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# **COMMUNITY ENGAGEMENT TASK FORCE**

## **REPORT TO THE PROVOST**

**NOVEMBER 3, 2014**

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Submitted by:

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# Community Engagement Task Force Report to the Provost

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### **Introduction**

The Community Engagement Task Force is sending this report of our work completed in Year 1, with recommendations and specific requests as we move forward on an agenda for 2014-15 and beyond. The Carnegie submission will be scheduled again for 2020 with application available in 2018. The intention of the Carnegie framework for designation is that universities employ continuous assessment and improvement as engaged institutions.

Our recommendations outlined in Appendix A are based on the submissions outlined in our UAA Carnegie application of April 2014. The successful designees will be announced January 1, 2015. The Task Force requests the following to further our work in this second year and going forward:

1. The Community Engagement Task Force be designated a permanent committee under the Office of Academic Affairs.
2. A course release for the Task Force Chair or a Task Force member for spring 2015 to complete an assessment plan for community engagement.
3. Funding for two Faculty Fellow positions with the Center for Community Engagement & Learning (CCEL) - \$35,000 for spring 2015 and \$70,000 for the next academic year 2015-16 (Descriptions and duties in Appendix B).

The Task Force worked with CCEL, meeting every 2-3 weeks during 2013-14 and ending with a Task Force Retreat in 2014. In addition, we consulted with Dr. Patti Clayton during our preparation of the Carnegie application by phone and email, and Dr. Clayton co-led our retreat with Dr. Owens-Manley, Director of CCEL. As you know, the main work of the Task Force in the first year was to submit a successful application for the Carnegie designation. We also began work on other issues as outlined below, with a vision for UAA as an Engaged University (Vision Statement attached as Appendix C).

### **Task Force Response to Charges: Accomplishments & Planning for Years 2015-19**

#### **Charge #1. Oversee the renewal of the Carnegie “Engaged University” classification application due April 2014**

The Carnegie application was submitted on time for the April 14, 2014 deadline, and successful applicants will be notified by January 1, 2015. This was accomplished with the assistance of Renee Carter-Chapman’s office for the final document preparation and in consultation with Dr. Patti Clayton. Our work plan is clear for the coming year, and the application for the next round of designations will be available in spring 2018. (See Work Plan attached as Appendix A.)

**Charge #2. Oversee an audit of current community engagement activity in the University to identify areas of strength and potential.**

We began this audit with a survey of faculty in spring 2014, an annual practice that will be continued. CCEL also published a volume of “Engaged Teaching” stories across the university. We are reviewing software systems for documenting community engagement in spring 2015 and will be recommending a system and a process for using that will require the support of the Provost’s office and the Office of Academic Affairs – more for implementation than for cost, which we anticipate will be minimal. (Appendix A)

**Charge #3. Develop strategies and processes for (1) identifying community-engagement courses across the institution, and (2) data collection for outcome of those courses for students, faculty, and community partners.**

We collected data through CCEL in spring of 2014, but our data collection is very limited at present. We plan to use spring 2015 to create an effective assessment plan and to gather the materials and tools needed to collect data on an ongoing basis.

Community engaged definitions were reworked and approved by the Faculty Senate for engaged courses, research, and creative activity – they are ready to be put into play for Banner designation of courses, and we are currently working out the process for doing so with the E-Board and the Registrar’s Office. (Appendix A)

**Charge #4. Develop mechanisms to research, develop, and recognize best practices in community engagement both internally and externally.**

Our consultation with Dr. Patti Clayton and ongoing relationship with her as an engaged scholar has assisted us in beginning this charge. Travel to conferences and the ability of CCEL to sponsor faculty presenting at strategic community engagement conferences will be key to being knowledgeable about best community engagement practices externally. We’ve begun to research software system capabilities for documenting internal practices, with 2015-16 targeted to implement a system. “Collaboratory” is a system that we are seriously reviewing with a cost of approximately \$7500 per year, plus \$3750 for initial setup. This particular system was designed by UNCG to support institutions with the Carnegie re-authorization process.

CCEL completed a strategic plan in 2014 which pledges the leadership for effective community engagement and positions CCEL to be a catalyst, convener and connector, engaging UAA for the future of Anchorage and Alaska.

**Charge #5. Confer with faculty and external partners to develop further internship and practicum possibilities throughout the state.**

This charge has not been successfully addressed. Our work on this charge was hampered by incomplete data on engagement efforts across campus. This is one of the

areas we intend to address as we work next semester to develop a comprehensive assessment plan. (Appendix A)

**Charge #6. Work with agencies (and Advancement/Development) to identify sustainable funding sources.**

Parentheses are added to the original charge. Funding for community engagement may come from interested individuals and small family foundations as opposed to other sources. The CCEL Director attended the fundraising workshop at UAF in fall 2014 and is working with Development to craft a “vision story” and identify potential donors.

