Committee measures the impact of the curriculum on student understanding of the role and responsibility that each individual plays as a connected and engaged citizen of diverse communities. Faculty collect data through rubric scoring of student reflection writing artifacts within three separate courses: a freshman seminar, a sophomore seminar, and an upper-level, required community engagement exit course.

The freshman seminar, titled “Foundations for University Success,” has already shown to have had an impact on the first USF Sarasota-Manatee freshman class. As part of the inaugural freshman seminars, Student Life offered to students the opportunity to volunteer for Habitat for Humanity as their community engagement project. Some of the participating students were so moved by their experience that they organized an official chapter of Habitat for Humanity on the campus. As an official chapter member, USF Sarasota-Manatee students now have the occasion to become more engaged with not only the local Habitat for Humanity Sarasota affiliate but also state, national, and global entities to help eliminate poverty housing. This includes participation in Act! Speak! Build! Week, Collegiate Challenge, Global Village Trips, and Habitat on the Hill. In addition, they will interact with other campus chapters throughout the country at the National Youth Conference and gain additional insight and appreciation for the work that Habitat for Humanity does around the world.

Jennifer Caba (treasurer) is quoted:

"I plan on staying involved in this campus chapter throughout my four years of college here at USFSM. And after graduation I will stay involved with the Sarasota Habitat for Humanity for as long as I can. I've been able to work with the future owner of the home that we are working on, and I can tell you that she is very grateful for what we are doing for her. Being a single mother with three kids can be hard and to know that our organization can make their lives easier and perhaps change them forever gives me a great feeling."

*First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.*

- 4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Faculty** (word limit: **500**):

Assessment of community engagement impact on faculty occurs through the metric reporting of the USF Sarasota-Manatee Strategic Plan, also known as the Campus Indicators. Goals within the plan include the following: "promote innovative scholarship and community-engaged research" as well as "track and share the value of the University's and graduates' economic and societal contributions." Institutional Research employs multiple metrics, including the Faculty FAIR System and the USF Office of Research and Innovation Research Activity Report. The FAIR System collects data on an annual basis. The Innovation Research Activity Reports collect data as faculty submit grants/proposals and receive funding. The reports are available on-demand. A key finding from the most recent review of the data showed community-related research grants receiving funding, including Dr. Jane Roberts' proposal entitled "Sarasota Targeted Assistance Recovery Systems."

*First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications or similar sources. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.*

- 4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Community** (word limit: **500**):



Assessment of engagement impact on the community occurs through the metric reporting of the USF Sarasota-Manatee Strategic Plan, also known as the Campus Indicators. The strategic plan goal, “track and share the value of the University’s and graduates’ economic and social contributions,” guides the data collection efforts. Mechanisms for obtaining data include surveys and the Faculty FAIR System to track volunteerism and contributions to the community.

Additionally, the strategic goal “produce continuous improvement in student outcome measures, including retention and graduation rates and student career results,” also is an excellent example for measuring community impact because the overwhelming majority of USF Sarasota-Manatee students live and work within the two counties and are first-generation college students. Therefore, the more successful USF Sarasota-Manatee students are, the greater the impact on the economies of Sarasota and Manatee counties. A regional campus is, by nature, part of the community. The community is involved in directing academic programming and growth endeavors on the campus to align with workforce and community needs. USF Sarasota-Manatee is proud to provide educational opportunities to the Sarasota-Manatee region that permit students to “learn where they earn.” In 2012-13, USF Sarasota-Manatee conferred 25% more undergraduate degrees than it did just five years ago. According to the most recent Florida Education & Training Placement Information Program (FETPIP) data, 75% of graduates who earn a USF Sarasota-Manatee bachelor’s degree are working. According to FETPIP summary data, this placement rate was higher than the reported placement rates of the other State University System institutions in Florida. The estimated full quarter wages of these fall 2011 USF Sarasota-Manatee graduates was fourth highest amongst SUS institutions. Working as a partner with the community and creating an exceptional academic environment for the residents of the community is USF Sarasota-Manatee’s greatest community engagement project.

*First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.*

- 4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on the Institution** (word limit: **500**):

Community engagement impact on the institution is also assessed by the USF Sarasota-Manatee Strategic Plan and reported within the USF Sarasota-Manatee Campus Indicators. The strategic goal “Partner with a variety of organizations and stakeholders . . .” ensures assessment. Metrics used in measuring achievement of this goal include tracking partnerships, private donations, and number of donors. Again, data are tracked continually and reported bi-annually. A key finding of impact on the institution from the most recent reporting was the dramatic increase in private donations, which included a transformational gift of \$2,000,000 from the McKibbon Foundation to establish the M3 Center for Hospitality Technology and Innovation to elevate the current McKibbon Hotel Management Professorship to the McKibbon Hotel Management Endowed Chair, to fund graduate assistants within the College of Hospitality and Technology Leadership, and to underwrite student and faculty participation in national international conferences. *“Working with an industry partner that is a leader in both hospitality management and information technology will enable us to create synergies that will benefit hospitality education as well as the entire industry.”* – Dr. Cihan Cobanoglu, McKibbon Distinguished Chair of Hotel Management and Dean of the College of Hospitality and Technology Leadership.

*First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.*

4.f. Does the institution use the data from the assessment mechanisms?

No  Yes

Describe how the institution uses the data from the assessment mechanisms (word limit: **500**):

Student impact data provide a specific illustration of the use of collected information, in this instance, to inform the creation of student clubs and course work. The University Success freshman seminar provided students the opportunity to become involved with the local Habitat for Humanity organization. Analysis of student impact data, captured by the assessment mechanisms administered in the class, indicated a student interest in continuing and expanding their work with Habitat for Humanity. From this insight, a local Habitat for Humanity club chapter was created on the USF Sarasota-Manatee campus, by USF Sarasota-Manatee students. The creation of the chapter prompted an exploration into additional avenues for students to engage with the organization. From this probe Student Life developed a study abroad course titled, "Global Leadership through Service in Poland." The course, developed in partnership with Habitat for Humanity Poland, provides students the opportunity to travel during summer semester to Gliwice, Poland to assist in the building of a women's shelter.

In addition to specific use of data from assessment mechanisms, generally USF Sarasota-Manatee administrators report impact data on a regular basis to the USF Sarasota-Manatee Campus Board, Community Leadership Council, Executive Council, Academic Council, and Faculty Senate. Ensuring that all stakeholders are aware of the community engagement work and the impact of that work is vital to properly branding the University as a "hometown campus."

Impact data are also released to media outlets, reported on the USF Sarasota-Manatee website, and used in the development of promotional brochures. The University is proud of its contributions to the local region, and strives to project the brand to a larger audience.

