

2015 Documentation Reporting Form: Carnegie Community Engagement Classification (First-time applicants)

Response ID:462 Data

3. Applicant's Contact Information

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

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President Patrick Harker

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5. I. Foundational Indicators

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

Yes

Quote the mission or vision:

“The University of Delaware exists to cultivate learning, develop knowledge, and foster the free exchange of ideas. State-assisted yet privately governed, the University has a strong tradition of distinguished scholarship, research, teaching, and service that is grounded in a commitment to increasing and disseminating scientific, humanistic, and social knowledge for the benefit of the larger society. Founded in 1743 and chartered by the state in 1833, the University of Delaware today is a land-grant, sea-grant, and space-grant university. The University of Delaware is a major research university with extensive graduate programs that is also dedicated to outstanding undergraduate and professional education. University faculty are committed to the intellectual, cultural, and ethical development of students as citizens, scholars, and professionals. University graduates are prepared to contribute to a global society that requires leaders with creativity, integrity, and a dedication to service. The University of Delaware promotes an environment in which all people are inspired to learn, and encourages intellectual curiosity, critical thinking, free inquiry, and respect for the views and values of an increasingly diverse population. An institution engaged in addressing the critical needs of the state, nation, and global community, the University of Delaware carries out its mission with the support of alumni who span the globe and in partnerships with public, private, and nonprofit institutions in Delaware and beyond.”

Additional Information: The University of Delaware (UD) recognizes that community engagement is critical not only to our public service mission but also to our educational and research missions: enriching student learning, improving the effectiveness of our teaching, allowing partnerships to guide research, and enhancing the impact of scholarship. We approach community engagement as a University-wide responsibility, not as a delegated responsibility of a single central office or specialized unit. We have many programs that form bridges between UD and the community, engaging and energizing both. Our commitment is to encourage and support our faculty, students, and staff to expand and intensify these programs, and to work cooperatively with our diverse community partners to generate both educational and community benefits.

UD faculty, staff, and students are involved with all sectors of the community and with virtually every public issue and community priority, from economic development and job creation to water quality, health improvement, community development, cultural enrichment, and all facets of education from early childhood to lifelong learning. Indeed, the scope of our engagement is growing every year. These documented contributions have been recognized beyond our campus. UD has been named to the U.S. President’s Higher Education Community Service Honor Roll for six consecutive years and has received the honor “with distinction” for three of those years.

6. I. Foundational Indicators

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

Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

As these examples illustrate, UD recognizes community engagement through a variety of awards and events for students, faculty, staff, alumni, and community partners:

- The campus-wide Service Learning Award annually provides 25 undergraduate scholars with stipends of \$3,500 to conduct community engagement work with a faculty member and a community partner for 10 weeks in the summer. Scholars engage in non-profit, governmental, community-based action research or a service-based corporate activity under the guidance of a UD faculty mentor. The scholars present their work through a talk or poster at the annual Undergraduate Research and Service Celebratory Symposium held in August. This event involves over 300 undergraduate researchers, including Service Learning Scholars, in a broad range of disciplines, in addition to faculty mentors, community partners, and a nationally known keynote speaker.
- The Blue Hen Leadership Program (BHLP), UD's multi-tiered student leadership development program coordinated by the University Student Centers, enrolls students campus-wide. Students attend workshops throughout the academic year, participate in roundtable discussions about leadership issues, and work in groups to institute positive change in the community. Outstanding leaders and student groups are honored at the YouDee Leadership Awards Ceremony, which annually recognizes more than 250 individuals and Registered Student Organizations with trophies featuring UD's "YouDee" Blue Hen mascot.
- The Ratledge Family Award for Delaware Public Service is a campus-wide award given to members of the University community who exemplify excellence in public service to the citizens of the state of Delaware. The Ratledge family, Delawareans who trace their roots back to the 1700s, established the award to encourage and recognize significant public service by UD faculty, staff, and students. At least one award of \$1,000 is made every year.
- Established in 1984, the Alumni Wall of Fame recognizes outstanding professional and public service achievements by UD graduates. More than 250 alumni have received this honor, which is reserved for those who have been trailblazers in their fields and whose "lives, success, and service are a source of inspiration," says UD President Patrick Harker. The induction ceremony is held during Alumni Weekend, which attracts over 5,000 visitors to campus each June.
- Colleges, departments, centers, and programs also recognize community engagement. For example, the Department of Women and Gender Studies presents the Nellie Thompson Rudd Award to a graduating major or minor in the field with a history of community leadership. The Leon and Margaret Slocomb Professional Excellence Award, bestowed by Lerner College of Business and Economics, recognizes a faculty or staff member who demonstrates an exemplary commitment to public service, community involvement, and innovative activity. The winner receives a monetary award and a plaque.
- Plans are underway for an annual University-wide award celebration to recognize outstanding community engagement projects. The Commission on Community Engagement will organize this event. The president and provost will recognize community partners, faculty, staff, and students. Participants will present work in oral and poster formats with a program booklet and online project descriptions available to the public.

7. I. Foundational Indicators

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

Yes

Describe the mechanisms for systematic assessment:

Systematic assessment of community perceptions is an integral part of UD's culture of community engagement. With UD's longstanding decentralized approach to community engagement, in which colleges,

departments, institutes, centers, and programs are both empowered and encouraged to carry out such activities, individual units have primary responsibility for collecting information on community perceptions and assessing their activities to ensure they meet the goals of partners and the broader communities being served. Community feedback is obtained in a variety of ways, through mechanisms such as advisory councils, focus groups, forums, workshops, surveys, and social media.

A recent campus survey has prompted UD to invest in a more sensitive survey instrument to help assess its level of community engagement. According to the University of Delaware Community Engagement Survey, administered to all employees in fall 2013, the percentage of work time committed to community engagement activities was 26% for faculty, 24% for professional staff, and 22% for support staff. As they work with community partners and students to design, implement, and evaluate projects, these employees also function as part of the University's "eyes and ears" by helping it to respond to the views and perspectives of our communities.

As the promotion and tenure process moves from paper to a digital format, faculty now may provide additional documentation of their scholarly work. UD intends to refine this process in the next year and purchase Data180 software that will allow the faculty to incorporate more specific information, including community perceptions of community engagement.

These selected Community Engagement programs demonstrate assessment mechanisms:

- Public Allies Delaware hosts Ally Apprenticeships in which young community leaders are placed in nonprofit organizations for a 10-month term. To ensure that the Ally and the organization both benefit from the apprenticeship, the program conducts regular three-way meetings among the Ally, program manager, and site supervisor. Individual reports also are developed in which all three individuals discuss their perceptions of the apprenticeship. Additionally, 360-degree evaluations are utilized to ensure that all individuals involved are helping the program to succeed.
- The Delaware Sea Grant College Program keeps its finger on the community's pulse through Advisory Council meetings, stakeholder surveys, public forums, and workshops. These assessments guide strategic planning and contribute to the formulation of best practices within the national Sea Grant network. Stakeholder engagement is a key performance measure on which the program is evaluated by the National Oceanic and Atmospheric Administration. For example, Delaware Sea Grant recently partnered with the city of Lewes, Del., to expand on plans designed to minimize damage from hurricanes and nor'easters. Public workshops were convened to assess vulnerabilities related to natural hazards and climate change such as rising sea levels and more intense storms, prioritize issues of public concern, and develop action strategies. The resulting Hazard Mitigation and Climate Adaptation Action Plan, unanimously adopted by Lewes City Council, is one of the first such documents in the country. Sea Grant programs in New Jersey and Pennsylvania are extending this climate adaptation outreach effort to local governments regionally.

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

Yes

Describe how the data is used:

Delaware is the second smallest state, with only three counties and a population of 917,092. Thus, it is not uncommon to encounter Delaware's governor or all three congressional delegates at local events. Vice President Joe Biden and his wife, Jill, are both UD alumni and frequently visit campus. We state this to help the reader understand that although UD seeks to partner with our community, often one of the people noted above, as well as state legislators, will feel quite comfortable picking up the phone to make a request for assistance from Delaware's research university. Community assessment data also may be requested from other external sources, and internally.

Assessment data is aggregated at the program-, center-, and department-level so that specific needs of

constituents can be addressed, from concerns about storm flooding by Wilmington neighborhoods to contaminated drinking water issues facing villages in Cameroon. When community perception data is requested at the highest levels through the Offices of the President and the Provost, often it is used to underscore the University's commitment to community engagement, and the value of this activity, for:

- Meetings of the State of Delaware Office of Management and Budget
- Biannual updates to the Board of Trustees
- Annual Path to Prominence Strategic Plan Progress Report, quarterly Messenger alumni magazine, and Inside Delaware donor newsletter
- "Engage and Enrich" annual economic impact report
- U.S. President's Higher Education Community Service Honor Roll

A highlight from the President's 2011 annual report follows:

"The students who run UD's Garden for the Community are supplying safe, sustainable food to Delaware families in need. Students taking the Management Information Systems capstone course help Delaware nonprofits optimize operations, increase revenue and better serve clients. The students patrolling Delaware's senior centers—Wii gaming systems in hand—are improving older adults' physical and mental health. But all these students are doing something else, too; they're boosting Delaware's economy. Last year, 12,000 UD students dedicated 160,000 hours to service learning, community-based research and volunteer projects. Those efforts contributed \$4 million in goods and services to Delaware's economy—\$6.7 million to the national economy—and provided, at no charge, services that otherwise would have cost \$1.4 million."

Additionally, such data reveals areas of need in University and unit strategic plans, enhances grant proposals and program performance reports to funders, is included in the annual faculty/staff performance appraisal process, and becomes part of the evidentiary record contained in faculty/staff promotion dossiers.

Community perception information is used in other ways across the institution, for example: In complying with the reporting process linked to the Smith-Lever and Hatch Act, the University's Cooperative Extension Service utilizes the Combined Research, Education and Extension Annual Plan of Work and Reporting (REEport) system, which is a grant and formula project reporting system. Additionally, Cooperative Extension has begun using the Northeast Consortium Logic Model Planning and Reporting System, which enables us to track outcome indicators, identified collaboratively by Cooperative Extension in concert with community partners, in each of 10 areas on a monthly basis.

8. I. Foundational Indicators

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

Yes

Describe the materials that emphasize community engagement:

The University of Delaware engages with communities near and far. Through volunteerism, service learning, research projects, training programs, and the provision of technical assistance, faculty, staff, students, and community partners work together to solve problems, strengthening both the community and UD's mission to cultivate a socially engaged campus.

Information about these community connections can easily be found starting at the University's homepage, which averages 3.4 million visits each month. A variety of community programs also are highlighted on a special website, "UD Engage: Creating a Caring World," which can be accessed from the homepage or by going directly to www.udel.edu/engage.

As one probes more deeply into the UD website, it becomes clear that information about community engagement activities appears at all levels of the institution. For example, our multiple international partnerships are highlighted by the Institute for Global Studies. How we're working with different communities on environmental issues can be found by exploring the College of Earth, Ocean, and Environment, which also houses the Delaware Sea Grant Program and its extensive coastal community outreach initiatives. The College of Agriculture and Natural Resources is home to Cooperative Extension, which connects the public with university research and resources in both urban and rural areas. Arts and Sciences, UD's largest college, links citizens to community-oriented programs in the arts and humanities, the natural and social sciences, and public policy. Likewise, the University's other four colleges—Business and Economics, Education and Human Development, Engineering, and Health Sciences—all feature extensive sets of community engagement activities on their webpages.

The UDaily news service regularly highlights and promotes community engagement activities through news and feature articles, as do the Messenger alumni magazine and the publications of our seven colleges, more than 70 research centers and institutes, and 60 departments and schools.

Our social media accounts (Facebook, Twitter, Instagram, YouTube) promote student involvement in activities ranging from UD Alternative Break to the Clinton Global Initiative, reaching nearly 11 million each month on Facebook and over 2 million on Twitter.