A Carnegie requirement that we be able to document and report on the external and internal funding related to community engagement can be addressed, which we currently are little able to do. We have added this in our work plan, particularly to communicate with OSP, ISER & Administrative Services. (Appendix A)

**Charge #7. Identify and develop responses for any risk management concerns.**

We have not yet addressed this charge, and it was not required for the Carnegie application, but it will be added to the work plan. Development of a comprehensive risk management plan will be a natural outgrowth of our work on an improved comprehensive assessment plan.

**Summary**

**In summary, there is a foundation for engagement at UAA that is securely in place.** We believe that we will receive the 2015 Carnegie designation. We have a Center that supports the development of curricular engagement, language for “public square” in the UAA vision and mission statements, and good examples of curricular engagement, engaged research and engaged creative activity. We have faculty advocates dispersed across the curriculum, communities and students that demonstrate interest, and we have pockets of “deep” engagement with community. And we have the nationally recommended changes in our promotion and tenure guidelines, recognizing community engaged practice and engaged scholarship as relevant to promotion and tenure.

Factors to be addressed as we continue are a low awareness about community engagement and CCEL, a lack of knowledge of what resources we have to offer, and both faculty leadership and resources available to faculty for engaged scholarship could be broader. Competing demands for faculty time and low student awareness of CCEL and community engagement opportunities will need to be confronted to expand our capacity for being a best practice model for community engagement. The Faculty Evaluation Guidelines (FEGs), though altered to incorporate community engagement, are new and the implementation for community engaged scholarship will need attention.

The closing statement of our Carnegie application read,

*Since our first classification as a community engaged university in 2006, the University of Alaska Anchorage has grown and developed with a series of changes in administration, in the economy and in operating conditions. Through it all our sense of mission has remained focused and strong. As an institution, we continue to be characterized by community engagement. Our unique history gives us a special bond with the communities we live in and serve. Our vision and guiding documents make it clear that this is a bond we intend to strengthen and maintain on our main campus and with the municipality of Anchorage and through our community campuses and their diverse and rich cultural surroundings.*

The Community Engagement Task Force is intent on ensuring that this vision remains a central part of the university's service to our students, our state, and our global communities.

## Appendix A. Community Engagement Work Plan Based on Carnegie Recommendations 2015-2019

Area of Impact	Objective	Resources/By whom	Timeline
Organizational Structure	<ol style="list-style-type: none"> <li>1. CCEL have funding for a AIMS Faculty Fellow every year to assist with engaged research in the Center. Funding in spring 2015 will allow a FF to develop/accrue tools for assessment.</li> <li>2. CCEL have funding for a Faculty Fellow in Fall 2015 &amp; Spring 2016 to transform the Civic Engagement Certificate program and allow it to grow and expand as a resource for students and the university.</li> <li>3. CE Task Force become a permanent committee under the Office of Academic Affairs.</li> </ol>	<p>\$35,000 annually for .5 FTE; \$17,500 for spring 2015.</p> <p>\$35,000 annually for .5 FTE fall and spring including teaching in the program. Tuition could pay a portion of the salary.</p> <p>Office of Academic Affairs &amp; CCEL</p>	<p>Annually 2015-2020</p> <p>Beginning August 2015 following Year 2 of the appointed CE Task Force.</p>
Fiscal Resources	<ol style="list-style-type: none"> <li>1. Assist in identifying major gift prospects.</li> <li>2. Work with CCEL on prospects ranging from paid internships for Civic Engagement to student leadership program for civic engagement to an endowed professorship for engaged teaching &amp; learning that might be</li> </ol>	<p>Advancement Development Officers</p> <p>Advancement Development Officers</p>	<p>Ongoing</p> <p>Ongoing</p>

## Appendix A. Community Engagement Work Plan Based on Carnegie Recommendations 2015-2019

	shared with a college, such as Honors, Education, the School or Social Work, or other departments interested in such high impact practices (see University of Kentucky as an example).		
Faculty Rewards & Incentives	<ol style="list-style-type: none"> <li>1. UAA provide more resources for faculty and community partner travel and presentation at conferences.</li> </ol>	Advancement/Development Officers – CCEL grant writing	Ongoing
	<ol style="list-style-type: none"> <li>2. UAA increase resources for faculty/student teams (especially graduate student resources with faculty for community-based research), and increase funding for mini-grants.</li> </ol>	Advancement/Development Officers – CCEL grant writing	Ongoing
	<ol style="list-style-type: none"> <li>3. Continue with modifications to the Faculty Evaluation Guidelines to more fully represent and guide faculty and reviewers, re: community engagement and engaged scholarship.</li> </ol>	Office of Academic Affairs & CCEL	Ongoing
Documenting Engaged Curriculum	1. Complete the process for	Faculty Senate E-Board &	November-December 2014

