Carnegie Application for Reclassification

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

Submitted April 2014

Prepared by:
Division of Community Engagement
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      I.B.2 Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500): .............................................................................................................................................................................. 17
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      For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 495/500) ................................................................................................................................................................................ 19
      I.C.2.a Funding: As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community ................................................................. 20
      For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500) ................................................................................................................................................................................ 20
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      For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500) ................................................................................................................................................................................ 21
IC2.c. Funding: As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement. 

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

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

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

I.C.3.b Documentation and Assessment: Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500) 

I.C.3.c Documentation and Assessment: What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500) 

I.C.3.d. Impact on Students: Describe one key finding from current data and indicate how you arrived at this finding. 

I.C.3.e Impact on Faculty: Describe one key finding from current data and indicate how you arrived at this finding. 

I.C.3.f Impact on Community: Describe one key finding from current data and indicate how you arrived at this finding. 

I.C.3.g Impact on institution: Describe one key finding from current data and indicate how you arrived at this finding. 

I.C.4. Professional Development: As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement. 

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500)
I.C.5 Faculty Roles and Rewards: 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?

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

IC7. Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

IC8 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?

IC9.a Is community engagement rewarded as one form of teaching and learning?

IC9.b Is community engagement rewarded as one form of scholarship?

IC9.c Is community engagement rewarded as one form of service?

IC10 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?

IC11. Is there professional development for faculty and administrators who review candidates’ dossiers (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

IC12 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?

IC13 Student Roles and Recognition: Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: 500)

IC14 Is community engagement noted on student transcripts?

IC15 Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus? Please provide examples (word limit: 500):

IC16 Is community engagement connected to efforts aimed at student retention and success?

II. Categories of Community Engagement

A. Curricular Engagement
II. A.1.a. As evidence provided for your earlier classification, you described an institution-wide definition of service-learning used on campus. For re-classification, describe what has changed, if anything, with the definition of service-learning and explain the purpose of the revisions. (Word limit: 500) .............................................. 45

IIA.1.b If there is a process for identifying or approving a service-learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500) ........................................................................................................ 46

IIA.2 Fill in the tables below using: Data from the most recent academic year (2012-2013); Data based on undergraduate FTE .................................................................................................................................................. 47

IIA.3 Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: 500) .............................................. 47

IIA.4 As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students’ curricular engagement with community................................................................. 48

IIA.5 For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available... 50

IIA.6 For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available. ........................................................................................................ 57

IIA.7 How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community-engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500) .................................................................................................. 67

IIA.8 Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500) ....................................................... 68

B. Outreach and Partnerships .................................................................................................................................................. 70

II.B.1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: 500): ........................................................................................................................................... 70

II.B. 2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources. (word limit: 500): ............................................. 71
II.B.3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). .......................... 73

II.B.4 In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: 500) ................................................................................................................................................. 73

II.B.5 What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: 500) ............................................................ 74

II.B.6 How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? .......................................................................................................................... 75

II.B.7 How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500) ....................................................................... 77

II.B.8 Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500) ............................................................................................................................. 78

III.1. Please use this space to describe any additional changes since your last classification not captured in previous questions. Word limit: 500 ............................................................................................................................................. 79
I. Foundational Indicators

A. President/Chancellor’s Leadership Statement

IA.1.a-c
Letter from Rao –see appendices.

IA.1.d In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Annual addresses: 500 words

2013 Freshman Convocation

I had the chance to talk with some of you at Open House events … you might remember that I told you that you should join the VCU community only if you were willing to commit to excellence, hard work, critical thinking, innovation, discovery, creativity and using every tool you have to catalyze the human experience...Thank you for making this commitment.

You continue a tradition of VCU students being serious and highly motivated to make a difference in their own lives and in the lives of other people; in using what they learn not simply to forge ahead, but to forge a path for others, not just to prosper on your own journey, but to lead others on theirs.[…]
That’s why you need to commit today to use education and passion to catalyze the human experience… You can follow the example of two of your fellow students.

Arthik Adla is from Cary, N.C., and is a biomedical engineering major interested in mental illness. Specifically, he wants to know what it is about human chemistry that makes medicine work for some but not for others. So he spent 48 hours living among the homeless in Washington, D.C., some of whom were mentally ill, so that he could better understand the conditions in which they live. This shaped his academic interests, and also his life. […] Arthik learned how much we still don’t understand about human beings, and how he can empower us to learn more.

And there’s Sixto Cancel, from Bridgeport, Conn., who is a political science major using what he’s learning to help shape public policy regarding the foster care system. […] He has already founded several advocacy agencies to help foster children have better access to education and financial support, and is a voice for foster children in public dialogue. He has given policy recommendations to the U.S. Department of Health and Human Services; has presented at more than 20 conferences, […] and been a guest on NPR.
Two years ago, Sixto sat where you are right now. Today, he’s an advocate for thousands of people who need his help.

And then, there’s you. You’re joining students like Arthik and Sixto… [Y]ou are an important part of a research University, and so we expect you to lead. We are counting on you to shape the future of society and advance the human experience. […]
We don’t want you to just be the best doctor, engineer, scientist, artist or entrepreneur — or whatever else you want to be. We want you to elevate what someone in any of those professions is capable of doing. We want you to change what it means to be any one of those professions. […] And so we ask you to combine your educational foundation with a passion to discover and create, to commit to solving problems that no one else can. VCU is counting on you to achieve big, and so is the world.

Published editorials: 500 words

Weblink: [http://www.timesdispatch.com/news/rao-thank-you-richmond-for-supporting-vcu/article_708c7e80-f6c4-5257-a10f-4edb9cf93a90.html](http://www.timesdispatch.com/news/rao-thank-you-richmond-for-supporting-vcu/article_708c7e80-f6c4-5257-a10f-4edb9cf93a90.html)

“Thank you, Richmond, for supporting VCU”
Once again, the VCU Rams have captured America's heart for their winning ways and inspiring play on the national level. Our team — under the leadership of Shaka Smart, the best coach in America — has done us proud.

But what's most meaningful is that we have always been backed by those who know us best — and who know us not only for basketball but for much, much more. Unequivocally, no city supports a University like Richmond supports VCU, from sports to science to scholarship.

That's why I'm writing today. To say, simply, thank you. And to affirm that VCU's commitment to Richmond will continue to be as strong as ever.

We will be a University that lights up the national map — with a strategic emphasis on ensuring the success of students at every level, from undergraduate to medical and dental; on conducting research that matters; on a commitment to human health; and on serving our community. This focus has made us one of only 28 public universities with an academic medical center to achieve the highest levels of both research activity and community engagement by the Carnegie Foundation.

It is a pleasure to give back to the city that gives us so much. And what an amazing city it is. Start with one of the nation's most vibrant creative communities. Richmond has world-class museums; distinctive architecture citywide; major concerts, stage productions and lectures year-round. […] VCU is pleased to add the nation's No. 1-ranked public arts school... the remarkable Institute for Contemporary Art, on which we look forward to breaking ground and which will become a major Richmond landmark, will grow the creative quotient exponentially.

… Let's work together to build on our momentum and capture our potential. Greater Richmond can be among the top tier of American cities, a place where innovators collaborate with entrepreneurs. Collaboration like that which occurs in the BioTech Park, which has incubated nearly 70 new companies. In fact, the entire VCU community knows about innovation. We are conducting more than $255 million in sponsored research, one of the top 100 totals in the nation.

Research is best when it makes a difference in the lives of others. Ours does. We are a top-ranked academic medical center, with one of the East Coast's premier cancer research and treatment centers, a leading heart center and the region's only Level I trauma center. We expect our students, regardless of their majors, to be part of our research profile — to be problem-solvers who commit themselves to be discoverers of new knowledge. And when they graduate, they become job creators, not job takers. Many of them (more than 60,000) stay in Richmond, where we impact the local economy more than $3 billion.

VCU is moving onto a national stage in all aspects, just as we have in basketball. And Richmond is a major driver of our success. It is our home, and it's where our heart is.
Campus publications:

Weblink: http://blog.president.vcu.edu/2014/01/16/mlk-day-of-service/

Martin Luther King Jr Day of Service

Our nation celebrates Martin Luther King Jr. Day on Monday, a time in which we pause to honor a man who was a courageous leader for our country and an extraordinary servant for his fellow human beings. It is important to remember that at Virginia Commonwealth University, our students share this mission. VCU’s unique educational experience gives students the extraordinary opportunity to take what they learn in the classroom, laboratory and studio and use it to help people in the community. And they are doing just that: Last year, VCU students contributed more than 723,000 hours of service to our region. Now, we have a stated goal of 1 million hours, and we are on our way.

Many of VCU’s 500 student organizations provide opportunities for students to engage in experiential learning centered on service and volunteerism. On Friday, Jan. 17, the Student Commons will host the Spring Student Organization and Volunteer Opportunities (SOVO) Fair, from 11 a.m. to 2 p.m. This is an excellent opportunity for students to learn about how they can become more engaged in their campus and their community.

I encourage students to visit the Volunteer Programs table at the fair and pledge to volunteer 30 hours to help us reach our million-hour goal. The first 1,000 students who make this pledge will receive a VCU Volunteers T-shirt.

The Million Hour Campaign website (http://www.onemillion.vcu.edu/) provides more information about how to take the pledge, where to volunteer and how to document your service.

Many thanks to our students for joining me in making this pledge to lead and serve our community.

Other


“Project Beauty: VCU's Institute for Contemporary Art”

Can a single building make a difference to a city's future?

Yes. In the right place, at the right time, with the right goals and support, the catalytic effects will be dramatic and lasting.

Positioned on one of the city's most-traveled intersections, VCU’s Institute for Contemporary Art will offer the essential next step for its celebrated School of the Arts — the top-ranked public-university graduate arts and design programs in the country. And upon completion, the ICA will further advance Richmond's artistic vitality.

The ICA starts with the proposition that the projection of beauty into a community matters greatly. Our ambitions for this privately funded arts center are high. The ICA will be inspiring, unifying and purposeful.

With its 16 programs and more than 3,000 students — a haven for artistic creation — the VCU School of the Arts enables emerging artists to explore their potential and strive for the high standards set by their school's
outstanding record of achievement. The ICA will add something essential to that landscape: exposure to national and international art of the highest caliber.

What's particularly exciting is that the ICA will be functionally dynamic, accommodating art and design exhibitions, public lectures, film screenings, performances, educational experiences, children's programs, labs, artists' residencies, international awards, symposia and community events and outreach efforts. The ICA will serve as a crossroads on a crossroad. With dual entrances — one facing the city and the other facing VCU's campus — the ICA will physically connect the artistic activities of a great urban research University with the city it proudly calls home. It will be another feather in the cap for an institution that started 174 years ago as a medical school.[…]

But the ICA will be more than just a fantastic building designed to facilitate cutting-edge art from all over the world. To say that we are excited about its promise for our students, the city and the greater art world would be an understatement. […]

The property will incorporate "Leadership in Energy and Environmental Design" (LEED) Platinum standards, which is the highest level of sustainable building recognized by the U.S. Green Building Council. Fitted geothermal wells will meet its heating and cooling needs. Its green roofs will help absorb storm water and offer maximum insulation. Glass walls will help exhaust heat during summer and harness it in winter.

In effect, the ICA will become the latest and most striking example of Richmond's growing claim on the best quality of life in central Virginia — not just as a destination for work, but also for enriched living and the thrill of learning. Richmond's future has jumped up quite a few notches in recent years, and the community's enthusiasm for the arts has a lot do with it.

B. Institutional Identity and Culture

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

1.a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

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

VCU has adopted an institution-wide definition of community engagement and related terminology (community, partnership, community-engaged scholarship, research, service, teaching/learning, community outreach, partnership, and community). These definitions were developed and approved through a process initiated by the Council for Community Engagement, approved through various VCU committees and eventually by the President’s cabinet. The “Community Engagement: Key Terms and Proposed Definitions” document and list of supporting references is located at http://www.community.vcu.edu/wp-content/uploads/sites/193/2012/05/CER-Definitions-Updated-8-28-13.pdf. Each term is noted in the VCU data glossary managed by the Office of Planning and Decision Support (http://www.opds.vcu.edu/decisions/119.html).
The VCU definition for community engagement is “The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.”


Other related definitions include:

Community: A group of people external to the campus who are affiliated by geographic proximity, special interest, similar situation or shared values. Communities may share characteristics such as age, ethnicity, gender, or sexual orientation.

Partnership: Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.

Community Outreach: The application and provision of institutional resources, knowledge or services that directly benefit the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.

Community-Engaged Scholarship: The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the University and in collaboration with the community. Community-engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. The quality and impact of CES are determined by academic peers and community partners.

Community-Engaged Service: The application of one's professional expertise that addresses a community-identified need and supports the goals and mission of the University and the community. Community-engaged service may entail the delivery of expertise, resources and services to the community.

Community-Engaged Teaching/Learning: A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical pratica.

Community-Engaged Research: A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

Word Count: 491
I.B.1.b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Mission or Vision Statement

Weblink: (http://www.quest.vcu.edu/about/mission/)

VCU’s Mission statement

As the premier urban, public research University in Virginia, VCU’s mission is to advance knowledge and student success through its commitments to:

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting

- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health

- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges

- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research and to educate those who serve humanity

- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist and an opportunity to explore and create in an environment of trust

- Sustainable, University-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world

VCU’s Vision statement

VCU will be a premier urban, public research University distinguished by its commitment to:

- The intellectual and academic success of a diverse student body

- Research and discovery that advances knowledge, inspires creativity and improves human health

- The global engagement of students, faculty and staff that transforms lives and communities
VCU’s Core values

**Accountability** – committing to the efficient and transparent stewardship of our resources to achieve institutional excellence

**Achievement** – ensuring distinction in learning, research and scholarly pursuits, service and patient care

**Collaboration** – fostering collegiality and cooperation to advance learning, entrepreneurship and inquiry

**Freedom** – striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals

**Innovation** – cultivating discovery, creativity, originality, inventiveness and talent

**Service** – engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad

**Diversity** – ensuring a climate of trust, honesty and integrity where all people are valued and differences are recognized as an asset

**Integrity** – adhering to the highest standards of honesty, respect and professional and scholarly ethics

Strategic Plan

Weblink: [http://www.quest.vcu.edu/about/themes/](http://www.quest.vcu.edu/about/themes/)
[http://www.quest.vcu.edu/media/quest/pdf/theplan_full.pdf](http://www.quest.vcu.edu/media/quest/pdf/theplan_full.pdf)

Quest for Distinction

The four themes of Quest, and their respective goals, provide a framework for our strategic plan and embody our mission as we become one of the nation's top 50 public research universities.

**Theme I**

Become a leader among national research universities in providing all students with high-quality learning/living experiences focused on inquiry, discovery and innovation in a global environment.

**Goals**

--I.A Recruit and retain talented and diverse students who will graduate at a higher rate and will contribute to a highly skilled workforce.

--I.B Provide students a quality education through rigorous and innovative academic programs that support and prepare students for civic engagement and careers in a 21st-century global environment.

--I.C Engage students, the alumni of tomorrow, in high-impact academic and extracurricular experiences that expand learning, promote civil discourse and engage students in self-reflection and creative expression.
--I.D Recruit and retain faculty, staff and senior leadership with the skills and talents to increase quality teaching and learning, high-impact research, and diversity at all levels.

Theme II

Attain pre-eminence as an urban, public research university by making contributions in research, scholarship, creative expression and clinical practice to advance knowledge and enhance the quality of life.

Goals

--II.A Contribute to the discovery of new knowledge and the advancement of clinical applications by increasing and diversifying the University’s sponsored research.

--II.B Increase University-wide productivity in high-impact research, scholarship and creative expression.

--II.C Grow the next generation of researchers and scholars who will focus on the discovery of new knowledge and the advancement of clinical applications.

--II.D Increase the commercialization of intellectual property and University-based technologies to advance innovation and economic development.

Theme III

Achieve national recognition as a fully-integrated research University with a commitment to human health.

Goals

--III.A Increase the number and quality of initiatives that prepare students for careers that advance health care, improve health status and contribute to STEM-related fields.

--III.B Increase interdisciplinary/inter-professional scholarship and practice focused in areas of public health.

--III.C Achieve national recognition for significant advances in clinical and translational research focused on important issues across the health care spectrum.

Theme IV

Become a national model for community engagement and regional impact.

Goals

--IV.A Expand community-engaged scholarship and service-learning.

--IV.B Create University-community partnerships with a focus on the key targeted areas of K-12 education (with a focus on middle school), access to health and economic development.
--IV.C Provide strategic leadership in addressing sustainability challenges through curricular and service innovations and green facilities and operations.

Accreditation/reaffirmation document/QEP:

VCU underwent its SACS Tenth Year Accreditation Reaffirmation study during 2012-13 (Virginia Commonwealth University. Compliance Certification. Submitted to the Southern Association of Colleges and Schools Commission on Colleges, September 10, 2013). As a part of the report, Section 3.3.1.5 noted that VCU is compliant in identifying expected outcomes, assessing their achievement and using the results for improvement for community service within its mission. Programs within the Division of Community Engagement undergo annual assessments that inform program improvements.

Excerpts from the report note that:

VCU established a centralized administrative unit to offer specialized educational programs as well as support to the entire university in its community service efforts. The Division of Community Engagement was created in 2006, as an outcome of the University’s strategic plan – VCU 2020: Vision for Excellence. It serves as the administrative unit that promotes, coordinates, and facilitates community engagement across the two campuses. A new Vice Provost of Community Engagement position was created and reports directly to the Provost. In the same year, VCU was recognized by the Carnegie Foundation as a community engaged campus in the categories of curricular engagement and outreach and partnership engagement. VCU was one of 62 campuses recognized in the inaugural year of the classification for both categories. For the past six years, VCU has been recognized by the President’s Higher Education Community Service Honor Roll and received the Honor with distinction for 2011-12. The university is currently one of 40 institutions that has the Carnegie classifications of community-engaged and very high research.

The Division is also involved in the support and administration of programs to enhance student learning and success. The Office of Service-Learning is responsible for increasing the number of high quality service-learning courses for undergraduate and graduate programs. The ASPiRE program (Academic Scholars in Real Environments) is the new living-learning community for sophomores and juniors with a focus on community engagement. The first ASPiRE class started in fall 2012. The Health Sciences Academy is a health careers pipeline program that offers a dual-enrollment course for selected high school seniors and a companion course for VCU students who serve as mentors for the high school participants. These programs comply with the definitions established by the Council for Community Engagement and with the goals established in the Quest for Distinction. Each program has established expected outcomes with measurable terms.

In summary, VCU has established a strong mission for community service as noted in its strategic plan and has developed an infrastructure to support specialized community engagement programs as well as supports for the integration of community engagement into existing programs. The programs within the Division of Community Engagement that are related to student learning have developed assessment processes to ensure high quality learning experiences for participating students.
Division of Community Engagement Strategic Plan

The Special Significance of Community Engagement at VCU

VCU embraces and excels in community engagement because it has been a central tenet of the University’s history and mission. VCU is not only physically, but socially and economically intertwined with the City of Richmond, and the dynamic interaction has contributed to the growth and prosperity of the region as well as the University. Community engagement at VCU is grounded in a number of realities:

1. As a large public University located in the heart of the state’s capital city, VCU was founded with a unique mission among institutions of higher education in Virginia. Its location provides a special opportunity and responsibility to share its vast array of resources to address local issues. Through community engagement, VCU continues to uphold its founding purpose and mission.

“It has become increasing apparent that the conditions prevailing in our urban centers present many of our most critical national, state and local problems. However we may view the social, political or economic issues facing our nation today, we are aware that our future depends in large part upon the wisdom with which we attack and solve the dilemmas of our…cities…Rarely has so challenging an opportunity to combine the free pursuit of knowledge in its own right with the ready availability of that knowledge for the enlightenment and enrichment of the larger community of which it is a part been presented to an institution of higher education.” Report of the Commission to Plan for the Establishment of a Proposed State-Supported University in the Richmond Metropolitan Area, 1967.

2. Metro-Richmond is a growing region that provides unique opportunities to engage in transformational research and teaching. Community engagement fosters informed and relevant scholarship and engenders transformational learning opportunities.

3. With nearly 32,000 students and more than 19,000 employees, VCU is an integral part of the Richmond metropolitan area and has had a significant physical and economic impact, and will continue to do so. This is where we live, work and raise our families. Community engagement provides us with opportunities to improve our neighborhoods and communities.

4. Community engagement allows employees to live their values in the workplace. Community-engaged employees are more likely to feel rewarded by their work and less likely to leave for other jobs.

Operating Principles

The Core Values outlined in Quest are fully reflected in DCE activities. To support these values and pursue its unique Mission, DCE has identified five key operating principles that guide our work:

1. To value and respect the knowledge and expertise that exists within communities.
2. To support collaborative University-community partnerships built on trust and reciprocity.

