



***Community  
Engagement  
Task Force  
Report 2015***

*Last update*  
December 2015

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*"Of course, when all is said, it is not learning but the spirit of service that will give a college a place in the public annals of the nation. It is indispensable; it seems to me, if it is to do its right service, that the air of affairs should be admitted to all its classrooms. I do not mean the air of party politics but the air of the world's transactions, the consciousness of the solidarity of the race, the sense of the duty of man towards man, of the presence of men in every problem, of the significance of truth for guidance as well as for knowledge, of the potency of ideas, of the promise and the hope that shine in the face of all knowledge."*

Woodrow Wilson, 1896

Some ninety years after Woodrow Wilson spoke of the necessity of higher education to be of service to the questions and challenges of the nation, scholar-advocates like Ernest Lynton and Ernest Boyers called on institutions of higher education to reconnect their work as creators and disseminators of knowledge with the critical needs of society. What came to be known as the scholarship of engagement, and more broadly, community engagement, is now a cornerstone of leading university's across the nation. Many urban serving universities have embraced community engagement as an enactment of their mission and as a statement of responsibility to their communities. The University of Memphis' twenty year history of community engagement not only reflects its mission as "a learner-centered metropolitan research University providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship," but has also laid the groundwork for community engagement and engaged scholarship to become an essential element of the University's identity and culture.

Currently, the University has three ways of talking about community-university engagement. In general, community engagement describes 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. More specifically, the term engaged scholarship is used to describe academic projects that engage faculty members and students in a collaborative and sustained manner with community groups, connects university outreach to community organizational goals, fosters

reciprocal relationships, entails shared authority, and results in a variety of products. Finally, the term engaged learning is a mode of experiential learning that fosters collaboration between faculty, students, and community partners for mutually beneficial exchange of knowledge that addresses a community-identified need and reciprocally supports the goals of community partners, student competencies, and faculty research.

Recognizing that the university and community are co-owners of the issues that define the health of our society, the value of institutionalizing engaged learning and research activities at the University of Memphis is four-fold. It results in thoughtful, well-trained students, encourages faculty to develop interdisciplinary research that addresses important societal issues, builds meaningful ties between the University and local communities and fosters a sense of shared responsibility, and creates opportunities for increased visibility and resource development. Committing resources and taking concrete steps to institutionalize community engagement will further meet the University's goals of

*Cultivating meaningful relationships between the University and external communities, providing distinctive learning experiences that foster lifelong success, promoting diversity and accessibility, and cultivating scholarship and teaching to advance knowledge and address key societal concerns* ([memphis.edu/presweb/stratplan/goals.php](http://memphis.edu/presweb/stratplan/goals.php)).

The Community Engagement Task Force, established in August 2015, was charged with developing a set of recommendations for integrating community engagement into academic programs at the University. The Task Force consisted of ten members



representing local foundations, non-profits, and faculty with a range of expertise in health, education, youth, poverty, and community and economic development. From August to November 2015, the Task Force held six in-person meetings and participated in online discussions and document sharing between meetings. The group's work included:

- Careful review of four nationally recognized models of University-Community engagement for best practices.
- Small Group discussions focused on ideas, structures, and practices the University needs to put in place to institutionalize community engagement
- Affinity Group discussions around key issues, including pathways to finding partnerships, resources and training, barriers to community-university relationship building, a process for identifying issue areas, and support and recognition for faculty and students.
- Individual Interviews with three peers (28 total) focused on: the resources community partners need to work effectively with faculty and students; strategies community partners and/or faculty members use to establish partnerships; barriers to undertaking community engaged scholarship; systems required in the academic structure to illustrate the utility community engagement; and opportunities to present community engagement to the community as a valued resource.

Several major themes emerged from this process: community members' uneven knowledge of and access to community engagement opportunities, faculty expertise, and University resources; the necessity of institutional infrastructure and staffing to support community engagement efforts; and the importance of key issue areas as an organizing device for community engagement

initiatives. Additionally, the process highlighted several barriers to effective community-university collaboration. For community partners these are: physical access to campus, identifying faculty partners, and navigating University systems; uncertainty of what community engagement and engaged scholarship are, the time and financial costs of partnering with the University; and the tradition of elitism separating the academic community and surrounding communities. For faculty these are perceived lack of support across the University; competition for faculty time and University resources; and uneven recognition of engaged scholarship for tenure and promotion. Significantly, there is strong overall support for institutionalizing community engagement.