Printed and electronic recruiting materials for student admissions showcase community engagement. First, they tell prospective students what we are: a very outward-looking and engaged institution. Second, they help us attract the kind of students we want: activist learners looking for ways to make the world a better place.

Each year, the Office of the President issues an annual report. These reports demonstrate the power of the University's community partnerships in Delaware to Africa. In the introduction to the 2013 report, President Harker emphasized "Learning, service, impact" and harkened back to UD's roots, to the small academy of Rev. Francis Alison whose first class included three students who would go on to sign the Declaration of Independence: "For his school, the Rev. Alison sought 'the Promotion of Learning.' We're humbled to have inherited that legacy and proud to carry it forward. And we're mindful of an equally important mission: to provide for Delaware's economic vitality and to serve its citizens—all of its citizens—with scholarship that matters."

9. I. Foundational Indicators

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

Yes

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

UD President Patrick Harker consistently emphasizes community engagement as a priority:

- "The Engaged University" is one of six milestones in the Path to Prominence strategic plan that President Harker initiated to guide UD forward; the plan was adopted in 2008. It states: "The University of Delaware will promote public service, valuing engagement with our local communities in Delaware and with the world."
- President Harker helped to nurture a partnership between UD and Xiamen University in China that led to the establishment of the Confucius Institute at UD in 2010. It provides Chinese language and cultural programs on campus, in Delaware schools, and to the Osher Lifelong Learning Institute for seniors. It recently helped establish the first kindergarten-level program in Chinese, as part of Gov. Markell's World Language Initiative to

prepare Delaware's workforce for a global economy.

- President Harker supported a 2011 study by the Center for Applied Business and Research to measure the economic impact of UD's community engagement activities. The study revealed that students and faculty contribute more than \$6.7 million in annual goods and services to the national economy and provide over \$1.4 million in free labor through these activities. The study also found that involvement in service learning can significantly increase lifetime earnings as a result of quicker entry to the workforce, higher starting salaries and more rapid career advancement.
- At the 2012 Parents and Family Weekend, President Harker talked about how more than half of UD students dedicate time and energy to service each year. "That commitment is the legacy I'm proudest of," he said. He also spoke about projects led by UD students, from Lori's Hands, recognized nationally by "USA Today" for helping elderly and chronically ill people with household chores, to UDance, our largest student-run philanthropy, raising more than \$2.2 million for childhood cancer research since its founding in 2007.
- In November 2012, President Harker kicked off Blue Hens Can—UD's first weeklong, campus-wide food drive, undertaken with the Food Bank of Delaware. It yielded over two tons of nonperishable food items for families in need. He also recognized UD's Garden for the Community, which in 2012 donated nearly 17,000 pounds of fresh produce to Delaware families. This 'growing' partnership involves the Food Bank of Delaware, UD's College of Agriculture and Natural Resources and its Ag College Council, Cooperative Extension Master Gardeners, and community volunteers.
- At the Board of Trustees meeting in December 2012, President Harker said: "Our pledge to be an engaged university is our pledge to be a force for good in this state and for its people.... I'm talking about hands-on, side-by-side service. What's compelling to me is the effect of this insistence that our work be practically applied to benefit Delawareans—and the industries, organizations and agencies on which they rely. The effect isn't simply that people and communities benefit—which they do. It's that our students are coaxed onto this same path of engagement, putting their ideas into action and their knowledge to work."

10. I. Foundational Indicators

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure:

The following entities at UD have primary responsibility for supporting and advancing community engagement:

The Office of Service Learning (OSL), founded in 2004, is housed within the Office of Undergraduate Research and Experiential Learning (UREL). The UREL faculty director reports to the deputy provost and supervises the full-time OSL assistant director. OSL has one graduate assistant and an office in the UREL, sharing meeting space and staff support with the Undergraduate Research, McNair Scholars, and ArtsBridge Scholars programs. OSL serves as the coordinating unit for curriculum-based service learning, which includes individual advisement with faculty across all academic departments (currently 28 have active service-learning courses), as well as staff in the Institute for Global Studies and Office of Educational Assessment, and co-curricular service-learning experiences with the Honors Program, Blue Hen Leadership Program, and Residence Life and Housing. OSL develops programs, including UD Alternative Break (UDaB), awards faculty development grants and student fellowships, and administers the 10-week summer Service Learning Scholars program.

Through a network of 59 FTEs, University of Delaware Cooperative Extension provides experts, research, and resources to address youth, family, community, and agricultural needs. UD's program, celebrating its 100th

anniversary in 2014, is the outreach arm of the College of Agriculture and Natural Resources. It also partners with the state's other land grant university—Delaware State University—to deliver science-based information to the public. From developing the decision-making and risk management skills of women farm operators, to teaching children about healthy practices, Cooperative Extension works with many different individuals. The program is organized around three focus areas: youth development, agriculture and natural resources, and family and consumer sciences. Currently, there are 23.9 professional FTEs in agriculture and natural resources, 15.2 professional FTEs in 4-H youth development, and 4.9 professional FTEs in family and consumer sciences. Additionally, seven paraprofessionals in family and consumer sciences provide nutrition education through federal grant programs.

Established in 1963, the School of Public Policy and Administration (SPPA) pursues its engagement mission by integrating research, teaching, and public service. Its 71 employees encompass 15 tenured/tenure-track faculty, 11 public service faculty, 26 professional public policy analysts, and 19 administrative staff. Graduate and undergraduate students work closely with faculty, professionals, and community partners to carry out engagement activities through the school's Center for Applied Demography and Survey Research, Center for Community Research and Service (which also has offices in downtown Wilmington), Center for Historic Architecture and Design, and Institute for Public Administration. The school also is closely affiliated with the University's Disaster Research Center and other centers. During FY 2012, SPAA's four research and public service centers carried out 85 substantial projects with public agencies, nonprofit organizations, and community groups. SPPA is part of the College of Arts and Sciences, with the school's director reporting to the dean of the college.

11. I. Foundational Indicators

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

Yes

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

In fiscal year 2013, almost \$31 million (3.1%) of the University's operating budget was dedicated to extension and public service. These allocations include, but are not limited to, the College of Agriculture and Natural Resources' extension programs, the College of Education and Human Development's Early Learning Center, and the community engagement programs of the School of Public Policy and Administration's Center for Community Research and Service and its Institute for Public Administration.

The Office of Service Learning annual budget for fiscal year 2013 was \$229,000, which supported one professional staff position and one graduate student, student stipends, supplies, and travel to participate in academic service learning, faculty support for community-based research, and an annual summer Service Learning Scholars program, in which 20–25 students spend 10 weeks immersed in a faculty and community partnered co-mentored project.

Cooperative Extension's fiscal year 2013 budget was supported by the following:

\$1,933,228 Federal funding (24%)
\$1,574,625 State funding (20%)
\$ 114,594 Local (1%)
\$1,203,125 University funding (15%)
\$3,164,072 Grants
\$7,989,644 TOTAL

The fiscal year 2013 budgetary allocations for the School of Public Policy and Administration included the following:

\$ 8,106,980 University funding
\$ 1,149,200 State appropriations
\$ 139,824 Endowments (income received from endowments)
\$ 9,396,004 TOTAL

Other University units:

The Institute for Global Studies (IGS) funds a variety of community engagement programs including student scholarships for study abroad incorporating service learning programs. During the past year, IGS funded more than 150 study abroad scholarships for programs in these locations:

Panama = \$15,900
South Africa = \$19,600
India = \$14,000
Cambodia = \$17,000
Morocco = \$11,000
South Africa = \$21,000
Barbados = \$15,000

Additional IGS Programs:

In 2012, UD joined the Clinton Global Initiative network of 50+ universities, which engages college students in solving world problems. The U.S. State Department-supported Middle East Partnership Initiative (MEPI) works to create partnerships with citizens of the Middle East and North Africa to foster the development of pluralistic, participatory, prosperous societies.

Clinton Global Initiative \$10,000
Middle East Partnership Initiative (MEPI) \$32,000
Staff Support \$32,400
TOTAL \$74,400

The Interdisciplinary Humanities Research Center in the College of Arts and Sciences awards \$60,000 in faculty grants annually. Funding ranges from \$3,000 to \$50,000 for two-year projects. Every project must include a public event or performance related to the research for an on-campus audience of faculty, staff, and students, the general public, and/or other colleges and universities. Examples in 2013–14 include a lecture and readings in the “Transnational Encounters” visiting writers series by Mario Vargas Llosa, Nobel Laureate in Literature, of his work in Spanish and English, drawing audiences of ~400; performances at local schools and on campus of “Dave the Potter’s Couplet Pots: Dancing History and Dred Scott”; and three national and international conferences—“Earth Perfect? Nature, Utopia, and the Garden” (June 2013); “Uncovering an Invisible Demographic: Faculty, Disability, and Disclosure in Higher Education (October 2013); and “Encountering ‘Others’ in the Atlantic World”—drawing audiences of 150–300 and involving partnerships with institutions from the Nanticoke Lenni-Lenape Nation to the Delaware Center for Horticulture.

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

Yes

Describe specific external funding:

For external funding that supports community engagement, the University also utilizes the National Association of College and University Business Officers (NACUBO) Public Service (452.13) definition that was provided in the answer to the previous question. In fiscal year 2013, over \$33 million of the University’s externally sponsored activities were dedicated to public service. This external funding was received by all seven of the University’s colleges, as well as the Institute for Global Studies, Delaware Biotechnology Institute, Delaware

Environmental Institute, Small Business and Technology Development Center, and additional University-level units not associated with a particular college. More detail on these external funds can be found on the Office of Institutional Research and Effectiveness Facts and Figures webpage on the UD website.

External funding dedicated to supporting the School of Public Policy and Administration during FY2013 included:

- \$ 36,963 Federal Contracts/Grants
- \$ 241,617 Gifts
- \$ 2,555,892 State of Delaware Contracts/Grants
- \$ 1,310,876 Other Contracts/Grants
- \$ 4,145,348 TOTAL

Selected Federal Grants:

- Babies Driving Robots—With a \$408,000 grant from the National Institutes of Health, Cole Galloway, interim chair of physical therapy, and his team are adapting off-the-shelf toy racecars and robots to provide mobility to children with Down Syndrome, cerebral palsy, autism, and other disorders who are unable to fully explore the world on their own.
- CS10K—Lori Pollock, professor of computer and information sciences, is leading an interdisciplinary team in creating a new education program in Delaware (Partner 4CS) that will support high school and middle school educators teaching computer science (CS). The program is funded through a three-year, \$850,000 grant from the National Science Foundation under the CS10K Project, which aims to enhance the rigor of computing courses in 10,000 high schools taught by 10,000 well-trained teachers through knowledge-based partnerships. The research team will develop a summer professional development institute for grades 6–12 teachers and grades 9–12 students; an online instant-access learning resource for teachers; a new college service learning 1-credit course; and quarterly teacher workshops.
- Stars Program—A collaboration between state, public, and private stakeholders, Delaware Stars works to increase access to quality early care and education for all of Delaware’s children, with a primary focus on low-income families. The program is under the direction of Rena Hallam, associate professor of human development and family studies, and is funded by a \$1.3 million grant from the U.S. Department of Education.
- Wounded Warrior Program—A nationwide team of orthopedic researchers funded by a five-year, \$19.5 million grant from the U.S. Department of Defense will help injured soldiers function in everyday life. Steven Stanhope, professor in the Department of kinesiology and Applied Physiology, is the principal investigator. The grant supports evidence-based orthopedic rehabilitation care for soldiers with musculoskeletal injuries.

2.c. Is there fundraising directed to community engagement?

Yes

Describe fundraising activities directed to community engagement:

Currently, Development and Alumni Relations (DAR), the primary interface between UD and its 175,000 living alumni and more than 25,000 friends, raises \$3 million annually to support community engagement programming. The President’s Leadership Council, comprising alumni and friends, will oversee an impending capital campaign that will include community engagement programs as a priority.