3. To seek out, engage, and value diverse perspectives and experiences that forge practical and innovative solutions.

4. To advance and disseminate new knowledge and best practices through community-engaged scholarship.

5. To develop and adopt a model of best practices in community engagement -- the DCE Model of Excellence for University-Community Partnerships.

I.B.2 Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500):

With the arrival of President Michael Rao in 2009 and under the leadership of new Provost Dr. Beverly Warren, VCU generated a new strategic plan, “Quest for Distinction,” which includes a new vision and mission statement for the University.

VCU’s strategic plan provides a roadmap for the University with University themes, goals, metrics and indicators that are established and monitored annually. One of the four themes (see 1.B.1.b) focuses on community engagement and the other three have strategies related to community engagement.

Theme IV states that VCU will become a national model for community engagement and regional impact. Four key focus areas have been identified: 1) k-12 education, 2) access to health, 3) economic and cultural development, and 4) sustainability efforts. Structures and resources have been established to address each focus area, as described below.

1. VCU successfully received a grant to replicate Project Strive and launched Bridging Richmond (http://www.bridgingrichmond.org/), a cradle to career program that involves nine school districts, local corporations, foundations and four campuses. The Mary and Frances Youth Center (http://www.vcuyouthcenter.org/) was built on campus to provide urban youth the opportunity to participate in tennis, academic, and life skills programs with college students as mentors. VCU students and faculty are involved through service-learning courses, internships and volunteers. Programs now include a range of summer camps for elementary and middle school youth and a partnership with the United Way to conduct quality assessments of area after school programs. The Division of Health Sciences Diversity (http://www.dhsd.vcu.edu) provides a number of pipeline programs, such as the Health Sciences Academy, that support and encourage youth to pursue and succeed in health professions.

2. In addition to the CTSA award, the VCU library and health system offer a unique Community Health Education Center that is located in the gateway to the hospital and on-line – the only such health resource in Virginia (http://go.vcu.edu/CHEC).
3. VCU launched the VCU Innovation Gateway office (http://www.research.vcu.edu/ott/) with a full-time Enterprise and Economic Development Executive responsible for collaborating with city and regional efforts to foster economic development in the region. VCU has committed to build an Institute of Contemporary Art (http://ica.vcu.edu/) that will anchor a growing arts district key to revitalizing a central area of the city.

4. VCU established an Office of Sustainability in 2008 which created the VCU Goes Green program (http://www.vcugoesgreen.vcu.edu/), which has strong student participation and community involvement. As a result of their efforts, VCU has received numerous awards such as 2012 Tree Campus USA and ranked as 40th out of 164 in Sierra Club’s Cool schools (http://www.vcugoesgreen.vcu.edu/awards/index.html).

VCU also responds to critical community needs through the work of its many Institutes and Centers. In 2008, the University adopted policies requiring institutes and centers to work across disciplines and research to create new knowledge. All I & C’s are approved by the Board of Visitors and reviewed every five years. Of the 38 designated I & C’s, 15 have community engagement as a component of their mission and actively collaborate with community partners (http://www.research.vcu.edu/centers_cores/institutes.htm).

**Word Count: 499**

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

A number of significant leadership changes have occurred at VCU since 2006. Michael Rao became VCU’s president in 2009 and Beverly Warren became Provost and Vice President of Academic Affairs in 2010. These leaders have initiated changes to the University that have further embedded community engagement into VCU’s institutional identity and infrastructure (http://www.annualreports.vcu.edu/president/engagement/).

Under Dr. Rao, the University created a new strategic plan, “Quest for Distinction,” which emphasizes community engagement in its mission and themes (see Sections I.A and I.B.1.b). As a result of Quest, a number of academic and academic support units have created special offices or positions that focus on community engagement. For example, the School of Dentistry has created a new department, Oral Health Promotion and Community Outreach (http://www.oralhealthpromotion.vcu.edu/), which oversees the service-learning and outreach initiatives for all dental and dental hygiene students. The Department of Athletics has a new strategic plan “VCU Rising: The Black and Gold Standard” (http://catalog.e-digitaleditions.com/t/62591), which includes a focus on community engagement (see p. 4); a staff member responsible for creating community service opportunities for athletes has been hired.

VCU’s new leadership also created the University’s first Vice President for Inclusive Excellence, an office that oversees VCU’s Five Year Diversity Plan (http://www.inclusive.vcu.edu/docs/FiveYearDiversityPlanFinal.pdf). She has personally become involved in the community with organizations that have a diversity mission and is developing new outreach programs that will be extended to the community.

VCU has formed a federation of senior representatives from all VCU schools and institutions engaged in community-engaged research (http://www.cctr.vcu.edu/community/index.html), including the Center for Clinical and Translational Research, Division of Community Engagement, Schools of Medicine, Nursing, Education, Social Work and the Arts as well as the Office of Planning and Decision support and Office of Research. The federation is empowered with promoting internal alignment at VCU and acting on community
partner directives. The CE core supports institutional change that will further community-engaged research at VCU. A number of institutional changes have followed, including changes in the IRB process, the development of a community review board, and inclusion of community-engaged scholarship in the new University promotion and tenure policy.

In 2010, Dr. Rao and VCU senior leadership prioritized obtaining a Clinical and Translational Award (CTSA) from NIH (http://annualreports.vcu.edu/archive/president/2011-12/health/cts.html). VCU obtained a $20 million award for a five year period, the only one in Virginia.

VCU has rolled out a new branding campaign that features VCU making a difference in many contexts -- “Make It Real” (http://www.makeitreal.vcu.edu/). Much of the campaign focuses on the applied work of students and faculty in the community, working through partnerships and seeking solutions to critical and complex problems.

Finally, Dr. Rao has spearheaded a new VCU master plan (http://wp.vcu.edu/vcu2020/files/2013/09/VCU_MasterSitePlan_FINAL-TO-PRINTER-8.30.2103.pdf), which directs future development to occur along a corridor of the city of Richmond that is undergoing critical redevelopment. This development will be anchored by a new $35 million Institute of Contemporary Art (ICA) (http://ica.vcu.edu/) slated to break ground summer 2014. The new director has already established partnerships throughout the city for innovative programs for all ages and life stages.

Word Count: 299

C. Institutional Commitment

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

Infrastructure

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

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 495/500)

The Division of Community Engagement (DCE) was established in 2006. Since that time DCE has grown and strengthened its role as the central coordinating structure for supporting and advancing community engagement for all academic and academic support units across the campus. The Vice Provost for Community Engagement (http://www.provost.vcu.edu/documents/Provost - Current - 9-2012.pdf) reports directly to the Provost and Senior Vice President of Academic Affairs and is responsible for institutional progress on the Quest for Distinction elements related to community engagement.

DCE created a strategic plan (http://www.community.vcu.edu/files/2013/09/PRINT-VERSION-DCE-Strategic-Plan-Final.pdf), which was approved by the Provost in 2013. The DCE’s vision states that “VCU is a
community of engaged citizens, working together, changing lives.” Its mission reads “The VCU Division of Community Engagement mobilizes university-community partnerships that generate innovative solutions to societal challenges and prepares the engaged citizens of tomorrow.” The strategic plan focuses on developing sustainable community-engaged teaching, research and outreach programs through partnerships.

The DCE has grown its service-learning program from a part-time person in 2006 to an Office of Service-Learning with two full-time staff, faculty fellows, and graduate students. The Director, Dr. Lynn Pelco, was previously a full professor in the School of Education at William and Mary College. The former Carver community-VCU Partnership coordinator has now become a Neighborhood Outreach Director and works with five adjoining neighborhoods, not just one, and organizes annual community service events for the University. DCE continues to host the longest running AmeriCorps site in the state with approximately 50 members providing literacy coaching for 10 Title 1 elementary schools in Richmond. A new position, the Director of Community-Engaged Research, was created in 2012 and has assumed an important role with the CTSA and its community engagement core. This position is key to growing VCU’s capacity to conduct high quality community-engaged research. The DCE collaborates with the Division of Health Sciences Diversity to offer the Health Sciences Academy, a course for high school students on health careers plus mentoring with VCU students. The newest DCE program is the ASpiRE program, VCU’s first living-learning program, which has a focus on community engagement (described more fully in later section). All of the DCE programs are described on its website: (www.community.vcu.edu).

DCE also supports the VCU Council for Community Engagement (http://www.community.vcu.edu/council-for-community-engagement/), which consists of representatives from all major academic programs and academic support units. The Council manages the annual community engagement grant program which funds projects up to $20,000 from a $100,000 pool, organizes the annual awards selection and ceremony for outstanding University-community partnerships in research, teaching and outreach, promotes community service opportunities for staff community service leave, and supports community-engaged research efforts.

VCU’s Quality Enhancement Plan, in effect since 2004, focuses on “Enhancing Student Engagement in Learning.” As a result of the QEP, a full-time faculty director for the Office of Service-Learning was hired in 2008 (see above) and an Associate Director was hired in 2011. Through the efforts of that Office, service-learning has expanded from 900 students in 2002 to over 3,100 in 2012.

I.C.2.a Funding: As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

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

In our 2006 application, we noted that the internal budget dedicated to support institutional engagement in the community was $1,566,472. This budget reflected the operations of four different units on campus, including the Division of Community Engagement. In 2013-14 the budget of the DCE alone is $2,128,956. This increase in budget parallels the University’s emphasis on community engagement in Quest for Distinction (the new strategic plan) and reflects the dedication of more resources to service-learning, outreach activities, and
community-engaged research. The full description of programs supported by this budget is located at the DCE website (http://www.community.vcu.edu/).

In addition, a number of VCU units have developed infrastructures and dedicated resources to support community engagement activities. These units include University Student Commons and Activities, which hosts the Student Volunteer Center (http://www.usca.vcu.edu/volunteer-opportunities/), Division of Health Sciences Diversity (www.dhso.vcu.edu), the Metropolitan Research Consortium (MERC) (www.merc.soe.vcu.edu), and the Center for Health Disparities (www.healthdisparities.vcu.edu). The estimated annual University-dedicated budget for these entities is $434,000. These entities leverage their internal funds to generate additional funds from various external sources. As noted in section I.B.2, VCU’s many institutes and centers that have community engagement as a component of their work have devoted staff and financial resources to their outreach efforts.

VCU has conducted two evaluations of its intramural grant-making efforts, and the findings have been disseminated within VCU, into the disciplines, and with community members. For an example, see (http://jces.ua.edu/community-engagement-grants-assessing-the-impact-of-University-funding-and-engagements/).

IC2.b. Funding: As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

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

Since the 2006 classification, there has been a significant increase in external funding to support community engagement from private philanthropy and governmental grants. In addition, since the initial classification application, new codes were added to appropriate new gifts and pledges in our donor management system to indicate funds for “public service.” As a result, a new report was developed to show external funding for more than 20 individual community-based programs.

Over the last five years, approximately $13.8M from private philanthropies, corporations, associations, and individuals supported faculty, student, and community activities managed throughout the University. These projects have an impact on communities within the Richmond region and beyond. This compares to the $5M we reported for a five year period in 2006. Government agencies, including DOE, DHHS, DOL, NIH, and DOJ also continued to support community engagement programs during the same time frame.

Development of a process for generating a full listing of VCU community engagement activities and funding amounts supported by government agencies is currently in progress. However, many large grants-- such as the $20M CTSA grant received in 2010-- contain specific budgets for community engagement ($1.5M of the CTSA grant supports community engagement).

In a recent analysis of community-engaged research at VCU, approximately $164.8M in external funding was reported for 2011-12 alone. This compares to $98M reported in 2006 for a 5 year period.
One project of particular note for its role in blending the funds of VCU and its community partners is Bridging Richmond (BR) (http://www.bridgingrichmond.org/index.html). Launched in 2009, BR is a backbone organization anchored by VCU that engages with regional school systems, government agencies, corporations, and non-profit organizations by focusing efforts toward achieving commons goals in preparing children to become college-and career-ready. External funders through June 2013 included the Altria Group ($250K), Living Cities ($125K), Jessie Ball DuPont Foundation ($175K), the Community Foundation of Greater Richmond and Petersburg ($21K), the Kresge Foundation ($10K), and the Greater Richmond Chamber of Commerce ($2.5K). VCU supports the program through in-kind resources valued at more than $300K annually.

Notable examples of externally funded programs include:

--AmeriCorps (http://www.community.vcu.edu/outreach/americorps-2/)

--Bridging Richmond (http://www.bridgingrichmond.org/home.html)

--Bridging the Gap (http://www.ivpp.vcu.edu/programs/bridgingthegap/index.html)

--Carver-VCU Partnership (http://www.community.vcu.edu/outreach/carver-vcu-partnership/)

--Center for Translational Research (http://www.cctr.vcu.edu/community/index.html)

--Engaging Richmond (http://www.societyhealth.vcu.edu/Page.aspx?nav=283)

--Health Sciences Academy (http://www.community.vcu.edu/teaching-and-learning/health-sciences-academy)

--Mary and Frances Youth Center (http://www.vcuyouthcenter.org/)

--Missions of Mercy (http://www.dentistry.vcu.edu/community/)

--VCU Rice Center K-12 Education Programs (http://www.vcu.edu/rice/education/index.html)

--The Virginia Family Business Forum (http://business.vcu.edu/familybusiness.html)

Word Count: 402
IC2.c. Funding: As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

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

Since FY 08, the VCU Division of Development and Alumni Relations (formerly the Office of Central Advancement) has not expanded its staffing involved in community engagement fundraising. However, the University’s current strategic plan, Quest for Distinction, has expanded VCU’s University-wide focus on community engagement. The development staff have special relationships with local foundations and foundations that have VCU as one of their eligible grantees, e.g., the Jesse Ball duPont Fund. Foundation leaders will discuss project ideas that address community needs and opportunities for partnerships with VCU development staff. In turn, the VCU staff is proactive in identifying faculty or programs that have similar interests and expertise. This matching of interest often results in a VCU unit partnering with a community-based organization to receive funds for special projects that address critical needs in the community. The development staff is willing to assist in developing grant proposals with faculty members and filing reports to foundations. For example, the duPont Fund has provided a grant to VCU and the United Way of Greater Richmond and Petersburg to develop Metro Cash, a program that provides free tax preparation with a focus on assisting families apply for the Earned Income Tax Credit and in the process, providing information on other asset development strategies. Local foundations have supported youth-based programs housed at the Mary and Frances Youth Center.

The expanded focus on Community Engagement has presented challenges in tracking external funds that have been received for various projects. Although our current philanthropy management system allows gifts to be “coded” for community or public service, a new system that will be purchased prior to the end of FY14 will allow a more extensive coding matrix to enhance our capabilities for reporting external funding. Likewise, a new system is being implemented in the area of sponsored research to better track federal, state, and local funding of community engagement activities at VCU.

VCU Alumni, the membership organization for alumni of all undergraduate and graduate programs, maintains a committee for “Service to VCU and Community.” Through this committee, alumni engage with each other in providing assistance within the metro Richmond community in areas such as helping the homeless, environmental beautification, food drives, and coat drives (https://www.vcualumni.org/howtohelp.html).

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

VCU’s investment in its physical campus in the heart of Richmond has had a tremendous community impact through the revitalization of key areas of the city. The VCU Master Plan was adopted in 2013 to support the Quest for Distinction (www.fmd.vcu.edu/vcu_master_plan.pdf). It acknowledges VCU’s commitment to maintaining historic structures and to the ongoing development of Broad Street, the 1.5 mile corridor between the Monroe Park Campus and the MCV campus and Health System, future home of the new Institute of Contemporary Art (www.ica.vcu.edu), a $35M privately-funded enterprise. VCU will move its VCU Police Department to Broad Street, and has committed to providing graduate student housing in an iconic historic building currently under renovation. In addition, VCU continues to support the Virginia Biotech Research Park, which houses VCU’s Innovation Gateway office (http://www.research.vcu.edu/ott/) and provides incubation space for new businesses. The capital replacement cost for 2013-14 was $2.8 billion.
VCU policy prohibits using state funds externally for any project that does not align with and support VCU and unit missions and strategic plans. However, VCU has a number of dedicated intramural funding sources that can support community-engaged projects. The Council for Community Engagement manages a $100,000 fund that provides one-year seed grants up to $20,000 annually to support interdisciplinary projects that will enhance and increase University engagement with the greater Richmond community. Proposals are encouraged from across VCU to creatively address community-identified needs. Funded projects serve as catalysts for on-going partnerships sustained by external funding and community engaged research, teaching, and/or service.

Since its inception in 2007, the CCE has awarded 51 grants ($581,871) that have involved 107 faculty from 145 different schools/departments and over 76 community partners. A summary of all projects is available at (www.community.vcu.edu/council-for-community-engagement/community-engagement-grants/previously-funded-projects/). The grants program and an evaluation of its impact have been presented and published (see www.community.vcu.edu/about/division-generated-scholarship/). Overall findings show that the grants have demonstrated success on key impact domains: sustainability, contribution to faculty and student scholarship, and ongoing impact of the University-community partnership.

Other findings are:

--Grantees obtained $648,400 in extramural funding; 76% of which were from external VCU sources. Thus, for each dollar invested during 2007-2012 ($476,407), grantees were able to leverage $1.36 to sustain the projects. This does not include a recent $1.5M HERSA grant to support a project that received seed funding in 2013.

--Faculty grantees developed 115 scholarly products from these projects.

--792 VCU students have been involved with the CCE projects. 53% were undergraduates and 47% were graduates, primarily through service-learning (63%).

Other internal grants and funding sources that support community engagement include:

--The CCTR Endowment Fund (http://www.cctr.vcu.edu/community/funding.html), which supports meritorious pilot and feasibility research

--The Quest Innovation Fund (http://www.quest.vcu.edu/innovation/), a pool of funds designed to support innovative pilot initiatives at VCU. In 2012-13, 3 out of the 10 funded projects were community-engaged.

--Undergraduate Fellowships for Community Engaged and Translational Research (UROP) (http://www.research.vcu.edu/ugresources/ce_cctr_fellowship.htm)

--Service Learning Funding Opportunities (including the Project Awards Program, Faculty Fellows Program, and Travel Grants Program) (http://www.servicelearning.vcu.edu/teach/funding-opportunities/)
I.C.3.a: Documentation and Assessment: How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

The Vice Provost for the Division of Community Engagement provides leadership for developing community engagement initiatives and projects. These projects, in turn, are managed by directors who oversee data collection and analysis, which is used for continuous improvement and reported annually to the Vice-Provost. The Council for Community Engagement (http://www.community.vcu.edu/council-for-community-engagement/), provides data related to community engagement activities in their units to DCE.

Following are summaries of the systemic tracking and documenting practices managed by directors.

The VCU AmeriCorps Program Director (http://www.community.vcu.edu/outreach/americorps-2/) collects data bi-annually from AmeriCorps teachers and members via survey; student data to track changes in reading level, classroom behavior, and attendance.

The Executive Director for ASpIRe. (http://www.community.vcu.edu/teaching-and-learning/aspire-2/), VCU’s community engagement living-learning program, collects pre-post measures on student learning and attitudes, course enrollment data, and program activity data and prepares annual assessment reports.

Community-Engaged Research (http://www.community.vcu.edu/research/) data are analyzed and managed by the Director of CEnR. The IRB application process includes questions that identify community-engaged research. Recently, CEnR piloted a process for tracking community-research partnerships.

The Mary and Frances Youth Center (http://www.vcuyouthcenter.org/) data collection includes daily attendance, retention, life skills, tennis performance, and programmatic preferences. Faculty and graduate students from VCU’s School of Social Work analyze the data.

Nonprofit Learning Point (http://nonprofitlearningpoint.org/about-us/) director collects satisfaction data for each class and conducts a biennial survey to assess impact of classes on participants’ job functions as well as a survey of area executive directors. Data are analyzed by the director and the curriculum committee and adjustments are made accordingly.

Virginia Mentoring Partnership (http://www.community.vcu.edu/outreach/virginia-mentoring-partnership/) trainings and other services are surveyed for satisfaction and suggestions. The VMP Director analyzes these data. Additionally, an AmeriCorps VISTA volunteer collects data on the types of mentoring in Virginia and on high-needs regions. These data are used to produce information on the capacity of mentoring programs.
For Service-Learning (http://www.servicelearning.vcu.edu/), the Service-Learning Director collects data bi-annually, including service-learning credit hours, end of course evaluations, and faculty opinion and satisfaction surveys.

In addition, the Assessment and Institutional Effectiveness (AIE) (http://www.opds.vcu.edu/92.html) office manages the data from institutional level surveys relevant to community engagement initiatives (specifically the National Survey of Student Engagement and the Noel-Levitz Student Satisfaction Survey every third year).

As annual operations and processes at VCU continue to align to Quest for Distinction priorities, the Division of Community Engagement will develop and implement a centralized tracking and documentation plan based on the DCE Strategic Plan, 2013-2018 (http://www.community.vcu.edu/files/2013/09/PRINT-VERSION-DCE-Strategic-Plan-Final.pdf).