The 9 recommendations, outlined on the next page and detailed in attachment 1, offer a roadmap to creating a culture of community engagement on campus. Broadly, they can be categorized in terms of infrastructure and developmental support and planning, tracking and evaluation, training and technical assistance, recognition and rewards, student and community support, and resource development (see attachment 2).

The Community Engagement Task Force recognizes that implementing these recommendations means prioritizing community engagement and engaged scholarship among other University strategic and financial priorities (we have included an estimated budget as Attachment 3). The members of the Task Force believe, however, the University has the underlying assets and partnerships that make this the perfect time to act. Taking these strong, new steps today will maximize the potential of community-engaged activities to impact students, faculty, and the broader community. Moreover, they will set the University of Memphis apart from other local and peer colleges and universities and put it in a position to be truly recognized as a national leader in community engagement and engaged scholarship.

# KEY RECOMMENDATIONS



- I. Establish an Office of Community Outreach and Engaged Scholarship (COES) under the Provost to coordinate, connect, and promote a University-wide engaged research and learning agenda. This office would be responsible for implementing the recommendations 2-9, below.**
- II. Adopt a common definition of Community Engagement that is clear and accessible to the community and translatable into various colleges and disciplines.**
- III. Establish a set of tools and systems for tracking and evaluating the broad range of engagement activities, programs, and initiatives across the University.**
- IV. Cultivate mutually beneficial partnerships between the University and various sectors of the community in key issue areas.**
- V. Raise the academic status and legitimacy of community engagement at the University, including regular reporting of community engagement activities and outcomes, revision of annual evaluations and tenure and promotion guidelines, and recognition of and reward for community engagement activities.**
- VI. Expose and engage students in a robust range of community engagement experiences throughout their academic career at the University.**
- VII. Enhance and increase resources for faculty, students, and community partners to build their capacity and expertise in community engagement and engaged scholarship.**
- VIII. Develop a multifaceted communications and networking strategy that increases awareness of community engagement and engaged scholarship.**
- IX. Hire a consultant(s) from a model university to review the Task Force's recommendations and guide administrators and staff on implementation.**





# Attachment 1

## DETAILED RECOMMENDATIONS

### 1

**Establish an Office of Community Outreach and Engaged Scholarship (COES) under the Provost to coordinate, connect, and promote a University-wide engaged research and learning agenda. This office would be responsible for implementing the recommendations 2-9, below.\***

Staffing should include 3 FTEs (Administrative Faculty, Administrative Staff, Budget/Administrative Associate II), 2 Graduate Assistants, 1 Work Study Student, and eventually volunteers. (Target Date: March 2016; Metrics: Funding secured and leadership team's attendance at 2016 Engagement Academy for University Leaders in June 2016.)

Primary responsibilities include (these correspond with recommendations 2-9):

- Establish Faculty, Administrative Leadership, and Community Advisory Committees to assist with implementation of programs, policies and procedures that support engaged scholarship. (Target Date: March 2016; Metrics: committees established and meeting quarterly)
- Coordinate, manage, and support ongoing funding programs for Engaged Scholarship (Strengthening Communities Initiative, Engaged Research Grants, Engaged Learning Fellowships, Engaged Scholarship Mentors, and Engaged Scholarship Conference Travel Awards. (Target Date: July 1, 2016; Metrics: oversight and administration of Engaged Scholarship Committee programs transferred to Office of Community Engagement and Engaged Scholarship)
- Act as first point of contact for community partners wanting to connect with departments, faculty and/or students or trying to navigate university systems. (Target Date: July 2016; Metrics: # of calls; # of referrals to departments/faculty.)
- Establish key issue areas that build on existing areas of interdisciplinary expertise and community needs. (Target Date: July 1, 2016; Metrics: Key Areas identified and initiatives or signature projects identified.)
- Work with College/School Leadership and Department Chairs to develop strategic plans/initiatives and measureable outcomes for each unit. (Target Date: August 2016; Metrics: Engaged Scholarship incorporated into departmental guidelines; Engaged Scholarship/Community Engagement included in faculty annual evaluations; Metrics established for each College/Unit.)
- Provide a website and portal that includes information about resources, processes, and interactive search to facilitate connections between community and faculty. (Target Date: August 2016; Metrics: Website established; updated regularly; and usage tracked using Google analytics.)
- Provide technical assistance and training to Faculty/Chairs/Deans and Community Partners on key issues like measuring impact, building successful and sustainable partnerships, and building and evaluating engaged scholarship focused tenure and promotion portfolios. (Target Date: January 2017; Metrics # of workshops/trainings/speakers per year.)