*Using examples and information from responses 4.a-e provide specific illustrations of how the impact data has been used and for what purposes.*

5. Is community engagement defined and planned for in the strategic plans of the institution?  
 No  Yes

Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans (word limit: **500**):

Community engagement is specified throughout the 2012-2016 USF Sarasota-Manatee Strategic Plan:

**Mission statement:**

The University of South Florida Sarasota-Manatee provides access to professional higher education programs and scholarly research in a personalized living and learning community that graduates successful leaders who **empower Florida's Suncoast to thrive locally, nationally, and globally.**

**Vision statement:**

The University of South Florida Sarasota-Manatee strives to be **a hometown comprehensive university with ever-increasing national and global impact.**

**Strategic Goals:**

1. ACCESS: Expand access to a University education that **benefits students and the local, national, and global community**; and (Aligns with USF System Goals 1,2, 3, 4, 5; SUS System Goals 2,3)
  - 1a. Expand academic programs in distinctive areas related to the **Suncoast's needs and strengths** and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.
  - 1b. Promote innovative scholarship and **community-engaged research.**
  - 1c. Seek **external funding from public grants, private foundations, and individual donors.**
  - 1d. **Partner** with a variety of organizations and stakeholders, including the USF System.
  - 1e. Build a University living and learning community, including residence halls, academic buildings, and student life facilities.
2. SUCCESS: Enhance success of student outcomes, faculty productivity, and **community impact** (Aligns with USF System Goals 1,2,4,5; SUS System Goals 1,2).
  - 2a. Produce continuous improvement in student outcome measures, including retention

and **graduation rates and student career results.**

2c. Track and promote faculty-developed **measures of scholarship.**

2e. **Earn recognition as a Carnegie Community-Engaged University.**

2f. Track and share the value of the **University's and graduates' economic and societal contributions.**

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

No  Yes

Describe professional development support for faculty and/or staff engaged with community (word limit: 500):

On an individual basis, Deans allocate travel monies to faculty to attend workshops and conferences as part of the customary University commitment to faculty development. Some faculty members select programs with a community-engagement focus. For instance, the founding faculty of the USF Sarasota-Manatee College of Education Partnership for Arts-Integrated Teaching (PAInT) Center elected to attend the Kennedy's Center's Ensuring the Arts for Any Given Child program to assist in bringing the program to the local school districts. The program shows communities how to develop and implement a plan for expanded arts education in their schools, ensuring access and equity for all students in grades K-8.

Through a grant provided by the Office of Community Engagement and Partnerships at USF Tampa, USF Sarasota-Manatee employed Ms. Bonnie Greenball-Silvestri to coordinate efforts to expand service learning opportunities on the USF Sarasota-Manatee campus during the 2012-13 academic year. Ms. Greenball-Silvestri, herself created multiple service-learning courses, including a course titled "Ending Homelessness in our Community – How Can We Work toward Social Change" for USF Sarasota-Manatee and mentored faculty new to incorporating this type of community engagement into their curricula.

One of the six (6) core learning outcomes of the USF Sarasota-Manatee core curriculum, required of all students, is Community Engagement. This outcome requires students upon completion of their core curriculum credits, to provide evidence of community engagement and reflect on their civic identity. Many faculty are, and even more will be in the future, involved in creating courses that address this outcome. In support of their work, the Core Curriculum Coordinator, faculty created a workshop titled "Get Engaged! Planning for Student Participation in Our Community." The purpose of the workshop is to connect faculty to leaders in local community organizations so they may form ongoing partnerships.

The Office of Community Engagement and Partnerships on the USF Tampa campus offers workshops and presentations that are available to all USF System employees, including faculty of the USF Sarasota-Manatee campus. Of note, every March the Office sponsors Service-Learning Day in which participants engage in discussion groups and attend presentations on incorporating service learning into their curricula.

7. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

No  Yes

Describe how the community’s voice is integrated into institutional or departmental planning for community engagement (word limit: 500):

Advisory boards and close community partnerships guide many of the decisions made within the four USF Sarasota-Manatee colleges: Arts & Sciences, Business, Education, and Hospitality & Technology Leadership. The following examples highlight community influenced projects that have come to fruition recently:

The College of Arts & Sciences is in the planning phases of building a regional speech language, and hearing clinic in conjunction with their B.S. in Communication Sciences & Disorders. As a first step, the College employed a local consultant to conduct a community needs assessment to ascertain the service priorities and to actively engage the community in the development of the programming. Both quantitative and qualitative methods were employed including statistical data analyses, surveys, interviews, and focus groups.

The College of Business works closely with its Business and Accounting Advisory Boards. Recently, the boards took an even more direct role by assisting the College in designing and implementing the Honors Course for graduating seniors. A major component of this capstone course is the hosting of guest speakers from the community. The Advisory Boards also assist the College in identifying internship and service opportunities in the community.

The College of Education made the decision to intentionally break down walls that have traditionally separated colleges of education from the work being done in schools, non-profit organizations, and commercial enterprises related to education the community. Faculty and staff of the College created the Professional Partnership Network in pursuit of this goal. Evidence of the success of the Network includes the creation of the College of Education Conceptual Framework. The faculty and staff of the College of Education at USF Sarasota-Manatee, additional key personnel from USF Sarasota-Manatee, and representatives from partners in the Manatee and Sarasota County School Districts met in retreat to develop key elements that evolved into the College’s vision, mission, philosophy, purposes, goals, and college-wide candidate proficiencies, aligned with state and national standards. The faculty of the College of Education reaffirms the conceptual framework every year. If faculty members recognize that revisions are needed, they work with their stakeholders and partners in the school districts to ensure that the framework remains current.

The College of Hospitality & Technology Leadership, in partnership with 27

community partners, is launching the Culinary “Learn and Earn” Program. The program targets underserved populations who have experienced barriers to attaining professional restaurant skills. Working through the systems approach, this coalition of community leaders coordinates a wide range of support services for those in the program, such as housing, transportation, scholarships, certificate training with on-the-job training, social/life skills, and post-program career tracking.

*The purpose of this question is to determine the level of reciprocity that exists in the institution’s engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.*



8. 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 these specific search/recruitment policies or practices (word limit: 500):

Each of the four USF Sarasota-Manatee colleges include language in their faculty search templates that express a high regard for candidates who demonstrate a commitment to community engagement in scholarship, service, and teaching. Examples of such expressions follow:

College of Arts & Sciences – Faculty Search Plan – Assistant Professor – Speech & Language Sciences:

“**Service to the community**, university, and profession will also be expected.”

College of Business – Faculty Search Plan – Assistant/Associate Professor in Management:

“The College strives to prepare students to become **ethical decision makers and business and community leaders**. The College faculty maintains a balanced emphasis on quality teaching, scholarly pursuits and **service activities to benefit the community it serves**.”

“Responsibilities include teaching undergraduate and graduate courses; ... appropriate service on department, college, campus and university committees; and **outreach and engagement in the broader community**.”

College of Education – Faculty Search Plan – Instructor – Education Leadership:

“The College of Education is committed to scholarly excellence, collegiality, and collaboration among faculty, leading-edge pedagogy, high quality instruction, exceptional teacher preparation programs, and **community engagement**.”

