

University of Louisville

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING COMMUNITY ENGAGEMENT DESIGNATION: 2015

Executive Summary

Background

In 2008 the University of Louisville received the Carnegie Foundation designation for community engagement. This effort was driven by the 2020 Plan: Making it Happen, which specifically mentions community engagement in strategic plan theme three. The supporting objective was to be designated as a “community engaged” institution by the Carnegie Foundation. This commitment to community engagement was strengthened with the recent proposals by the Twenty First Century Engagement Committee. The university’s application to renew the Carnegie Foundation Community Engagement designation was submitted on April 14, 2014. The Carnegie Foundation’s announcement of the 2015 designation and the institutions selected will be made in December 2014.

Advantages to Achieving the Carnegie Designation

Community Engagement is an elective classification and is based on voluntary participation by institutions. Elective classifications enable the foundation to recognize important aspects of institutional mission and actions that are not represented in the national data and:

- affirms and documents diversity of approaches to community engagement.
- recognizes good work while encouraging on-going development.
- adds to the legitimacy of the Carnegie Classification System.
- ties to other assessment strategies.
- provides a catalyst for change.
- is an organizational development strategy.
- establishes institutional identity and market niche.

Source: *Engagement Academy for University Leaders, June 2008*

Community Engagement as defined by the Carnegie Foundation

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 University of Louisville has adopted the Carnegie Foundation definition for community engagement. This definition guides the work of faculty, staff and students in the areas of teaching, research, and service. In 2011, UofL developed a Community Engagement glossary to help guide and focus the conversations on this topic university-wide.

<http://louisville.edu/communityengagement/CommunityEngagementGlossary2.7.11.pdf>

Highlights

The 2015 Carnegie Foundation self-study process resulted in a 56 page report that outlines broadly the university’s commitment to community engagement.

<http://louisville.edu/communityengagement/community-engagement/carnegie-community-engagement-2008>

The 2008 application resulted in the creation of several systems for the collection of information on community engagement, which was enhanced for the renewal application. This included a partnership data collection and an assessment mechanism for assessing community perceptions about the university's engagement efforts. The self-study process provided an additional tool for analyzing areas of progress in community engagement and areas where attention needs to be given to further increase and improve our engagement efforts. This process has been helpful in informing university-wide decision making, strategic planning and policy development. For example, discussions are taking place to revise *The Redbook* (UofL governance document) and the provost has asked the academic units to review and possibly update their promotion and tenure documents to better reflect recognition of engaged work conducted by faculty.

Selected highlights from the Carnegie submission:

Planning and Direction

- In 2010, the Community Engagement Steering Committee developed an action plan for institutionalizing engagement across the university. The plan provided strategic direction for advancing engaged scholarship of faculty, engaged learning opportunities for students, and community service of staff. The plan contained 24 action items under five key areas: 1) policy, 2) internal programming, 3) external programming, 4) resource development, and 5) documentation & assessment. Many of the accomplishments cited in the Carnegie application are the direct result of the action steps implemented by the university as recommended in the action plan
<http://louisville.edu/communityengagement/community-engagement/CommunityEngagementActionPlanREV.docx/view>
- In the fall of 2012, in support of our sustained commitment to excellence and to ensure a successful, vibrant future, the University of Louisville set in motion a campus-wide conversation about the university of the 21st Century. One of the four 21st century committees created was the Technology, Demographics, Engagement and International Committee. A critical question this committee was charged with answering is "What is the role of 'engagement' as it pertains to the teaching /learning environment at UofL?" The committee's work acknowledged that while community engagement is a major priority of the university, the university must continue to refine and enhance its efforts to embed community engagement more deeply into the UofL culture.

Curricular Engagement

- The Signature Partnership Initiative (SPI), a program committed to improving lives in West Louisville enhanced its work with its five partnering schools. A clinical model in teacher preparation was implemented by the College of Education and Human Development in several SPI schools and a \$1 million gift was used to provide professional development for teachers in these schools.
- The UofL Quality Enhancement Plan (QEP) as required by the [Southern Association of Colleges and Schools](#) (SACS *Ideas to Action (I2A) Using Critical Thinking to Foster Student Learning and Community Engagement*) resulted in the creation of culminating

undergraduate experiences (CUE) courses that have a community engagement component.