*\*Target dates are intended to reflect a "begin no later than" date.*



- Strategically identify effective networking tactics and host opportunities to build relationships between faculty, students, and community partners and encourage collaborative projects. (Target Date: January 2017; Metrics: # of networking events per year; number of partnerships/projects that result.)
- Promote and communicate community outreach and engaged scholarship activities and impacts to campus and community. (Target Date: August 2016; Metrics: publication of quarterly newsletter; annual report; tool-box for faculty and community partners.)
- Work with staff from the Offices of Students Affairs, Research Support, and Development, respectively, to ensure alignment and mutual support of student learning, faculty research, and resource development goals. (Target Date: June 2016; Metrics: staff from these offices assigned to work with the Office of Community Outreach and Engaged Scholarship)
- Work with a Consultant to develop strategies, processes and benchmarks for successful implementation of these recommendations. (Target Date: February 2016; Metrics: Responses to/action plans based on consultant's feedback.)

## 2

### **Adopt a common definition of Community Engagement that is clear and accessible to the community and translatable into various colleges and disciplines.**

Start with the definition used in the successful 2015 Carnegie Classification Application and work with key constituencies to formalize/adopt. Within this definition, engaged scholarship and engaged learning should be established as key strategies for community engagement. (Target Date: April 2016; Metrics: adoption of common definition.)

## 3

### **Establish a set of tools and systems for tracking and evaluating the broad range of engagement activities, programs, and initiatives across the University.**

Work with Office of Institutional Research and other key University staff to identify where and how community engagement information is currently being tracked (Target date: February 2016; Metrics: strategy for systematic community engagement data collection developed.)

Benchmark level of community engagement across all departments and colleges. (Target Date: March 2016; Metrics: Community Engagement Status report developed.)

Develop criteria for reviewing engaged learning courses, internships, practica, etc. so they can be identified and listed in course catalogues. (Target Date: Sept. 2017; Metrics: Courses offering engaged learning or engaged research are designated in course catalogue and online course schedule.)

Survey and conduct focus groups with students in engaged learning courses each semester to assess learning and retention impacts. (Target Date: Spring 2018; Metrics: # of surveys administered; # of focus groups; creation of annual report.)

Include community engagement and engaged research as categories on Faculty, Chair, Deans', Provost, and President's annual evaluation (Target Date: January 2017; Metrics: Community Engagement/Engaged Scholarship included on annual work plan/evaluation.)

Develop a community partner assessment tool and process to track impact of community engagement activities on specific organizations and the communities they serve. (Target Date: Summer 2017; Metrics: development of assessment tool; # of community partnerships assessed.)





Work with Office of Research Support to track external funding; Office of Finance to track internal investments; and Office of Community Outreach and Engaged Scholarship to track activities and inquiries. (Target Date: January 2017; Metrics: # and \$ amount of Externally funded projects involving engaged scholarship, \$ amount of internal investments in community engagement activities and infrastructure; # of partnerships; # of inquiries to Office of Community Outreach and Engaged Scholarship; student learning and retention rates; # students involved in community engagement activities; # of faculty and departments involved in community engagement activities).

## 4

### **Cultivate mutually beneficial partnerships between the University and various sectors of the community in key issue areas.**

Work with Community Advisory Board and existing networks, like Seeding Success and Childhood Education, Healthy Memphis Initiative, Grant Makers Forum, and Innovate Memphis, to identify key issue areas that reflect both the needs of the community and the resources and expertise available at the University. (Target Date: July 2016; Metrics: Issue Areas established, # of contacts with community networks and potential partners.)

Identify stakeholders and existing partnerships in key issue areas and highlight champion projects (Target Date: August 2016; Metrics: # projects in each Issue area; # of grants and \$ amount of funding to support Issue Areas)

Provide multiple pathways for community partners to connect with faculty, students, and information about community engagement. (Target Date: January 2017; Metrics: usage tracked using Google analytics.)

## 5

### **Raise the academic status and legitimacy of community engagement at the University, including regular reporting of community engagement activities and outcomes, revision of annual evaluations and tenure and promotion guidelines, and recognition of and reward for community engagement activities.**

Work with deans and department chairs to develop strategic plans for infusing engaged teaching and the scholarship of engagement into college/school/unit and departmental curricula. (Target Date: August 2016; Metrics: Metrics for Community Engagement by College/School/Unit; # of faculty involved in community engagement activities; # of engaged departments.)