“Responsibilities ... in addition to participation in course and program development, service on college and university committees, and **outreach and engagement in the broader community**.”

College of Hospitality & Technology Leadership – Associate Professor – Information Technology

“The College of Hospitality and Technology Leadership at the University of South

Florida Sarasota-Manatee is to provide quality education for students in hospitality and information technology leadership positions by creating an intellectual, collaborative, ethical, inclusive environment for our students, faculty, industry **and community** to produce educational opportunities and innovate research that will **benefit the constituents in Florida, the U.S., and the world.**”

“Responsibilities include leading the Program ...**engaging in outreach and service activities**; participating in curriculum and program development; actively serving on and chairing department and university committees.”

9. 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**):

Faculty members earn rewards in recognition of community-engaged work, such as course releases and extra stipends. In addition, the faculty representative on USF Sarasota-Manatee's Community Leadership Council reports on faculty community activities at each meeting. Several faculty members have presented their community-engaged activities to the Community Leadership Council, such as the Entrepreneurship course partnership with the North Sarasota Community, the research/service conducted in refugee camps in Ghana, and the Hospitality program students' service work at various community fundraisers. This provides recognition of faculty community-engaged activities across a group of about 50 top community and business leaders representing more than 25,000 employees in the two-county region.

USF Sarasota-Manatee requires faculty to track their community engagement activities and percentage of professional time through the on-line Faculty Academic Information Reporting System (FAIR). Each semester the dean assigns the percentage of each faculty member's workload that will be devoted to community engagement activities, and then at the end of the semester the faculty members report their activities. The chief academic officer also reviews and signs off on these activities each semester. In addition, each faculty member documents community engagement activities in individual Annual Reports, which are also housed in the FAIR System. The dean evaluates annual reports for his/her college's faculty, and the dean's scores in each category, including service, determine annual salary increases and merit pay.

USF Sarasota-Manatee received its own separate regional accreditation from the Southern Association of Colleges & Schools (SACSCOC), apart from the Tampa campus, in 2011. As a result, the USF Sarasota-Manatee faculty wrote their own tenure and promotion guidelines and continue to revise them as USF Sarasota-Manatee grows. One of the areas of continuous work is building in mechanisms to recognize and reward faculty for community-engagement, especially during the last few years when USF Sarasota-Manatee has gained more prominence in the local community as an economic driver and when demands by the community on faculty time have increased.

*"Faculty scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.*

*Characteristic of community engagement include collaborative, reciprocal partnerships*

*and public purposes.*

*Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field.*

*Campuses often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship.*

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

No  Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

Community engagement is rewarded as one form of teaching and learning. Three of the four colleges at USF Sarasota-Manatee state the following in their tenure and promotion documents under the “Teaching” section: “The following accomplishments are based on but not limited to the following examples: . . . **developing and supervising experiential learning projects for students.**”

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

No  Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

Community engagement is encouraged by use of a “living laboratory” of information in the College of Business. It can be used to develop position papers, conference presentations, and refereed journal articles. The College of Business specifically lists “Research performed for public and private organizations” as one of the items that demonstrates “evidence of strong or outstanding service.”

The other three colleges list the following item in their policies: “guiding collaborative research (Hospitality & Technology Leadership) /scholarly activities (Arts & Sciences, Education) at a Professional Development School or other setting.”

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

No  Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

Any USF Sarasota-Manatee faculty member who has been tenured or promoted since 2009 has been required to earn a “Strong” rating in service. In contrast, most universities require a “Satisfactory” rating in service. The “Guidelines and Procedures for Tenure and Promotion” at USF Sarasota-Manatee state the following:

The University has established minimum criteria for tenure and promotion as follows . . . faculty members at USFSM must demonstrate a strong performance in service, because public, professional, departmental, and university service represents significant contributions to our academic mission.

The “Promotion Guidelines for Instructors” at USF Sarasota-Manatee states under the section on “Requirements of Promotion Levels”: “An overall rating of ‘Strong’ is required on any additional areas of assignment during the last five years of annual evaluations” (e.g., service).

In addition to tenure and promotion, faculty members receive course releases and extra stipends for organizing, participating in, and evaluating community programs sponsored by USF Sarasota-Manatee. An example of this is the Evelyn M. Duvall Family Studies Conference. Priorities of the Evelyn M. Duvall endowment emphasize collaborations among university researchers and community practitioners who implement family studies research findings.

11. 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 cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods (word limit: **500**):

**Which colleges/school and/or departments:** All four colleges at USF Sarasota-Manatee require community-engaged approaches and methods: the College of Arts & Sciences, the College of Business, the College of Education, and the College of Hospitality & Technology Leadership.

**What percent of total colleges/school and/or departments at the institution is represented by the list above?:** 100% of Colleges; USF Sarasota-Manatee does not have departments.

**Three examples:**

1. The College of Arts & Sciences' policy entitled, "Criteria for Tenure and Promotion," outlines requirements for committee members to follow when rating faculty. Under the "Service" section, the policy states: "All permanent faculty members are assigned workloads that include service . . . to the community . . . The expectation for all faculty members is that they assist in the activities and duties of . . . the broader community served by USFSM." The policy also states: "Community oriented service credited to a faculty member's work assignment should be related in some way to their academic expertise or to the university's mission and commensurate with the percentage assigned to service activities."
2. The College of Business' "Policies Relating to Standards to be Applied in Awarding Tenure and Promotion" states that a faculty member being reviewed for tenure and/or promotion must possess "the readiness to contribute to . . . the community." It goes on to state that "Service contributions to the . . . community are also necessary." Under the "Criteria for Performance Evaluation" section, the policy explains: "The quality, quantity, and importance of the service contribution may include such activities as: . . . Effective consulting with public agencies or private companies . . . Professional work with community organizations."
3. The College of Education's policy entitled, "Tenure and Promotion Criteria" lists "Service to the Community" as one of the three categories "taken into



consideration when evaluating a candidate's service portfolio." Part C of that section goes on to list "Service to the Local, State, Regional, National, and Global Community" that is considered in tenure and promotion decisions:

- Officer or Board Member of an education-related civic organization
- Participant in educational community activities and programs
- Volunteer service to civic organizations related to faculty member's discipline or university's mission
- Liaison to Professional Development School.

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 N/A

If yes, describe the current work in progress (word limit: **500**):

*At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 12 and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2020.*

N/A – Current policies specifically do reward community engagement.

### **C. Supplemental Documentation**

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

1. Is community engagement noted on student transcripts?  
 No  Yes

Describe how community engagement is noted on student transcripts (word limit: 500):

The Co-Curricular Transcript is an official university document, verified and distributed by the Director of Student Life. Students are able to use their Co-Curricular Transcript for job interviews, to apply to graduate/professional schools, and to showcase leadership experiences.