DCE and the Center for Clinical and Translational Research conducted a pilot study of university-community partnerships (http://www.community.vcu.edu/about/reports/) which is an initial effort to determine VCU’s overall involvement in the community. Follow up studies will determine types of involvement, community impact, and opportunities for interdisciplinary collaboration. A map is in development with this data. VCU is also a leader in RVA Engage, a collaborative of volunteer mobilizers in the region that includes corporations, other campuses, and Hands On RVA. This effort, funded by Capital One, seeks to create a model for mapping and coordinating resources to match community needs.

Word Count: 496

I.C.3.b Documentation and Assessment: Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

Assessment and measurement of the impact of VCU’s community engagement occurs on both the campus-wide and the local (departmental/unit) level. Campus-wide assessments include the National Survey of Student Engagement (NSSE) and the Noel-Levitz Student Satisfaction, administered by the AIE staff on a three year cycle. Each unit within the DCE selects or develops assessment measures as appropriate to the unit’s goals and objectives, providing multiple decentralized sources of information.

Examples of unit-level assessment include:

VCU AmeriCorps (http://www.community.vcu.edu/outreach/americorps-2/), focusing on literacy improvement in the community, surveys teachers bi-annually and uses the Voyager Universal Literacy Model to track changes in literacy proficiency.

ASPiRE (http://www.community.vcu.edu/teaching-and-learning/aspire-2/) assesses student development via pre- and post-assessments of curricular and co-curricular activities. Additional assessments include student
satisfaction surveys. Assessment findings demonstrate that students are satisfied with ASPiRE coursework and programming, and that retention rates and GPA are increasing for ASPiRE students. This system will be model for new living-learning communities.

Community-Engaged Research (http://www.community.vcu.edu/research/) has recently institutionalized tracking and monitoring 1) community partner’s roles in designing and deploying research, and 2) the source and amount of funding received by community-engaged research projects.

The Mary and Frances Youth Center (http://www.vcvouthcenter.org/) uses two standardized measures to assess youth attitudes and behavior on life skill topics: the BarOn EQ-1 Intra- and Interpersonal Scale, and the Rosenberg’s Self-Esteem Scale. Additionally, local surveys have been developed for administration to parents and instructors.

Nonprofit Learning Point (http://nonprofitlearningpoint.org/about-us/) assesses, via survey, student perceptions of programming quality, importance and value of programming and classes, affordability, and impact on performance of staff and administrators in the nonprofit sector.

Virginia Mentoring Partnership (http://www.community.vcu.edu/outreach/virginia-mentoring-partnership/) assesses the quality and capacity of mentoring programs in high need regions in Virginia. These findings are used to improve curriculum development and determine training needs in high needs areas in Virginia.

Service-Learning (http://www.servicelearning.vcu.edu/) assesses quality and satisfaction of SL courses with student and faculty evaluations. These assessments have informed two improvements to the program: competitive grants up to $1000 to develop a sustainable service-learning course project, and a support and showcase program specifically for adjunct faculty teaching service-learning courses. The assessment reports from these units are summarized annually in the Division of Continuing Education Impact Report (http://www.community.vcu.edu/files/2014/01/VCI-DCE-impact-report-web2012-2013.pdf).

The DCE, University Student Commons & Activities, and University Career Center are collaborating on a project to develop the infrastructure and process to identify, track, and assess the involvement of students in internships, service, and co-curricular activities. This will also allow us to identify the partner organizations that are providing internships and service opportunities, and better document student service. The portal for students to document their service will be rebranded, the functionality of the co-curricular transcript will be enhanced, and a process for verification will be developed.

As annual operations and processes at VCU continue to align to Quest for Distinction priorities, the Division of Community Engagement will develop and implement a centralized assessment plan based on the goals, strategies, actions, and milestones outlined in the DCE Strategic Plan, 2013-2018 (http://www.community.vcu.edu/files/2013/09/PRINT-VERSION-DCE-Strategic-Plan-Final.pdf).

Word Count: 494
I.C.3.c Documentation and Assessment: What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500)

The most notable difference in campus-wide assessment mechanisms since the previous application is the expansion of DCE initiatives under the aegis of VCU’s strategic plan, Quest for Distinction. Assessment and measurement of these initiatives and projects are summarized annually in the DCE Impact Report (http://www.community.vcu.edu/files/2014/01/VCI-DCE-impact-report-web2012-2013.pdf). This report gives a selective overview of VCU’s Partnerships, Teaching and Learning, Outreach, and Community-Engaged Research.

Because Quest for Distinction identifies community impact (http://www.quest.vcu.edu/initiatives/community/) as a University level initiative, measures of success (http://www.quest.vcu.edu/success/metrics/) are in the initial stages of being reported to the VCU community.

In our 2006 application, we reported our use of national survey instruments that included items relevant to student engagement with community engagement activities. Of these three instruments, the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Beginning College Survey of Student Engagement (BCSSE), only the NSSE is currently used by VCU. NSSE provides data about student plans related to community engagement, asking if they have done or plan to do community service or volunteer work before graduating from VCU. Below are selected findings from student responses to this item in 2004 and 2011.

In 2004, 46% of the first year students reported that they planned to participate in community service or volunteer work and 49% of the seniors reported they already had done so.

In 2011, 78% of the freshmen reported planning to engage in volunteer work or community service and 59% of the seniors reported they already had done so.

The sample sizes for NSSE were the following:
--2004 NSSE: 220 first year students and 179 seniors
--2011 NSSE: 1,294 first year students and 1,989 seniors

The increase in the number of surveyed students indicates the institutional level commitment to assessment and institutional research, and the higher rates of participation show that VCU’s culture of engagement is becoming more institutionalized in the student experience.

In addition to NSSE, the Noel-Levitz student satisfaction survey was administered in 2009 and 2012. The 2012 administration asked students to rate importance and satisfaction to the following: “I have opportunities to participate in service-learning and activities that contribute to the welfare of the community.” (The 2009 administration did not ask this.) Selected findings from 2012 include the following:

--Overall, students are satisfied with opportunities to engage with the community, but they did not rate such opportunities as a high priority.

--Students enrolled in ASPIRE rated having these opportunities a higher priority than the other students.
--Female students rated having service-learning opportunities higher than male students rated such opportunities.

--International students and students of color rated having community engagement opportunities higher than did white students.

**Word Count: 443**

**I.C.3.d. Impact on Students:** Describe one key finding from current data and indicate how you arrived at this finding.

VCU students feel that service-learning courses strengthen their mastery of valuable learning outcomes.

The Service-Learning Impact Report was implemented by the Service-Learning Office in 2012-13. The report comprises the findings of a survey administered to students enrolled in service-learning courses during the 2012-13 academic year. Of 2,501 students enrolled in credit-bearing service-learning courses, 719 (29%) rated the degree to which the service-learning class contributed to the development of 17 expected learning outcomes. Additionally, qualitative data were collected via open-ended questions inviting students to explain the impact of the service-learning experience.

Key findings include the following:

--A majority of the service-learning placements (34%) were in educational settings serving youth. Health organizations (21%) and environmental agencies (18%) were also heavily represented in placements.

--When asked if they desired or planned to continue serving at the location after the formal placement was completed, 80% replied positively or possibly (“yes” 33%; “maybe” 47%).

--On a 7 point scale where 7=LEARNED VERY MUCH, average ratings were a 5.0 or higher on 17 specific learning outcomes such as applying knowledge to novel problems, presenting effective arguments, generating alternative solutions to community problems, and working collaboratively.

For the open-response to the question, “Tell us in your own words what you got out of your service-learning experience,” 407 students responded, with 82% conveying positive experiences and 12% reporting negative ones. A triangulation of the SLIM findings with the appropriate items on the National Survey of Student Engagement strengthens the finding that VCU students value service-learning courses because they contribute to their learning.

**I.C.3.e Impact on Faculty:** Describe one key finding from current data and indicate how you arrived at this finding.

Faculty at VCU report that community engagement positively impacts their teaching and research, and they feel supported in their community engagement activities, although they express a need for more “hard support” for these activities.
The “Service-Learning Faculty Survey 2013” (http://www.community.vcu.edu/about/reports/) assesses the level of support that faculty receive for community engagement activities and the impact these faculty members believe that community engagement has had upon them. Data for this report were collected from service-learning faculty in the 2011-2012 year. The method for collecting data was a secure, online survey open for two weeks in November. The response rate was 77% (n=53).

Key findings reported include:

--- Faculty (n=52) perceived the following as very or extremely supportive for service-learning and/or community engagement: the VCU president & Provost (88%), students (79%) followed by department chairs (76%), deans (67%) and colleagues (58%).

-- The most commonly used VCU Service-Learning Office and/or Division of Community Engagement supports were consultation (75%), professional development (73%), publicity (71%) and advocacy (65%). Funding (63%), research assistance (60%), mentoring (60%) and teaching assistants (56%) were the least commonly used supports. All Service-Learning Office and/or Division of Community Engagement supports were used by over half of the respondents, and all were rated as very or extremely helpful by at least 81% of faculty who used them.

-- Most 2011-2012 partnerships (n=45) were not new (82% had prior history). The average length of partnerships was 3.7 years (SD=2.96), ranging from 4 months to 11 years.

-- 22% of faculty (n=45) had grant funding associated with their service-learning courses, totaling $288,200.

-- Approximately half of faculty (53%, n=24) had generated a total of 70 scholarly products from their service-learning/community-engaged activities. Conference presentations (83%) were the most common form of scholarship.

-- 71% (n=15) of faculty who had not developed scholarship reported that it was likely or very likely that a scholarly/research product could develop from their work.

-- Faculty (n=45) agreed or strongly agreed that they have been impacted by their service-learning/community-engaged activities in the following ways: 98% felt the classroom experience was enriched, 91% had a strengthened sense of community, 89% were more satisfied with their jobs, 82% saw their teaching improve, 62% had increased innovation in their scholarship & research, and 47% felt their research had increased relevance.

-- Faculty qualitative responses indicated that they perceived transformative impacts with their students’ learning and their own teaching using service-learning and community-engaged approaches.

-- Faculty largely perceived the VCU environment and the specific resources provided by VCU Service-Learning Office and Division of Community Engagement as supportive. However, faculty also indicated that more “buy-in” in the form of hard support (for example, tenure policies) are needed to address remaining challenges for these collaborative projects.
I.C.3.f Impact on Community: Describe one key finding from current data and indicate how you arrived at this finding.

Over a third of recent IRB proposals involved community-engaged research, contributing $164,801,422 to community-engaged research.

Community-Engaged Research (CEnR) is a core goal of VCU’s strategic plan, Quest for Distinction. The aim of community-engaged research at VCU is to foster research that can be “directly translated into improvements in human health, education, sustainability, and economic development” (see http://www.community.vcu.edu/wp-content/uploads/sites/193/2014/03/Holton-IRB-Approved-CEnR-at-VCU-FINAL-3-26-141.pdf p. 3).

In the fall of 2013, an initial study of IRB submissions was undertaken to establish a baseline of CEnR activity at VCU and to determine the extent that community partners are engaged in the research process. The team conducting this study represented the Division of Community Engagement, the Office of Research, the Center for Clinical and Translational Research, and several academic units. The study defined three types of community partner involvement:

* Access – community partners only provided access to study subjects or project sites. They were not involved with study design, subject recruitment, data collection or data analysis.
* Guidance – community partners did not make decisions about the study design or conduct, but provided guidance to the research about the study design, subject recruitment, data collection or data analysis.
* Conduct – community partners made decision with the researcher(s) about the study’s research activities and/or helped conduct those activities.

The team reviewed 755 IRB proposals from 2011-12 to ascertain the types of engagement. Key findings reported include:

-- A total of 34.9% (263) of the 755 studies involved community-engaged research.

-- 14.2% of sampled studies involved the most intensive level of community partner involvement (conduct).

-- The identified CEnR studies attracted $164,801,422 in funding; $64,101,608 of that was associated with the “conduct” level of community partner involvement.

-- Nearly three-quarters (70.8%) of the identified CEnR studies involved social and behavioral research.

-- Approximately 10% (n=27) of the identified CEnR studies were clinical trials.
The Office of Research now incorporates the question about the three levels of community engagement in the IRB protocol which will enable future studies on the quality and impact of these research projects on the community.

Word Count: 334

I.C.3.g Impact on institution: Describe one key finding from current data and indicate how you arrived at this finding

Given the national interest in enhanced degree completion (http://www.knowledgeworks.org/sites/default/files/White%20Paper%20A%20National%20College%20Completion%20Agenda.pdf), we have selected a study conducted by VCU researchers that demonstrates the positive effect service-learning has on degree completion. Following is a description of and the journal abstract for this study.

“The Relationship between Service-Learning and Degree Completion,” a large-scale longitudinal study of undergraduate VCU students who matriculated in 2005, sought to “identify the differences between students who take service-learning courses and those who do not, and to examine the longitudinal relationships between student characteristics, service-learning class participation, and degree completion” (p. 19). According to the abstract prepared by the researchers:

Only about half of all students who enroll in colleges and universities in the United States earn a four-year degree at the institution where they begin their studies, and many postsecondary institutions are seeking ways to increase the graduation rates of their students. Both student characteristics and institutional factors influence a student’s likelihood of graduating, so it is important for colleges and universities to determine which institutional practices have a significant impact on degree completion. In this longitudinal, ex post facto study, a cohort of 3,458 undergraduate students who matriculated in 2005 . . . were followed for six years to explore the differences between students who took service-learning while enrolled (SL students) and those who did not take service-learning courses (non-SL students). Although SL students and non-SL students had similar pre-college academic characteristics, SL students were more successful while enrolled in college. They earned more credits, had a higher average college GPA, and they graduated at a significantly higher rate than did non-SL students, despite having greater financial need while enrolled. Discrete-time survival analysis showed that service-learning course completion during the third, fourth, and sixth years of enrollment was a significant predictor of graduation for students in this cohort who persisted until the third year. These findings demonstrate that the impact of service-learning on degree completion is substantial, even when traditional predictors for graduation are also considered.

I.C.4. Professional Development: As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500)

The Division of Community Engagement provides professional development at introductory, intermediate, and expert levels to support faculty, staff, and community partners who are involved with campus-community engagement from their initial involvement to the development and refining of relevant competencies related to service-learning and community-engaged research.

Service-Learning

Professional development opportunities for instructors, staff, and community partners involved with service-learning have significantly expanded. Currently, we offer trainings in a variety of formats for individuals at varying levels of expertise in using service-learning pedagogy. These include:

INTRODUCTORY: campus-wide Brown Bag presentations to introduce faculty/staff to the concept of service-learning;

INTERMEDIATE: biannual Service-Learning Institutes which provide a 2-day training to faculty/staff/community partners in the use of service-learning pedagogy (http://www.servicelearning.vcu.edu/teach/training-opportunities/mini-institutes/); Spring Service-Learning workshops for instructors and community partners who are currently teaching service-learning classes (http://www.servicelearning.vcu.edu/teach/training-opportunities/spring-workshop/); monthly Community Engagement Reading Groups (http://www.servicelearning.vcu.edu/teach/training-opportunities/community-engagement-reading-group/) for campus and community stakeholders.

EXPERT: the Service-Learning Faculty Fellows Program (http://www.servicelearning.vcu.edu/teach/funding-opportunities/faculty-fellows-program/).

In 2012-2013, 249 individuals participated in service-learning trainings.

Community-Engaged Research (CEnR)

Professional development opportunities for instructors and community partners involved with community-engaged research (CEnR) have significantly expanded. These include:

INTRODUCTORY: an introduction to CEnR session available to groups upon request.
INTERMEDIATE: a campus-wide Lunch and Learn series to introduce faculty/staff to the basics of CEnR and develop existing competencies, and the CEnR Interest Group (http://wp.vcu.edu/policyresearch/2013/11/02/community-engaged-research-interest-group/).

EXPERT: the first annual 2-day CEnR Institute in 2013 brought in national CEnR experts and focused on partnerships in research. The Faculty Learning Community on Excellence in CEnR is studying the process and practice of engaging in CEnR, which will result in the development of recommendations for identifying excellence in CEnR and publishable case studies of exemplary CEnR projects at VCU (see http://www.community.vcu.edu/research/).

The described CEnR offerings are all collaborative efforts between the CCTR, DCE, Office of Research, and other key units across the University.

Several of VCU’s centers and institutes have developed or strengthened CE professional development. The Center on Health Disparities Community Engagement Core (http://www.healthdisparities.vcu.edu/?id=1324&sid=10) hosts a monthly “Lunch at the Roundtable” targeted to students, staff, faculty, and friends focused on topics in health disparity research, projects, and programs. The Institute for Women’s Health’s Outreach Core (http://www.womenshealth.vcu.edu/outreach/community/index.html) has developed trainings to support engagement as well, including a mentorship program for faculty interested in CEnR.

Trainings created for community members include: 1) the professional development opportunities developed by and hosted with the DCE; 2) the Center for Clinical and Translational Science Community Engagement Core’s (http://www.cctr.vcu.edu/) Community Advocates for Research program and Community Review Board; and 3) Engaging Richmond curriculum for community partners engaged in research (http://www.societyhealth.vcu.edu/Page.aspx?nav=283). 4) Also, with funding from the VCU Division of Community Engagement and hands-on assistance from VCU ASPiRE and the Mosby Tenant Association, a 10-week leadership training program was implemented in the Mosby Court Housing Development to prepare and engage new leaders to communicate effectively, build communities through collaboration, and other skills. As a result of the training, two training manuals were developed for use in other local public housing developments.

Word Count: 491

I.C.5 Faculty Roles and Rewards: 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?

Yes

Describe (word limit: 500):

All faculty job announcements include a link to a page about VCU (http://www.vcu.edu/about/). That page opens with “We are a diverse community of doers. Our students don’t only learn; they complete internships, volunteer in the community, graduate and get good jobs. Our faculty members don’t only teach; they collaborate across disciplines and conduct research that impacts lives and human health around the world.” Interested candidates read on to learn that VCU is one of only 28 institutions with an academic medical center to be designated by the Carnegie Foundation as “community engaged” with “very high research activity.” This tone is important as potential faculty learn that VCU values and prioritizes community engagement in teaching, scholarship, and service.
Although we do not have current University policies that require language on community engagement in all position announcements, individual units have included language in their individual job advertisements to encourage community engagement and note it as highly desirable. A recommendation put forth by the Federation of Community Engaged Research, a core focus area of the Clinical and Translational Science Award (CTSA), is that more faculty experienced in community-engaged scholarship are needed at VCU if we are to become a premier public research university. In the past year, faculty with community-engaged research expertise have been hired in the School of Social Work and the Department of Family Medicine. VCU is in the process of hiring a new Provost and the job description highlights our community engagement focus as a university, in particular our current Carnegie designation (http://www.positionsearch.vcu.edu/provost/pdfs/position_description.pdf).

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

In Fall 2011, a committee was formed to review the University Promotion and Tenure policies and procedures. On November 17, 2011, the first meeting of this Task Force was convened. Provost Warren charged the committee to 1) assess and highlight best practices in higher education regarding promotion and tenure; 2) review current VCU guidelines to address dated materials and accuracy; and 3) review current VCU guidelines and suggest revisions to bring policies in line with the new strategic plan, including the stronger emphasis on Community Engagement.

Three subcommittees were formed to address the following areas: the policies and procedures of our six Board-approved peer institutions, the literature on best practices, and current VCU policies and procedures at the unit level. The VCU group also received and summarized the faculty unit input provided by committee members. Each of these groups brought forward information about community engagement.

To inform the diverse members of the Task Force about community engagement and community-engaged scholarship, a video conference was conducted on February 3, 2012 with Dr. Lorilee Sandmann. Her presentation, “VCU: Quest for Distinction through Community Engagement” was followed by a robust discussion. Dr. Sandmann’s presentation focused on defining community engagement, outlining how other universities had addressed and included community engagement in their P & T documents, and reviewing issues and dynamics involved in evaluating the quality of community engagement activities. Dr. Sandmann’s presentation was instrumental in the Task Force’s drafting of language in the University policy that defines community-engaged scholarship within the three legs of P & T activity – community-engaged research, community-engaged teaching, and community-engaged service.

The Task Force submitted its proposed revisions to the Provost in May 2012. Four open hearings were held. Very few concerns were raised about the expanded definitions of community engagement except for clarification between the terms “community engagement” and “service.” These terms and their relationship to each other were further clarified and defined in Section 2.1 and Section 2.14 of the policy.
The VCU Faculty Promotion and Tenure Policies and Procedures were approved by the Board of Visitors on May 10, 2013 (http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Promotion%20and%20Tenure%20Policies%20and%20Procedures.pdf).

The Deans have been instructed to modify their unit-level policies to align with the newly approved University policies and to address all new elements including community-engaged scholarship. Drafts of revisions are to be reviewed Spring 2014 by the University P & T committee and the Vice Provost for Academic and Faculty Affairs before final review by the Provost.