Work with deans and department chairs to develop clear expectations and criteria for community engagement and engaged scholarship in faculty promotion and review guidelines (Target Date: August 2016; Metrics: # of departments that include Engaged Scholarship in their guidelines.)

Provide training for departmental and college tenure and promotion committees on what engaged scholarship is and how to assess it. (Target Date: March 2017; # of training opportunities.)

Recognize and reward outstanding engaged scholarship and engaged learning through campus-wide awards, public ceremonies and celebrations, stories in University media. (Target Date: Aug. 2017; Metrics: # of awards; # of public celebrations; # of items in University media.)

Encourage/incentivize departments to recruit new hires with experience in or who want to develop engaged scholarship. (Target Date: Jan. 2018; Metrics: # of job announcements with community engagement requirements; # of new hires with community engagement experience/interests.)



## 6

### **Expose and engage students in a robust range of community engagement experiences throughout their academic career at the University.**

Work with Deans and Chairs to identify engaged learning and engaged research opportunities within each department and strategies for increasing the number of student opportunities. (Target Date: December 2016 and ongoing; Metrics: # of students involved in engaged learning or research opportunities.)

Develop training modules to introduce students to community engagement and prepare them for working with community partners. (Target Date: December 2016; Metrics: training modules developed; # of students completing modules.)

Create an engaged learning contract template for internships/practica that balances benefit to the sponsoring organization with student learning goals and is tied to student receiving academic credit for the internship. (Target Date: December 2016; Metrics: template created and in use.)

Create a community engagement designation that goes on student transcripts for students that complete a particular number of engagement opportunities. (Target Date: January 2018; Metrics: designation guidelines established; designation in use.)

Develop a process for vetting and assessing internship/practica host organizations. (Target Date: January 2018; Metrics: process developed; assessment tools being used.)

Establish University-wide Community Engagement Student Awards for graduating seniors and graduate students. (Target Date: May 2017; Metrics: # of awards made.)

## 7

### **Enhance and increase resources for faculty, students, and community partners to build their capacity and expertise in community engagement and engaged scholarship.**

Continue and increase internal funding for community-engaged projects, including engaged learning course redesign and engaged research. (Target Date: July 2016; Metrics: increase in number of engaged learning courses and engaged research projects.)

Create a pool of funds to subsidize community-engaged internships. (Target Date: July 2016; Metrics: # of community-engaged internships.)

Provide ongoing training to students, faculty and community groups to enhance their knowledge and capacity for community-university partnerships. (Target Date: Jan 2017; Metrics # of workshops/trainings/speakers per year.)

Create a Toolkit (Guidebook) for professors, students, and community partners that outlines expectations, includes templates for learning contracts, communication plans, IRBs, memorandums of agreements, and other tools to support successful community-university relationships. (Target Date: January 2017; Metrics: Toolkit created.)

Enhance physical access to campus, including parking passes, space for meetings on campus for community partners, as well as directions for getting around on campus. (Target Date: August 2016; Metrics: # of community partners on campus; # of parking passes handed out.)

Reduce and better explain university processes and costs related to community engagement activities (especially, sponsored research). (Target Date: Jan 2017; Metrics: Explanation of processes and costs posted on website.)



## 8

### **Develop a multifaceted communications and networking strategy that increases awareness of community engagement and engaged scholarship.**

Develop a dedicated website, linked from Provost's page, with information for faculty, students, and community partners. It should include: a searchable database/portal, faculty profiles and interests, news or highlights on current successful projects, resources available, costs associated with various activities, and a bulletin board to facilitate community-faculty connections. (Target Date: August 2016; Metrics: Website established; updated regularly; and usage tracked using Google analytics.)

Disseminate written communications about community engagement activities, including quarterly newsletters, blog, and project profiles on website. (August 2016)

Develop a promotional campaign for Community Engagement with both internal constituencies – events, town halls, guest speakers – and external constituencies – networking events, presentations to existing networks, public celebration of successful engaged scholarly projects, outstanding partnerships. (Target Date: August 2016; Metrics: # of events.)

## 9

### **Hire a consultant(s) from a model university to review the Task Force's recommendations and guide administrators and staff on implementation.**

Secure \$24,000 to hire consultant(s) (Target Date: February 2016; Metric: funding secured.)

Reach out to potential consultants, including Andy Furco, John Saltmarsh, Amy Driscoll, Kerry Ann O'Meara, Emily Janke, Hiram Fitzgerald, Bob Bringle, Lorilee Sandmann, Sarena Seifer, or Nancy Franklin. (Target Date: February 2016; Metric: Vet and choose consultant(s).)