Co-Curricular Transcripts are a verified record of a student's involvement outside the classroom. The USF Sarasota-Manatee Student Government Association purchased the program OrgSync during the summer of 2013 to help better manage the student organizations including their budgets and Co-Curricular activities. The OrgSync Co-Curricular Transcript allows every student to track his or her involvement on multiple levels.

First, students who choose to join one or more student organization(s) will not only see their membership in those organizations listed on their Co-Curricular Transcript, but they will also see the specific positions they held, titles they were given, and the date range they were involved with the student organization(s). This allows for a clearer understanding of how each student was involved with their specific student organization(s).

Next, because the University values student participation in community-service-related activities, the Co-Curricular Transcript allows students to track all of their service hours completed on either an individual level or by student organization.

Finally, students are able to tie learning outcomes and provide reflection pieces for each of the activities in which they participate. This is especially important in regards to the community service record, since reflection is a key component of service-learning.

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

No  Yes

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

USF Sarasota-Manatee Student Services understands that the world is becoming more diverse, and it values an inclusive community that promotes student learning. Student Life celebrates differences by providing opportunities and services that assist students in learning about social and cultural differences. The focus is on creating an inclusive community in which everyone feels valued.

A number of programs occurred throughout 2013 that reflect this commitment to diversity and inclusiveness. Some of the more prominent programs include:

- *Incognito*, a theatrical solo performance on race, diversity, and identity, is the life history of Michael Fosberg who for the first 30 years of his life lived as the typical white American to only discover he is actually African American.
- Immokalee Study Trip provided students from the Honors Program who were studying Human Trafficking to gain a better understanding of the issues facing the immigrants who live in the Immokalee area. This was especially relevant because the State of Florida is ranked third in the nation in regards to human trafficking.
- World Engagement Week was built around the theme H<sup>2</sup>O. (Water) The College of Arts and Sciences, Diversity, and Campus Activities Board partnered to bring about awareness and raise funds to purchase H<sup>2</sup>O packs for individuals and families in need of a clean and safe way of transporting water.
- LGBTQ Safe Zone Training is a diversity program that educates future leaders and the community on the lesbian, gay, bisexual, transgender/transsexual, and queer/questioning peers by certifying supportive Allies to promote understanding and advocacy.

Other programs of note include Unidos Now: Future Leadership Summer Academy, Campus Ministry Retreat at Episcopal Church of the Redeemer, Supporting the Success of Undocumented Students: Implications of Federal Policy for Student Affairs, and Habitat for Humanity student organization members helping to build homes in low income areas of Sarasota.

Student Life seeks to build a community that respects and appreciates differences through events, programming, resources, and support services. Inclusion is a valuable aspect of student life as everyone at USF Sarasota-Manatee should feel validated, respected, and appreciated for the valuable and unique contributions they bring to our community.

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

No  Yes

Please provide examples (word limit: 500):

According to Kuh, Cruce, Shoup, Kinzie, & Goneya (2008), using findings from the National Survey of Student Engagement (NSSE), “student engagement in educational purpose activities is positively related to academic outcomes.” Kuh et al. (2008) define student engagement through three separate NSSE measures: “time spent studying, time spent in co-curricular activities, and a global measure of engagement in effective educational practices” (p. 544).

USF Sarasota-Manatee employs the findings of research, such as Kuh et al. (2008) by connecting student leadership and success to retention and by providing opportunities for students to engage in clubs and organizations on campus. Students have established over twenty clubs at USF Sarasota-Manatee. Examples of the current offerings are Student Government Association (SGA), Rowing Club, Habitat for Humanity, Sarasota Manatee Inspiring Lifelong Educators (SMILE), Hospitality Society, National Student Speech Language Hearing Association (NSSLHA) and Phi Beta Lambda (PBL). Student club members plan activities, perform community service, and hold leadership positions within the organization.

In addition, USF Sarasota-Manatee implemented a first-year transition course entitled “SLS 1107: Foundations for University Success” in Fall 2013. All freshmen are required to successfully complete this one credit hour course. One of the student learning outcomes of SLS 1107, is “Community Engagement: Students will provide evidence of community engagement and discuss their civic identity.” All students participate in a Community Engagement Service activity and maintain a Student Involvement Portfolio.

Source: Kuh, G.D., Cruce, T.M., Shoup, R. Kinzie, J. and Gonyea, R.M. (2008). “Unmasking the effects of student engagement on first-year college grades and persistence”. *The Journal of Higher Education*, 79 (540-563).

## 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 five (5) questions in this section.

- 1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

No  Yes

Discuss how your [institution defines service learning, the standard components for designation, and the process](#) for identifying service learning courses (word limit: **500**):

All USF students can search for service learning courses through the USF System’s online course scheduling search engine. Students are able to select the “service-learning” attribute to identify courses that meet the USF System’s criteria of service learning. Schedulers within the colleges add the service learning attribute to courses every semester, as coordinated through the registrar’s office on the USF Tampa campus. This attribute requires courses to meet the following definition of service learning:

*Service-learning is a form of community engaged learning that explicitly connects academic courses with civic engagement, which includes individual and collective actions designed to identify and address issues of public concern, and to make a difference in the civic life of our communities.*

More recently, USF Sarasota-Manatee approved its own core curriculum, which includes three required community-engaged courses. The courses are identified separately, because the criteria to meet the standards of the Foundations of Success coursework and upper-level Community Engagement Pillar student learning outcomes are separate from the more strictly defined service-learning courses. Faculty must submit an application to the USF Sarasota-Manatee Core Curriculum Committee in which they identify course assignments that require students to participate in community-based projects in the field and to discuss

diversity as it relates to topics covered by the course. Faculty must require students to write an artifact that demonstrates reflection on their engagement. Grading on the involvement in the community project, the reflective writing assignment, and any other work related to the community engagement must comprise a significant percentage of the final grade. These projects become part of the students' Community Involvement Portfolio.

*If your institution formally designates service learning courses, please provide the definition used for service learning, the standard and required components for designation, and the process of application and review/selection for designation.*

1.b. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year? 68

What percentage of total courses offered at the institution? 8%

1.c. How many departments are represented by those courses? N/A - USF Sarasota-Manatee does not have academic departments

What percentage of total departments at the institution? N/A - USF Sarasota-Manatee does not have academic departments

1.d. How many faculty taught service learning courses in the most recent academic year? 29

What percentage of faculty at the institution? 17%

1.e. How many students participated in service learning courses in the most recent academic year? 369

What percentage of students at the institution? 15%

1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end (word limit: **500**):

After faculty identify the courses, the course schedulers attach attributes to service learning courses through the scheduling module of the University's Banner database application. With the attribute attached, courses are easily queried by students and compiled for analysis by staff. Semester reporting of service learning courses is completed by the Registrar's Office at USF Tampa. Through their web reporting portal, authorized employees have access to schedule information and can compile and analyze the data on an as-needed basis.