- To better educate the university community on engaged scholarship, several workshops were conducted by national experts in community engagement. Dr. Barbara Holland and Dr. Hiram Fitzgerald met with faculty, deans, department chairs, and members of the personnel committees from across the university.
- A rubric with student learning objectives was developed for community-based learning (CBL) courses as well as a process to review and designate CBL courses.
- During 2012-2013 academic year, 1,236 CBL courses (7.8% of all courses offered) were taught to 7,703 students (34.6% of the student body).
- For the 2012-2013 academic year, 63 academic departments or (67% of all departments) offered a CBL course, with 410 or 17.7% of the faculty teaching these courses.

Organizational Structure

- The Office of the Vice President for Community Engagement reclassified a position from Director of Student Engagement to Director of Community Engagement and hired a Research Analyst to oversee data collection and assessment.
- To advance the work of community engagement across the university, several units made changes to organizational structure and personnel. The College of Education and Human Development hired a Director of Community Engagement; the School of Nursing created a position for the Director of the Office of Health Disparities and Community Engagement; the School of Dentistry created a position for the Director of Innovations, Community Engagement & Outreach; the School of Medicine hired an Associate Dean for Diversity Initiatives and Community Engagement and created a position for a Senior Associate Dean for Statewide Initiatives and Outreach; and a Special Assistant to the Provost for Engaged Scholarship was hired internally.

Financial and Budgetary Allocations

- For the 2012-2013 academic year, the university budgeted over fifty million dollars for community engagement. These include support for medical, dental, nursing clinics and services for underserved populations in Louisville, the region and state; arts and humanities programs in local schools; teaching and education initiatives in public schools; social services; workforce development; early childhood education; as well as funding for faculty to attend national conference on engagement and to provide grants to faculty.
- A new process was developed to catalog grants and contracts that explicitly have a community engagement component. Through this process the university was able to document that \$1,231,522 was acquired through grants and contracts and invested internally to support institutional engagement in the community in the areas of professional development, improve instructional leadership and provide support to students.
- The university invested \$8,777,400 in grants and contracts externally in 2012-2013 in areas such as economic development, education, the environment, engineering, and social and human services.
- The university identified 61 gift accounts that have a community focus totaling \$1,867,800 in 2012-13. Gift accounts include the Signature Partnership, Student

Philanthropy, Kentucky One Health and the Oxley Foundation; the latter specifically designated to support the Signature Partnership schools.

- The 2013 Economic Impact Analysis shows that university activities increased the economic output (GDP) of the state by \$1.7 billion. The cumulative impact of university related construction activities was \$106M resulting in 1,970 construction jobs. UofL's return on investment to the Commonwealth - for every one dollar in state investment, \$3.05 is generated in the statewide economy.
- Based on the 2012-13 partnership data collection, there are 870 university-community partnerships with 15,684 student service activities and 3,766 faculty/staff engagement activities. The monetary value of **student** volunteer time based on the calculation developed by the Independent Sector is \$7,101,700.

Data Collection

- A virtual library was developed for assembling and showcasing work in engaged teaching, research and service. In 2013, the virtual library was made available for use by the students, faculty, staff and the community. The library includes presentations, publications, speeches, articles, and media.
<http://louisville.edu/communityengagement/virtual-library/virtual-library>
- In 2012, the university began piloting the Student Engagement Record (SER) coordinated by the Office of the Vice President for Student Affairs. This data management tool gives students the opportunity to record engagement activities that take place outside the classroom. The SER allows students to highlight involvement in student organizations, leadership positions held, service both on-campus and in the community as well as employment information in a way that will show potential employers, graduate programs and others overall abilities and level of engagement. <https://louisville.edu/engage>

Partnership Grid

The application included a partnership grid that allowed the university to highlight 15 representative collaborations (alphabetical order):

1. **Brandeis School of Law Robert and Sue Ellen Ackerson Law Clinic** - The clinic provides law students the opportunity to work with clients who are victims of domestic violence in Jefferson Family Court or clients who have forcible detainer (eviction) cases before Jefferson District Court
2. **Champs Project** - (Creating Healthy Adolescents through Meaningful Prevention Services), a program for youth ages 14-19 to determine what intervention works best for which youth (males and females, various ages, different backgrounds e.g. refugee and foster youth). In the process, 1300 youth learn how to prevent pregnancy and the spread of sexually transmitted disease as well as healthy relationship skills, communication skills, conflict management skills and violence prevention.
3. **Family Scholar House** - The partnership provides support for the Family Scholar House residents. The UofL Early Learning Campus provides quality early childhood education services to Family Scholar House residents and the children of faculty, staff, and students at UofL.