Consultant(s) to provide feedback to President and Task Force on recommendations. (Target Date: March 2016; Metric: Consultant's feedback; revised plan for implementation.)

Consultant(s) to suggest strategies for implementation, including garnering faculty and staff support for this effort, long-term resource (\$) development, development of a tracking system, and faculty/department/dean buy-in. (Target Date: April 2016; Metrics: Consultant report and recommendations.)

Consultant(s) to follow-up with Office of Community Outreach and Engaged Scholarship periodically over 12 months for trouble shooting and fine-tuning. (Target Date: Jan 2017; Metrics: brief consultant's report.)



# Attachment 2

## DETAILED RECOMMENDATIONS



Target Date*	Tasks
Jan. 2016	Alignment with President’s vision and University’s strategic priorities. - Clarify priority of Community Engagement and Engaged Scholarship among other University priorities.
	<b>Infrastructure</b>
Feb. 2016	Establish an Office of Community Engagement and Engaged Scholarship, under the Provost.
	<b>Staffing</b>
March 2016	2 FTEs (1 Administrative Faculty; 1 Administrative Staff)
March 2016	1 FTE support staff (Budget/Administrative Associate II)
Aug. 2016	2 Graduate Assistants
Aug. 2016	1 Work Study Student
Jan. 2017	Volunteers
	<b>Developmental Support &amp; Planning</b>
Feb. 2016	Hire Consultants. - Work with consultant to develop processes and benchmarks for successful implementation.
Feb. 2016	Work with Office of Institutional Research and other key University staff to identify where and how Community Engagement and Engaged Scholarship are currently being tracked.
March 2016	Benchmark level of community engagement across departments and colleges.
June 2016	All hired staff attend Engagement Academy for University Leaders.
June 2016	Request assignment of liaison from the offices of Student Affairs, Research Support, and Development.
July 2016	Invite external speakers from model University(ies). - Speakers would offer guidance on how to make the cultural transition to Community Engagement and to raise awareness among faculty and administrators.
Aug. 2016	Work with key administrators, deans and department chairs to develop strategic plans for infusing and measuring engaged teaching and the scholarship of engagement across all colleges and departments.
	<b>Function, Roles, and Responsibilities of Office</b>
March 2016	Establish Faculty, Administrative Leadership, and Community Advisory Committees to assist with: - Defining Community Engagement/outreach and Engaged Scholarship - Identifying issues areas that build on existing areas of interdisciplinary expertise and community needs - Implementation of programs, policies and procedures that support engaged scholarship - Recruiting faculty that have experience in or want to do engaged scholarship

\*Target dates are intended to reflect a "begin no later than" date.



- April 2016 Develop a common definition of Community Engagement and Engaged Scholarship that is clear and accessible to the community and translatable to various colleges and disciplines.
- July 2016 Establish key issue areas that build on existing areas of interdisciplinary expertise and community needs.
- July 2016 Prioritize, coordinate, manage, and support ongoing funding programs for existing Engaged Scholarship efforts:
- *Strengthening Communities Initiative*
  - *Engaged Research Grants*
  - *Engaged Learning Fellowships*
  - *Engaged Scholarship Mentors*
  - *Engaged Scholarship Conference Travel Awards*

### **Tracking and Evaluation**

- Jan 2016 Establish a set of tools and systems for accounting and assessing the broad range of engagement activities, programs, and initiatives across the University
- *Develop criteria for reviewing service learning courses, internships, practica, etc. so they can be identified and listed in course guide.*
  - *Survey students in engaged learning courses each semester to assess learning and retention impacts.*
  - *Develop metrics for key results areas.*
  - *Include community engagement and engaged research as categories on Faculty, Chair, Deans', Provost, and President's annual evaluation.*
  - *Develop a community partner assessment tool and process to track impact of community engagement activities on specific organizations and the communities they serve.*
  - *Work with Office of Research Support to track external funding; Office of Finance to track internal investments.*
- Aug. 2016 Work with deans and department chairs to develop clear expectations and criteria for community engagement and engaged scholarship in faculty annual evaluations and tenure and promotion guidelines.
- *Educate departmental and college tenure and promotion committees on engaged scholarship and how to assess it.*

### **Student Support**

- Aug. 2016 Expose and engage students in a robust range of community engagement experiences throughout their academic career at the University.
- *Work with Deans and Chairs to identify engaged learning and engaged research opportunities within each department and strategies for increasing the number of student opportunities.*
  - *Work with Advisory Committees to identify ways to build community engagement into coursework.*
  - *Leverage student projects for mutual benefit with partners.*



- Create an engaged learning contract template that can be adapted to various departmental needs.
- Create a community engagement designation that goes on student transcripts
- Develop a process for vetting and assessing internship/practica host organizations.
- Establish University-wide Community Engagement Student Awards for graduating seniors and graduate students.