Recent community engagement fundraising successes include:

- DAR has raised \$2.2 million for Osher Lifelong Learning Institute, which serves senior citizens in the region with educational programs.
- DAR has raised \$100,000 a year to fund faculty and graduate student work in challenged neighborhoods in the city of Wilmington. DAR also works to support health care initiatives, including the Nurse Managed Health Center, College of Health Sciences’ Parkinson’s research and patient treatment programs, and relocation of the Physical Therapy Clinic to the Science, Technology and Advanced Research (STAR) Campus.
- DAR has raised \$3 million to support venture development programs for the state’s business community.

DAR also secures funding for K–12 science, technology, engineering, and mathematics (STEM) programs in local schools, in addition to programs in financial literacy, entrepreneurship for high school students, teacher training, and curriculum development.

- Donors provide critical support to UD’s programs in the arts, which enrich the greater community. Donald J. Puglisi, MBNA America Professor Emeritus of Business, and his wife, Marichu Valencia, have generously supported the music program over the years and in 2013 made their second million-dollar gift to create the Puglisi Challenge. It is designed to inspire additional donors to the music program by matching gifts over \$25,000. The Theatre Department hosts the Resident Ensemble Players Theatre Company (REP), which brings professional actors to campus. They perform five productions each season, attracting over 24,000 people, most outside UD. Rev. Marvin Hummel, a UD alumnus who taught here for 25 years, is a longtime patron who recently established a bequest to support students minoring in theatre.

- DAR works with over 120 companies to secure funding for research and education programs. For example, Coast Day, a premier UD outreach event hosted by the College of Earth, Ocean, and Environment and Delaware Sea Grant on UD’s Lewes campus, immerses 10,000 visitors annually in environmental learning through hands-on activities, ranging from research ship tours to a marine magic show. It has served as a model for similar events in Pennsylvania, New Jersey, and Oregon. Coast Day 2013 had 18 sponsors, collectively providing ~\$20,000 in support, from companies such as DuPont, governmental agencies such as the Department of Natural Resources and Environmental Control, and nonprofit groups such as the Delaware Center for the Inland Bays.

Students also play a significant role in fundraising for community engagement in co-curricular areas. UDANCE, a student-run dance group, partnered with the B+ Foundation to raise \$500,000 for pediatric cancer research in 2013 and achieved a record \$850,000 in 2014. Greek Life, comprising 46 sororities and fraternities, raised \$504,900 in 2012–2013 for 50 organizations, and UD Alternative Break (UDaB) raised \$17,000 to support service trips over spring break.

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

Yes

Describe specific financial investments:

These examples illustrate how UD uses its financial resources in the community for purposes of mutually beneficial community engagement and development:

UD purchased the former Chrysler automobile assembly plant in Newark, Del., in 2009 and is transforming the 272-acre site into the Science, Technology, and Advanced Research (STAR) campus. So far, over \$30 million has been invested in this campus-community entity, which will evolve as a center of innovation and a catalyst for jobs over the next half-century in areas ranging from biomedicine to national security, alternative energy, and environmental sustainability. Over time, completion of this campus also will provide UD, the city, and state with vibrant open spaces and a new Amtrak train station.

In phase-one of STAR Campus development, Bloom Energy has constructed its first East Coast manufacturing facility for producing Bloom Energy Servers, which convert natural gas or biofuels to electricity through an electrochemical reaction versus combustion. Additionally, UD and NRG Energy Inc. are developing electric vehicle-to-grid technology (eV2g), which enables electric cars to be plugged into the electrical grid, give power back through their batteries, and get paid for the service.

The Health Sciences Complex at STAR Campus, which opened in 2014, houses core facilities for research on osteoarthritis and stroke to pediatric mobility and rehabilitation of wounded warriors. It also houses these state-of-the-art institutes and clinics:

- The Delaware Rehabilitation Institute, with more than 50 faculty members in five colleges and 10

departments, takes findings from the laboratory to the clinic and applies them to rehabilitation techniques to benefit Delawareans of all ages.

- Open to the public, the Nurse Managed Health Center treats injuries and illnesses and performs routine tests and immunizations. Certified nurse practitioners deliver patient care and mentor registered nurses pursuing graduate degrees, while undergraduates observe and gain valuable knowledge in an actual medical setting.
- Delaware Physical Therapy Clinic, paired with UD's nationally ranked doctoral program in physical therapy, provides professional care to the community, as students and faculty gain educational and research experiences.
- The Parkinson's Clinic takes advantage of telemedicine and local expertise to provide holistic care for community members.

UD recently invested \$16 million in the Barnes and Noble Bookstore, relocating it from the University's interior to a vibrant, community-accessible space on Main Street in Newark. The award-winning contemporary building, which opened in 2011, creates an urban courtyard that both UD and city residents can use and is complemented by a brick learning wall showcasing historic brick patterns. The effort exemplifies how the University, as a member of the Downtown Newark Partnership (DNP), works with the city, businesses, and residential communities to enhance the downtown. In 2011, the National Trust for Historic Preservation selected the DNP for its Great American Main Street Award, noting: "With 26 new businesses opening and more than \$30 million invested in the last 3.5 years and a popular year-round arts and events calendar that draws from miles around, Newark has emerged as a fun, attractive and intelligent city for work and play."

12. I. Foundational Indicators

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

Yes

Describe systematic campus-wide tracking or documentation mechanisms:

UD systematically collects and tracks engagement activities (as well as other activities) through its centralized employee appraisal system. This system contains two subsystems, one for faculty, and one for professional and support staff. On an annual basis, each employee enters information about his or her activities.

Faculty and staff also are asked about course data and their own engagement activities. The Office of Service Learning works with the Institute for Global Studies and the Registrar as well as through direct faculty contact to collect information on study abroad courses as well as courses designated as Discovery Learning Experiences, both of which often have aspects of community engagement embedded in their curriculum.

An annual community engagement survey completed in 2013 consisted of two parts, a survey of employees and a program analysis, with the goal of learning about faculty engagement activities. Both parts of the survey were created and administered by the Center for Community Research and Service (CCRS) in the School of Public Policy and Administration. Questions about participation in specific types of community engagement were asked, as well as questions about the percentage of time spent on community engagement and number of undergraduate students, graduate students, and community members involved with community engagement activities. Through analysis of the University website and interviews with key stakeholders, CCRS also established a listing of all outreach and partnership programs on campus. Over 375 programs were identified with over 300 unique partners. It is anticipated that both parts of the survey will be conducted each year in order to track community engagement over time.

To ensure that all relevant activities undertaken on campus are included, surveys are undertaken of faculty members and a variety of University offices able to identify student-related community-engagement activities, such as the Office of Service Learning, University Honors Program, Office of Student Life, Residence Life,

Institute for Global Studies, and Early Learning Center. Also included are student organizations such as the Inter-fraternity and Pan-Hellenic Councils, individual fraternities and sororities, charitable, religious, and other service organizations. Data are collected regarding the number of students involved; specific activities in which they are involved; numbers of hours students are engaged each week, month, or over the course of a semester; and locations of the activities. The University then uses such tracking data to inform assessments of impacts, including the recent study by the Center for Applied Business and Economic Research of the economic value of UD's community engagement.

UD has decided to purchase an additional centralized information system called Data 180. This system will increase the amount of information recorded and tracked on faculty activities and accomplishments. The hope and expectation is that this new system will improve our institution's ability to measure the community engagement aspects of teaching and research as well as public service. We hope that once implemented for faculty, the system can then be implemented for professional staff.

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

Yes

Describe how the institution uses the data from those mechanisms:

The data from faculty/staff appraisals is used to not only evaluate an employee's performance, but also to assess how the employee's work is contributing to the mission of the department or unit and to decide how the employee's work plan should be modified for the coming year to meet strategic goals and objectives, including relevant targets for community outreach and engagement.

The data collected by the Office of Service Learning regarding courses is used to prepare the University's application for the President's Higher Education Community Service Honor Roll.

The annual community engagement survey of faculty regarding engagement activities will be used as a benchmark for further surveys to see how community engagement grows in future years. The program analysis will be used to create an online database of community engagement programs that individuals can use to search programs that fit their interests.

A recent survey of faculty has prompted the University to invest in a more sensitive university-wide instrument. According to the latest survey of University employees done in the fall of 2013 (University of Delaware Community Engagement Survey, 2013), the percentage of work time committed to community engagement activities was 26% for faculty, 24% for professional staff, and 22% for support staff. As they are actively working with community partners and students to design, implement, and evaluate projects and programs, these employees are also functioning as part of the University's "eyes and ears" by helping it to understand and respond to the views and perspectives of the communities we serve.

In addition to estimating the impacts of student engagement on the community, the University also estimates the impact that student engagement activities have on the students' future career successes attributable to involvement in engagement activities. The estimates include the positive effects that student engagement has on students getting jobs more quickly, at higher starting salaries, and with more rapid subsequent career advancement. These estimates are based on both evidence provided by the University's Career Services Center and national statistics, which estimate starting salaries to be approximately \$5,000–8,000 higher for students who participate in experiential learning, as proof that "it pays to serve."

The data is also used to showcase exemplary projects in campus-wide marketing materials produced by the Office of Communications and Marketing (OCM). OCM promotes community engagement activities and accomplishments through the University's UDaily electronic news service, with nearly 40,000 subscribers; videos such as the clips that were produced on the 2013 summer Service Learning Scholars; social media, including Facebook, Twitter, Instagram, and YouTube; Admissions recruiting materials and University-wide publications such as the Messenger alumni magazine with 175,000 subscribers; the University's website, which

receives over 3.4 million page views per month; and the UDEngage website, which was launched in 2010 to highlight volunteer, academic service learning, and community-based research projects.

13. I. Foundational Indicators

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

Yes

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

The Office of Service Learning (OSL) assistant director garners community partner assessments of students participating in the summer Service Learning Scholars program through visits to each service site and written or phone assessments at the end of summer. Student assessments include a written reflection journal (read and responded to by the assistant director), a presentation at the summer Undergraduate Research and Service Learning Celebratory Symposium, and a final narrative evaluation of the experience. Faculty mentors provide a formal evaluation of their summer experiences to the OSL at summer's end. Written evaluations are kept on file in the OSL and results or themes are used each fall in planning for the next year. The OSL also worked with the Office of Educational Assessment to design an online survey to understand the impact of the UD Alternative Break (UDaB) experience on students. Students take a pre-survey just after acceptance to the program in fall and a post-survey just after they return from their alternative break in April. The Office of Educational Assessment helps analyze annual results.

Participation in the National Survey of Student Engagement (NSSE) allows UD to understand the extent to which our students participate in high-impact educational practices, from internships, to research and volunteer/community service. For instance, our 2011 NSSE results indicate that 75% of UD's students participated in community service or volunteer work by the time they were seniors. NSSE also allows us to understand perceptions of student gains related to General Education learning outcomes, such as "contributing to the welfare of his/her community." In 2011, 47% of UD's first-year students had a "quite a bit to very much" perceived gain related to this specific learning outcome compared to 35% in 2008. In 2011, 41% of seniors had a "quite a bit to very much" perceived gain related to this specific learning outcome compared to 34% in 2008.

The Blue Hen Poll (BHP) examines the attitudes and opinions of students at UD for students by students. It is implemented by UD students with faculty supervision. The BHP's goals are to inform the community (including campus, Newark, and surrounding areas) about what UD students think, feel, and do; provide an outlet for students to have their opinions heard; and provide a research opportunity for undergraduates to learn about survey methodology and quantitative analysis. The 2010 poll took a close look at "Intellectual and Community Development at UD." Fifty-eight percent of student respondents indicated they have become more connected to communities beyond the University, and 63% have become global citizens. Connection to communities contributes to 59% of the students' satisfaction with UD.