On March 26, 2014 the Vice Provost for Community Engagement, Vice Provost for Academic Affairs and a faculty member from the P & T Committee attended a Campus Compact Workshop on “Rewarding Engaged Scholarship in Promotion and Tenure” led by Dr. KerryAnn O’Meara at American University. The group gathered information, examples, and insights to share with a University P & T workgroup that will assist units with language and evaluation strategies for reviewing the community-engaged scholarship of faculty. It was also deemed critical to develop a training workshop and on-line documents for P & T committees.

IC7. Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?
Yes
Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: 500)

As noted in Section I.B.1.a, VCU has created an approved set of terms and definitions on community engagement, which are now incorporated into the official university glossary of terms managed by the Office of Planning and Decision Support (http://www.opds.vcu.edu/decisions/119.html). The community engagement terms and definitions were used and incorporated into the new VCU Promotion and Tenure policies. These definitions are used in all faculty trainings on community-engaged teaching and research. They are also used in any surveys conducted on faculty work in the community and in the internal grant proposal requirements that fund community engagement. Relevant terms include Community, Community-Engaged Research, Community-Engaged Scholarship, Community-Engaged Service, Community-Engaged Teaching/Learning, Community Engagement, and Community Outreach.

I.C.8 Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
Yes
If needed, use this space to describe the context for policies rewarding community-engaged scholarly work (word limit: 500):

The Faculty Promotion and Tenure Policies and Procedures (May 5, 2013) integrate the concepts of community engagement into its first goal.
“Excellence is the original and continuing goal of Virginia Commonwealth University (VCU). A prerequisite of this goal is the recruitment and retention of a distinguished faculty. This requires the appointment, promotion and tenure of a faculty in a way that encourages excellence in the creation, dissemination and application of new knowledge and artistic expression and fosters an atmosphere of free inquiry and innovation in a global setting.

Appointment, promotion and tenure are based on the merit of the individual, consideration of comparable achievement in the faculty member's particular field, and the faculty member's value to the mission, needs and resources of the university. Central to the appointment, promotion and tenure process is the VCU’s commitment to recognize and reward faculty members who help fulfill the mission and vision of the university.

Recognized and rewarded contributions include those made to the intellectual and academic success of a diverse student body through teaching; to research and discovery that advances knowledge, inspires creativity and improves human health through scholarship; and to the global engagement of students, faculty, and staff that transforms lives and communities through service in support of the university’s mission.

Faculty members may be recognized and rewarded for academic work conducted in an integrated way by using their research to inform their teaching; using their service and teaching as sources of ideas for their research; and using their teaching as opportunities to provide service to the community, as well as to foster student learning” (p 3).

**IC9.a. Is community engagement rewarded as one form of teaching and learning?**

Yes

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

The Faculty Promotion and Tenure Policies and Procedures approved May 10, 2013 state:

“The Faculty Promotion and Tenure Policies and Procedures approved May 10, 2013 state:

“Demonstrated quality in teaching. Teaching shall be evaluated based primarily upon the impact of the faculty member’s teaching in programs relevant to the mission of their academic unit. Faculty members must demonstrate mastery of their subject matter and at communicating this understanding to student learners; most fundamentally, faculty members should demonstrate that their students learn. There should be evidence of the candidate's sustained commitment to classroom instruction, to inclusion of advising and availability to students as a component of teaching, to sustained effectiveness as a contributor to the intellectual development of students through devices such as course design, course material, curriculum development, and attention to other mechanisms of enhancing student learning. Mentoring, and other forms of beneficial interactions between the candidate and learners, may be given appropriate weight as a part of the teaching criteria as determined by the academic unit. Demonstrated quality of teaching may include community-engaged teaching that connects...”
students and faculty members with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical practica”

I.C.9.b Is community engagement rewarded as one form of scholarship?
Yes
Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

The Faculty Promotion and Tenure Policies and Procedures approved May 10, 2013 state:

“Demonstrated continuing scholarship and professional growth. Faculty members should be continuously engaged in productive and creative scholarly activity in areas relevant to the goals and mission of their academic unit. They should make a substantive contribution to the body of knowledge in their discipline that reflects high standards of quality in creativity, scholarship and professional competence. They should demonstrate leadership and professional competence in independent scholarship and/or collaborative research that leads to the creation of new knowledge or creative expression. Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, or community-engaged research. Research and discovery scholarship breaks new ground in the discipline and answers significant questions in the discipline. Scholarship of teaching and learning includes applied research regarding various pedagogies, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one’s own classroom. Community-engaged research is a collaborative process between the researcher and community partner at all stages of the research process. Examples are community-based participatory and action research”

I.C.9.c Is community engagement rewarded as one form of service?
Yes
Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

The Faculty Promotion and Tenure Policies and Procedures approved May 10, 2013 state:

“Demonstrated performance in service. Faculty members are expected to give of their time and expertise for the betterment of their department, school and university, their profession and/or the broader community. Service includes engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad. Demonstrated performance in service may include community-engaged service, which is the application of one's professional expertise to address a community-identified need and to support the goals and mission of the university and the community partner”
I.C.10 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

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

As noted above, all academic units are in the process of revising their P & T documents to reflect the new P & T University-level policy and procedures. They are required to address community engagement and community-engaged scholarship in their versions. The new policies will go into effect for all new faculty hires beginning in the 2014-15 academic year. Any current pre-tenured faculty can select between the version that was in place when hired or the newly adopted version; this also applies for faculty seeking promotion from Associate to Full, and term faculty. During the Spring 2014 semester, the unit-level revisions will be reviewed for alignment, so it is too early to report on the finalized unit level versions.

These unit level policies noted below provide evidence that VCU will be rewarding faculty scholarship for community engagement in the years ahead.

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

100%

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

Noted below are the preliminary policies that address community engagement from three academic units.

The School of Business guidelines state that “Evidence of community-engaged research includes either (i) research and discovery scholarship or (ii) teaching and learning scholarship, and a collaborative process between the researcher and community partner throughout the research process. Community-engaged research identifies the assets and interests of all stakeholders and incorporates them in the design and conduct of the research process through the different phases.”

The School of Social Work guidelines state that “In line with VCU’s emphasis on community-engaged research, the School encourages community engagement in the research process. This, according to the official definition established by the university, is a collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.”

The College of Humanities and Sciences guidelines state that “Departmental guidelines may specify nontraditional means of contributing to knowledge through activities that enhance the profession, including public service activities or community-engaged scholarship that build on and extend an individual's scholarly work. Those contributions may take the form of workshops and seminars, consultancies, publishing in professional or popular venues, creative activities, or in other ways adding to the knowledge of those who practice the profession or who are educators in the field. Such activity includes research and scholarly accomplishments related to teaching, such as grant-funded innovations in teaching, peer-reviewed publications on teaching innovations and educational research, if permitted by the departmental guidelines.”
The School of Education will award a rating of excellent for community engaged scholarship when there is “systematic evidence of the impact of the scholars’ community engaged research on the collaborating institutions and/or through published work.”

IC11. Is there professional development for faculty and administrators who review candidates’ dossiers (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?
Yes
Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: 500):

VCU is committed to providing professional development for faculty and administrators who review candidates’ dossiers. As described earlier, the academic units are currently finalizing their revised P&T policies to align with the University policy. When the academic units were charged to develop their guidelines to align with the University’s new policy, the Vice Provost for Academic and Faculty Affairs organized a series of training sessions for the committee members who would be reviewing and rewriting their policies. Representatives from the Division of Community Engagement participated in the sessions to provide background information on community-engaged scholarship and respond to questions.

The Office of Faculty Recruitment and Retention and the Center for Teaching Excellence provide workshops throughout the year for all teaching faculty. They have regular sessions on the promotion and tenure process as well as on how to prepare for the annual review and the third year review. Ideas from the Campus Compact workshop offered by Dr. KerryAnn O’Meara will be integrated into future workshops to assist faculty with preparing their personal narratives when they intend to be evaluated as community-engaged scholars. There will also be trainings offered to promotion and tenure committees on how to evaluate rigor in community engaged scholarship. In addition, the possibility of creating mentors in community-engaged scholarship and writing sessions on the personal narrative will be explored. The Center for Teaching Excellence has a solid reputation on campus for its high quality professional development offerings. The staff is very willing to offer new sessions that address faculty interests and needs.

IC12 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?
Yes. Current policies do specifically reward community engagement as described in previous responses.
I.C.13 Student Roles and Recognition: Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: 500)

Student involvement in community engagement has both broadened and deepened since VCU’s original classification. More than 50 of the 500+ student organizations on campus are officially classified as service organizations; a high number of the others also participate in community engagement.

In 2012-13, VCU students spent more than 723,000 hours engaged in service; this year VCU has asked them to commit to a 1 Million Service Hours Pledge (http://www.onemillion.vcu.edu/).

Service organizations include Alternative Spring Break (http://asbatvcu.com/), which involves teams of students in community service projects; Engineers without Borders (http://www.ewb-usa.org/), which sponsors a trip to build rain containment devices in Honduras; Humanitarian Endeavor (www.thehumanitarianendeavor.wordpress.com), which created a Global Meal Packaging Event that raised over $6,500; Rampantry (www.vcustudentfoodpantry.com), which created a food bank/pantry on campus and holds ongoing food drives, education and distribution; and Emerging Healthcare Leaders (www.ehlunited.org) - - a winner of one of the University’s Quest Innovation Fund awards (http://news.vcu.edu/article/Quest_Fund_Rewards_Innovative_Projects)--which integrates leadership and professional development into community service.

The University Student Commons and Activities department (http://www.usca.vcu.edu/) provides advising and leadership training/workshops to students throughout the school year; for example, full time departmental advisors provide guidance to groups and advisors who are interested in planning and creating service projects, and facilitate workshops on various topics such as “Meaningful Community Service.”

VCU encourages students to take active leadership roles in community engagement, for example, determining the type of community involvement and site locations, planning activities and entertainment, soliciting funding and donations, recruiting and organizing volunteers, and creating programming. Examples of programs where students have taken leadership roles include the Community Health Fair (http://www.vcuhealthfair.org/), and Dr. Martin Luther King, Jr. Celebration (http://www.homecomingvcu.com/home).

Awards for community engagement are sponsored by various entities across campus, and include the Currents of Change Award sponsored by Division of Community Engagement (http://www.community.vcu.edu/council-for-community-engagement/currents-of-change/), eight Leadership & Service Awards sponsored by Division of Student Affairs (http://www.usca.vcu.edu/student-involvement/leadership-and-service-awards/), two CE awards sponsored by VCU Business Services (http://www.bsv.vcu.edu/Scholarships.htm), the DCE/Center for Clinical and Translational Research Undergraduate Fellowship for Community-Engaged and Translational Research
(http://www.research.vcu.edu/ugresources/ce_cctr_fellowship.htm), and several awards given by the School of Social Work (http://www.socialwork.vcu.edu/about/honors.html)

The Presidential Awards for Community Multicultural Enrichment (PACME), sponsored by the Division of Inclusive Excellence (http://www.omsa.vcu.edu/pacme_awards.html), honor individuals who have made significant contributions toward enhancing VCU's commitment to diversity.

As noted in VCU’s original classification application, service-learning courses are designated as SL on student transcripts. The newly developed co-curriculum transcript for service involvement allows students to log Service Hours into myOrgs and to generate a Co-curriculum transcript for service involvement in myOrgs to record service hours (https://vcu.collegiatelink.net/). Students who complete the required co-curricular program in ASPIRE earn a Community Engagement Certificate of Completion (http://aspire.vcu.edu/learning/academic-curriculum/).

The VCU Athletics 2013-2018 Strategic Plan (http://catalog.e-digitaleditions.com/t/62591) highlights a commitment to civic engagement and service. Student-athletes participated in the 2nd Annual Make a Change Event, collecting change on campus to benefit the VCU Massey Cancer Center and participated in National GORDIEday by placing more than 1,700 flags in the James Branch Cabell Library lawn as part of National Hazing Prevention Week (http://www.community.vcu.edu/2013/10/04/service-and-sports-student-athletes-participate-in-national-gordieday-to-promote-alcohol-abuse-prevention/).

I.C.14 Is community engagement noted on student transcripts?
Yes
If yes, is this a change from your prior classification?
No

I.C. 15 Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus? Please provide examples (word limit: 500):

VCU intentionally integrates its diversity and equity efforts into the core aspects of the institution - such as academic priorities, leadership, quality improvement initiatives, daily operational decision-making, and organizational cultures - in order to maximize their success. The Division for Inclusive Excellence (http://www.inclusive.vcu.edu/) supports the University’s strategic plan and advances initiatives to create and nurture a dynamic and inclusive learning, living, and working environment in which individuals of differing perspectives, life experiences, and cultural backgrounds are welcomed, valued and supported. Designed to work collaboratively with units and individuals to support and advance VCU’s commitment to diversity, the division works in concert with the Council for Inclusive Excellence and Equity, the Inclusive Learning Council, Office of Faculty Recruitment and Retention, Division for Community Engagement, Office of Multicultural Student Affairs, VCU Human Resources, and Office of the Ombudsperson to coordinate efforts and best utilize available resources to address diversity issues. Responsible for institutional initiatives that create and strengthen VCU’s core mission and culture of promoting and fostering a climate of equity, diversity, and inclusiveness across administrative divisions and throughout the University and external community, the division houses key compliance and advocacy functions, including supporting equal employment opportunity/affirmative action, the Americans with Disabilities Act, and Title IX Compliance.
The University’s first Vice President for Inclusive Excellence, Dr. Wanda Mitchell, was hired in 2012. Dr. Mitchell oversees VCU’s Five Year Diversity Plan (http://www.inclusive.vcu.edu/docs/FiveYearDiversityPlanFinal.pdf), which was approved by the VCU Board of Visitors in 2009 – prior to Quest for Distinction. One of the diversity plan’s six goals focuses on “strengthening the capacity of University and community partnerships to engage in mutually beneficial partnerships that respect diversity, and include groups with diverse backgrounds” (p. 13).

As a rationale, the report states that “The strategic plan builds on the University’s unique location and mission with the articulation of Theme V: Maintain VCU as a model for University-community partnerships. Potential community partners represent the spectrum of diverse people and issues found in our community, and hence require that all partners have the capacity to respect diversity… By the very nature of University-community partnerships, diversity is an element to acknowledge and address in order to establish mutually beneficial relationships. Issues around diversity, broadly defined, need to be incorporated into the capacity-building programs offered to faculty, staff, students, and community partners engaged in University-community partnerships.” (pp. 30-1).

This goal is further broken down into 8 actions, each with related objectives, measures, responsible and affiliated units, and a timeline (pp. 58-61). One example is:

Actions: Incorporate the principles of community engagement into training programs for new faculty and faculty involved in service-learning and community-based participatory research.
Objectives: To increase the number and capacity of faculty, staff and students who are engaged in University-community partnerships that involve diverse populations.
Measures: Development of diversity orientation template; making template available on various VCU websites; number of faculty training sessions that utilize the template; impact of training on faculty attitudes and approaches to community-based work; survey of service-learning faculty and faculty conducting CBPR.

**Word Count: 499**

I.C.16 Is community engagement connected to efforts aimed at student retention and success?
Yes
Please provide examples (word limit: 500):

Community engagement is connected to University level initiatives that target student retention and success. Specifically, the Quest for Distinction strategic plan identifies service-learning as a University level initiative, and service-learning class enrollment has been set as a University-wide metric. As part of the Quest strategic plan implementation, annual targets have been set for service-learning class enrollments, and these targets increase each year with the expectation that student enrollment in service-learning classes will reach a total of 4,000 students by 2017-2018 (http://quest.vcu.edu/initiatives/community/).

Research conducted by the Service-Learning Office is directed at research questions that connect service-learning class participation and student retention, graduation and other success indicators, for example,

Additionally, VCU has recently launched a large-scale initiative to develop high-quality, large-scale living-learning communities (LLC) within newly constructed residence halls. This initiative has been specifically designed to increase student retention and success, and all LLC students will be required to participate in community engagement experiences as part of their LLC curriculum. VCU LLCs integrate curricular and co-curricular experiences and by 2015-2016 will enroll more than 1,000 undergraduate students in 4 distinctive living-learning communities. The first two LLCs have opened—VCU ASPiRE focuses specifically on community engagement (www.aspire.vcu.edu) and VCU GLOBE focuses specifically on global awareness (http://www.global.vcu.edu/VCUGLOBE/). The third and fourth LLCs will focus on Leadership and Innovation & Entrepreneurship respectively, and these two programs will open in August 2015.

VCU ASPiRE and VCU GLOBE both require students to engage in volunteer activities within the local community and both have already developed service-learning education abroad programs for their students. During its first year of operation (2012-2013), VCU ASPiRE contributed approximately 5,000 hours of volunteer service to the community, a number that is set to double in 2013-2014 when the program doubles its enrollment to 200 students. During its first year of operation, the ASPiRE program also demonstrated considerable success in significantly increasing its student retention rate beyond the overall University average. Specifically, students who completed one year of the ASPiRE curriculum during 2012-2013 returned as enrolled students in 2013-2014 at a rate of 92% compared to the University average of 76%.

The majority of VCU undergraduate students have to work while attending school to afford their education. The financial burden is the leading cause of VCU students dropping out or reducing their credits per semester which extends their years to graduation. The work study office assists students with placements in the community, America Reads and AmeriCorps as options that provide significant community engagement opportunities while providing financial resources. In 2013-14, 315 students participated in community work-study placements and VCU AmeriCorps.

**Word Count: 447**
II. Categories of Community Engagement

A. Curricular Engagement

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

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

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

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

The VCU definition of service-learning was formally adopted in 1997 and since that time has served as the measure by which courses are reviewed for formal approval as service-learning courses. Since our last Carnegie application, the institution-wide definition of service-learning has remained in large part consistent. The current definition is shown on the Service-Learning @VCU webpage (http://www.servicelearning.vcu.edu/teach/design-a-course/).

The only change that has been made to the definition since our last application involved adding clarity to the language that explains the required number of service hours each enrolled student must complete during the semester. Specifically, the wording regarding the number of hours was changed from “It is recommended that each student participate in service activities for a minimum of 15 hours during the semester” to “Each student participates in service activities for a minimum of 20 hours during the course. Commuting to and from the service site does not count toward this 20 hour minimum.” The definition now requires a minimum number of service hours for each enrolled student. This change articulates the service expectation of formally designated service-learning classes so that campus and community stakeholders can more clearly understand what is and what is not considered service-learning on our campus. This change also helps our campus and community stakeholders understand some of the important ways in which service-learning classes differ from other courses that include community-engaged learning opportunities. Additionally, the new clearer definition helps researchers on our campus to design and publish the results of high-quality studies that explore the impacts of service-learning on student, faculty, institutional, and community outcomes. Our current definition is widely accepted on our campuses and no further changes to our definition are planned for the foreseeable future.

Word Count: 282
II.A.1.b If there is a process for identifying or approving a service-learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)

Before any course can appear in the University’s online Schedule of Classes as a designated service-learning class, the VCU Service-Learning Office must formally review and approve it. The VCU University Undergraduate Curriculum Committee officially endorsed this policy in 1997. Once a course receives a service-learning designation, a variety of data can be tracked through the University’s Banner system, a higher education administrative software application that tracks student data and has been used at VCU since 2006.

Several significant changes have been made to the service-learning course approval process since our last Carnegie application review. These changes have been made to (a) improve the quality of VCU service-learning courses and (b) increase the quality and quantity of information collected about each service-learning course that can be used to evaluate the impact of service-learning courses on student learning. These data are also made available to scholars studying the impacts of service-learning pedagogy on both campus and community stakeholder groups.

At the time of our last Carnegie application, instructors were required to submit the following information for review: A one-paragraph description of the class, a one-page document detailing how the class will meet the criteria for service-learning, and a current syllabus if available.

The current review process requires instructors to submit to the Service-Learning Office a copy of the course syllabus as well as a completed Service-Learning Course Designation Form (http://www.servicelearning.vcu.edu/teach/design-a-course/). The University’s definition of service-learning must now appear in the course syllabus. The Service-Learning Course Designation Form collects important descriptive information about each service-learning designated course, and this information is used for program evaluation and for research purposes. For example, the Service-Learning Course Designation Form tracks information about the community partners, type of service, type and learning objectives of reflection activities, and instructor-community partner contact.

Once these documents have been reviewed and the course has been determined to meet the criteria for designation, the Service-Learning Office contacts the University’s Course Scheduling Office to have the course ‘tagged’ in the Banner system as a service-learning class. Only the Service-Learning Office can request this tag be added to a class section. Academic departments may, however, request that the Course Scheduling Office remove a service-learning designation from a class.

Course designation is now granted for a three-year period, rather than indefinitely. After the three-year period elapses, the instructor must re-apply and be approved for service-learning course designation using the same process described above. The current policy is stated online as follows: “Maintaining course designation: Service-learning course designations are reviewed on a three-year cycle to ensure that the course retains the above-noted exemplary practice standards. Service-learning course designation will be removed if the course no longer meets the criteria outlined above.”