Currently, the tracking of courses, enrollment, and faculty involvement is used in an ad hoc fashion. Starting in 2014-15, the tracking of courses will take on a greater significance with the full implementation of the new USF Sarasota-Manatee Core Curriculum. With the added graduation requirement of Community Engagement

Pillar courses and the freshman and sophomore seminars the need to analyze the data will be even greater. The Core Curriculum Committee will use the information to ensure student interest in the approved courses. Deans and faculty will use the information to ensure enough courses are scheduled each semester to support enrollments.



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

No  Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community (word limit: **500**):

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) initially accredited USF Sarasota-Manatee as a separate institution within the University of South Florida System in 2011. At the time of separate accreditation USF Sarasota-Manatee provided only a limited number of lower-level general education courses in accordance with the System's general education learning outcomes. In 2012, SACSCOC approved USF Sarasota-Manatee's substantive change to provide the lower-level, core curriculum. With control over its complete degree curriculum, not just the junior/senior courses, the USF Sarasota-Manatee faculty developed a core curriculum grounded in what they termed, "The Pillars of Intellectual Engagement." Implementation of the new curriculum began in Fall Semester 2013 with the admission of USF Sarasota-Manatee's first freshman class of 100 students.

With its Core Curriculum, USF Sarasota-Manatee provides all of its students with the broad knowledge base and skills necessary to solve modern interdisciplinary problems in the vast array of careers open to college graduates. At the lower level, the University Core Curriculum consists of twelve courses (36 credits) as General Education (Gen Ed) and two courses (3 credits) as Foundations of Success (Foundations). At the upper-level, students take three Pillars of Intellectual Engagement courses (9 credits): one Communication and Critical Thinking course, one Leadership and Ethics course, and one Community Engagement and Diversity course.

While certain courses focus on development of the Pillars of Intellectual Engagement, which arise from the mission of USF Sarasota-Manatee and reflect the characteristics most sought by employers, all courses that are part of the Core Curriculum emphasize them. This emphasis is demonstrated by the student learning outcomes used to measure the effectiveness of the Core Curriculum.

- I. Communication: Students will communicate effectively by means of written and/or oral modalities.
2. Critical Thinking: Students will demonstrate the skills necessary to be proficient critical thinkers.
3. Leadership: Students will exemplify effective and authentic leadership through planning, achieving goals, collaboration, and influential communication.
4. Ethics: Students will apply ethical perspectives and concepts to situations and justify the implications of their applications.
- 5. Community Engagement: Students will provide evidence of community**

**engagement and reflect on their civic identity.**

6. Diversity: Students will demonstrate and integrate an understanding of the complexity of elements important to various cultures, groups, beliefs, and/or practices.

All incoming freshmen are required to complete the USF Sarasota-Manatee core curriculum courses to graduate. Therefore, 100% of freshman admits to USF Sarasota-Manatee will enroll in at least three service learning courses prior to graduation.

*Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understandings, skills, attitudes and values. Those outcomes are often associated with general education, core curriculum, and Capstone experiences.*

2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

No  Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community (word limit: **500**):

Upper-level Pillar Community Engagement/Diversity and the Foundation courses include a community engagement component and must have learning outcomes that require students to demonstrate their understanding of community engagement and diversity. Faculty require baccalaureate degree students to take a minimum of three approved community engaged courses, including the freshman-level course, Foundations for University Success, and the sophomore-level course, Foundations for Professional Success. The third course is required as an upper-level exit course. The undergraduate catalog lists approved upper-level community engagement courses.

To measure the outcome, students write a reflection essay about their community engagement experience. Faculty not only grade the reflection essays for the students but also assess the essays using a standard faculty-agreed-upon rubric. Faculty expect the information collected from the rubric to show progressive improvement as students move from the introductory community engagement assignment in their freshman seminar, Foundations of University Success, to a more advanced level in the sophomore seminar, Foundations for Professional Success. Faculty expect students to reach their highest level within the upper-level Pillar course.

To receive approval as an Upper-level Community Engagement/Diversity Pillar course, faculty must include course assignments that assess the community engagement learning outcomes. The course must have at least one assignment that demonstrates student involvement in a community-based project. The community-based project includes hours in the field to show that the students are working as part of the community. Faculty teaching these courses also require a reflective writing artifact that they assess using a scoring rubric that provides measureable behaviors and products that demonstrate critical reflection of the engagement experiences. Finally, instructors must describe how the assignments contribute to the student's final grade. The grading plan assures the grade received is reflective of the student's effort in the community-engaged project.

2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used (word limit: 500):

The Core Curriculum Committee, chaired by the Core Curriculum Faculty Coordinator, consists of two faculty representatives from each of the four colleges. As a standing committee of USF Sarasota-Manatee's Faculty Senate, the Core Curriculum Committee is responsible for the ongoing development, implementation, and assessment of an effective core curriculum program. The Academic Council, comprised of the six Deans and chaired by the Regional Vice Chancellor for Academic & Student Affairs, reviews and responds to the Core Curriculum Committee's recommendations and changes to the assessment process, as well as to the annual assessment report for core curriculum, which includes the Community Engagement Learning Outcome.

Data from the Foundation and Pillar courses, which include the community engagement in their outcomes, become part of the Academic Assessment Planning Record. Faculty create and use this document across all disciplines to identify and measure student learning outcomes. Faculty rely on multiple measures to assess the extent to which students achieve course outcomes. In the case of community engagement, student grades within the identified courses, as well as the rubric scoring of the reflective writing artifacts, comprise the measures. Faculty may additionally use evidence from the annually-administered CIRP Freshman Survey and NSSE student engagement survey, both of which include community engagement metrics that can be compared to national metrics.

At the start of each assessment cycle, the Core Curriculum Committee members establish the methods of assessment and measures or levels of expectation for the community engagement learning outcome. Throughout the year the data are collected, and any data gathering problems that arise are addressed immediately. At the close of each assessment cycle, the Core Curriculum Committee members record the results and evaluate strengths and problems identified in the data. From this analysis committee members may decide to make changes to the curriculum, the student learning outcome, or the methods of assessment. It will be particularly important for the Core Curriculum Committee to re-evaluate best practices annually as the core curriculum is in its early stages of implementation.

3.a. Are there **departmental or disciplinary** learning outcomes for students' curricular engagement with community?

No  Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community (word limit: **500**):

For each undergraduate and graduate degree program, USF Sarasota-Manatee faculty members formulate student learning outcomes that identify expected student learning in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills. Faculty members assess the extent to which students achieve these outcomes through internship and capstone experiences. These courses require students to apply the knowledge, skills, communication, and critical thinking in real-world, community based environments.

To best illustrate the expectations of student learning and performance, students' relationship to community engagement, how the expectations are measured, and what faculty do with the data, four majors were chosen to illustrate below, one from each USF Sarasota-Manatee college. Please follow these outcomes through the responses to 3b. and 3c. to understand the complete cycle of assessment at USF Sarasota-Manatee and the use of community engagement projects in measuring the learning outcomes.