The University has administered an Exit Web Survey to graduating undergraduate and graduate students each spring since 2007 to capture student level of satisfaction with UD and evaluate their educational experiences. In spring 2011, items relating to community engagement were added to the undergraduate survey. A majority of the 2011 and 2012 undergraduate respondents (62% and 65%, respectively) indicated they participated in community service during their academic career.

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

UD recently instituted a survey of community engagement for all faculty and staff. The survey was designed to document the extent and types of CE faculty/staff participation. (University of Delaware Community

Engagement Survey, 2013), revealed that the percentage of work time committed to community engagement activities was 26% for faculty.

Additional survey analysis has revealed that the most comments from faculty were related to tenure and promotion, funding, and city/community relations. Tenure and promotion was the most popular comment, and faculty and staff wished that community engagement was more clearly rewarded across all colleges and departments in promotion and tenure decisions. Many people felt that community engagement activities should be recognized through the University's Responsibility Based Budget (RBB) funding model. Faculty and staff wanted more developed relations with the community and for it to be easier for individuals to connect with the University.

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

In 2011, the University committed to systematic annual assessment of the impact of student engagement. Three impact assessments have been completed thus far, and it is the University's intention to continue with annual assessments. The methodology involves (1) identifying relevant campus-related activities, (2) assembling data about the activities and categorizing them, (3) converting the activity data into economic categories and assigning dollar values to them, and (4) entering the data into the economic models that produce the full range of economic impacts.

Each student's service-learning hours in an occupation are multiplied by the hourly value of the kind of work for which the students' work substituted. The categories with the largest values are Management Analysts and Education Training and Library Workers. The occupations in which students are engaged are assigned to the economic sectors (industries) of economic impact model software. This is then used to calculate economic impacts, including "multiplier" impacts in the community in terms of total jobs, incomes, and taxes attributable to the engagement activities. The initial values of activities are increased or "multiplied" as local companies purchase the supplies they need to produce the things they do for their businesses from other local firms. The supplying companies pay their employees, who then also make local purchases.

Courses in which service learning is a significant component enrolled 3,328 students during the 2012-13 academic year. Those students performed 128,720 hours of service. In addition, service activities sponsored by resident student organizations on campus contributed another 28,400 hours to the community and nearly 4,000 members of campus fraternities and sororities contributed over 53,000 hours of service.

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

The Path to Prominence Dashboard is a secure website that tracks the University's yearly progress in meeting its strategic planning goals related to institutional engagement. Specifically, the first milestone, "A Diverse and Stimulating Undergraduate Academic Environment," tracks the responses to the National Survey of Student Engagement (NSSE) and the percentage of graduating seniors who have participated in (a) study abroad, (b) undergraduate research, and (c) service learning. The fifth milestone, "The Global Initiative," tracks the percentage of undergraduates participating in global studies programs: (a) study abroad, (b) global undergraduate research, and (c) global service learning, number and impact of global studies programs, enrollment in English Language Institute programs, number of externally funded global education and research programs, and number of global partnerships. The sixth milestone, "The Engaged University" tracks access and participation in UD programs in the state and in the region, as well as student engagement on- and off-campus, and alumni engagement.

The NSSE was most recently administered in spring 2011. UD has participated in NSSE every three years since 2005 and is preparing to participate in spring 2014. NSSE has five benchmark comparisons, including Enriching

Educational Experiences (EEE). The EEE includes time spent participating in co-curricular activities, practicums and internships, community service and volunteer work, foreign language coursework and study abroad, independent study or self-designed major, senior capstone experience, experiencing campus diversity, using electronic media, and learning communities. While UD first-year students tend to be significantly less engaged with EEE compared to peer groupings, UD seniors tend to be significantly more engaged with EEE compared to our peer groupings.

A prominent and lasting example of community engagement that broadly affects UD is our Associate in Arts (AA) program, which is designed to encourage successful completion of the associate in arts degree and to allow a smooth transition to baccalaureate studies on the Newark campus. As we do with all academic programs and University activities, UD regularly assesses the effectiveness of the AA program and makes changes based on the results. For example, extensive qualitative work in 2006 with high school students, parents, teachers, guidance counselors, and AA faculty throughout the state resulted in several significant changes in the AA program, such as improvements in the application process to provide applicants more choice in campus location and training opportunities on the main UD campus for AA faculty to better connect them to the UD community. Through these assessments and subsequent improvements, we have built a strong AA program with graduation rates that significantly exceed the national norms. Specifically, the three-year (150% of normal time) graduation rate for the 2008 entering first-time, full-time freshman Associate in Arts cohort was 55% while the national norm for this cohort at all two-year degree-granting institutions was 31%. Furthermore, approximately 86% of the 2008 Associate in Arts cohort who obtained an AA degree progressed to a baccalaureate degree program at UD.

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

Yes

Describe how the institution uses the data from the assessment mechanisms:

Students: Qualitative data from the Service Learning Scholars Program encouraged UD to support OSL participation in the multi-institution Summer Service Collaborative (SSC) plan to develop a more quantitative assessment tool for SSC institutions. The SSC “promotes the exchange of promising practices among colleges and universities who sponsor domestic and international service programs and courses.” In Fall 2012, UD hosted the third SSC Biannual Meeting where the UD director of the Office of Educational Assessment (OEA) co-chaired a workshop to design a shared assessment tool. Along with the OEA senior research analyst, she led the group in developing feasible research questions and creating a rubric to measure student documentation of their service learning. The OSL assistant director participated in continuing phone conferences to complete the instrument. The pilot pre/post survey was launched by nine institutions during summer 2013; 11 institutions will participate in 2014. Preliminary results are slated to be shared at the 2014 conference of the International Association for Research and Service-Learning and Community Engagement (IARSLCE).

Annual data from the UD Alternative Break Program (UDaB) on what students self-report as a transformative experience led to support for expanding the program’s capacity (currently at about 200 students). A program coordinator position was created in the Institute for Global Studies, charged with managing the financial and administrative logistics of alternative break trips. The OSL was charged with providing training for site leaders in new programs associated with the College of Health Sciences, the Blue Hen Leadership Program, and University Honors Program.

Faculty: To address faculty concerns about how to assess community engagement, representatives of the Commission on Community Engagement will develop an assessment instrument that can be tailored to a specific project that analyzes the data and assesses mutual benefits of the work for communities and the University.

Community: Results of the 2012–13 Economic Impact Survey reveal that UD student engagement activities

impact the Delaware community to the tune of \$25 million in additional purchases, 277 jobs created, nearly \$9 million of additional wages paid (none of which are paid to the students involved in the engagement activities), and more than \$2.5 million in additional taxes paid to local, state, and federal governments. This information is used to make decisions about the development and implementation of future community engagement activities (service learning and community-based research). This information also is informative for the University's Board of Trustees and administrators when determining resource allocations.

Institution: UD has gained the ability to describe the many forms of community engagement occurring on campus. Through the development of service-learning courses, community-based research projects, community development work, partnerships, and many forms of assessment, the University has a constant source of information that is used for a variety of purposes, including development of future community engagement goals, marketing of current projects, and the pursuit of funding. UD is truly becoming a university that values engagement.

14. I. Foundational Indicators

5. Is community engagement defined and planned for in the strategic plans of the institution?

Yes

Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

Community engagement is defined and planned for in the strategic plans of the institution. The University's current strategic plan, entitled "Path to Prominence," articulates five guiding principles for the accomplishment of our mission, and "Engagement" is one of these principles:

"The University of Delaware will engage students, faculty, staff, and alumni in the most compelling social, cultural, artistic and scientific challenges of our age. It will place itself among the world's leading universities by addressing such important matters as environmental sustainability, social justice, and alleviation of human suffering. By bringing together the many academic disciplines represented among its exceptional faculty, it will contribute to the elevation of the human condition."

Engagement is supported by two other guiding principles: "Partnership" and "Impact."

Partnership: "The University of Delaware will create innovative partnerships for economic and community development, building knowledge, and promoting ideas that serve the critical needs of the state, the nation, and the world."

Impact: "Our job is not done until our ideas, our expertise, and our students are given the opportunity to make a significant difference in the world. To succeed, we must assure that the University's innovation, excitement, and accomplishments are publicly known throughout Delaware, academia, and across the nation and the world."

These commitments are an extension of a long tradition of public service and reflect the many ways in which public and community service values are well-established priorities at UD.

15. I. Foundational Indicators

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

Yes

Describe professional development support for faculty and/or staff engaged with community:

All academic departments and programs support faculty professional development including conference attendance and presentations of scholarship and participation in programs that enhance instruction, research, and community service contributions. Funding typically includes support for travel and registration and ranges from \$1,500-3,000 in many units. Funding also is provided by college deans and central university programs such as the Institute for Global Studies.

The Office of Service Learning provides professional development support (~\$25,000/year) to faculty interested in doing site visits to other campuses where exemplary service-learning initiatives are underway; sponsors faculty and staff presentations on service-learning courses at conferences; and brings speakers to campus to discuss service-learning course development.

The University also supports institutional memberships in national organizations such as Imagining America (IA), a consortium supporting professional development of artists and scholars in public life. Institutional membership in this organizations allows faculty and staff to participate in regional workshops and national conferences and to have access to the consortia's professional development resources for community-based research and public engagement. Faculty in arts and sciences and in agriculture and natural resources have received funding to participate in IA's annual conferences, regional workshops, and tenure and curriculum initiatives since 2008. Currently, faculty affiliated with the Center for the Study of Diversity (CSD) are participating in IA's "Building the Architecture of Inclusion: Sustaining and Scaling Full Participation at the Intersection of Public Engagement and Diversity" project with Columbia University's Center for Institutional and Social Change. CSD provided funding to host a symposium on "Public Scholarship and Diversity" on campus in spring 2013 to engage a broader cohort of UD faculty in this initiative.

Through the Council on Undergraduate Research (CUR), faculty leadership in the Office of Undergraduate Research and Experiential Learning is offering faculty professional development training modules for community-based research. A CUR workshop was hosted at UD in fall 2013 for faculty in the arts and humanities interested in developing team-based and community-based research projects. Similar workshops have been hosted by UD faculty at the national CUR conference.

The College of Arts and Sciences' School of Public Policy and Administration has a longstanding tradition of integrating academic excellence with professional practice; its affiliated centers address the policy, planning, and management needs of partners through the integration of applied research, professional development, and education. Additionally, the college's graduate programs in American material culture, art history, art conservation, history, and literature sustain this tradition of public engagement training through the Delaware Public Humanities Institute (DELPHI), which receives support from the National Endowment for the Humanities. This institute encourages graduate students to communicate their research to the public by giving them experience in public speaking, to media training for radio and TV. The recently established Delaware Teachers Institute funds a fellowship and seminar series that fosters a vibrant learning community among UD faculty and K-12 educators.

16. I. Foundational Indicators

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

Yes

Describe how the community's voice is integrated into institutional or departmental planning for community engagement:

The community's voice is integrated into institutional and departmental level planning for community engagement in a variety of ways. The most common way—and we think the most powerful—is to have

community partners and stakeholders at the table when new or expanded community engagement activities are being conceived and planned, as illustrated by the following examples from UD Cooperative Extension and the Center for Disabilities Studies.

Stakeholders directly shape UD Cooperative Extension's programmatic offerings. UD Cooperative Extension's plan of work is developed through stakeholder input. Stakeholders assist in program prioritization by leading and serving as members of program advisory committees, engaging in focus group activities, and assisting with prioritization activities using clickers and in one-on-one conversations. Every county and county educator has an advisory committee with the purpose of identifying program needs and providing direction on desired delivery methods of the information. They also identify research needs and priorities, and some stakeholder groups also provide funding for specific research priorities. Stakeholders also serve as search committee members and participate in the recruitment and selection of new extension faculty and professionals. Some stakeholders both as groups and individuals provide grant funds, labor, land, or equipment, or serve on speaker panels to support extension research and educational programs. Cooperative Extension reciprocates by developing educational programs, field trials and demonstrations, written publications, newsletters, and web information related to the topics requested.