Our service-learning course designation process supports the development of high-quality service-learning courses and provides the University with critical information about its service-learning courses that (a) enables
ongoing evaluation of the impact of service-learning on important University-level priorities and (b) promotes high-quality research on service-learning.

**Word Count: 489**

II.A.2 Fill in the tables below using: Data from the most recent academic year (2012-2013); Data based on undergraduate FTE

<table>
<thead>
<tr>
<th>Number of service-learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>173</td>
<td>+108</td>
<td>9.6%</td>
<td>166%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of departments represented by service-learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>+5</td>
<td>24%</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of faculty who taught service-learning courses</th>
<th>Change in number of faculty since last application</th>
<th>Percentage of total faculty</th>
<th>Percent change in number of faculty since last application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>+26</td>
<td>3%</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students participating in service-learning courses</th>
<th>Change in number of students since last application</th>
<th>Percentage of total students</th>
<th>Percent change in number of students since last application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,100</td>
<td>+1,205</td>
<td>9.7%</td>
<td>64%</td>
</tr>
</tbody>
</table>

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

Since the time of our last application, significant improvements have occurred in the processes and platforms used for data collection related to service-learning courses. These changes have increased the accuracy and ease with which administrators and scholars can use these data to evaluate service-learning course institutionalization and impact.

Data on service-learning courses are collected via (a) web reports generated automatically through the Banner information system, (b) Service-Learning Office course designation records, and (c) end-of-semester service-
learning course evaluation data collected through an online questionnaire distributed by email to every student enrolled in a designated service-learning class.

Web Reports: In 2010, the Service-Learning Office collaborated with the Registrar’s Office to create software that generates reports each semester from information collected through the Banner information system. Now, the University’s Web Reporting Center automatically generates a series of internal reports based on the information collected through Banner on courses that have been “tagged” in the Banner system as service-learning courses (courses designated as service-learning through the approval process described above). These reports are password protected and include the following information: student demographics, instructor demographics, number of distinct courses and class sections by academic unit. Web reports can be generated at any time on any semester or academic year from 2007 to the present.

Course Designation Records: Service-learning course records are kept in a database maintained by the Service-Learning Office. These data include all course syllabi and course designation forms collected at the time of approval. These data are reviewed annually by the Service-Learning Office staff to generate more detailed information about service-learning courses. This information includes, for example, details about service-learning community partners, types of service activities, and types of reflection activities.

End-of-semester course evaluations: At the end of each semester the Service-Learning Office emails an online questionnaire to all students enrolled in service-learning courses. (The list of email addresses is generated each semester as a web report). This questionnaire, the Service-Learning Impact Measure (SLIM), is separate and distinct from the academic units’ course evaluations and measures the impact of service-learning experiences on a variety of important learning and behavioral outcomes. Annually about 1,000 graduate and undergraduate students complete the SLIM (approximately 30% response rate). Data from the SLIM are used to monitor individual course quality as well as to answer critical program evaluation and research questions (e.g., the differential impact of service-learning experiences on under-represented minority students).

Formative evaluation: The data collected through the three mechanisms described above are used formatively each semester to improve the supports and resources offered through the Service-Learning Office. For example, end-of-semester course evaluations over multiple semesters indicated that service-learning students were often confused about what a service-learning class entailed and how to prepare for community service activities. In response, the Service-Learning Office created a suite of three short videos for instructors to orient their students to service-learning and community service (http://www.servicelearning.vcu.edu/toolkit/orientation-videos/). Additionally, web reports showed that a large percentage of service-learning class instructors were adjunct faculty. Consequently, the Service-Learning Office created an Adjunct Faculty Support Program (http://www.servicelearning.vcu.edu/teach/training-opportunities/adjunct-faculty-support-program/).

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

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.
Community-engaged student learning is assessed on the departmental level and also as a part of VCU’s General Education.

The Office of Planning and Decision Support --Assessment and Institutional Effectiveness has gathered data on expectations for student learning in VCU’s degree assessment plans. Of the 233 degree or certificate programs at VCU, 43 have a learning outcome statement focused on community engagement.

The document “Community Focused Student Learning Outcomes” identifies the relevant goals and learning outcomes for these 43 degree programs. For example, for the Psychology, Ph.D. (General/Experimental/Developmental Psychology), the goal is to “Demonstrate knowledge in developmental psychology” and the expected learning outcome states “Students will demonstrate their understanding of the models, theories, and processes of developmental psychology; the biological, cognitive, social, and cultural underpinnings of human development; processes of normative developmental change across the lifespan; atypical development as found in psychopathology and disabilities; and community applications of developmental science.” For the African American Studies B.A., the goal is to “Engage with community” and the expected learning outcome states, “In concert with the Strategic Plan, University Mission, and Departmental Mission, graduates of the Department will participate in a community-based learning experience in which they will learn how to communicate with diverse communities, recognize interdependence, and be exposed to an ethic of community engagement.”

Assessments of these expectations for student learning are conducted at the degree program level and reported annually. Typical direct assessments deployed include capstone projects, internships, field work, service-learning projects, and more “traditional” assessments such as reflective writing, essays, and oral presentations. Indirect assessments may include program level surveys, interviews, and focus groups. Currently, the assessment findings for these program level outcomes are not summarized on an institutional level.

In addition to degree programs having learning outcomes that focus on community engagement, VCU’s general education goals and outcomes articulate expectations for undergraduate student learning that include engagement as an ethical citizen in local, global, and professional contexts. The goals state:

“Ethical and civic responsibility courses provide students opportunities to reflect on their culturally-inherited values, thinking critically about the relationship between these values and global context. Students should be able to demonstrate the following outcomes:
- Recognize the relationship between human rights and individual responsibilities;
- Identify the relationships between power and ideology;
- Identify theories of democracy, democratic values and beliefs,
- Critically review actions in response to global/local issues; and
- Engage, integrate and translate learning into responsible professional and civic action.”

Institutional level assessment of the “ethical and civic responsibility” goal and outcomes is part of VCU’s general education program. Since 2009, at the conclusion of each academic year, general education faculty members participate in an “assessment day.” Faculty members, using program rubrics, read and score randomly
selected student essays for ethical reasoning. This assessment commenced at the conclusion of the 2012-13 academic year and is a work in progress.

II.A.5 For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

<table>
<thead>
<tr>
<th>Curricular Activity</th>
<th>Is Community Engagement integrated with this activity?</th>
<th>What has changed since the last classification?</th>
<th>Web Link (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Research</td>
<td>yes</td>
<td>The integration of community engagement in student research has expanded significantly since our last Carnegie application. At the time of our last application, community-engaged student research was situated primarily within the Honors College. Community-engaged student research is now more broadly institutionalized. For example, undergraduate students can now be funded for community-engaged student research projects through the University’s Undergraduate Research Opportunities Program (UROP). Additionally, funded undergraduate summer fellowships are now available in community-engaged and translational research. Additionally, an increasing number of service-learning courses involve students in community-based research. For example, the students in Dr. Vicky Shivy’s undergraduate Psychology research methods class partner with the James River Park Association each semester to conduct surveys of park visitors. Results from this research are provided to the Association and city government officials. At the graduate level, students in Dr. Maghboeba Mosavel’s qualitative research course learn community-engaged participatory research techniques through partnerships in both local and international communities. Finally, the Panama Avian Research Project provides both graduates and undergraduates with opportunities to research the habitats and habits of the Prothonotary warbler. This international service-learning project is designed to promote a long-term partnership between VCU and the Audubon Society in Panama through the exchange of skills and resources designed to promote conservation of local landscapes, and of the benefits they provide to both birds and people. VCU graduate students have won national research awards for their community-engaged scholarship. For example, Dr. Kelly Lockeman received a 2013 IARSLCE Dissertation Award Honorable Mention and her research will appear in the Fall 2013 issue of the Michigan Journal of Community Service-Learning. Michelle Laws, a Ph.D. student in the Department of Social and</td>
<td><a href="http://bit.ly/17cv5Hx">UROP Community Engagement Research</a></td>
</tr>
</tbody>
</table>

Service-learning faculty members now mentor undergraduate students in publishing and/or presenting their research and reflections in undergraduate community engagement journals and at refereed professional conferences. A sample of these student-authored works is shown below:


Dubinski, Theodore, Eaton, James, Lee, Todd, Mason, Tassy, Newton, Elizabeth, Staples, Ashley (2012). Cool as a Cucumber: How to Survive Organizational Challenges in the World of Volunteering. William and Mary Active Citizens Conference. College of William and Mary, Williamsburg, VA.

VCU’s undergraduate research journal, Auctus, also accepts community-engaged research products.
| Student Leadership Courses | yes | Since our last classification, community engagement has been integrated into or expanded in key student leadership courses.  

1. The VCU Acceleration Program is designed to recruit and retain underrepresented minority students who are interested in careers in the health sciences. The Acceleration Program continues to involve its students in local community engagement experiences by requiring a minimum of 50 hours of volunteer community service. Additionally, since our last classification, the program has expanded community engagement opportunities to include student participation as residents in VCU’s new community engagement focused living-learning program, ASPiRE, and as mentors in VCU’s Health Sciences Academy, an innovative community engagement program that helps local high school students make informed choices about the health professions they wish to pursue.  

2. The VCU Service-Learning Teaching Assistants Program has expanded both its scope and content since our last classification. The program now enrolls both graduate and undergraduate students who receive ongoing training and supervision to assist faculty members in the implementation of service-learning courses. Approximately 25 undergraduate students and 2 graduate students participate per semester. In 2011, the Service-Learning Teaching

VA Engage Journal publication by Nursing School undergraduates


Brown et al


Auctus

[http://www.auctus.vcu.edu/](http://www.auctus.vcu.edu/)

VCU Acceleration

[http://www.dhsd.vcu.edu/programs/college/acceleration.html](http://www.dhsd.vcu.edu/programs/college/acceleration.html)

VCU ASPiRE

[http://aspire.vcu.edu/](http://aspire.vcu.edu/)

VCU Health Sciences Academy

[http://www.community.vcu.edu/teaching-and-](http://www.community.vcu.edu/teaching-and-)
Assistants Undergraduate Fellows Program was developed to provide experienced service-learning teaching assistants with opportunities to further develop their leadership skills through advocacy and scholarship initiatives. Approximately 3 students per year are selected to participate in the undergraduate fellows program.

3. VCU’s new community-engagement living–learning program, ASPiRE, provides students with leadership training and leadership experiences through its co-curricular requirements which require a percentage of co-curricular hours target leadership activities.

In 2015-2016, VCU will open a new living-learning community with an interdisciplinary focus on Leadership. The curricular and co-curricular requirements of this program are currently being developed, and it is expected that community engagement will serve as a key component of the program.

<table>
<thead>
<tr>
<th>Internships/Co-ops</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since the last Carnegie application, internships and co-ops have been expanded to increase the amount of student participation and community impact. Several departments in particular have made concerted efforts to provide meaningful community placements in the Richmond area that provide students with experience in their field while at the same time providing critical services to local community organizations.</td>
<td></td>
</tr>
<tr>
<td>During the 2012-2013 academic year, the School of World Studies placed 64 students in 45 community organizations. These students completed more than 6,500 internship hours with the goal of providing them with practical experience and professional supervision, promoting understanding of global issues, and offering them an opportunity to critically assess their undergraduate education in a real-world setting. Of particular note is the School’s New Communities Internship, which places students as assistants within English as a Second Language (ESL) classrooms within the local public school system.</td>
<td></td>
</tr>
<tr>
<td>During the same time period, the L. Douglas Wilder School of</td>
<td></td>
</tr>
</tbody>
</table>
Government and Public Affairs placed 142 students in community internships with local government and nonprofit agencies in the area. These students completed a total of 31,600 internship hours, providing the community with critical semi-skilled support while developing professional experience. Of particular note is the School’s continuing participation in the VA Capital Semester program, which enables students to work alongside individual members of the Virginia Senate and House of Delegates in Richmond, Virginia.

The School of Social Work has always had a commitment to community-based field experiences for students. They continue to serve as a model for community-based internships at VCU and the country. The engaged approach the School takes has helped make it the 11th ranked School of Social Work in the country. During the 2012-2013 year alone, the school placed 971 students in 426 community organizations. These students completed 239,570 hours. Since our last classification, this represents a 300% increase in students involved, and a doubling of involved community organizations.

The Division of Community Engagement is currently collaborating with the Career Center to develop an integrated technology platform that would provide campus and community stakeholders with a central repository for information about experiential learning opportunities such as internships, preceptorships, co-ops, and other field-based experiences. Currently this information is collected and maintained by a variety of academic units and administrative offices. In addition to making this information more readily accessible to consumers, an integrated database will also enable the University to better assess both the quality and quantity of these community-based learning experiences.

<table>
<thead>
<tr>
<th>Study Abroad</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since our last classification there has been a significant increase in the number of designated service-learning classes being offered in VCU faculty-led study abroad programs. These changes stem from a strategic collaboration between the Education Abroad Office and Service-Learning Office to encourage faculty members who direct both existing and proposed VCU faculty-led education abroad programs to incorporate service-learning into their education abroad programs. Strategic collaboration activities have included</td>
<td>x.html</td>
</tr>
</tbody>
</table>
such tactics as co-presenting to faculty members at education abroad orientation workshops, developing and distributing printed publicity materials, and making cross-office referrals for instructors interested in developing new service-learning courses or education abroad programs. At the time of our last classification there were 3 service-learning study abroad programs. In 2012-2013 there were 8 service-learning study abroad classes that enrolled 72 students.

During 2012-2013 the following international service-learning programs were offered:

--HOMBRE (School of Medicine)
--Art Education in Guatemala (School of the Arts)
--Contemporary Social Challenges in Rural Communities in South Africa (School of Medicine)
--Haiti Empowerment Program (Psychology Department)
--Panama Avian Field Ecology (Biology Department)
--Portuguese Language and Brazilian Culture (School of World Studies)
--Rural Development for Socioeconomic and Ecological Resilience in Guatemala (Government Department)
--Spanish Language, Culture and Service-Learning (School of World Studies)
--VCU ASPIRE Kenya (Division of Community Engagement)

These classes span a wide range of innovative models, academic disciplines, and world regions. VCU is working to offer an increasing number of semester break international trips that are embedded within designated service-learning semester-long courses. These short international service trips provide students with an innovative model for incorporating international service-learning into their studies when more extensive semester-long or summer session models are too time- or cost-prohibitive. The Panama Avian Program (described above in the Student Research section) is an example of this type of semester-break international service-learning program.

All international service-learning courses are approved through the standard service-learning course designation process described in II.A.1.b above.

As we work to further expand and enhance our international service-learning courses, several goals guide our work. We are interested in improving the orientation and re-entry programming for students who participate in international service-learning programs. We are working to include direct assessments of student learning in all international service-learning courses and to develop strategies for connecting students to local service initiatives once they return to campus from overseas.
VERDE, a new international service-learning program that will run for the first time in Summer 2014, will include environmental service projects in immigrant communities in both Cordoba, Spain & Richmond, Virginia and operates year round through an active VCU student organization.

<table>
<thead>
<tr>
<th>Other: (Living Learning Communities)</th>
<th>yes</th>
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</thead>
</table>

In 2012, VCU launched its first living-learning program, ASPiRE: Academic Scholars Program in Real Environments. VCU ASpiRE is an interdisciplinary community-engagement focused living-learning program for sophomores, juniors, and seniors. The program is administered by the Division of Community Engagement, which resides within the Provost’s Office. Currently the program enrolls 175 students with the capacity to expand to 450 students. The program employs five full-time staff members who represent both Academic Affairs and Student Affairs and who work together daily to integrate all aspects of the program. The mission of the program is to enrich and deepen students’ understanding of their capacity to create positive change in communities and to address critical social needs through long-term sustained partnerships. ASpiRE students complete a 9-credit hour course sequence and 100 co-curricular hours in 4-semesters to earn an ASpiRE certificate. The 9-credit course sequence is shown below and includes a number of service-learning classes:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 200 Writing &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>CMST 300 Foundations of Community Engagement</td>
<td>3</td>
</tr>
<tr>
<td>CMST 301 The Service Seminar - SL</td>
<td>1</td>
</tr>
<tr>
<td>CMST 400 Community Engagement Seminar – SL</td>
<td>1</td>
</tr>
<tr>
<td>CMST 401 Capstone Commun. Engage Seminar – SL</td>
<td>1</td>
</tr>
</tbody>
</table>

ASPiRE students also complete a minimum of 100 hours of co-curricular activities in the categories of ENGAGE, LEARN, LEAD, and LIVE.

Evaluation data from the program’s first year (2012-2013) indicates that students completed 4,836 service hours with more than different 30 community partners. The retention rate for ASpiRE students was significantly higher than the overall rates for the University (92% vs. 76%) and the GPA of ASpiRE students increased across the 2 semesters they participated in the program. The residence hall provided space for 23 community partners to hold meetings throughout the year. During its first year the program also sponsored its first international service-learning trip—VCU ASpiRE Kenya. In its first year, ASpiRE was awarded more than $50,000 in competitive funding, and program faculty/staff made 7 presentations at refereed professional conferences.

In 2013-2014 VCU opened its second living-learning program, GLOBE, an interdisciplinary program focused on global education.
II.A.6 For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Is Community Engagement integrated with this area?</th>
<th>What has changed since the last classification?</th>
<th>Web Link (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course</td>
<td>yes</td>
<td>Since our last Carnegie application, VCU has adopted a 21-credit hour General (Core) Education Curriculum that is described below. The first tier (Tier I) of this General (Core) Education Curriculum is a 6-credit hour, two course sequence (UNIV 111 and UNIV 112) that functions as the University’s Core Course. This two-course requirement, called Focused Inquiry (FI), is taken during the student’s first year and across two sequential semesters. FI classes are capped at 22 students, and students stay together as a group that will eventually enroll more than 300 upper-level undergraduate students. Students in GLOBE engage in community service projects as part of the program requirements. By Fall 2015, VCU will open two more living-learning programs, one in Leadership and one in Innovation &amp; Entrepreneurship. Each of these two programs will enroll more than 200 undergraduates, and each program will integrate community engagement activities into the program requirements.</td>
<td><a href="http://uc.vcu.edu/core-curriculum-bis/focused-inquiry/">Focused Inquiry</a></td>
</tr>
</tbody>
</table>
group across two semesters with the same instructor. The FI content is designed to introduce college-level writing and to cover the conventions of academic scholarship, collaborative work, conducting University-level research, ethical reasoning, quantitative reasoning, problem solving, and critical analysis of current and past events.

Each semester, between 3 and 5 class sections of FI are designated as service-learning classes. In 2012-2013, 200 FI students completed service-learning designated classes.

Community-engaged learning also occurs in a number of FI classes that are not formally designated as service-learning class sections. This occurs because of the unique UNIV 111-UNIV 112 FI course sequence which provides instructors with the opportunity to introduce the concept of community engagement to their students in the first (UNIV 111) class and engage student voices in determining the degree and type of community engagement activities for the subsequent semester’s UNIV 112 class. In many cases, these community-engaged UNIV 111 classes complete fewer than the 20 hours of service per student required for formal SL designation, and spread these hours across 3 or 4 different community organizations. In most cases, the community-engaged UNIV 111 students vote as a class to designate their next semester’s UNIV 112 class as an official service-learning class—agreeing to each complete a minimum of 20 hours of service with the class’s selected partner and to participate in both written and class discussion-based reflection assignments.

Our goal in the next few years is to expand the number of service-learning designated FI class sections to enroll more than 400 students per year.
<table>
<thead>
<tr>
<th>General Education</th>
<th>yes</th>
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</table>

Since our last Carnegie application, VCU has adopted a 21 credit hour General (Core) Education Curriculum designed to enhance and support all fields of study. Students complete Tier I and Tier II of the General (Core) Education Curriculum during their first two years of study, prior to completing the majority of their discipline-based course requirements. The General (Core) Education Curriculum is composed of three tiers of courses that are designed to develop students’ competencies in six areas, including Ethical and Civic Responsibility.

In Tier I, students complete UNIV 111 and UNIV 112. These two classes form the University’s Focused Inquiry experience (described above).

In Tier II of the General (Core) Education Curriculum students are required to complete a minimum of 15 credit hours across specific areas of study. One important area of study included in Tier II is Research and Academic Writing. Within this area students complete a required 3-credit class, UNIV 200 Writing and Rhetoric. During 2011-2012, four sections of UNIV 200 were taught to students in the University’s new community engagement living-learning program, ASPiRE. Only ASPiRE students were enrolled in these sections, a single instructor taught all 4 sections, and all writing assignments in the course were targeted to focus on the students’ community engagement activities.