### **Disciplinary Curricular Engagement with Community Learning Outcomes**

#### **B.A., Professional & Technical Communication (College of Arts & Sciences) –**

“Demonstrate competence in planning and writing clear, concise, and complete business and technical documents that meet the stated needs of specific users and readers in the community setting.”

**B.S, Elementary Education (College of Education) –** “Learner as an Individual in the Community: Candidates construct learning environments that reflect the diversity of experiences, perspectives, and cultures of their students and the larger world. Candidates communicate in ways that demonstrate fairness, respect, and sensitivity to diversity, setting high academic expectations for all students.”

**Master of Business Administration (College of Business) –** “Ability to effectively recognize and address the relevant international and multicultural business issues when operating in a global business environment.”

**B.S., Hospitality Management (College of Hospitality and Technology Leadership)** – “Describe and apply the fundamental principles of leadership and model the behavior of effective leaders.”

3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

No  Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community (word limit: **500**):

Faculty measure students' disciplinary-based knowledge and skills related to learning outcomes in community engagement through **a capstone experience or an internship**, tying the disciplinary-based knowledge to the student performance in a community setting.

**B.A., Professional & Technical Communication (College of Arts & Sciences) –**

Professional & Technical Communications majors must complete a writing internship within the community. Workplace sponsors score each student's performance in the internship assignment based upon a standard rubric. Additionally, students complete a communications project within their senior seminar. This community-based project involves producing a communication document, for example, a policy and procedure manual for a workplace sponsor. Faculty and the sponsor assess the product using an agreed-upon rubric.

**B.S, Elementary Education (College of Education) –**The College of Education requires

three field-based internships and course-based, critical tasks, many of which are conducted in the field, to measure students' proficiency as an "individual in the community" who can demonstrate respect and sensitivity to diversity and enhance learning environments for all students. Faculty use both formative and summative assessments of the student interns' performance in the field. Intern supervisors, mentor teachers, and students all complete evaluations of student proficiencies related to the outcome. Additionally, employers of graduates of the program (e.g., school principals, district administrators) evaluate alumni to ensure student learning proficiency in the workplace.

**Master of Business Administration (College of Business) –** Within their

International Management course, MBA students prepare a report with recommendations for a global business and complete an analysis of the impact of globalization on a country. Students analyze the main forces associated with globalization and the impact of the forces on different stakeholders. In the last assessment cycle, students undertook this assignment in conjunction with students in the Sarasota Sister City of Xiamen, China. The students worked through Skype to interview and expose one another to their cities with an end goal of identifying opportunities to strengthen the relationship between the Sister Cities. Additionally, the real-world research resulted in a developmental business model that can be applied to expand relationships with Sarasota's seven other Sister Cities. The students presented

their findings to the Sarasota Sister Cities Association at their board meeting. Rubric ratings by faculty on the projects serve as the assessment mechanism of community engagement.

**B.S., Hospitality Management** –Assessment of the student learning outcome of community engagement occurs in the Hospitality Leadership & Internship course. The internship experience and resulting projects go beyond the normal job responsibilities in a hospitality business. Students must document a minimum of 1000 hours. Throughout the internship students complete responses to case studies in which they are required to use the knowledge and skills they are gaining in the internship experience. The faculty grade the case studies on a rubric. Additionally, the internship site supervisor assesses the student’s ability to apply and model leadership behaviors. Through this assessment students learn to be leaders in their field, to treat others of diverse backgrounds respectfully, to conduct themselves professionally, and to be active contributors to their communities.

3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used (word limit: 500):

Faculty collect data from the capstone and internship experiences to evaluate the program's effectiveness in achieving its student learning outcomes through the Academic Assessment & Planning Report cycle. Through this process faculty develop the learning outcomes, methods, and benchmarks. At the beginning of each academic year, faculty review and approve goals and metrics, and then collect data throughout the academic year. Prior to the start of the next academic year, faculty reconvene to review the data, to measure student performance, and to discuss and document planned curricular or instructional changes needed as a result of the assessment process.

Faculty submit Academic Assessment & Planning reports to the Deans who review and provide feedback and direction to faculty. The Dean also utilizes the data from the Academic Assessment & Planning Report to develop the College Unit Assessment Plan. Both Academic and Unit Assessment Plans are submitted to the Regional Vice Chancellor for Academic & Student Affairs and the Regional Chancellor. Each also provides feedback and guidance to the Dean and faculty.

Below are the same four majors described previously to provide examples of usage of data collected on the student learning outcome from 3.a. and from the measures in 3.b. during the 2012-13 academic year:

**B.A., Professional & Technical Communication (College of Arts & Sciences)** – The feedback from community partners sponsoring interns illuminated an issue in the Performance Evaluation Rubric developed for sponsor use in evaluating students. Faculty used the feedback to revise the rubric and to improve their program assessment.

**B.S, Elementary Education (College of Education)**– Direct communication from classroom teachers and principals provides the best source of information as to the needs of local schools. Through the summative and formative evaluations, as well as employer surveys, College of Education faculty are able to tap an invaluable data source to make curricular changes that better align student learning with an eye to the needs of schools. Assessment of the learning outcome showed candidates are strong in this proficiency. In the last assessment cycle, the data showed an increase in scores through the program progression, indicating student growth over time and experience.

**Master of Business Administration (College of Business)** – The results from the “International Business Opportunity and Entry Strategy” assessment showed students' ability to effectively identify relevant international business issues. However, faculty believe results also showed a need for more in-depth analysis of



the cultural challenges facing U.S. companies in the global environment. Faculty expanded the curriculum to add a globalization impact analysis and a cultural differences project.

**B.S., Hospitality Management** – The internship requirement enlightened faculty to the strength of curricular community engaged coursework. Hospitality students have always had many opportunities to engage with the professional community informally. However, faculty decided to make community engagement a formal degree requirement to provide better assessment opportunities and conformity across the students' experiences. Based on the analysis of assessment data and community and student feedback, faculty implemented a service learning requirement for graduation. Students must now complete a total of 1,000 hours of industry experience.

4.a. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:

- Student Research
- Student Leadership
- Internships/Co-ops
- Study Abroad

For each category checked above, provide examples (word limit: **500**):

The integration of **student research** and community is best exemplified by the works of students enrolled in the Honors Program at USF Sarasota-Manatee. For instance, Spring Semester 2013 Honors graduates visited Immokalee, Florida, to engage migrant farmworkers and the various agencies that support them in qualitative research studies. During tomato season, Immokalee is home to over 30,000 migrant farmworkers, who harvest the majority of tomatoes consumed in the United States. Students were able to understand more fully the individual stories behind human migration through this experience.

For-credit opportunities for students to engage in **leadership** roles integrated with community engagement occur through independent studies sections. However, the B.S.A.S. in Leadership program offers a Community Leadership Program as a capstone course. This course requires students to transfer leadership theories into practice in a community setting.