### **Community Support**

- Mar. 2016 Consult with key University leaders and Community Advisory Committee to identify key issue areas.
- Aug. 2016 Identify Stakeholders and existing partnerships in key issue areas and highlight champion projects.
- Aug. 2016 Develop website with resources, processes, and searchable database of faculty/ projects to facilitate community engagement.
- Aug. 2016 Develop a promotion campaign for Community Engagement with both internal constituencies – events, town halls, guest speakers – and external constituencies – networking events, public celebration of successful engaged scholarly projects, outstanding partnerships, etc.
- Aug. 2016 Promote community engagement through existing networks, like Seeding Success and Childhood Education, Healthy Memphis Initiative, Memphis Innovate, etc. to ensure that community engagement efforts are plugged into community goals.
- Sept. 2016 Work with Stakeholders in key issue areas to develop projects/initiatives Internal/ External Communication.
- Sept. 2016 Communicate successful community engagement and engaged scholarship activities and impacts to campus and community through newsletters, annual report, and website.

### **Resource Development**

- Mar. 2016 Explore funding options with the Offices of Research Support, Development, and local foundations.
- Mar. 2016 Request a pool of funds to subsidize community engaged internships.
- Mar 2016 Request a pool of funds for faculty development (research & course redesign).
- Mar 2016 Request a pool of funds for faculty, student, community capacity building and training.

### **Training and Technical Assistance**

- Dec. 2016 Create a Toolkit (Guidebook) for faculty and community partners
  - Definition of community engagement, engaged scholarship, and engaged learning.
  - Expectations for all partners.
  - Accountability of all partners for utility and sustainability of projects as appropriate.



- *Standards of service learning.*
- *Templates and assistance related to engaged scholarship/learning projects: forms needed for IRB; forms and guidelines for grants/contracts administration; student engaged learning contracts.*

Jan. 2017 Provide training to students, faculty and community groups to enhance their knowledge and capacity for community-university partnerships.

*Training Topics of importance:*

- *Orientation for students to community engagement and prepare them for working with community partners*
- *Importance of, and value proposition for, engaged scholarship*
- *Difference between community service, engaged learning and engaged scholarship*
- *Funding sources are available for Engaged Scholarship to include seed money and sustainable solutions*
- *Importance of shared leadership model*
- *Explanation of collective impact strategies*
- *Building and sustaining effective relationships*
- *Building an Engaged Scholarship research model (How to design, implement, evaluate and disseminate ES as academic learning and research).*
- *Engaged Scholarship Dissemination (Who, What, Why and HOW. Traditional scholarly publications and non-traditional dissemination that is meaningful to community)*
- *Measuring impact*
- *Tenure and promotion portfolios*

**Awards and Recognition**

May 2017 Establish campus-wide awards to recognize faculty, students and community partners.

Aug. 2017 Recognize and reward outstanding engaged scholarship and engaged learning through public ceremonies and celebrations.





# Attachment 3

## OFFICE of COMMUNITY OUTREACH & ENGAGED SCHOLARSHIP

### 3-Year Budget

	YEAR 1	YEAR 2	YEAR 3
Staffing	\$290,000	\$290,000	\$290,000
Operating Expenses	\$45,000	\$45,000	\$45,000
Website/Publicity Materials	\$20,000	\$15,000	\$15,000
Consultant	\$24,000	\$0	\$0
<i>Programming</i>			
Engaged Research Grants	\$120,000	\$120,000	\$120,000
Student Internships	\$72,000	\$72,000	\$72,000
Travel Awards	\$10,000	\$10,000	\$10,000
Course Redesign	\$20,000	\$20,000	\$20,000
Training	\$20,000	\$20,000	\$20,000
Faculty Fellows	\$30,000	\$30,000	\$30,000
Events	\$15,000	\$15,000	\$15,000
Awards	\$8,000	\$8,000	\$8,000
<b>Total</b>	<b>\$674,000</b>	<b>\$645,000</b>	<b>\$645,000</b>