The Center for Disabilities Studies in the College of Education and Human Development, one of 67 university-based centers for disabilities in the U.S., engages in developing a strategic plan to guide its work for the coming five years. Needs assessments and SWOT analyses are conducted both with organizations who work with individuals with disabilities, as well as individuals with disabilities and their families to identify critical needs and services required. The results of these are shared at a retreat of the Community Advisory Council, who, in turn, identify areas of need, prioritize these needs, and determine where the center is likely to have the greatest impact. These priorities become the focus of the center's five-year plan.

Engaging with the community directly in this manner not only gives a voice to the community, but also results in projects and programs that are better designed and implemented and that are more impactful. It also frequently results in joint funding proposals.

17. I. Foundational Indicators

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

Yes

Describe these specific search/recruitment policies or practices:

One of our approaches to informing candidates about the importance of community engagement at UD, and encouraging candidates with an interest in this work to come to the University, is to educate them about the range of and support for community engagement activities during their on-campus visits. For example, faculty candidates in all seven colleges are routinely provided with information about the Office of Undergraduate Research and Experiential Learning and the Office of Service Learning's resources in support of undergraduate engagement in public scholarship, community-based research, service learning, and alternative spring break programs focused on community outreach.

Additionally, faculty candidates in College of Arts and Sciences searches are routinely provided with information about internal grant support for public scholarship, community-based research, and community engagement through the college's Center for the Study of Diversity (which commits \$15,000 annually to public scholarship grants) and the Interdisciplinary Humanities Research Center (which requires all projects to include a public event or series of events sharing research with the University community and/or broader audiences).

Candidates for faculty appointment also learn about UD's long-standing commitments to community

engagement through position announcements for key leadership positions focused on community outreach. For example, the advertisement for a new faculty director of the School of Public Policy and Administration's Disaster Research Center (the first center in the world focused on the social science aspects of disaster, and a key constituent of an international network of research on disasters and crises) included the following language: "The successful applicant will show evidence of a deep commitment to collaborative work in academe and with the community, as well as an appreciation for the importance of work that integrates multiple disciplinary perspectives and uses multiple methods."

Job descriptions for faculty openings in the Lerner College of Business and Economics often specify the engagement of industry practitioners and community groups in college and departmental programs as a requirement of the position. Both Lerner College and the Delaware Council on Economic Education publicized the search for a new faculty director (Carlos Asarta) for the Center for Economic Education and Entrepreneurship (CEEE), "which supports over 100 teacher-training programs and 15 different student-centered events in economics, personal finance and entrepreneurship, engaging ~ 1,600 in-service and pre-service teachers in schools and reaching over 40,000 K-12 students annually."

The College of Agriculture and Natural Resources has sustained its 100+ year history of support for the University's land grant mission by successfully concluding a recent search for an associate dean/director of extension appointment with responsibility for "statewide coordination of programs in agriculture, natural resources, 4-H and youth development, family and consumer services and community development." Responsibilities of this position include but are not limited to "actively engag[ing] with communities, business, and industry."

Additionally, job descriptions for faculty openings in the College of Health Sciences request candidates with "experience in building relationships with health and human service agencies/organizations and other stakeholders," as well as "experience in creating effective partnerships with university leaders, alumni, and external collaborators."

18. I. Foundational Indicators

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

Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work:

All UD academic departments and schools must have written promotion and tenure policies that serve as the standards for contract renewal, promotion and tenure, and post-tenure peer review. All promotion and tenure policies must include explicit criteria for evaluating faculty performance. While departmental and school policies and criteria must accord with general college and University expectations, the substantive guidelines that specifically rewards for faculty scholarly work in all areas, including contributions to community engagement, are developed at the department/school level and then reviewed and approved by college and University promotion and tenure committees, college deans, and the University provost. Upon approval by the University Faculty Senate and the provost, these departmental and school promotion and tenure policies are binding at all levels and thereby constitute institutional policies. The University-approved promotion and tenure policies and criteria of all academic units are available online.

As described below, over two-thirds of the University's approved promotion and tenure policies recognize and reward community engagement and public service, and in most cases this recognition applies to all forms of scholarship, including teaching, research, and service.

In addition to promotion and tenure policy, other institutional policies reward faculty scholarly work that uses community-engaged approaches and methods. Two policies deserve attention.

First, UD has established endowed professorships of \$1 to \$3 million each to support and reward the work of distinguished scholars who have already been promoted to the highest academic rank. Many of these faculty are leaders in the scholarship of community engagement, as their work touches both the community and advances research in the field. For example, Debra Hess Norris, Henry Francis du Pont Chair of Fine Arts, engages in scholarship on the conservation and preservation of cultural artifacts that includes a leadership role in the partnership with Winterthur Museum for the preparation of graduate art conservation practitioners, in the reclamation and restoration of art in communities across the nation including those impacted by Hurricane Katrina, and in the development of art conservation capacities around the world, including nations with little indigenous capacity. A full listing of the University's endowed professorships is available online.

Second, beyond the value placed on community engagement for all faculty, the University recognizes that there are special needs that are best served by faculty who devote the major portion of their time and effort to public service and community engagement. As described in the University Faculty Handbook there is a special designation and pathway for success for such Public Service faculty:

"Public service faculty have major responsibilities for college- (or departmental/school based-) public service programs (including applied research, technical assistance, and community and professional development training and education) with on-going responsibilities for regularly scheduled undergraduate and/or graduate instruction and advisement, and with the balance of workload involving clinical and professional practice supervision, and related professional and scholarly contributions."

19. I. Foundational Indicators

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

Yes

Please cite text from the faculty handbook (or similar policy document):

Community engagement is rewarded as a form of teaching and learning in many departments and units and is often combined with other community engagement responsibilities as reflected by the excerpts below from University-approved promotion and tenure documents.

The Department of Animal and Food Sciences evaluates faculty and staff on teaching, including "their influence on clientele and constituency."

The Department of Human Development and Family Studies believes teaching, scholarship, and service are interrelated duties. When seeking promotion and tenure, individuals should provide a statement that describes how their teaching is tied to their service and scholarship activities. One source of evidence for teaching excellence includes "the development of major community-based programs."

The Department of Entomology and Wildlife Ecology states that one source of evidence for excellence in teaching is the "availability to and guidance of students in innovative study projects (Winter Semester, Independent Study, Internships, Integrated Learning Semester)," many of which have elements of community engagement embedded within the curriculum.

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

Yes

Please cite text from the faculty handbook (or similar policy document):

Community engagement is rewarded as a form of scholarship in many departments and units, as reflected in the excerpts below from University-approved promotion and tenure documents.

- The campus-wide faculty standards describe “scholarship related to service” as a significant contribution.
- The College of Agriculture and Natural Resources emphasizes the impact of community engagement on scholarship: “Faculty in the College of Agriculture and Natural Resources generally hold appointments in the Agricultural Experiment Station. Some have additional appointments in Cooperative Extension. Both of these organizations have goals of assisting the people of the State of Delaware. As a consequence of these obligations, faculty are often involved in activities that impact their research programs, the form that scholarly publications may take, and the extent to which they are involved in service functions with organizations related to their profession and individuals in the public sector.”
- The Associate in Arts Program lists the following as evidence which is used to justify an appropriate rating in Scholarship, which is then used in Promotion and Tenure decisions: “Service as learning, where the faculty member organizes a community project applying his or her professional expertise, producing scholarly publications, and requiring evaluations by participants and outsiders.”
- The Department of Mathematical Sciences measures research activity through these indicators: innovative published curriculum materials in mathematical sciences that are likely to be widely used, with some users outside of the university, acknowledged significant contributions to published reports of inquiries instigated by government bodies or professional associations, and mathematical science software that is used outside of the research group of the author, with increasing value placed on wider use, which may be evidenced by users in the department, the university, or users outside of the university.”
- The Department of Animal and Food Sciences evaluates faculty and staff through scholarship, including “their impact on constituency, appropriateness of materials for intended audience, creativeness of materials and programs, and contributions to County and State plan of work.”

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

Yes

Please cite text from the faculty handbook (or similar policy document):

Community engagement is rewarded as a form of service in many departments and units, as reflected by the excerpts below from University-approved promotion and tenure documents:

- Department of Business Administration defines evidence of high-quality service as “participation on boards, commissions, or societies at the local, state, or national level, presentations or lectures on management issues, organizing symposia or lecture series directed to the community, and professional services provided to community groups, businesses, or government agencies on behalf of the University.”
- Department of Education describes service expectations as: “The following items provide evidence of service contributions and quality: Communication to the Field: Publication of service-oriented papers, such as reports of meetings or events, magazine columns, opinion pieces, calls for action, and other forms of writing that do not meet all the criteria for scholarly publications may be considered. Consultation to Schools, School Districts, or Social Service Agencies: Services to community organizations, documented by descriptions of the services provided and letters of appreciation/evaluation may be considered.”
- Department of Human Development and Family Studies allows evidence of many different kinds of service activities, including “service to the larger community (local, state, region, national, and international), including outreach, training, and technical assistance, consultation and professional assistance to local, state, region, national, and international community groups and agencies, direct services to community organizations, professional groups, business and industry (e.g., community boards, commissions, task forces), cooperative activities with governmental and community agencies, requested and voluntary contributions to the community such as presentations, seminars, conferences, workshops, articles, TV and radio appearances, and responsibilities in professional organizations.”
- Department of Geological Sciences states that service can be demonstrated in numerous ways, including “participation in activities that promote the geological sciences, [such as] presentations to K–12 students or to civic organizations (e.g., Girl Scouts, Boy Scouts) or advising community or governmental organizations that have a need for expertise in the geological sciences” and can be shown by “a summary of service to the community or public related to candidate’s profession, a summary of consulting activities, and any further evidence that might show the service activities of the candidate and the contributions to department, college, university, profession, and society.”

- Department of Music describes the role of service in the following manner: “The faculty also have a unique role in contributing to the cultural life of the university community and serving as advocates and representatives to the public at large to help build support for musical activities in a wide area of public life. These activities include, but are not limited to: public performances on campus and at specific university events and ceremonies, service on the boards of local and regional, national, and international arts organizations, providing guidance and service to music educators of the state and region, and educating the public and government officials on the important role of music in education and society.”
- Department of Fashion and Apparel Studies provides “cooperative projects with private and public agencies” as one form of service.

20. I. Foundational Indicators

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

Yes

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

All seven UD colleges are represented by the departments and schools listed:

Associate in Arts Program
 Department of Accounting and Management Information Systems
 Department of Animal and Food Sciences
 Department of Anthropology
 Department of Applied Economics and Statistics
 Department of Art
 Department of Art Conservation
 Department of Biological Sciences
 Department of Black American Studies
 Department of Business Administration
 Department of Chemical and Biomolecular Engineering
 Department of Chemistry and Biochemistry
 Department of Civil and Environmental Engineering
 Department of Communication
 Department of Computer and Information Systems
 Department of Electrical and Computer Engineering
 Department of Entomology and Wildlife Ecology
 Department of Fashion and Apparel Studies
 Department of Finance
 Department of Geography
 Department of Geological Sciences
 Department of Hotel, Restaurant, and Institutional Management
 Department of Human Development and Family Studies
 Department of Kinesiology and Applied Physiology
 Department of Linguistics and Cognitive Science
 Department of Mathematical Sciences
 Department of Mechanical Engineering
 Department of Medical Laboratory Sciences
 Department of Music
 Department of Physics and Astronomy
 Department of Plant and Soil Sciences

Department of Political Science and International Relations
Department of Sociology and Criminal Justice
Department of Women and Gender Studies
School of Education
School of Nursing
School of Public Policy and Administration

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

69%

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods:

The examples below are excerpts from University-approved workload and promotion and tenure policy documents:

Department of Applied Economics and Statistics: Teaching includes “availability to and guidance of students in innovative study projects, conducting educational programs for clientele and staff, writing newsletters, news articles and columns, mass media educational efforts, facilitating educational client interactions, supervising intern/extern and field experiences for students, training volunteers, and writing program handouts. Research includes: participation and activities in interdisciplinary and cooperative research activities. [For] Extension Scholarly Activity typical activities include but are not limited to development or adoption of educational materials; creation of Extension publications; evaluation of a program's impacts; completion of applied, demonstration, methodological, and evaluation research; scholarly and research presentations made at professional meetings and industry and business conferences; and innovative programs. Service includes: Effectiveness within the state county, region and national education program; furtherance of accomplishments of clients; and contribution to individual, county and state plan of work (applies to faculty with Extension appointments only), [and] membership on and effectiveness in community, user group or commodity organizations or governmental agencies.”