Important to USF Sarasota-Manatee is the placement of students, across disciplines, into hands-on, professional experiences within the Sarasota-Manatee region. The intimate nature of the regional campus with its surrounding community creates the perfect synergy for crafting **internships and co-operative learning experiences** while also giving to the community. For instance, Accounting program students participate in internships involve assisting low-income families with their income tax returns.

**For-credit study abroad programs** are available through the Education Abroad at USF World. Although this department is housed on the Tampa campus, USF Sarasota-Manatee students have access to these service-learning opportunities as members of the USF System. One such program is USF in Ghana, Service Learning in Accra program. In Summer Session 2014 interested students will work for two weeks in a Ghanaian Orphanage before moving on to exploring the culture and community experience of Ghana. Students will engage in service to others and contribute to the educational development of children.

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

- Graduate Studies
- Core Courses
- Capstone (Senior level project)
- First Year Sequence
- General Education
- In the Majors
- In Minors

For each category checked above, provide examples (word limit: **500**):

Graduate Studies - The capstone course of the Master's of Criminal Justice Administration program requires students to design and propose a research project. Because many of the students in the program are from local agencies, they develop research important to their employers. For instance, in a recent submitted proposal sought to fund research and enhancement of an intelligence policing program for a local sheriff's office.

Master's of Business Administration students, within their International Management course, research, design, and present a report with recommendations for a global business and complete an analysis of the impact of globalization on a country. These projects are typically set in real-world situations, connecting students to global communities. Students present their findings to community members at formal meetings.

Graduate-level students in the College of Education engage in practicum and internships. For example, the Master's in Educational Leadership requires students to complete an administration practicum. This field experience places students under the supervision of a school or district office administrator. The goal is to develop aspiring administrator's leadership and management abilities by engaging in problem analysis, data collection, and problem-solving with others at the work site. Candidates develop the necessary competencies to lead a learning community.

Core Courses, First Year Sequence, General Education - As mentioned previously, USF Sarasota-Manatee implemented its newly developed core curriculum in fall 2013. The integration of community engagement begins in the freshman seminar, "Foundations of University Success." Faculty introduce students to opportunities to engage with their community and require them to reflect on their experience. In their sophomore year, students step up to a more advanced community engagement project in the seminar titled, "Foundations of Professional Success." In their junior/senior year students must complete an upper-level exit course to that fulfills the Community Engagement and Diversity Pillar requirement.

Majors and Capstones - All undergraduate majors complete a capstone course prior to graduation. Faculty designed senior seminars as culminating experiences that provide students with the opportunity to demonstrate achievement of their content knowledge and skills. Capstone courses require either a research project or a field experience. In either case, application within the community setting is evident. Examples: (1) B.S. in Communication Sciences & Disorders – A minimum of 25 hours in a clinical setting is required to complete the capstone course in this degree program. Practicum sites include ages across the lifespan, in a variety of settings, which include hospitals, private practice, schools, and nursing homes. (2) B.S. in Information Technology – Students in the IT Senior Seminar undertake field work with organizations to design and implement projects related to information technology. (3) B.S. in Elementary Education – Students in the Level III Internship participate in teaching activities at their assigned school five full days a week.

Minors - Internship and field experiences are also available in the minors. For instance, a minor in Business and Technical Writing mirrors the internship requirement of the major in Professional & Technical Communication, thus placing students in this minor in the field creating a project for a local business or organization.

5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?

No  Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: **500**):

- Black, K. (2011). Combining the “young” and the “young at heart”: Innovative intergenerational programming throughout the continuum of long term care. *Journal of Intergenerational Relationships*, 9(4), 458-461.
- Black, K. (2011). Professional and personal factors associated with gerontological practice: Implications for training and education. *Educational Gerontology*, 37(11), 982-994.
- Mariano, J. M. (Ed.) (2011). Support and instruction for youth purpose. *New Directions for Youth Development*, 132.
- Mariano, J. M., Brown, E. L., & Shamah, D. (University of Minnesota Extension Center for Youth Development) (2012, March). *The importance of youth purpose and how to support it*. [Video webcast]. In Action Dialogue Webinar Series: Retrieved from <http://www1.extension.umn.edu/youth/training-events/events/the-importance-of-youth.html>
- McBrien, J. L. (2008). The world at America’s doorstep: Service learning in preparation to teach diverse populations. *The Journal of Transformative Education*, 6(4), 270-285.
- Lance, A. & Silvestri, B. (2013, March). *Getting started with service-learning and finding partners: A dialogue*. Workshop presented at the USF Service-Learning Day, Tampa, FL.

*The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.*

## 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.*

*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.).*

*The distinction between these two centers on the concepts of reciprocity and mutual benefit which are explicitly explored and addressed in partnership activities.*

There are a total of five (5) questions in this section. Questions 1 and 2 focus on outreach activities; questions 3-5 focus on partnerships.

1. Indicate which outreach programs are developed for community. Please select all that apply:

- learning centers
- tutoring
- extension programs
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (please specify)

For each category checked above, provide examples (word limit: **500**):

**Learning centers and non-credit courses** - The Lifelong Learning Academy is a non-profit organization that offers non-credit, university level coursework taught by retired local residents and designed for older adults. The Academy is housed on the USF Sarasota-Manatee campus and boasts over 1,600 enrollments per semester.

**Tutoring** – Students, faculty, and staff participate each year in Junior Achievement Day. These volunteers spend a day at a local school teaching Junior Achievement curriculum which helps prepare young people for the real world by showing them how to make money, how to create jobs, and how to think like an entrepreneur in the workplace.

**Professional development centers & training** – The USF Sarasota-Manatee College of Business helped to establish two Florida Small Business Development Centers, one each in Manatee and Sarasota counties. The latter is housed on the USF Sarasota-

Manatee North Port instructional site in southern Sarasota County. The centers provide no-cost business consulting and low-cost training opportunities for local businesses.

**Other –**

The College of Hospitality, Chiles Restaurant Group, and the Pine Avenue Merchants Association joined forces to offer workshops to educate locals about edible community gardens. The edible community gardens feature produce that grows well in Florida's hot summers but may be unfamiliar to local residents. USF certificate students from The National Kaohsiung University of Hospitality and Tourism in Taiwan presented cultural programs to 60 middle school students and partnered with them to design posters, brochures and recipe cards for the Taste of Pine Avenue Gardens project. Another group of students created designs for tote bags featuring produce sourced from local farms and served to guests at the Hyatt Regency hotel in Sarasota. Parents and chaperones accompanied the students on their field trips to the farm and hotel, extending the reach of the program's impact on all audiences.

The College of Education's USFSM Math Club sponsors annually an interactive expo for fifth and six graders from all Manatee and Sarasota County schools to highlight the fun-side of mathematics. The children engage in hands-on mathematical arts projects to engage their creativity in mathematical contexts.