In the upcoming semesters, the Service-Learning Office will be working with the UNIV 200 faculty to develop a model for integrating service-learning into the UNIV 200 syllabus so that these faculty members will have the option to incorporate community engagement and

[References](http://uc.vcu.edu/core-curriculum-bis/core-curriculum/)

UNIV 200
[http://uc.vcu.edu/core-curriculum-bis/univ-200/](http://uc.vcu.edu/core-curriculum-bis/univ-200/)

UNIV 200 in ASPiRE
[http://aspire.vcu.edu/learning/academic-curriculum/](http://aspire.vcu.edu/learning/academic-curriculum/)

Listing of Tier II approved courses
[http://www.pubapps.vcu.edu/bulletins/about/?uid=10115&&iid=30898](http://www.pubapps.vcu.edu/bulletins/about/?uid=10115&&iid=30898)
service activities into their classes.

Tier II of the General (Core) Education Curriculum also requires students to complete a minimum of 12 credit hours across four additional areas of study. These four areas include: 1) Quantitative Literacy, 2) Humanities and Fine Arts, 3) Social and Behavioral Sciences, and 4) Natural and Physical Sciences. Within each area, a short list of approved Tier II courses exists from which all students must choose. As of 2012-2013, two of the approved Tier II courses had been designated as service-learning classes. These classes were UNIV 217 Finding Your Voice in Contemporary Society and UNIV 211 Food for Thought.

Over the next few years, the Service-Learning Office will be working with the University’s Tier II Course Approval committee to add service-learning designations to additional Tier II courses. At this time, two additional courses are under development. These classes (which are already offered as Tier II classes, but without a service-learning designation) are WRLD 230 Introduction to World Cinema and INSC 201 Energy!

<table>
<thead>
<tr>
<th>First-year Experienc e Courses</th>
<th>yes</th>
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<tr>
<td>Tier I Focused Inquiry (FI) service-learning courses are described above and make up the majority of first-year service-learning course experiences. As mentioned above, approximately 200 first-year students enroll in service-learning designated Focused Inquiry (UNIV 111 &amp; UNIV 112) classes.</td>
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<table>
<thead>
<tr>
<th>Capstone</th>
<th>yes</th>
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<tr>
<td>Capstone experiences comprise Tier III of the University’s General (Core) Education Curriculum. This Tier III requirement has been added to the University’s undergraduate curriculum since our last Carnegie application and is described below.</td>
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<tr>
<td>Tier III: The third tier culminates in a capstone experience integrating the Core Education Program with the student’s major. This requirement, as determined by the major, may be fulfilled through a service-learning project, a research project with a faculty member, a study-abroad program, a senior thesis paper, a practical internship or a major-specific capstone course. This requirement ties learned experience in the Core Education Program with a practical application in the major.</td>
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<tr>
<td>Several academic programs have designated their capstone courses as service-learning courses. Two of these capstone courses will be described below.</td>
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<tr>
<td>MASC 439 Public Relations Campaigns: In this capstone course for the Mass Communications Public Relations major, students work in teams each spring semester to create a strategic communications plan for a local nonprofit organization. The teams communicate with their client throughout the semester and spend countless hours researching and developing the plan that is formally presented to their client at the end of the semester.</td>
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<tr>
<td>BIOL 495 Carbon Capstone: Senior-level students in Biology now enroll in an innovative and award-winning service-learning capstone class called The Carbon Capstone. Through the course, students lead multi-day carbon module investigations for high school classes, conduct scientifically relevant carbon research experiments, and produce an academic poster or presentation to disseminate their research and teaching experiences to the greater community. Community partners for the capstone class include the Central Virginia Wildlife Management, the Chesterfield County Anti-Litter Campaign, and Clover Hill, Douglas Freeman, Varina,</td>
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Highland Springs, Tucker, and Powhatan High Schools. Campus partners that support the Carbon Capstone include the College of Humanities and Sciences, Department of Biology, Life Sciences, and School of Education. An article about this innovative service-learning capstone class can be read by opening the sidebar URL provided.

Moving forward, the capstone service-learning courses described above can be used as models to assist other academic programs in creating their own community-engaged capstone experiences. It is a goal of the Service-Learning Office to more than double service-learning designated capstone classes within the next 5 years.

<table>
<thead>
<tr>
<th>In the Majors</th>
<th>yes</th>
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Since our last Carnegie application the number of service-learning designated classes has increased by 166% and the majority of these classes are offered in the majors. Of the 173 designated service-learning classes offered in 2012-2013, 147 (85%) were offered in the majors. A list of the majors represented is shown below:

- Accounting
- African-American Studies
- Art Education
- Biology
- Criminal Justice
- Dental Hygiene
- Educational Studies
- Biomedical Engineering
- Engineering
- English Language Program
- Environmental Studies
- Foreign Language
- Graphic Design
- Health and Human Performance
- Homeland Security
- International Studies
- Mass Communications
- Management
- Nursing
Psychology
Social Work
Sociology
Teacher Education
Gender, Sexuality, and Women’s Studies
World Studies

Many of these service-learning classes in the majors employ innovative models. The Open Minds Program is an example of an innovative model for service-learning course delivery that currently involves faculty from a variety of majors in the College of Humanities and Sciences.

Open Minds represents a sustained and mutually beneficial partnership between VCU and the Richmond City Jail Sheriff’s Office. Open Minds provides high-quality, service-learning designated liberal arts University classes to jail inmates and University undergraduates who learn together in classrooms within the Richmond City Jail. Every Open Minds class meeting throughout the 15-week semester occurs within the jail. By learning together, inmates and undergraduate students expand and disrupt notions of service and serving. Inmates and students serve each other as they learn together, while the program serves the community by bringing liberal arts educational experiences to both male and female jail residents. Through Open Minds, jail residents receive VCU continuing education credits for their participation in Open Minds classes and University students receive academic course credit. Currently, Open Minds offers classes in Religious Studies, African-American Studies, Women’s Studies and English with the program expanding each year as additional VCU faculty members work with the program’s director, Dr. David Coogan, to teach their classes in the jail. Since 2011, Open Minds has generated thousands of service hours in ten different classes.

Open Minds
http://www.openminds.vcu.edu/
http://www.timesdispatch.com/opinion/their-opinion/columnists-blogs/guest-columnists/article_6f5c7011-0bd7-55b1-827b-900505d9af3.html
Moving forward, the Service-Learning Office will continue to work with faculty and administrators in academic programs and departments to expand the number of disciplines that offer service-learning classes. Specifically, our goal over the next few years is to increase service-learning course offerings in the School of Business, School of Engineering, and School of the Arts.

<table>
<thead>
<tr>
<th>Graduate Studies</th>
<th>yes</th>
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<tr>
<td></td>
<td>Since our last Carnegie application we have worked successfully to embed required service-learning courses into many of our graduate and professional programs, particularly those that exist within the health professions disciplines on our medical campus. This differs significantly from the landscape of graduate level community-engaged learning that existed at VCU in 2006. At that time, community-engaged learning took the form of internships and clinical placements. These internships and clinical placements still exist; in addition, in 2012-2013, 30 graduate level service-learning class sections were offered that enrolled 571 students. The courses were taught in the disciplines listed below.</td>
</tr>
</tbody>
</table>

- Adult and Organizational Learning
- Biology
- Counselor Education
- Dentistry
- Educational Studies
- Environmental Studies
- Gender, Sexuality, and Women’s Studies
- Gerontology
- Health and Human Performance
- Homeland Security
- Humanities
- International Studies
- Mass Communications
- Medicine
- Occupational Therapy
- Pharmacology
- Psychology
- Public Administration
- Sports Leadership
Currently, the Medical School, Dental School, Nursing School and Pharmacy School all require every student to complete one or more service-learning courses. The models used across these Schools differ, but all models meet the required service-learning course designation criteria (see II.A.1.b above). For example, the Medical School requires every first year medical student to participate in 20 hours of community service through the School’s LINC (Learners Engaged In The Needs of Communities) Program. LINC places M1 students into community organizations to deepen the students’ understanding of and experience in the environments where the VCU Medical Center patients spend their lives.

The Dental and Pharmacy Schools require all of their students to participate in designated service-learning courses towards the end of their training program, a model that allows the students to provide actual dental and pharmacy services within under-served communities.

The Nursing School’s required service-learning course engages nursing students in community health clinics located within the inner city neighborhoods adjacent to the medical campus. In 2013 the Nursing School’s service-learning course was recognized by the American Association of Colleges of Nursing as a curriculum improvement initiative.

Worth noting here is an online graduate course taught each semester within the Homeland Security and Emergency Preparation program. This service-learning course, HSEP 601 Emergency Management: Response Planning and Incident Command, is taught entirely online and the service activity is completed online. Each semester students in the course collaborate in online teams.

LINC
http://wp.vcu.edu/somdiscoveries/2011/05/the-year-that-medical-students/

Dental School Service-Learning
http://www.oralhealthpromotion.vcu.edu/community/servicelearning/

Pharmacy School Service-Learning

Nursing School Service-Learning
to create updated Emergency Response Plans for municipalities around the state of Virginia.

<table>
<thead>
<tr>
<th>Other</th>
<th>yes</th>
</tr>
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<tbody>
<tr>
<td>VCU’s new community-engagement living learning program, ASpiRE, includes a Community Engagement Certificate of Completion that all ASpiRE scholars complete. The first cohort to begin the certificate started in August 2012 and will complete its certificates in May 2014. During their two years in the program, VCU ASpiRE scholars take two 3-credit classes in the West Grace South Residence Hall academic facilities and complete three 1-credit community-based seminars led by outstanding faculty from across the University. The academic component of VCU ASpiRE develops students’ knowledge, skills, and best practices for community engagement across all academic disciplines. The courses required in the Community Engagement Certificate of Completion emphasize community engagement across academic disciplines and take either a project-based or service-learning approach. The certificate program complements all majors and minors at VCU. The VCU ASpiRE Community Engagement Certificate program consists of nine credit hours taken during the two-year program. The initial two classes, UNIV 200 and CMST 300, focus on service and community engagement; the final three courses, CMST 301, CMST 400, and CMST 401, are community-based and utilize service-learning pedagogy. During the 2013-2014 and 2014-2015 academic years, the Division of Community Engagement (which administers the ASpiRE program) will be</td>
<td>ASpiRE Certificate of Completion <a href="http://aspire.vcu.edu/learning/academic-curriculum/">http://aspire.vcu.edu/learning/academic-curriculum/</a></td>
</tr>
</tbody>
</table>
II.A.7 How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community-engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

Since our last Carnegie application, the Service-Learning Office has focused on supporting service-learning instructors in creating and disseminating scholarship. A listing of recently disseminated community engagement scholarship products can be viewed at [http://www.community.vcu.edu/about/division-generated-scholarship/](http://www.community.vcu.edu/about/division-generated-scholarship/)

Five examples include:


In 2008, Dr. Lynn Pelco joined the Service-Learning Office as its director (http://www.servicelearning.vcu.edu/about/service-learning-program-staff/). Since then, the SL Office has implemented a number of strategies to encourage scholarship that improves teaching and learning, including:

Faculty Research Collaborations: Dr. Pelco works directly with instructors to develop, present, and publish service-learning research. Since 2008, she has collaborated to co-author 8 refereed journal articles and to co-present more than 20 papers at refereed professional conferences.

Student Supervision: Dr. Pelco also takes an active role in mentoring student scholarship. One of her mentees, Kelly Lockeman, received a 2013 IARSLCE Dissertation Award Honorable Mention and this research appeared in the Michigan Journal of Community Service-Learning.

The Service-Learning Faculty Fellows Program: Faculty Fellows Program (http://www.servicelearning.vcu.edu/teach/funding-opportunities/faculty-fellows-program/) supports faculty who have experience teaching service-learning classes. Fellows must (a) update at least one service-learning course, (b) produce scholarly products related to their service-learning initiatives, and (c) provide formal and informal service-learning training to colleagues and/or community partners. First year fellows receive $2,700. Second year fellows receive $1,500.

Service-Learning Travel Grants Program: The Travel Grants Program (http://www.servicelearning.vcu.edu/teach/funding-opportunities/travel-grants-program/) supports scholarship and professional development of service-learning instructors. This program is also available to community partners. Preference in awarding travel grants is given to instructors who are disseminating service-learning scholarship (e.g., papers at professional conferences).

Scholarship of Teaching and Learning Workshops (SoTL): In collaboration with the University’s Center for Teaching Excellence (http://www.vcu.edu/cte/) the Service-Learning Office is working to develop a series of faculty trainings to promote SoTL skill development. Currently, staff members in the Service-Learning Office and Center for Teaching Effectiveness work one-on-one to mentor instructors in designing, implementing, and disseminating SoTL scholarship.

Word Count - 462

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

Since VCU’s last Carnegie application, the University has expanded and deepened its curricular engagement. The number of students who enroll in SL classes and the number of faculty members who teach these classes have increased. Service-learning classes are offered in a wider range of disciplines, including required classes in
the VCU Medical, Dental, Pharmacy, and Nursing schools. Service-learning has increased in education abroad programs, and more students, including doctoral students, do service-learning research.

An integrated, multi-method evaluation program assesses service-learning student and faculty outcomes. Data from this evaluation program have been used to improve the infrastructure of the SL Office and have been disseminated through publications and presentations. Results from student assessment data indicate that participation in VCU SL classes improves student outcomes, including retention and graduation rates.

We now offer VCU instructors, administrators, and graduate students supports that are tailored for individuals who are at the novice, intermediate, and expert levels in their understanding and use of SL pedagogy, including training institutes, annual workshops and monthly reading groups, small grant programs, a teaching assistant training program, and a faculty fellows program. Our data indicate that participants are benefiting from these supports.

Looking ahead, the Service-Learning Office will continue and/or expand these strategies and supports to greater numbers of instructors from more academic disciplines so that high-quality service-learning courses are readily available to all students regardless of academic level or major. The SL Office staff will continue to lead and support faculty members and graduate students in generating service-learning research, particularly on topics for which VCU is well-suited (e.g., impacts on first-generation students, impacts of community-engagement focused living-learning programs, urban contexts). Additionally, the Service-Learning Office staff will expand the number of new service-learning courses using the University’s new Community Studies (CMST) rubric, which was approved in 2012 by the UUCC (http://www.provost.vcu.edu/committees/uucc/). CMST courses are administered through the Division of Community Engagement, and new CMST courses can now be developed, staffed, and taught directly through the Division and Service-Learning Office.

The future of curricular engagement at VCU will follow two foci—(a) improving University-wide assessment practices and (b) deepening students’ civic and intercultural learning through co-curricular experiences.

To improve University-wide assessment practices for curricular engagement, the Service-Learning Office will collaborate with experts from the Office of Assessment and Institutional Effectiveness, the VCU Career Center, the University Student Commons & Activities, the Global Education Office, and the ASPIRE Living-Learning Program to create and implement an integrated assessment system to capture students’ learning outcomes that result from academic (credit bearing) as well as co-curricular (non-credit bearing) community-engaged learning experiences.

The Service-Learning Office staff will also work with staff from the VCU Career Center, University Student Commons and Activities, and Residential Life & Housing to expand reflection and other learning activities within co-curricular experiences that deepen civic and intercultural learning— for example, service-oriented student organizations and residence hall curriculum-- to deepen students’ community engagement and civic learning, with the goal of graduating life-long engaged citizens.

Word Count: 491
B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

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

Outreach

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

Since our last classification, our outreach efforts have continued to address community-identified needs. The University also reaches out to the Richmond community with its many offerings on campus that are open to the public such as concerts, art exhibitions, athletic events, public lectures, and youth programs. We have increased our use of social media to inform and have a conversation with our community. Three examples of our continuing outreach are:

1. VCU students work with local nonprofits to provide lasting communications solutions, build capacity, and improve the Richmond community through CreateAthon onCampus (http://www.createathonvcu.org). Connected with a semester class devoted to studying nonprofit communication needs, CreateAthon onCampus culminates in a 24-hour, work-around-the-clock creative blitz during VCU’s Spring Break. VCU students and other volunteers produce strategic and creative work for selected Richmond area non-profits such as the Fan Free Clinic (http://www.fanfreeclinic.org/), First Things First (http://www.firstthingsrichmond.org/), MathScience Innovation Center (http://www.msinnovation.info), Nonprofit Learning Point (http://nonprofitlearningpoint.org), and Resources for Independent Living (http://rii-va.org). Student teams are mentored by local advertising, design, and marketing professionals to solve communications problems. In 6 years, 468 volunteers have served 69 Richmond nonprofits with work valued at over $1.3 million. CreateAthon has become a model and replicated at other college campuses.

2. The VCU Neighborhood Team (http://www.community.vcu.edu/outreach/vcu-neighborhood-team/) strives to be proactive in addressing community issues and educating students on the impact they have on the community around them. The VCU Neighborhood Team consists of representatives from the DCE, the Division of Student Affairs, the VCU Police Department, the Student Government Association, the Office of Sustainability, Off Campus Student Services, Judicial Affairs, the Wellness Resource Center and VCU students. The team meets regularly to discuss community issues and proactively try to address community concerns through the proper channels. Each neighborhood has a liaison to the Team and the VCU President meets annually with the neighborhood leadership for open dialogue on current issues.

3. Pharmacist Collaborative Care and Outreach in the Community (PCOC) is comprised of exemplary initiatives that include academic-community partnerships with independent senior living facilities and underserved clinics, large-scale community outreach programs, and programs to train the next generation of
health professionals. The common theme that unifies PCOC initiatives is the focus on underserved populations, including the uninsured, older adults, homeless individuals, and those living in rural areas. Our first PCOC academic-community partnership began in 2001 with an independent-living senior facility. Since then, PCOC has grown to include 7 formal community partnerships. Impressively, 14 faculty members, 500+ students, and 30 residents have provided 20,000+ patient care encounters in the Greater Richmond Area. PCOC initiatives are integrated with a service-learning course, advanced pharmacy practice experiences, and electives. Further, 50+ research projects have been conducted by faculty, PharmD/graduate students, and residents producing 47 poster presentations and 12 publications. Funding for projects has been awarded by the National Institutes of Health, Health Resources and Services Administration, VCU Council for Community Engagement, American College of Clinical Pharmacy, and American Pharmacists Association Foundation. PCOC was a finalist for the 2013 AACP Transformative Community Service Award.

Word Count: 499

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

VCU continues to dedicate significant institutional resources as outreach to the community. Below are some representative examples:

--Work-study has moved from the Financial Aid Office to the Career Center with a full-time position who places over 300 students in community work-study placements annually.

VCU’s School of the Arts provides cultural enrichment through its various programs. For an events calendar, see http://arts.vcu.edu/events. Examples include:

--Master classes and/or lecture-demonstrations offered by VCU Dance (http://arts.vcu.edu/dance/events/community-outreach/) in conjunction with established partners such as the Richmond Ballet, Henrico Center for the Arts, Thomas Dale High School, Appomattox Regional Governor’s School, the Richmond City Dance Program at Pine Camp, and the Latin Ballet of Virginia.

--Community sewing classes offered by VCU Fashion (http://arts.vcu.edu/fashion/2013/10/community-sewing-class-offered/).


--The Department of Music (http://arts.vcu.edu/music/events/) sponsors and hosts over 200 concerts and events on campus and around Richmond each year.
--The VCU Libraries ([http://www.community.vcu.edu/2014/03/27/outreach-programs-and-services-connect-vcu-libraries-with-community/](http://www.community.vcu.edu/2014/03/27/outreach-programs-and-services-connect-vcu-libraries-with-community/)) works closely with individuals, communities, and organizations throughout Virginia to collect and preserve materials documenting the 20th century history of activist and minority communities in the region; manages an active cultural programming calendar with diverse events that draw large community audiences to VCU; and provides community access to the collections and services of the largest research library in central and eastern Virginia.

--The 20 year old French Film Festival ([http://frenchfilmfestival.us/](http://frenchfilmfestival.us/)) recognized formally by former French Ambassador to the U.S as the most important French film festival outside of France, was founded and organized by Drs. Peter and Françoise Kirkpatrick, professors of French literature, culture and film studies at VCU and University of Richmond.

--A wide array of field-oriented classes that provide unique learning experiences and training for teachers and students are offered through the VCU Rice Center ([http://www.vcu.edu/rice/](http://www.vcu.edu/rice/)) located on 350 pristine acres on the historic James River. The Center has maintained its partnership with the Charles City Public Schools, a disadvantaged school system.

We offer a variety of resources to the community to enhance personal and professional learning. For example:

--The School of Business’ Center for Corporate Education ([http://business.vcu.edu/corporate-education.html](http://business.vcu.edu/corporate-education.html)) offers many certification and open enrollment programs, including its Extraordinary Women’s Leaders Program.


--The DCE’s Office of Continuing Studies ([http://www.community.vcu.edu/teaching-and-learning/continuing-studies/](http://www.community.vcu.edu/teaching-and-learning/continuing-studies/)) offers the Cultural Competency and Language Program and courses developed to meet the needs of the community.

--The School of Education’s Center for Professional Growth ([http://www.cpg.soe.vcu.edu/](http://www.cpg.soe.vcu.edu/)) offers professional development opportunities for working professionals, available for graduate credit, CEUs, or contact hours.