School of Public Policy and Administration: Faculty are expected to “share with the professional staff of the School a responsibility for public service activities in fulfillment of a mandate from the University to serve the community. The public service programs of the School include: technical assistance to public and nonprofit administrators throughout the State; community organization, education, and technical assistance; and data collection, analysis, and publications. Faculty contributions to these and other public service programmatic efforts are encouraged and may be manifested in such things as: public policy forums, specific short-term projects for research, program evaluation, professional consultation, assistance to community organization, organization of training workshops, or other technical assistance to public and nonprofit agencies.”

The School of Nursing describes the importance of community engagement as service in the following way: “Nursing is a service-oriented profession. All faculty members should be contributing citizens of their communities—professional and academic. Participation and leadership in university, professional, and community service is considered in the evaluation of the candidate for promotion and tenure decisions. This involvement will have local and regional impact on health care and will extend to national and international levels with tenure.” Scholarship is judged partially on the scope of influence “as a result of that scholarship, as seen in interdisciplinary, intradisciplinary, and multi-side collaborations and partnerships and policy formation.”

21. I. Foundational Indicators

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?

Yes

If yes, describe the current work in progress:

While over two-thirds of departments do reward community engagement, there is work in progress to revise the promotion and tenure documents throughout the University. Recently, an analysis was conducted that looked at the promotion and tenure documents, as well as the workload policies, of all the departments on campus. This analysis collected information about each department, including the minimum achievements required in service for promotion to assistant professor, associate professor, professor, and various non-tenure positions; workload policies for tenure and non-tenure positions, and whether the department explicitly mentioned both outreach and community engagement. This document will be used to facilitate discussions and move toward rewarding community engagement further within departments and in institution-wide bodies such as the Faculty Senate.

23. I. Foundational Indicators

1. Is community engagement noted on student transcripts?

Yes

Describe how community engagement is noted on student transcripts:

Community engagement is noted on student transcripts through the use of Discovery Learning Experience (DLE) courses, which are marked as such on the transcript. These courses incorporate discovery learning, which takes place when students use their knowledge and skills acquired through traditional classroom experiences to discover, for themselves, effective actions, alternatives, and solutions to situations and/or problems that occur in “real-life” contexts; that is, contexts that are unpredictable, where problems and situations are complex and lack clear definitions. These contexts are primarily outside of the classroom and include internships, service learning, independent study, undergraduate research, and study abroad. However, they may also occur within a classroom experience. These DLE classes often relate to community engagement and service learning as they involve applied work while partnering with an outside organization. Courses are designated as DLE through a process that is implemented primarily at the departmental level and approved by the University Faculty Senate Undergraduate Studies Committee.

In addition, titles of courses often contain the words “service learning” or “community engagement” (such as the accounting course “Service Learning and the Earned Income Tax Credit,” as well as “Community Building and Civil Society and Experiential Learning: Beyond Volunteerism” for UD Alternative Break participants). Service Learning Scholars (who receive a stipend) have this designated on their transcripts. One result of the work of the Community Engagement Task Force, charged with preparing this application, has been to recognize a need to formalize a system for noting community engagement on transcripts, as not all DLE courses involve community engagement and not all courses that have community engagement aspects are designated as DLE courses. The Office of Service Learning is working with the Office of Institutional Research and Effectiveness and the Registrar’s Office to develop that. The need for this designation has been discussed between the agencies and beginning steps are being taken on how to best go about adding this designation.

24. I. Foundational Indicators

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

Yes

Please provide examples:

UD is committed to creating a diverse, inclusive, multicultural campus, actively engaged with communities on local to global scales. The University Diversity Initiative, inaugurated by President Harker in 2011, coordinates campus-wide efforts to enhance diversity and foster inclusion. In addition to bringing speakers to campus and sponsoring Human Resources workshops on diversity topics, the initiative has established the Center for the Study of Diversity and a new vice provost position in faculty affairs and diversity.

The Center for the Study of Diversity (CSD) opened in January 2012 to promote scholarship that contributes to understanding the impact of diversity and inclusion on- and off-campus. One of CSD's specific goals is to "develop partnerships and programs with local communities." Through its programs, including Faculty and Graduate Student Grants for Public Scholarships, the campus has been encouraged to explore what diversity means, experience inclusion, and channel some of that understanding into our communities by using it in daily interactions, whether building collaborations with individuals of different racial and ethnic backgrounds, or communicating with an international partner in her native language.

Aiding the CSD is the Institute for Global Studies (IGS), which engages the University's seven colleges, Office for International Students and Scholars, Center for Global and Area Studies, English Language Institute, and Confucius Institute in enhancing multicultural dimensions of research, scholarship, and service. IGS coordinates study abroad and international partnerships, and supports global research initiatives and student participation in programs such as the Clinton Global Initiative University, aimed at forging solutions to pressing issues. Also a priority is making UD a welcoming campus for the international community, wherever they reside. IGS and the Office of Communications and Marketing recently launched one of the largest Spanish language websites at a U.S. university (100+ pages) and are now developing a website in Chinese, to be followed by Arabic.

25. I. Foundational Indicators

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

Yes

Please provide examples:

The Middle States Commission on Higher Education's 2012 report indicated that the University of Delaware had been trailing its peers in achieving diversity goals. The recent launching of the University's Diversity Initiative and the Center for the Study of Diversity is accelerating UD's diversity efforts.

One example of the self-studies catalyzed by these diversity initiatives is the white paper "Recruiting and Retaining Students from Underrepresented Groups in University of Delaware Teacher Preparation Programs" by the Collaborative to Diversify Teacher Education at UD, a diverse group of teacher education faculty members. They implemented a research project in 2012–2013 to gather data about how our teacher education programs consider diversity and how underrepresented students perceive or experience diversity. The researchers describe their work as drawing from the tenets of "engaged or public scholarship"—scholarly activity that conceptualizes academic work as an inseparable, unified combination of research, teaching, and service encompassing different forms of making knowledge about, for, and with diverse publics and communities. The UD team concluded that their findings parallel and build on other published research, such as the necessity of improving campus climate; the importance of advocacy for the teaching profession as a whole; and the need to institutionalize and centrally coordinate outreach and support efforts.

The Student Success and Retention Group is working on an extensive collaborative research study taking a close look at the many factors that may contribute to student success and retention including student demographic characteristics, pre-admission qualifications, and experiences at UD. Univariate approaches to analyzing individual or single source factors are inadequate to understand the complex processes that put students at risk of failure or withdrawal. The study's goal is to gain a comprehensive understanding of the factors and their interactions that contribute to success and retention, including student participation in high-

impact educational practices at UD such as internships, senior capstone experiences, undergraduate research, learning communities, study abroad, and volunteer/community service. Core members of this group represent the Admissions Office, Office of Educational Assessment, Office of the Registrar, Student Financial Services, Special Sessions, Student Life, and Business Intelligence.

Another program that contributes to student retention and success is the Blue Hen Leadership Program (BHLP), which builds individual and organizational leadership capacity and fosters engagement and service by providing diverse opportunities to question, explore, understand, and apply leadership to positively transform one's campus, career, and community. Students start at the Tier 1 certificate level and then may progress to Tier 2: The Engaged Leader, which focuses on project management; and Tier 3: The Established Leader/BHLP Community Fellow, which focuses on community engagement. Tier 3 students spend the fall semester learning about a non-profit they are interested in and how it functions. During spring semester, students take the lead on a project for the non-profit. Students learn from University professors as experts and BHLP peer mentors, as well as from two major guides: "Managing the Non-Profit" by Peter Drucker, and "Good to Great and the Social Sectors" by Jim Collins.

26. II. Categories of Community Engagement

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

Yes

Discuss how your institution defines service learning, the standard components for designation, and the process for identifying service learning courses:

Definition: To further UD's strong connection to urban, rural, and global communities through curricular engagement, the Discovery Learning Experience (DLE) was articulated by the Faculty Senate in 2004. The DLE also mapped the curricular breadth requirements for students to achieve general education goal #4, which requires engagement in questions of ethics and recognize responsibilities to self, community, and service at large, and #7 which requires development of the ability to integrate academic knowledge with experiences that extend classroom boundaries. This was the catalyst for requiring all UD undergraduates to complete a 3-credit DLE. To support faculty in embedding community engagement (CE) into their teaching and research, UD created the Office of Service Learning (OSL), which adopted the Center for Liberal Education and Civic Engagement's definition:

"Service-learning is a pedagogy that exposes students to the needs of the larger society, engages them in addressing those needs through community service, and connects what they learn in the classroom to real-world conditions. At its best, service-learning is a powerful teaching method that allows students to reflect upon why such conditions exist and what their democratic responsibilities are in addressing them."

Standard Components for Designation: The Faculty Senate requires that for service-learning courses to count as a Discovery Learning GenEd goal requirement, it must also incorporate the following student learning goals:

1. Students will apply critical thinking skills and academic knowledge/concepts to develop effective response to, and make informed decisions about, problems or situations encountered in the course of the learning experience.
2. Students will engage in reflection, which incorporates self-assessment and analysis of the learning that has occurred as a result of participation in the service placement.

To insure that students are prepared to engage successfully in service-learning and are provided with strong mentoring support:

1. The experience must be supervised, with ongoing faculty involvement and support.
2. Students are expected to produce at least one final product as a result of the project—e.g., a reflective journal, research paper, report, essay, exhibit, portfolio, oral presentation, or media presentation—that can be

used to assess DLEs.

3. The expectations for student learning must be clearly established in the syllabi or otherwise communicated to the student in writing. The student's work must be evaluated and a grade assigned based on actual learning not just hours invested.

The service-learning experience, particularly if integrated into a regular course, must be of sufficient depth and complexity to be worth the assigned number of academic credits. Students in a service-learning course must participate in a partial or full service experience.

Process for Identifying Service Learning Courses: To have a course designated for a required general education Service-Learning DLE, faculty apply through the Faculty Senate Undergraduate Studies Committee, which determines whether the syllabus meets stated requirements and either approves it or returns it with improvement suggestions. The OSL and the Office of Educational Assessment (OEA) may be consulted during the process. After approval, the course is sent to the Registrar's Office for inclusion in the catalog.

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

197

What percentage of total courses offered at the institution?:

8%

1.c. How many departments are represented by those courses?

28

What percentage of total departments at the institution?

43%

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

96

What percentage of faculty at the institution?

8%

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

3721

What percentage of students at the institution?

18%

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

The data provided above is gathered from the UD Data Warehouse, the Registrar, the Institutional Research Office, and the OSL. This is an annual report requested by the OSL, and the assistant director also produces her report annually as part of the HR Performance Appraisal process and year-end report used for programmatic improvement. In addition, this aggregated data is used for documentation for the annual President's Honor Roll. The information that is gathered is also shared with all UD constituents as part of the "State of the University." Advisement also uses the data to help focus students on selecting the best DLE to fit their major and career needs. The UD President also disseminates the data for the state legislature and incorporates it into requests for resource allocations in support of serving our local communities. Furthermore, the data is also incorporated as part of the Campus Compact reporting measures.