4. **Frazier History Museum** - The Frazier History Museum partnership with UofL provides employment and internship opportunities to master's degree students in History or Critical & Curatorial Studies.
5. **Hotel Louisville (Wayside)** - Multiple units have developed programs that benefit the community through this partnership. Eleven academic and administrative units are involved in this partnership providing services to residents and teaching and learning opportunities for faculty and students.
6. **Jefferson County Public Schools** - Every college across the university as well as some administrative offices are involved with Jefferson County Public Schools in some capacity. The 89 reported partnerships for 2012-2013 build capacity, expand services and bring resources into the Jefferson County Public Schools. Key aspects of these services are the college access programs coordinated by the Office of Community Engagement.
7. **Kentucky Area Health Education Centers (AHEC)** - The Kentucky AHEC System is a cooperative venture of the University of Louisville Health Science Center and the University of Kentucky Medical Center. The AHECs work to improve the recruitment, distribution and retention of health care professionals (particularly in Primary Care) in medically under-served areas throughout the commonwealth.
8. **Kentucky Dataseam Initiative Inc.** - Kentucky Dataseam is a not-for-profit company that built and manages a unique statewide computing grid which links K-12 school computers in Kentucky with the state's most ambitious scientific research projects. Dataseam receives state funds to provide new computers in the coal counties for K-12 schools while UofL research laboratories run simulations over these computers allowing them to function as a "mega-computer" (during the schools' non-operating hours). A biology curriculum provides on-line and hands-on learning program with real world cancer research material. Ten scholarships are provided annually to students who want to pursue studies in STEM areas.
9. **Kentucky Racing Health Services Center** – This program provides health services, health promotion, and case management for backside workers at Churchill Downs racetrack by faculty and students from the School of Nursing. It includes participation from the Latin American and Latino Studies Program, which provides translation services.
10. **Kentucky Pollution Prevention Center** - The University of Louisville Speed School of Engineering established the Kentucky Pollution Prevention Center (KPPC) in 1994 to facilitate and promote the implementation of pollution prevention technologies and procedures by providing technical assistance to business and industry.
11. **Kosair Charities Center** - The University of Louisville has a long standing partnership with Kosair Charities that has resulted in a variety of innovative programs. Recently UofL and Kosair Charities entered a new partnership, opening general pediatrics and pediatric dentistry practices.
12. **Metropolitan College** - MC was a critical element of the incentive package that convinced UPS to remain in Kentucky and expand its major overnight air hub, Worldport. Participants in the MC program work part-time at UPS, receiving wages and full benefits and are eligible for full undergraduate Kentucky resident tuition for all passed coursework at University of Louisville (UofL) and/or Jefferson Community and Technical College (JCTC).
13. **Military Partnerships** – An effort to identify the needs of veteran students at UofL lead to the development of the Office of Military and Veteran Student Services. This office

- facilitates the involvement of multiple units across campus with various branches of the military to provide services to military personnel (active and veterans) and their families.
14. **Partnership for a Green City** - The Partnership for a Green City is one of the first of its kind in the country and represents a collaborative effort to improve sustainability internally and in the community by four of Louisville's largest public entities: Louisville Metro Government, University of Louisville, Jefferson County Public Schools and Jefferson Community & Technical College.
 15. **Signature Partnership Initiative** - The goal of the Signature Partnership Initiative (SPI) is to work with various community partners to improve the educational, health, economic and social status of individuals and families who live in the urban core. Every school and college as well as some administrative offices is involved with the Signature Partnership.

Conclusion

The self-study conducted as part of the Carnegie Foundation Community Engagement designation process showed where the university made significant progress since the 2008 application. The number of community-based learning courses taught increased and more students are involved in community service activities. The amount of money budgeted for community engagement activities as well as money from grants and contracts for programs in the community increased during the last few years. Likewise, the infrastructure to sustain and enhance community engagement was strengthened across the university with the creation of new positions.

While there has been much progress, there are areas to address. The chairs of the sub-committees identified several key areas that need to be strengthened and recommended that the university maintain a strategic focus on those key areas going forward. These recommendations aligned closely with those of the Twenty First Century Engagement Committee. Implementation of the recommendations of the Chairs of the Carnegie sub-committees and those of the Twenty First Century Engagement Committee should position the University of Louisville well, to maintain the momentum to be a national leader in community engagement and keep in line with the goals established in the 2020 Plan: Making it Happen.