Dr. Sunita Ludwig, Instructor in the College of Hospitality & Technology Leadership, hosts annual S.T.E.M. Summit for middle school girls. The girls spend a day exploring the fields of science, technology, engineering, and math with local S.T.E.M. professionals. The purpose of the workshop is to encourage middle school girls to pursue the fields they are interested in while giving them the necessary tools and information.

2. Which institutional resources are provided as outreach to the community? Please select all that apply:

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

For each category checked above, provide examples (word limit: **500**):

**Work/study student placements** – USF receives Federal funds from a Department of Education grant. USF contributes matching funds that are used to create jobs for students who receive Federal Work Study (FWS) awards and want to work part-time while going to college. USF Sarasota-Manatee assists students and local businesses in creating these opportunities.

**Cultural offerings** – The Perlman Music Program is a one-of-a-kind program for approximately 35 exceptionally gifted musicians, ages 12-20+, from around the world. Each year, Toby and Itzhak Perlman return to USF Sarasota-Manatee for a two-week professional training program for students playing violin, viola, cello, and double bass. Over 10,000 community members and visitors attend nearly 20 free events in the courtyard of USF Sarasota-Manatee.

**Library services** – The Jane Bancroft Cook Library is a major educational and cultural resource of New College of Florida and the USF Sarasota-Manatee campus, and of the Sarasota and Manatee communities. The library is open to all community members. Residents are also able to take advantage of the librarian services provided by the library.

**Technology** – Every year, USF Sarasota-Manatee welcomes community groups onto the campus to host events, discussions, and trainings. Campus Computing and Technology Services provides technology support and equipment to all groups, many times at no charge.

**Faculty consultation** – The College of Business faculty assist the local business communities by volunteering their time and expertise through Manasota SCORE, an education and mentoring center for small businesses.



3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). First download the Partnership Grid template (Excel file), provide descriptions of each partnership in the template, and then upload the completed file here.

*The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.*

4.a. Does the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

No  Yes

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships (word limit: **500**):

*The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.*

USF Sarasota-Manatee specifically seeks to ensure attention is given to the reciprocity and mutual benefit of its partnerships by embracing the **tenets of regionalism**.

As a regional institution, USF Sarasota-Manatee promotes itself as a hometown campus; therefore, the identity of the campus is tied to the promotion and advancement of its regional partners. As the Sarasota-Manatee community grows and prospers, so does USF Sarasota-Manatee. The partnerships amongst the area's colleges, schools, businesses, and non-profits bear the greatest benefit to the individual partners as well as the communities they serve. From planning stages through to public celebrations, the University ensures that partnerships are sustained and enhanced through attention to common agendas that serve the individual partners as well as the broader community.

4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?

No  Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit (word limit: **500**):

USF Sarasota-Manatee employs the following mechanisms to systematically collect and share feedback and assessment findings amongst its partners:

- The PAiNT Center partnerships and the Duvall Initiative submit unit assessment plans that include the results of the assessments related to the partnerships created under these entities. Achievement of goals are documented and shared with community partners; community partners assist in the collection of the documentation.
- Memorandums of Understanding (MOUs) are signed between partner organizations not only to delineate responsibilities but also to provide an avenue for review of the partnership. The MOUs typically undergo review upon request of the individual partner or every two years.
- Participants complete various feedback tools, including surveys and evaluations, at events to gauge satisfaction or interests.

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

No  Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: 500):

**Dr. Kathy Black**, Associate Professor, Social Work is highly active with community groups including the Patterson Foundation, Jewish Family & Children's Service of Sarasota-Manatee, The Pines of Sarasota, and Sarasota Memorial Hospital. Her partnerships have resulted in numerous publications and presentations including:

Black, K., Dobbs, D.J., & Young, T. (in press). Aging in Community: Mobilizing a New Paradigm of Older Adults as a Core Social Resource. *Journal of Applied Gerontology*.

**Dr. Jody Lynn McBrien**, Associate Professor in the College of Education, is actively engaged with community programs that assist refugee and immigrant children and families. Currently she is conducting research at the Buduburam Refugee Camp in Ghana and in Lira, Uganda, on youth purpose and the use of arts in healing and education. The following book chapter highlights her engaged scholarship:

McBrien, J. L., & Ford, J. C. (2012). Serving the needs of refugee children and families: An evaluation of a multi-layered community program. In M. Vickers & F. McCarthy (Eds.), *Achieving Equity in Education for Refugee and Immigrant Students; series International Advances in Education: Global Initiatives for Equity and Social Justice* (pp. 107-126) Charlotte, NC: Information Age Publishing.

**Dr. Noël Mark Noel**, Instructor of Marketing and Strategic Management, authored and won a grant to develop regional job creation initiatives in conjunction with Sarasota, Venice, and other regional chambers of commerce. His continued work with the chambers resulted in the following journal article

Noel, M. and Luckett, M. (2014). The benefits, satisfaction and perceived value of small business membership in a chamber of commerce". *International Journal of Nonprofit & Voluntary Sector Marketing*, 19 (1), 27-39.

**Dr. Jane Roberts**, Chair of the Duvall Family Studies Initiative and **Dr. Melissa Sloan**, Assistant Professor of Interdisciplinary Studies submitted for funding a project

with the Family Safety Alliance of Sarasota, Manatee, and DeSoto counties that will identify gaps, strengths, and weaknesses in the system of care for families and children of these counties. Groups such as local agencies devoted to child abuse prevention, foster families and former foster children, addiction service, and community leaders will be involved.

Grant application entitled, “ A Gap Analysis of the System of Care for Families and Children in Sarasota, Manatee, and DeSoto counties: USFSM Collaboration with the Family Safety Alliance.” The Sydney S. Spivack Program in Applied Social Research and Social Policy 2014 Community Action Research Initiative (CARI) Grant (a program of the American Sociological Association).

Dr. Roberts is also developing a course, ISS 3931 Selected Topics in Interdisciplinary Social Sciences, that incorporates this research project and other community engagement opportunities for students. The course is scheduled for fall 2014.

**Dr. Melissa Sloan**, Assistant Professor of Interdisciplinary Social Sciences partnered with Sarasota Sister Cities to provide a workshop on measuring results of outreach programs.

Sloan, Melissa (5/13/2013) Workshop “Measuring results: Assessing the value of outreach programs to your community” at the Sister Cities Association Florida State Conference.

*The purpose of this question is to explore the degree to which outreach and partnership activities have been linked to faculty scholarly activity and outputs that are recognized and valued as scholarship. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, and the connection of outreach and partnership activities to scholarship.*

### **III. Wrap-Up**

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).  
(Word limit: **500**)
2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space. (Word limit: **500**)
3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification.  
(Word limit: **500**)

#### **Request for Permission to use Application for Research:**

*In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.*

*Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.*

Please respond to A or B below:

- A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.  
 No  Yes
- B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.  
 No  Yes