27. II. Categories of Community Engagement

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

Yes

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

UD's General Education learning goals set standards across disciplines, and four specifically speak to the experiences students have in strong service-learning courses. These goals provide students across campus the opportunity to intentionally: 4) Engage questions of ethics and recognize responsibilities to self, community, and society at large; 7) Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom; 9) Understand the foundations of United States society including the significance of its cultural diversity; and 10) Develop an international perspective in order to live and work effectively in an increasingly global society. In addition, the "Learning Outcomes and Requirements for Service Learning" requires that students in SL courses a) "will apply critical thinking skills and academic knowledge/concepts to develop effective response to, and make informed decisions about, problems or situations encountered in the course of the learning experience;" and, b) "will engage in reflections which incorporate self-assessment and analysis of learning that has occurred as a result of participation in the service placement. At a minimum, students are expected to examine and demonstrate their increased understanding of why the conditions addressed in their service experience exist in our society, what else they have learned as a result of their service experience, how they have learned it, the impact of their learning on their personal and professional growth, and how to apply that learning in other situations or contexts."

Service Learning courses count as the GenEd requirement for all students to complete three DLE credit hours. To demonstrate mastery, students in service learning courses must demonstrate their ability to a) Communicate ideas and the results of their work and resultant learning with clarity, concision, and precision; b) Design and implement a project that addresses a community-based problem; c) Use creative and critical thinking skills and knowledge of (insert language from discipline) to effectively contribute to a problem-solving team; and, d) Choose and apply appropriate technology/ instrumentation/ laboratory/ computer skills/technology to devise solutions to problems or complex situations encountered in the course of this experience. This demonstration may be in the form of reflective journal of responses to directed questions, research papers, reports, essays, exhibits, portfolios, oral presentations, or media presentations.

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

Yes

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

All programs are required to assess student learning outcomes (SLOs). Assessments must contain direct measures where we can see students' work or artifacts as well as indirect self-reported measures. This comprehensive triangulated measurement strategy allows the OEA to create a through picture of the state of students' competencies.

During summer, the OEA collects assessment reports from the all 7 colleges about their assessments of undergraduate and graduate programs. The College of Arts and Sciences Dean requires that all Chairs and Program Directors report on their assessment activities as part of their annual performance appraisal process. The OEA stores this data for programs to use as part of their professional accreditation improvement processes as well as for the 5 year Middle States accreditation processes.

To assess General Education goals related to CE, the OEA schedules DLE assessments every five years.

Because of the variety of Discovery Learning/Service Learning experiences, the course embedded assessment mechanisms vary according to program needs and outcomes. However, a UD adapted AACU VALUE rubric for integrated learning is applied to samples of students' artifacts.

UD wide, we also capture self-reported measures such as end of course evaluations and surveys. The institution requires end of course evaluations. Although this is an indirect measure of student learning, a review of open ended comments about students' learning experiences reveal that students are able to achieve the General Education goals.

The National Survey of Student Engagement (NSSE) is an additional UD wide assessment conducted every three years. This nationally validated and reliable metric provides us student self-report data from freshman and senior students. Responses to the NSSE questions help create a picture for the University about how well our students are achieving the Service Learning related General Education goals as well as provide other detailed data about students' experiences.

The ePortfolios used by 22 programs are examples of the artifacts used to demonstrate levels of GenEd growth in competencies throughout their years in the major. For programs without ePortfolios, we send emails to students asking them to upload the artifacts that they believe document their competency in specific general education goals. Students select from the list of goals on an online survey mechanism and then are prompted to upload their files. Faculty are then contracted and paid to assess artifacts by applying adapted AACU VALUE rubrics. Their scores determine the students' learning goals proficiency levels. Comparisons of freshman versus senior work allow us to examine the strengths and weaknesses of GenEd as well as programmatic SLOs. Aggregate areas of strength and weaknesses are explored and taken into consideration in the "regular" and ongoing course changes and curricular revisions.

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

The UD General Education (GenEd) program is articulated so that goals are infused throughout the curriculum. Goals related to CE are therefore embedded into the programmatic goals, so assessments of the curricular programs are direct assessments of student learning in the program and vary accordingly.

The data from programmatic assessments are used to develop and enhance course content and redesign major and minor requirements. For example, the Computer Science department, based on assessments of their undergraduate 467 CE experimental course, voted last year to incorporate the course into the major so that their students can improve GenEd goals of critical thinking, oral communication, and responsibilities to their community. In addition, they want their students to achieve the SLO to create a software program for a client—in this case, middle and high school teachers in Delaware.

Assessment data at UD is also used to support program resource allocation requests, such as teaching allocations in the case of the Computer Science example. In other programs, data has been used to request specific equipment such as video cameras to capture students' work.

The assessment data related to institutional learning outcomes is also used to inform reports to the Institution and the Board of Trustees and, on the disciplinary level, to accreditors such as NCATE (School of Education) and CAPTE (Department of Physical Therapy).

In the College of Health Sciences, integrated assessments of SLOs for institutional learning outcomes with programmatic curricular engagement serve as exemplars. Each department within the College mapped institutional goals to programmatic goals to accreditation standards, and all have SLOs related to community engagement. For example, the nursing program's outcomes note that students will demonstrate cultural competence in provision of care of diverse populations; collaborate with healthcare professionals and consumers to ensure effective and efficient care; and provide leadership to initiate change in communities, health systems, the profession and the political arena.

Ongoing revisions to the development of nursing students' competencies in caring for diverse populations exemplify how assessment data drives curricular change. When nursing students were originally assessed on their abilities to provide patient care to head trauma patients, the data showed that they were ill prepared to interact with patients and their family members. This feedback was documented by their clinical supervisors. Similarly, assessments of the nursing students revealed a need to create authentic simulations for addressing alcoholic patients as they present in an emergency room. To improve students' competencies, an interdisciplinary collaboration with the Theater Department was created. The Health Care Theater program uses scenarios such as a patient with acute head trauma or a patient with alcoholism to teach the nursing students both technical and interpersonal skills. Another scenario was created to assess students' abilities to provide nursing services during a natural disaster. The efficacy of this scenario will be assessed this year, and data will be aggregated by the nursing program on students' pass rates on the national nursing exam as well as course performance scores.

28. II. Categories of Community Engagement

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

Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Learning outcomes for students' curricular engagement with the community are evidenced in a number of disciplines in which student engagement with the community is traditional. However, for this question, we have chosen to highlight a few of the many departments in which curricular engagement with the community is not traditional.

The Fashion and Apparel Studies department prepares its graduates and professionals in the field with the knowledge and critical skills to be aware of issues of social responsibility and sustainability and able to act with accountability. Learning outcomes require analysis of real-world fashion and design problems and creating recommendations for socially responsible designs, sourcing, and production. Apparel design students then explore sustainable design solutions through design concepts, materials choices, pattern development, assembly practices, and product life cycle that are assessed in courses throughout their degree program with projects involving creation of prototypes. A capstone course for fashion merchandising majors integrates planning, development, sourcing, distribution, and sustainability learning with a case study approach to learning. Graduate students may earn a certificate in Social Responsibility and Sustainability and focus their research on finding realistic solutions to challenging issues in global apparel supply chains. Student learning outcomes (SLOs) for UD students have expanded to our online certificate programs for the fashion industry and UD students: over 3,000 supply chain professionals from 34 counties have successfully completed UD's Risk of Human Trafficking and Slavery short course (the only on-demand online training course on this topic). A series of online short courses requires apparel professionals to broadly integrate planning and strategic action for social responsible and sustainable business operations.

Hotel, Restaurant and Institutional Management prepares students to work in an industry in which they will lead a diverse group of people. The department requires community engagement so that students develop the ability to work with diverse communities through 100 hours of service with community organizations. Through this experience it is expected that students will gain an awareness of civic responsibility; learn to apply their own discipline to community service; develop strategies to access community needs; and effectively communicate knowledge and ideas in various economic situations.

Plant and Soil Science has designated SLOs for students' engagement with the community that include the

ability to: a) evaluate sustainable practices related to preservation of the environment within their field of study; b) analyze the ways in which people, plants and soils interact with the overall environment so as to promote the conservation of natural resources; c) evaluate the applications of their field of study to the broader regional, national and global economy. To meet these goals, students design experiments that have resulted in patented and licensed product development for global use that meet specific landowner and user goals. Students in the Longwood Graduate Program participate in outreach as part of a team that travels to a public garden, assesses its needs, discusses its importance, and creates a plan to solve problems. Longwood doctoral students develop theses that have real impact, teaching people to manage public botanical spaces.

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

Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

- Systematic assessment of learning outcomes is required of all university departments. Internally all departments undergoing Academic Program Review (APR) use the same forms. Degree programs that are accredited by an outside body respond to those external accreditation requirements, and those units also complete APR requirements within 7 years. The Provost has the ability to require a program to undergo APR at an unscheduled time. Although this rarely occurs, a dean will sometimes make this request so that an incoming chair (normally externally hired) can obtain a comprehensive picture of the state of the department. The APR requires all departments to include the following:
 - Description of undergraduate curricula and programs for majors and non-majors.
 - Description of the unit's role in meeting University curricular needs, such as general education initiatives including first-year experience, study abroad, undergraduate research, service learning and other discovery learning programs, capstone course(s), group requirements, multicultural courses, honors courses, and prerequisites for other programs.
 - Description of the undergraduate and graduate student learning outcomes (including clear statement of expected student learning outcomes in the areas of knowledge, skills, and competencies), assessment plans, and utilization of assessment results.
 - Evidence of curricular improvements based on student learning outcomes and changes in the discipline or field of study.

Annually, assessment data is gathered and reported to the OEA.

In addition, the College of Arts and Sciences (CAS) Dean captures assessment annually as part of the Chairs' Human Resources Performance Appraisal process. It is important to note that this one college constitutes over half of the university faculty and students. Chairs and program directors must report on how they have assessed during the year, and if they have resource allocation requests, the Dean's Office requires the chairs to tie these requests to their assessments.

Various mechanisms are utilized to capture, analyze and improve student learning, including e-Portfolios, senior capstone projects, reflective journals, and exit interviews for students completing a service experience.

Other UD-wide assessment of CE is conducted within the UD Service Learning Scholars Programs. Undergraduates from across UD compete to receive scholarships to immerse themselves in a service-learning or community-based research project for ten weeks in the summer with a community partner (non-profit, governmental, community-based action research, or service-based corporate activity) and simultaneously pursue academic reflection under the guidance of a UD faculty mentor. In 2012–2013, UD partnered on a multi-institution Pre/Post assessment tool with institutions in the Summer Service Collaborative. SLOs for these summer service immersion programs include the ability to articulate personal growth through reflection upon and synthesis of the experience; integrate experiential and academic knowledge; understand and commit to civic responsibility; understand systemic causes of social issues; and respect diversity of communities and

cultures. In addition to this Pre/Post survey, Service Learning Scholars are assessed through reflective journals, formal written evaluations from faculty and community partners, and informal feedback from community partners. The OSL assistant director also performs site visits to meet with the community partner and observe the project.

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

Assessment data is required to be used for programmatic improvement and the UD frowns upon assessment for assessment or accreditation sake. Some of the ways this data is used include: Community partners have provided feedback to students' presentations and in some cases, their feedback impacts students' grades. Early childhood education students who work in local day care centers receive feedback on their portfolios and their faculty members incorporate that feedback into the grade.