--The School of Allied Health Professions’ Virginia Center on Aging offers the Lifelong Learning Institute ([http://www.sahp.vcu.edu/vcoa/program/learning.html](http://www.sahp.vcu.edu/vcoa/program/learning.html)) -- a member-supported organization designed to meet the educational and social enrichment needs of adults age 50+. They also offer Geriatric Training and Education funds ([http://www.sahp.vcu.edu/vcoa/program/training.html](http://www.sahp.vcu.edu/vcoa/program/training.html)) to VA institutions of higher education, community-based organizations, and other non-profits.

**Word Count: 498**
II.B.3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).
See appendices.

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

Since the last application, VCU has continued to institutionalize partnerships, and has enriched longstanding partnerships while forging new ones. The quality, quantity, and impact of VCU’s partnerships have changed in the following ways:

Improved resources, intentionality and tracking: Our new strategic plan, Quest for Distinction, has channeled resources to CE, supporting our ability to identify, track, and measure the impact of partnerships.

Stronger communication: Improved dissemination of information about partnerships is seen at all levels of the University, from the Board of Visitors to academic units (e.g. http://www.medschool.vcu.edu/community/index.html) to individual faculty members (e.g. http://www.behavioralhealth.vcu.edu/about/faculty/maghboeba-mosavel/). Two websites connected to the DCE provide resources to support the development of partnerships through service-learning (http://www.servicelearning.vcu.edu/) and community-engaged research (http://www.community.vcu.edu/research/).

Innovation based on need: VCU’s reach has expanded into new areas of community need. For example, Una Vida Sana! addresses the health care needs of the growing population of Hispanic community members with limited English proficiency. Open Minds addresses the needs of those residing in local jails. Partnership for Nonprofit Excellence provides resources critical for nonprofit success.

Wider interdisciplinary scope: VCU’s partnerships have become increasingly interdisciplinary and include faculty and students from multiple departments; for instance, the Middle of Broad + Storefront project unites the Storefront for Community Design with students from multiple departments in VCUArts and the Department of Urban and Regional Planning. The partnerships also unites diverse community stakeholders; for example the Carbon Awareness Partnership brings together local public high schools with the Central Virginia Waste Management Authority to work on environmental conservation.

Long-term collaborations: Most of the partnerships described in VCU’s last application are ongoing; only four have ended. Two examples of how these partnerships have grown follow:

The Carver-VCU Partnership (http://www.community.vcu.edu/outreach/carver-vcu-partnership/): Since 2006, the Carver-VCU partnership has expanded to include the four other neighborhoods that surround VCU: the Fan,
Jackson Ward, Randolph, and Oregon Hill. In 2013 the position of Carver Partnership Coordinator was changed to Neighborhood Outreach Director to reflect the increased engagement with the surrounding civic associations.

FIRST Robotics (http://www.egr.vcu.edu/about/community-engagement/first-robotics/) high school competition brings 1600 representatives from 64 high schools to VCU’s Siegel Center for this annual event. VCU School of Engineering faculty and staff contribute significant amounts of their effort and time in planning and hosting the event, starting with the FRC Kickoff event in early January. This event involves significant planning and coordination between the SoE, the Student Commons, other local volunteers and sponsor agencies, and the National FIRST organization. We also host two workshops each fall in Engineering West Hall; one for FTC, with approximately 350 participants, and one for FRC with approximately 525 participants. VCU assists FIRST financially, in the form of providing the funds for the facility rental, and by providing breakfast and lunch for all participants. The School of Engineering also awards two FIRST Robotics four-year scholarships every year. We also now have a FIRST@VCU student organization (https://www.facebook.com/groups/FIRSTatVCU/) whose student members serve as mentors to several participating teams. Other organizations, such as NSBE, also provide independent support and mentorship to other teams.

Word Count: 499

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

Since our initial classification, VCU has strengthened resources and infrastructure that aid in initiating, sustaining, and assessing partnerships and ensuring that these relationships are mutually beneficial to the school and the community.

The Council for Community Engagement (CCE) (http://www.community.vcu.edu/council-for-community-engagement/) has grown in scope and reach since our last application. The CCE is an assembly of representatives from all academic and major support units who seek to facilitate the objectives and initiatives associated with our goal of being a national model for community engagement. Under the direction of the Vice Provost for Community Engagement and the Vice President for Health Policy and Community Relations of the VCU Health System, the Council 1) builds a network of contacts across VCU units; 2) receives and disseminates information and resources that promotes and supports community engagement; 3) gathers information from the community on critical needs and opportunities; 4) recognizes accomplishments of University-community partnerships; and 5) assists in the coordination of events designed to engage the VCU community with community partners to address community-identified needs.
To support the assessment of partnerships, the DCE has posted assessment tools on its website (http://www.community.vcu.edu/research/community-partnerships/). The CEnR Institute featured a session on partnership assessment, and we offered a lunch & learn session on partnership assessment.

The Community Connections Committee creates the bridge between the council and the community. It also promotes the Community Service Leave benefit (http://www.hr.vcu.edu/payroll-and-leave/leave/faculty-leave/#nine), which provides VCU employees with 16 hours of paid leave each calendar year that can be used either to perform school-approved volunteer work in a public school or to participate in volunteer community service organizations.

The Office of Research provides classes and individual consultations. A FAQ document has been developed about community engaged research and the IRB process (http://www.research.vcu.edu/human_research/faq_CEnR.pdf), as well as a pivot database for community-engagement funding opportunities (http://www.community.vcu.edu/research/funding/).

The Center for Clinical and Translational Research (CCTR) (http://www.cctr.vcu.edu/) was established in 2007 to enhance research infrastructure and promote collaboration. In 2010, VCU received a $20 million Clinical and Translational Science Award (CTSA) from the National Institutes of Health to become part of a nationwide consortium of research institutions. This national network seeks to advance science and foster partnerships to speed innovation, working together to turn laboratory discoveries into treatments for patients. Researchers from across the University are supported by the CCTR. At the same time, the center builds and nurtures mutually beneficial partnerships with community practitioners, community organizations, and patients to enhance the adoption of evidence-based best practices in general clinical practice. They accomplish this through their clinical research services, informatics, research incubator, and education cores.

CCTR’s Community Engagement Core (CEC) (http://www.cctr.vcu.edu/community/index.html) brings academic and community partners together to improve community health and health care through research. Working in collaboration with the DCE and the VCU Center on Society and Health, the CEC is organizing and coordinating CEnR and activities across VCU to stimulate collaboration. The CEC offers VCU faculty the opportunity to conduct more rigorous community-engaged research through its Community Review Board process (http://www.cctr.vcu.edu/community/reviewboard.html).

II.B.6 How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

In support of a University Level Initiative, in 2012 VCU’s Division of Community Engagement and Office of Planning and Decision Support conducted a pilot project to systematically document the University’s existing community partnerships. The initial stage of the pilot found over 1,100 university-community partnerships currently active at VCU. In addition to an online survey for VCU faculty and staff involved in partnerships, the project also involved in-depth interviews to discuss how partnerships are established, monitored and evaluated.
The pilot also identified additional resources and infrastructure needed to support partnerships and to systematically document and assess the impact of university-community partnerships at VCU.

Many partnerships conduct embedded assessments, and partnerships that continue and meet their goals are considered successful. Three examples follow.

VCU Clark-Hill Institute for Positive Youth Development (http://www.clarkhill.vcu.edu/research.html) has been involved in a collaborative effort with Richmond Public Schools since 1992 to develop effective violence prevention programs for early adolescents. This effort has been funded by grants from the Centers for Disease Control and Prevention, U.S. Department of Education, and National Institute of Child Health and Human Development. Interventions are designed with personnel from school and community-based organizations and results are reviewed monthly with teachers to ensure effectiveness of the school-based program. In addition to the school-based intervention, the Institute conducts a community surveillance system which describes and monitors youth violence activities of Richmond city residents under age 24 through continuous gathering, analysis, and interpretation of data. The surveillance system is also used to disseminate information to assist policy makers, program planners, and researchers designing prevention programs.

The Health Sciences Academy (http://www.community.vcu.edu/teaching-and-learning/health-sciences-academy/) evaluates its program through yearly surveys and focus groups. They recently expanded their evaluation to measure the career decision-making self-efficacy of minority student populations enrolled in the program. Results are used to modify the curriculum of the health careers exploration program, and to communicate the impact of career decision-making programs to audiences interested in designing and delivering career exploration programs to high school students. Partnerships are evaluated through a series of meetings (3 times per year) to review the evaluation data, identify challenges and opportunities, and address concerns.

Engaging Richmond (http://www.societyhealth.vcu.edu/Page.aspx?nav=283) is a partnership between community members from the East End and researchers from VCU. Since the project’s inception in 2011, the members of the Engaging Richmond team have used mixed-methods research to explore the social and environmental factors that influence health. The research was funded by a Center for Translational Science Award grant from the National Institutes of Health. The team of community-resident researchers is developing targeted dissemination strategies based on these community-identified priorities to bring evidence to policy makers and change agents. An integral part of their work is to assess how the team is functioning and the impact the work is having on its members. Annually, qualitative interviews are conducted with each member to identify challenge areas and skills/opportunities gained through the experience. UNC also conducts an external survey that is more formal. Results are discussed within the group.

**Word Count: 496**
II.B.7 How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

The DCE and CCE asked faculty for recent scholarly products co-created with partners from the community. Citations for 321 works generated between 2009 and the present were submitted.

115 scholarly products have been developed through CCE grants, including conference presentations, journal articles, interventions, and training manuals.

We have selected 5 projects to represent this work:


The authors of this article, representing community practitioners, faculty, students, and administration, collaborated to produce guidelines for University-community partnerships that reflect social work’s commitment to social justice in practice, education, and research.


This paper examines the experiences and challenges faced by a group of community researchers during their involvement in a research project that examined how the relationships between mothers and their adolescent daughters could be harnessed to develop a daughter-initiated cervical cancer intervention.


A program was developed by the VCU Department of Gerontology in collaboration with A Grace Place Adult Day Center, as a pilot project that introduced a low-tech telephone outreach initiative in which trained students provided weekly caregiver support through active listening. The Caregiver Support Training Toolkit was designed to be a comprehensive manual that contains all the vital information necessary to replicate this model program.
4. The Metropolitan Education Research Consortium (MERC) (http://www.merc.soe.vcu.edu/) is a consortium of VCU and eight Richmond-area public school divisions that researches topics based on the identified needs of the school divisions. Recent reports include:


5. VCU Jazz Studies and the University of KwaZulu-Natal’s Centre for Jazz and Popular Music (UKZN) partnered with multiple music legends, historians, and activists to build a "jazz bridge" of understanding between Richmond, VA and Durbin, South Africa. Teams from VCU and UKZN created four commissioned works, new musical arrangements, and several other publications.


Through platforms such as the DCE website (http://www.community.vcu.edu/research/disseminating-your-research/) and professional development offerings like the Lunch and Learn Series (http://www.community.vcu.edu/files/2013/11/11-25-13-Full-2013-14-Lunch-Learn-Schedule.pdf), we encourage the dissemination of findings across the campus and in the community.

**Word Count: 499**

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

Outreach and partnerships have been a key element of VCU’s mission to educate its students and contribute to the public good. Since our last application, we have seen a significant effort to further institutionalize our commitment through recognition, funding, and professional development. In order to leverage existing resources as well as to have the greatest impact, we plan to focus on identifying and supporting strategic partnerships. These strategic partnerships will provide coordinated learning and service opportunities for our students that align with the needs of the organization, and also support research collaboration between faculty and partners to address the needs of the community.
As a premier, urban research institute, we have expanded our focus on community-engaged research. In addition to the resources noted above, the Federation for Community-Engaged Research (CEnR) was launched in February 2014, after a year of planning by the Working Federation. The Federation will be jointly supported by the Center for Clinical and Translational Research (CCTR) and the Division of Community Engagement (DCE) and share membership with the CCE. Its mission will be to support and catalyze high quality, high impact CEnR across VCU.

As the most diverse University in Virginia, we are committed to inclusive excellence. As a part of that commitment, we continue to seek partnerships that welcome and support those who have historically been excluded or underrepresented.

We plan to work across the University to document and tell the story of the work accomplished with our partnerships. To that end, the DCE, CCTR, and University Relations are developing an interactive, Google-based partnership map that will showcase partnerships across the Richmond region. Basic information on the partnership and partnering organizations will be provided, and visitors will be able to search using key filters. It will be linked with and serve as a visual complement to VIVO, a searchable database of faculty profiles, community partner profiles and CEnR research publications, to promote networking.

Additionally, the VCU Libraries is collaborating with DCE and other key units to develop a University-wide, open-source, searchable repository for the products that are developed from our work with the community to include white papers, needs assessments, reports, policy briefs, evaluation results, curriculums, and research summaries. As an open-source repository, this will significantly enhance the opportunities for application and translation of the efforts of VCU faculty, staff, and students. At this time, the new repository has been named “VCU Scholars Compass,” the software has been purchased, and the responsible position is being hired.

We also want to continue to strengthen the infrastructure to support the development and maintenance of partnerships. Partnerships often codify their relationship through agreements with partners (e.g. contracts, affiliation agreements, MOUs/MOAs). VCU does not have a standardized process for developing, approving, and storing these agreements. Consequently, DCE, Global Education Office, University Council and the Integrity and Compliance Office are developing a University policy to guide this process. It is hoped that the resulting system will also support the identification of partnerships across the University.

**Word Count:** 496

**III.1. Please use this space to describe any additional changes since your last classification not captured in previous questions. Word limit: 500**

A major change since 2006 has been the importance of the DCE website as a communication tool and resource. The DCE website is directly linked to the VCU home page as the community tab (http://www.vcu.edu). Special pages for students, faculty/staff, and community audiences provide resources on best practices in community engagement and mechanisms to promote CE activities. According to Google analytics, the website receives high traffic from internal and external audiences.
Our capacity to disseminate CE professional development opportunities has increased dramatically. Of note is a CEnR listserv, which currently has 107 subscribers from various departments (http://www.vcu.edu/cgi-bin/listserv?cenr-interest-group-l). Also, since the last application, content has been added to University websites that support professional development by helping to connect faculty and staff to resources (e.g. www.community.vcu.edu, http://www.cctr.vcu.edu, http://www.womenshealth.vcu.edu/).

CE at VCU has been acknowledged through a number of venues. Since 2006, VCU has been on the President’s Higher Education Community Service Honor Roll every year, and we received high distinction in 2013. The 2014 Gulf South Summit recognized Dr. Lynn Pelco, Associate Vice Provost of Community Engagement, for the Outstanding Practitioner Contributions to Service-Learning in Higher Education, and the VCU School of Dentistry-Community Partners Collaboration received the Outstanding Service-learning Collaboration for Higher Education. The School of Pharmacy was a finalist in the 2013 AACP’s Transformative Community Service Award for their program Pharmacist Collaborative Care and Outreach in the Community (PCOC). VCU has nominated PCOC for the 2014 APLU Peter Magrath Award. The ASPiRE program received the 2014 Governor’s Volunteerism and Service Award in Education.

VCU is working toward achieving genuine reciprocity in our community engagement by creating programs where community voices shape projects, and community members can take leadership. The strategic planning process that led to the Quest for Distinction involved focus groups with the community for input. The DCE strategic plan also included community focus groups and community stakeholder interviews. Engaging Richmond has trained community members to be research advocates, and with their assistance, the Community Review Board has been established that provides community voices in the VCU research enterprise. The Neighborhood Team provides an ongoing link between VCU and the five neighborhoods on our borders with a DCE staff member and a VCU police officer dedicated to these relationships.

Since our initial classification, there has been an increase in the intentionality of community engagement. CE has become more deeply embedded in campus culture and more connected to student retention, faculty roles and rewards, and diversity initiatives. The examples throughout the application show CE is aligned with campus goals, institutionalized, and assessed. Opportunities such as our new leadership and challenges such as revitalizing downtown have created a space for transformative change. We have seized the opportunity to embrace a new vision of engagement that is both deep and pervasive, that expands through multiple pathways: from STEM to the arts, from the local to the global, from our marketing to our strategic planning. Community engagement has become a tradition, and a significant aspect of VCU’s identity.
Appendices
April 1, 2014

The Carnegie Foundation for the Advancement of Teaching
51 Vista Lane
Stanford, California 94305

To Whom It May Concern:

Community engagement is fundamental to Virginia Commonwealth University’s identity, commitments and aspirations as a premier urban, public university dedicated to teaching, research, and human health. It is integral to the mission of the university, and is centrally aligned with our institutional goals. As president, it is a special honor to acknowledge that VCU is one of only 28 public universities with an academic medical center to be designated by the Carnegie Foundation as “Community Engaged” with “Very High Research Activity.”

Although we are located in downtown Richmond, Virginia, our mission extends far beyond the borders of our campus and includes partners throughout our region of more than 1 million people. We work to partner in many ways, including engaging neighborhood, industry, governmental, and philanthropic partners in our research, bringing CEOs and civic leaders into our classrooms to help educate our students, striving to improve lives in the Commonwealth through health science outreach programs and challenging our students to engage in 1 million hours of community service over the next year.

In 2010, we began formulating a new strategic plan that would shape Virginia Commonwealth University as a new type of urban public research university. Now, as I complete my fifth year as president of VCU, community engagement continues to be a critical focus for the university. My predecessor worked for two decades to create stronger ties between VCU and the Richmond region through innovative and impactful partnerships, and now, that commitment is even more deeply engrained in our culture and in our strategic initiatives.

Community engagement is one of the four themes of Quest for Distinction, our university’s strategic plan. Theme IV commits VCU to “Become a national model for community engagement and regional impact” with initiatives to “Contribute to the economic, cultural and civic vitality of the region and the world through collaborative efforts that increasingly define the university as an intellectual, creative and innovative center.” Specific goals of this theme include expanding community-engaged scholarship and service learning and creating new community-university partnerships targeting education, health care, and economic development. As a major theme, community engagement has been institutionalized and provided with financial support, dedicated infrastructure, and personnel. Quest outlines the vision and mission of the university in broad terms, but also translates these ambitions into targeted goals and implementation plans that are monitored and tracked with specific metrics. This careful measurement of our progress ensures the sustainability of our community engagement programs.
As the four themes of *Quest* do not exist in isolation from one another, community engagement is fully integrated within the other three areas of focus: research, student success, and health care. Theme I, which focuses on providing students with rigorous and high-impact experiences, integrates community engagement through its focus on diversity and “innovative academic programs that support and prepare students for civic engagement and careers in a 21st-century global environment.” To this end, we have emphasized service-learning courses and living-learning communities. One of my first initiatives was to establish a living-learning residence hall, ASPIRE (Academic Scholars Program in Real Environments), for students who are committed to community and civic service, such as mentoring children and revitalizing low-income communities. These students, from a broad range of disciplines and majors, participate in a common curricular focus on community engagement. This first living-learning residence was followed by a second hall, GLOBE, which houses students who are pursuing a global education and have a commitment to serve diverse communities throughout the world.

Theme II of our strategic plan focuses on research, and encourages community-engaged research and the “advancement of clinical applications.” Theme III speaks to our “commitment to human health,” targeting public health and clinical and translational research.

As illustrations of our work in these areas, VCU was the first university in Virginia to earn a Clinical and Translational Science Award (CTSA), a $20 million grant from the National Institutes of Health to build the university’s capacity to move research from bench to bedside, which has been supplemented by two additional awards of nearly $1 million. These grants have supported the expansion of partnerships with community organizations to conduct research on health disparities in Richmond. Our CTSA work helps train future researchers to engage in authentic community-based participatory and translational research.

We have also helped launch Bridging Richmond, a collaborative effort that focuses on the development and implementation of a preschool to 12th grade pipeline educational model for the Richmond region. This collaboration involves four area school districts, four institutions of higher education, and a number of corporate and foundation leaders. Building on the national STRIVE model initiated in Cincinnati, Bridging Richmond works to ensure that our youngest citizens also have the chance to become our most-engaged citizens. VCU serves as the administrative home for this initiative and led initial grant-writing efforts, and I served as the initiative’s first chair.

VCU’s identity as an urban public research university reinforces our commitment to community engagement. As an anchor institution in downtown Richmond, we are helping reshape and reinvigorate the fabric of the urban environment. *Quest for Distinction* outlines initiatives to move us forward, and our new Master Site Plan specifies where and how these capital building and redevelopment initiatives will unfold. While addressing the historical features that make our
city unique, we are making thoughtful additions to our footprint that will revitalize the local economy and encourage greater public use of the university as a community asset and resource. Plans that are currently being implemented include a new Institute for Contemporary Art, a continued expansion of our living/learning corridor, a strategic focus on refining our geographic footprint, and a renovation and expansion of the James Branch Cabell Library - all improvements that support partnership with local communities, target strategies to reduce neighborhood risks, and increase economic opportunity.