## Appendix A. Community Engagement Work Plan Based on Carnegie Recommendations 2015-2019

	course designation and having courses in BANNER database recorded as CE/SL courses beginning Fall 2015.	Registrar's Office	
Monitoring & Measuring Engagement	1. Explore options for documenting engaged research and amounts of external funding for engaged research. (Carnegie application requests)	Office of Sponsored Programs (OSP) and Institute for Social & Economic Research (ISER).	Ongoing
	2. Identify community engaged courses, research, and projects as a University for monitoring and reporting on community engagement.	Audit requested in Charge#2 from Provost to Task Force	2014-16 and process going forward
	3. UAA identify and arrange a process for a central database for community engaged projects for departments, Centers, Institutes and campuses to use; our new and planned data collection and feedback mechanisms centralize tracking and assessment of engagement for the institution and broaden its scope.	Community Engagement Task Force exploring 4 options.	Spring 2015



## Appendix A. Community Engagement Work Plan Based on Carnegie Recommendations 2015-2019

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	<p>4. Develop Community Engagement Assessment Plan in Spring 2015 for monitoring and measuring community engagement throughout the university.</p>	Deb Periman, course release	Spring 2015
	<p>5. Faculty currently identified as teaching community-engaged course receive a survey at the end of each semester asking for descriptions of engaged activities and impacts on themselves, students, and community partners.</p>	CCEL	Spring 2015 & Ongoing
	<p>6. UAA schedule focus groups of community partners on a three-year rotation to collect qualitative community partnership assessment data.</p>	Chancellor's office with Departments/Colleges?	Spring 2016 & ongoing
	<p>7. Assist faculty and departments to develop protocols for assessing partnerships in concert with CCEL and CE Task Force.</p>	CCEL	Spring 2015 & ongoing

## Appendix B. Faculty Fellow Description

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### **University of Alaska Anchorage Center for Community Engagement & Learning**

#### **AIMS Faculty Fellows Program Spring 2015**

##### Program and Position Description

###### General Description of the Program

The Faculty Fellows Program is a year-long appointment to assess, innovate, mentor, and share (AIMS) community engagement across the university and cultivate community engaged research and scholarship.<sup>i</sup>

The Center for Community Engagement and Learning (CCEL) mission is to connect academic programs with community needs to use scholarship and action for the mutual benefit of the University and State, its communities, and its diverse peoples.

The AIMS Fellow will:

- Conduct research aligned with the mission of the Center
- Work with the Community Engaged Task Force
- Innovate to strengthen campus-community partnerships
- Mentor in the dissemination of community-engaged projects
- Assess
  - community-engaged projects across the university
  - methods of research and the effectiveness of methods used in community engagement
  - best practices at other institutions
- Maintain and strengthen the University's assessment plan

The AIMS Faculty Fellow may be released from up to two courses per semester or percentage of time as negotiated with their college/department.

Eligibility: Tenured faculty preferred

##### **YOUR COMPLETE APPLICATION MUST CONTAIN THE FOLLOWING:**

###### 1. Applicant Information:

- a. Last Name
- b. First Name
- c. College status (Professor, Associate Professor, Assistant Professor, etc.)
- d. Primary Department/Affiliation
- e. Campus Mailing Address (Building and Room)
- f. Campus Phone
- g. E-mail Address

## Appendix B. Faculty Fellow Description

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2. Narrative: Please limit your narratives to a maximum of 3 pages. As you prepare your narrative consider the following criteria:

- a. Understanding of and commitment to community-based learning

*Summary of key lessons you have learned from using a community-based learning approach and brief description of any assessment, evaluation, or research you have completed on community-based learning to date.*

- b. Understanding of and commitment to students' civic development

*Brief description of the role(s) you see community-based learning playing in students' civic development.*

- c. Alignment with professional goals

*Description of how your participation as a Fellow is congruent with your professional development at this point in your career, how your participation will advance the mission of your department, and contribute to the campus goals for learning and civic engagement.*

- d. Vision of AIMS and Conceptual Background

*How do you see yourself fitting in and furthering the mission of the Center and the University.*

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<sup>i</sup> Note that for spring 2015, the request is for a one semester appointment. The primary duties would be to research and gather the assessment tools to be used in an ongoing assessment plan based on best practices in other engaged universities nationally and internationally.

## Appendix C: Vision for an “Engaged University” at UAA

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- Community engagement is routinely highly valued and rewarded campus-wide in promotion & tenure decisions.
- There is a process in place for routine data collection re: community engagement across campus.
- CCEL has a clear role in university community engagement, is viewed as a source and has sufficient resources to respond.
- Service learning/community engagement (SL/CE) are clearly tracked and promoted for students & faculty.
- There is an increased (unified) emphasis on integration in curricular and co-curricular SL/CE.
- SL/CE courses are visible for students.
- Faculty are engaged in the scholarship of teaching and learning (SoTL) in community engagement and increase the quality and depth of partnerships.
- The university has at least one civic engagement GER outcome.
- Faculty and students are engaged with community at a level to be competitive for national awards.
- Senior leadership at UAA is visible, vocal, and active in regard to community engagement.