Responsible stewardship of our capital assets is also crucial to our goals of community support, since VCU is integrated into the city’s fabric. New buildings are designed for sustainability, as fits our identity as a member of the U.S. Green Building Council and the Association for the Advancement of Sustainability in Higher Education (AASHE). The university has been recognized for its “green” efforts; for example, the Sustainability Endowments Institute raised VCU’s grade on its Sustainability Report Card from a C- in 2008 to an A- in 2011.

We should also note that it is not only Greater Richmond and our local campus at which this culture of engagement exists. For example, students at VCUQatar, our branch campus at Education City in Doha, Qatar, respond to real needs in their community, too. Public schools in Qatar, while high performing, do not offer an art curriculum to students, meaning many young people in this rapidly developing nation never receive an arts education. So VCU students studying there - many of whom are majoring in the arts - began a pilot program to introduce art as part of the K-12 curriculum in Qatari schools. They have also developed partnerships with local Doha organizations to help economically disadvantaged Qataris and special-needs students have access to the arts community.

The university’s commitment to engagement is also deeply reflected across my senior leadership team and in the work of their divisions. Provost Beverly Warren comes from an education background with a rich history of community engagement, and our new Vice President for Inclusive Excellence, Wanda Mitchell, has outreach responsibilities in her portfolio.

We also integrate community engagement as a critical component of our communications and our institutional identity. For example, VCU’s new branding campaign, which focuses on how we “Make It Real” in the community, also reflects our commitment to community engagement. A five-year branding campaign introduced in 2012, “Make It Real” represents the university’s extraordinary ability to connect students’ classroom with “real-world” experiences that increase their understanding of the world while improving communities and enhancing lives.

Across VCU, more than 50,000 faculty members, staff and students studying in more than 220 academic disciplines in the Mid-Atlantic and the Middle East, are truly making a difference. We challenge our students to be engaged in the communities that they will be counted on to lead, and
to use their education to make a difference in the lives of others. We ask our faculty members to move their remarkable discoveries from the laboratory to the marketplace, so their innovations can help people lead better, healthier lives.

We make these commitments to our community because we understand that the real value of any great university is the benefit it has in our local communities, across our region - and beyond that - for our society and global community. Since serving as president, I have had the opportunity to participate in a number of organizations that focus on critical needs and opportunities that face our society. In some of these organizations, I have assumed various leadership roles (see attachment) and hope that my input has made a contribution.

Our mission as a leading urban public research university is not simply to focus on our campus, but to impact our community and elevate the human experience through innovation, discovery, and engagement. As in 2006, I hope that you will find the application of Virginia Commonwealth University worthy of Carnegie's esteemed Community Engagement designation.

Best wishes.

Sincerely,

Michael Rao
President
Michael Rao, Community-Engaged Leadership

Management Roundtable, Member, Executive Committee (2009 - Present)
A group of corporate executives from the Richmond region that meets to discuss major civic concerns.

Urban Serving Universities, Co-Chair, Health Track (2010 - 2013)
A coalition of higher education institutions addressing the policy and advocacy interests of urban communities and the universities that serve them. The health track works to address “disparities in health among urban groups by preparing more culturally diverse and competent health workers.”

Bridging Richmond, Chair (2009-2013), Executive Council (2009 – 2013)
A regional partnership of higher education, early childhood, K-12, business, philanthropic, nonprofit and civic leaders working to support educational success for all students. The work has been informed and supported by Living Cities, Strive of Cincinnati and the Coalition of Urban Serving Universities.

Greater Richmond Chamber of Commerce, Member (2009 - 2013)
Regional nonprofit business association.

Richmond’s Future, Member (2009 - Present)
An independent think tank “established to address issues that are vital to the future of the Richmond metropolitan region.”

Venture Richmond, Member Executive Council (2009 - Present)
A partnership of business, government and other community leaders working “to enhance the vitality of the community, particularly downtown, through economic development, marketing, promotion, advocacy and events.”

Center for Innovative Technology (CIT), Board Member (2011 – Present)
A nonprofit corporation working to support technological innovation, entrepreneurship and innovation within the Commonwealth of Virginia

Northern Virginia Technology Council (NVTC), Member (2012 - Present)
The membership and trade association for the Northern Virginia technology community.

Virginia BioTechnology Research Board (Corporation and Authority), Chair (2009 - Present)
The Park was incorporated in 1992 as a joint venture of VCU, the City of Richmond and the commonwealth of Virginia with an affiliated independent authority of the Commonwealth of Virginia to promote life sciences technology innovation, incubation, translation and commercialization.
<table>
<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institutional Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th>Number of faculty</th>
<th>Number of students</th>
<th>Grant funding</th>
<th>Institution Impact</th>
<th>Community Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Dental Clinic Community Partners</td>
<td>VCU School of Dentistry</td>
<td>The partnership provides no-cost dental care to patients in some of Virginia’s most underserved and vulnerable areas while providing undergraduate dental hygiene students with hands-on training supervised by community dental practitioners.</td>
<td>10 years</td>
<td>2 VCU faculty</td>
<td>Between 100-115 students each year</td>
<td>External grant funds plus departmental funds</td>
<td>Students report enhanced confidence, better time management, increased procedure speed and greater readiness to graduate after working in the community dental clinic.</td>
<td>Community partner clinics find the students indispensable in providing services each year, as they provide tens of thousands of dollars of work for free.</td>
</tr>
<tr>
<td>2</td>
<td>Una Vida Saran</td>
<td>CrossOver Healthcare Mailing and the Richmond Hispanic Liaison Office</td>
<td>The partnership is designed to provide medical services to patients in Richmond’s rapidly growing and underserved Hispanic population through community outreach efforts, relying on-risk patients to medical care with CrossOver</td>
<td>5 years</td>
<td>3 core faculty, approximately 10 more each year to act as on-site instructors for students</td>
<td>A total of 100 professional students (approximately 20 each year)</td>
<td>Internal grant funds plus departmental funds</td>
<td>Students and faculty report enhanced understanding of working with the patient population and the barriers they face to health care, as well as working with interpreters.</td>
<td>The partnership has served over 500 patients in the last five years who would likely have remained untreated. Project coordinators report in the beginning stages of long-term impact assessment for patients.</td>
</tr>
<tr>
<td>3</td>
<td>Virginia Department of Emergency Management</td>
<td>Wilder School of Government &amp; Public Affairs Program in Homeland Security and Emergency Management</td>
<td>This partnership aims to serve small localities across Virginia by providing student assistance to write and update Emergency Operations Plans.</td>
<td>3 years</td>
<td>1 faculty instructor</td>
<td>A total of 60 graduate students (approximately 20 each year)</td>
<td>Departmental funds</td>
<td>Through this service learning course, students receive real world training in developing emergency operations plans, a highly marketable skill in job searches.</td>
<td>Thus far, 15 community partners who would not otherwise have been able to update or write Emergency Operations Plans due to a lack of time and expertise received no-cost services from students. Localities routinely accept students’ work with few changes and VDEM requests continued student involvement each year.</td>
</tr>
<tr>
<td>4</td>
<td>VCU Health Sciences Academy</td>
<td>DCE, Division of Health Sciences and Diversity and VCU Center on Health Disparities</td>
<td>VCU HSA prepares high school students to enter college and exposes them to health career options, programs and services that cater to 16 students’ developmental needs and the needs of partnering schools.</td>
<td>7 years</td>
<td>4 VCU faculty and 3 teaching assistants</td>
<td>163 undergraduate student mentors over 7 years (approximately 30 each year)</td>
<td>External funds (NH P-60 grant) plus departmental funds</td>
<td>VCU students participate in a service learning course as mentors and report improved levels of awareness of their own healthcare career paths. VCU HSA is also an innovative model of community engagement that the project leaders intend to present and disseminate widely.</td>
<td>462 CCRPS and RPS2 high school students have participated over 7 years, and excess grant funds have been used to purchase science equipment for participating high schools. Students’ confidence in transitioning from high school to college and levels of decisiveness about health careers are also measured and have improved with the program.</td>
</tr>
<tr>
<td>5</td>
<td>VCU AmeriCorps</td>
<td>Division of Community Engagement, Office of Service Learning and School of Education</td>
<td>The program’s mission is to help children read on grade level by the third grade, since dozens of studies indicate importance of early reading to succeed in school.</td>
<td>18 years (oldest AmeriCorps program in VA)</td>
<td>2 VCU faculty</td>
<td>Several hundred undergraduate and graduate students have participated in the 18 years of the program, with about 50 participating each year</td>
<td>Internal and External grant funds</td>
<td>Students gain valuable work experience and develop professional and leadership skills. Faculty who have been involved with AmeriCorps have conducted trainings for VCU faculty and staff on classroom behavior management and diversity in the classroom. Over 89% of the VCU AmeriCorps staff were retained.</td>
<td>Since 2006, VCU AmeriCorps and America Reads continues to strengthen its partnership with Richmond Public Schools by providing classroom support to over 1000 students in 12 elementary schools and small group reading interventions to nearly 250 students every year. On average, 75% of Students served by VCU AmeriCorps show improvements in reading scores and improved classroom behavior. Further, 95% of schools who participate report they are satisfied with the program.</td>
</tr>
<tr>
<td>6</td>
<td>Open Minds</td>
<td>Richmond City Sheriff’s Department</td>
<td>Open Minds is a project designed to create opportunities for residents of Richmond City Jail and students at VCU to take college courses together. Reflection is an essential part of the process for both VCU students and jail inmates so that both are able to learn from each other.</td>
<td>3 years</td>
<td>6 VCU faculty per year</td>
<td>54 undergraduate students were involved in the 2012-2013 school year</td>
<td>Departmental funds and internal grant funds</td>
<td>Open Minds generated 2016 voice learning hours for VCU students and students have described the experience as “life changing.”</td>
<td>Over 100 residents of the Richmond City Jail were able to earn continuing education credit during the 2012-2013 school year.</td>
</tr>
<tr>
<td>7</td>
<td>Carbon Awareness Partnership</td>
<td>College of Humanities and Sciences, Department of English, Department of Gender, Sexuality &amp; Women’s Studies, Department of Family Medicine, Department of Religious Studies</td>
<td>The VCU Carbon Awareness Partnership Program highlights the affect of rising carbon levels and sustainability issues for multiple levels of post-secondary students and educators. The partnership leaders developed a Carbon Capstone Service Learning course that trains VCU undergraduates to effectively lead a multi-day carbon-module investigation for high school classes.</td>
<td>2 years</td>
<td>9 undergraduates, 2 graduate students and 2 PhD candidates are involved in the project</td>
<td>External grant funds</td>
<td>VCU students have the opportunity to conduct a scientifically relevant carbon research project and to produce an academic poster/presentation to disseminate their research and learning experiences to the greater community.</td>
<td>Over 300 high school students from 15 area schools had the opportunity to learn about the effects of carbon on the climate. They were also given the chance to learn basic research skills. 28 secondary school teachers participated in the project to improve their knowledge and skills related to carbon’s effect on the environment.</td>
<td></td>
</tr>
<tr>
<td>Partnership Name</td>
<td>Community Partner</td>
<td>Institutional Partner</td>
<td>Purpose</td>
<td>Length of Partnership</td>
<td>Number of faculty</td>
<td>Number of students</td>
<td>Grant funding</td>
<td>Institution Impact</td>
<td>Community Impact</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>8. MoB (Middle of Broad) + Storefront for Community Design</td>
<td>Storefront for Community Design</td>
<td>VCUArts Departments of Graphic Design, Fashion Design and Interior Design and the Department of Urban and Regional Planning</td>
<td>In partnership with the Storefront for Community Design, Richmond's non-profit design and building resource, VCUArts provides free design help to local individuals, businesses and organizations. MoB+Storefront operates on the belief that good design makes a healthier city where citizens participate more fully in their environment, their government and their culture.</td>
<td>3 years</td>
<td>3-4 VCU faculty per year</td>
<td>4852 students</td>
<td>Internal grant seed funding and departmental funds</td>
<td>Clients, mentors and students share a process of creating design plans, presentations and deliverables. Students gain the experience of working with clients and VCU has the opportunity to be present in the community in a creative way.</td>
<td>Since its inception, the program has assisted 32 nonprofits, government agencies, local businesses and community groups that are located on a city block undergoing major revitalization with professional design projects.</td>
</tr>
<tr>
<td>9. CMoR Learning: Developing Interdisciplinary Partnerships for an Inclusive Learning Community</td>
<td>Children's Museum of Richmond; Children's Hospital of Richmond</td>
<td>VCU Department of Occupational Therapy, School of Education's Early Childhood Special Education program</td>
<td>A partnership with the Children's Museum of Richmond, the project enables VCU faculty and students to work with CMoR staff in assessing and adapting the physical and learning environment of the museum, developing collaborative training to support the engagement of young children with disabilities and their families and marketing to the community.</td>
<td>2 years</td>
<td>8 VCU faculty</td>
<td>57</td>
<td>Internal grant funds</td>
<td>Students have the opportunity to learn practical applications of Universal Design concepts and participate in creating adaptive projects for children with disabilities, useful and marketable skills for future job placement. VCU faculty and students have also presented at a number of professional conferences about the project.</td>
<td>The partnership has resulted in a more inclusive learning environment at both of the Children's Museum of Richmond's sites through 28 different adaptive projects and training on Universal Design concepts for museum staff. Children with disabilities and learning needs are able to fully enjoy the museum and be engaged in an inclusive environment.</td>
</tr>
<tr>
<td>10. Mosby Leadership Program</td>
<td>Richmond Redevelopment &amp; Housing Authority</td>
<td>VCU ASPRE and VCU Center on Health Disparities</td>
<td>The Mosby Leadership Program is designed to sustain the building of community capacity, empower change and to maximize the effective participation of residents of Mosby Court, a public housing community in Richmond. The residents participate as volunteers with community-based organizations and take part in five months of workshops focused on leadership skill development, including conflict resolution, effective communication and computer skills training.</td>
<td>2 years</td>
<td>4 VCU faculty</td>
<td>Approximately 30 per year</td>
<td>Departmental funds and internal grant</td>
<td>The Mosby Leadership Program allows VCU to present a useful and positive presence in a public housing community that is less than a mile from VCU's medical campus.</td>
<td>So far, 14 people have graduated from the Mosby Leadership Program and developed important community leadership and advocacy skills. Along with VCU students, these graduates helped inform and mobilize voters in the 2012 and 2013 elections going door-to-door on Election Day to let voters know about free shuttles to polling places.</td>
</tr>
<tr>
<td>11. Missions of Mercy</td>
<td>Virginia Dental Association and Virginia Health Care Foundation</td>
<td>VCU School of Dentistry</td>
<td>Missions of Mercy provides no-cost dental care to people in Virginia's most underserved and vulnerable areas.</td>
<td>13 years</td>
<td>4.5 VCU faculty per year</td>
<td>Approximately 150 per year</td>
<td>External funds and departmental funds</td>
<td>Missions of Mercy allows dental students to receive hands-on training in dental procedures. Students also gain experience working with underserved populations.</td>
<td>Missions of Mercy has provided over $5.7 million in no-cost care to over 13,000 patients in underserved areas since its inception.</td>
</tr>
</tbody>
</table>
I.C. Institutional Commitment (continued)

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

Funding

2.a. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. *

Word limit: 500. Words used: 0

2.b. As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. *

Word limit: 500. Words used: 0

2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement. For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. *

Word limit: 500. Words used: 0

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

Word limit: 500. Words used: 0
The Re-classification Documentation Framework is intended to help you gather information about your institution's current community engagement commitments and activities as well changes that have taken place since your campus last received the classification. The framework comprises all of the questions that appear on the 2015 Documentation Reporting Form (i.e., the application), and seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se. (The framework is for use as a reference and worksheet only. Please do not submit it as your application.)

The re-classification documentation framework is designed for an evidence-based reflective process focusing on what has changed since receiving the classification. It is structured to include narrative responses allowing for explanation of changes that have occurred since the previous classification. The narratives are designed to address (1) what currently exists, (2) changes since the last classification, and (3) relevant supporting evidence.

Data Provided: The classification will be determined based on activities and processes that have been implemented, not those that are anticipated. 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 is from.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers for the Carnegie Foundation may want to examine websites to provide additional clarification of the responses in the application. Reviewers also may ask for a telephone conversation to clarify evidence provided.

Use of Data: The information you provide will be used solely to determine your qualifications for the community engagement classification. Re-classified institutions will
be announced publicly in January 2015. Only those institutions approved for re-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 research purposes.

**Applicant’s Contact Information**

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

- First Name
- Last Name
- Title
- Institution
- Mailing address 1
- Mailing address 2
- City
- State
- Zip Code
- Phone Number
- Email Address
- Full Name of Institution’s President/Chancellor
- President/Chancellor’s Mailing Address
- President/Chancellor’s Email Address

**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.*

**I. Foundational Indicators**

**A. President/Chancellor’s Leadership Statement**

**Required Documentation.**

1. Provide a letter from the President/Chancellor or Provost (Vice President for
Academic Affairs) that:

a. Indicates their perception of where community engagement fits into their leadership of the institution,

b. Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and

c. Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

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

<table>
<thead>
<tr>
<th>Document Excerpt</th>
<th>Web Link (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual addresses/speeches (word limit: 500):</td>
<td></td>
</tr>
<tr>
<td>Published editorials (word limit: 500):</td>
<td></td>
</tr>
<tr>
<td>Campus publications (word limit: 500):</td>
<td></td>
</tr>
<tr>
<td>Other (word limit: 500):</td>
<td></td>
</tr>
</tbody>
</table>

B. **Institutional Identity and Culture**

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

1.a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

☐ No   ☐ Yes

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

1.b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.
2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500):

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

C. Institutional Commitment

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

Infrastructure

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

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

Funding

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

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

2.b. As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.
For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500)

2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

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

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

**Documentation and Assessment**

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

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

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

**Impact on students**

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

**Impact on faculty**

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

**Impact on community**

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

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

Professional Development

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500)

Faculty Roles and Rewards

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

☐ No  ☐ Yes

Describe (word limit: 500):

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

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

☐ No  ☐ Yes

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

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

☐ No  ☐ Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: 500):
9.a. Is community engagement rewarded as one form of teaching and learning?
☐ No  ☐ Yes

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

9.b. Is community engagement rewarded as one form of scholarship?
☐ No  ☐ Yes

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

9.c. Is community engagement rewarded as one form of service?
☐ No  ☐ Yes

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

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

☐ No  ☐ Yes

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

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

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

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

☐ No  ☐ Yes

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

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

☐ No ☐ Yes

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

**Student Roles and Recognition**

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

**Supplemental Documentation**

14. Is community engagement noted on student transcripts?

☐ No ☐ Yes

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

☐ No ☐ Yes

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

☐ No ☐ Yes

Please provide examples (word limit: 500):

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

☐ No ☐ Yes

Please provide examples (word limit: 500):

**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
institutions.

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

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

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
   a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: 500)
   b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)

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

<table>
<thead>
<tr>
<th>Number of service learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Number of departments represented by service learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Number of faculty who taught service learning courses</th>
<th>Change in number of faculty since the last application</th>
<th>Percentage of total faculty</th>
<th>Percent change in number of faculty since last application</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Number of students participating in service learning courses</th>
<th>Change in number of students since last application</th>
<th>Percentage of total students</th>
<th>Percent change since last application</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: 500)

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

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

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

<table>
<thead>
<tr>
<th>Curricular Activity</th>
<th>Is Community Engagement integrated with this activity?</th>
<th>What has changed since the last classification?</th>
<th>Web Link (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Research</td>
<td>(Word limit: 500)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Leadership Courses</td>
<td>(Word limit: 500)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships/Co-ops</td>
<td>(Word limit: 500)</td>
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<td></td>
</tr>
<tr>
<td>Study Abroad</td>
<td>(Word limit: 500)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other. (Please specify in the &quot;What has changed...&quot; text box to the right.)</td>
<td>(Word limit: 500)</td>
<td></td>
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</tr>
</tbody>
</table>

6. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Is Community Engagement integrated into this area?</th>
<th>What has changed since the last classification?</th>
<th>Web Link (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course</td>
<td>(Word limit: 500)</td>
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<td></td>
</tr>
<tr>
<td>General Education</td>
<td>(Word limit: 500)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Experience Courses</td>
<td>(Word limit: 500)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone (Senior Level Project)</td>
<td>(Word limit: 500)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

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

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

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

**Outreach**

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

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

**Partnerships**

3. Describe representative new and long-standing partnerships (both institutional
and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

- Download the Partnership Grid template (Excel file) and save it to your computer;
- Provide descriptions of each partnership in the template; and then,
- Upload the completed template here.

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

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

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

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

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

III. Wrap-Up

1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: 500)

2. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (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
## Carnegie Application Timeline

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<td>President’s Leadership Statement</td>
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<td>Institutional Identity &amp; Culture</td>
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<td>Lynn</td>
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**Final Application Due: April 1, 2014**

*Two section drafts must be completed each month.*