The Domestic Violence Prevention and Services Program is a campus-based undergraduate program housed in the Department of Women and Gender Studies. The course content and curriculum were developed in coordination with the Delaware Coalition Against Domestic Violence's training criteria for becoming a certified Domestic Violence Specialist in the state of Delaware and also based upon the academic expertise of the contributing faculty. This program is mutually informed by current scholarship and advocacy in the field. Core faculty in the program regularly meet with the Delaware Coalition Against Domestic Violence (DCADV) and revise the content of their current syllabi to reflect the best practices for advocates and their organizations, the needs of survivors, and the most current academic research. Student research projects with the DCADV are evaluated via rubrics; areas of improvement identified in the past from these assessments indicated that students needed to more thoroughly conduct and integrate their research with the community partners' needs. As a result, students are required to integrate their library research with their community partners' need assessments. Another change instigated from students working with community practitioners: the DCADV website content and practices were transformed on the basis of this relationship.

Departments also assess student's abilities within their major and general education skills such as communication, critical thinking, and community responsibility through their produced work for a community partner. Harnessing this social pedagogy, we have been able to capture students' self-reports about the value of the experience, the community partners' evaluations, and comments regarding the efficacy of the experience. Direct assessments have allowed us to make comparisons between identical courses taught with social pedagogy and community partners and previously facilitated in a strictly lecture style. Assessments indicate no changes in grades; however, faculty members and students report higher engagement levels and increased satisfaction with the courses with community partners.

April Veness, associate professor of geography, focused on communication and community responsibility with a community-based research project in Georgetown, Del., that included partnerships with the Town of Georgetown, Habitat for Humanity-Sussex County, Hoy en Delaware, St. Michael's Catholic Church, Del-Tech Community College, and the Blueprint Communities Revitalization Planning team. Student volunteers from Del-Tech Community College, Sussex Tech High School, and Sussex Central High School worked with UD students to administer the survey which resulted in the report, "Creating a Well Informed and Engaged Citizenry in Georgetown, Delaware: Report on the We are One Georgetown Survey."

29. II. Categories of Community Engagement

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

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

For each category checked above, provide examples:

Student Research:

ArtsBridge. UD is a member of a network of 31 universities confronting elimination of the arts from K–12 schools. Through ArtsBridge community-based research projects in urban and low-income areas, UD students use dramatic and visual arts and digital technology to provide an alternative means to reach out to disadvantaged learners, particularly those with language acquisition delays while developing lesson plans that can be used by teachers to facilitate learning in math, reading, science, and social studies.

In Fashion and Apparel Studies, Prof. Marsha Dickson leads a project that incorporates undergraduates in identifying the practices, motivations, and benefits of apparel manufacturers that are emerging as leaders in Corporate Social Responsibility (CSR). Through case studies involving field research in garment-producing countries and in-depth interviews with the owners and management of apparel manufacturing firms, Dickson and her students are identifying CSR policies and practices that could be considered "world class." By highlighting these emerging leaders in CSR, Dickson hopes to motivate other suppliers and expand the base of manufacturers around the world that are operating in socially responsible and sustainable ways.

Student Leadership:

The Office of Residence Life and Housing involves students in maintaining and promoting mutuality and reciprocity of partnerships established through the Complex Service Initiatives. Each residential complex partners with a service agency and offers service opportunities several times a month. Every residential complex on campus has an undergraduate student leader hired as the Student Engagement Advisor (SEA). This student is also an RA but has been promoted to take leadership in sustaining meaningful engagement opportunities for students living in our residence halls. SEAs are trained by master's-level professionals in Residence Life and Housing to establish and sustain mutually beneficial partnerships with community partners throughout the academic year by ensuring that students have the opportunity to contribute to the agency's needs and to help students learn about active citizenship through service. The SEAs are responsible for helping students understand what it means to engage in a mutually beneficial partnership with the community through their service to the agency.

Internships/Co-op: In the endowed Extension Scholars Program, both undergraduate and graduate students pursue summer internships with UD Cooperative Extension. Extension Scholars are fully engaged in organizational experiences that are integrated into the academic curriculum, meet the needs of a community, provide structured time for reflection, and help foster civic responsibility.

Study Abroad:

UD launched America's study abroad program when our first class of students sailed to Paris in 1923 for cultural and language immersion. During the past year, seven study abroad programs had significant service components, including India, where students in English courses worked on writing projects with NGOs that help Delhi's poorest women and children; Cambodia, where art students partnered with at-risk youth to create a photographic documentary in an elephant sanctuary; and Morocco, where leadership students analyzed civic engagement projects completed by local college students. UD also joined the Clinton Global Initiative University, committing resources to student travel to the annual conference and providing seed funding for service projects.

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

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

For each category checked above, provide examples:

Community engagement at UD is primarily embedded in curriculum at program and course levels. However, all freshmen and transfer students with less than 12 credits are required to have a first-year experience, and two of the six FYE learning goals are connected to community engagement: a) students will understand the impact of their actions or inactions on themselves and others; and b) students will understand the global implications of a local issue.

Graduate Courses: In the Master of Public Administration program, students participate in a 450-hour internship with a local non-profit or government agency in which they contribute directly to solving pressing challenges of our times through research and public service projects.

Core Courses: In the Biomechanics and Motor Control Concentration, Motor Development is a required course in which students work in teams to develop and administer a movement education program based on developmental principles while learning firsthand about early motor development at UD's Early Learning Center, where 60% of the children are educationally at risk.

Capstone Courses: All seniors in the Management Information Systems (MIS) major and minor (Lerner College), along with the seniors in the Information Systems major (College of Engineering), take a six-credit capstone consulting project during their senior year. Interdisciplinary teams of students work with companies to solve a business problem using technology. In 2013, the MIS student teams completed 13 nonprofit consulting projects. The nonprofits were surveyed mid- and end-of-semester for feedback. The outcomes were extremely successful, and the students made a significant impact on the nonprofits' ability to better serve their constituents.

First Year Sequence: McKay Jenkins' First Year Seminar challenged students to collect and count all water bottles on their residence hall floor, arranged a visit to a recycling plant, and examined the challenge of access to potable water for many people across the globe. Students designed recommendations for UD to reduce its waste and then went beyond the course to fund-raise for a non-profit devoted to bringing potable water to people in developing countries.

General Education: All students are required to take a course designated as a DLE, which promotes the use of academic service learning as a methodology for satisfying the requirement. While not all DLEs are community based, many include service learning experiences, and the Office of Educational Assessment notes that most DLE Independent Study Approval requests include a service learning component. To be approved, all students must document their experience, reflect upon their learning and partnerships, and be supported by a faculty member.

In the Majors: A redesign of the major added a service learning project to the Introduction to English Education course that launches first-year students into the major and the classroom. Designed as an urban field experience in conjunction with local high school teachers, 36 students developed and taught a 10-session 5-week SAT Verbal Prep Course to 80 students at a vo-tech high school.

In Minors: In the Interactive Media Design capstone course, interdisciplinary student teams create or redesign websites and social media plans for non-profit organizations.

30. II. Categories of Community Engagement

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

etc.)?)

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

* = graduate student; ** = undergraduate student

Bieler, D. 2011. Lessons from NETS: New English teachers for social justice. *English Leadership Quarterly* 33(4): 4–9.

Bruck, J., A. Middlebrooks, and J. Cox. In review. Educating for sustainability with design based learning. *Interdisciplinary Journal of Problem Based Learning*.

Burton, S., and A. Reynolds. 2009. Transforming music teacher education through service learning. *Journal of Music Teacher Education* 18(2): 18–33.

Burton, S. 2013. Where general music and community meet: Partnerships and collaborations. *Michigan Music Educator*, 51(1): 8–10.

Burton, S. Oct. 2013. Service-learning as community engagement. Paper presented at the College Music Society National Conference with undergraduate researchers J. Knaster*, M. Knieste*, and S. Kutash*, San Diego, Calif.

Cotugna, N., and C. Vickery. 2007. Educating early childhood teachers about nutrition: A collaborative venture. *Childhood Education* 83(4): 194.

Dentel, S. K. 2008. Engineers Without Borders. *Water Environment Research* 80(1): 3.

Dentel, S. K. March 2014. UD's Engineers Without Borders in the High Plateau Region of Cameroon. Presented at U.S. Senator Chris Coons' Opportunity: Africa Conference, Dover, Del.

Dragiewicz, M., A. R. Gover, S. L. Miller, J. Naccarelli, and B. Paradiso. 2013. Innovative university programs for teaching about domestic violence. *Journal of Criminal Justice Education (JCJE)* 24(4): 594–611.

Harrison, L., and E. Neal. Nov. 2009. Bringing the outside In: Institutional perspectives on the Inside-Out Prison Exchange Program. Paper presented at the 61st Annual Meeting of the American Society of Criminology, Philadelphia, Pa.

Harvey, T., S. Kundu, and J. Forbes. March 2011. Service learning in computer and information science. Panel discussion conducted at the Gulf-South Summit, Roanoke, Va.

McBeth, L. Nov. 2010. Shared science: Integrating academics, direct care, and simulation. Poster session presented at the AWHONN 2010 convention, Las Vegas, Nev.

Naccarelli, J. Nov. 2012. Innovative programs for domestic violence education. Presented at the American Society of Criminology meeting, Chicago, Ill.

Overby, L. Y. 2012–2014. Learning About transportation through dance. \$10,000 grant from the University of Delaware University Transportation Center, Newark, Del.

Overby, L. Y. Nov. 2013. A dance education approach to embodied cognition. Poster session presented at the Sixth Asia-Pacific Conference on Exercise and Sports Sciences, Taipei, Taiwan.

Overby, L. Y., H. Beach*, P. Glassman**, Y. A. Haislip*, J. Luzier**, R. Schotz**, and T. Thomas**. 2013. Formative and summative assessments for dance interarts/interdisciplinary projects. *Journal of Dance Education* 13(1): 23–29.

Overby, L. Y. In press. *Public scholarship in dance: Opportunities and challenges*. Human Kinetics Publishers.

Pollock, L. Feb. 2010. Broadening participation in computing through service learning. Presented at the University of Delaware Scholarship of Engagement Seminar, Newark, Del.

Pollock, L. Oct. 2013. Service learning. Speech at the National Science Foundation PI Meeting, Washington, D.C.

Starks, B. C., L. Harrison, and K. Denhardt. 2011. Outside the comfort zone of the classroom. *Journal of Criminal Justice Education* 22(2): 203–225.

Veness, A. June 2013. Creating a well informed and engaged citizenry in Georgetown, Delaware: Report on the We are One Georgetown Survey, Univ. of Delaware, Newark, Del.

31. II. Categories of Community Engagement

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

learning centers

tutoring

extension programs

non-credit courses

evaluation support

training programs

professional development centers

other (please specify): Alumni Mentor Network; tuition-free degree program for Delaware residents over 60 years of age

For each category checked above, provide examples:

Learning Centers:

- Center for Disabilities Studies connects those with disabilities to tools, art projects, after-school programs, and emergency preparedness.
- Center for Economic Education and Entrepreneurship provides financial education to middle and high school students.
- Center for Historic Architecture and Design assists communities in documenting historic properties and landscapes.
- Center for Political Communication hosts discussions of national and global policy.
- Delaware Center for Teacher Education works closely with teachers and administrators to craft services that meet the needs of schools and districts.
- Mathematics and Science Education Resource Center lends resource materials to Delaware educators.
- Northeast Center for Risk Management educates farmers to manage the unique risks of producing food.

Tutoring:

- Corporate tutoring by English Language Institute provides business professionals with access to language training.
- Upward Bound provides tutoring to eligible high school students.

Extension Programs:

- Operation Military Kids provides support and education to youth in military families before, during, and after deployment of family members.
- LifeSkills and Health Rocks educate young people about making healthy choices and resisting tobacco, alcohol, and drugs.
- Ag production programs provide best management field trials and education for the state's agricultural industry.
- Horticulture short courses offer the public and green industry information on current topics, enhancing professional development.
- The LEADelaware program develops the next generation of agricultural leaders.
- Master Gardeners and Master Food Educators educate the public on gardening and food, nutrition, and health.
- The Expanded Food and Nutrition Education Program provides information about nutrition and food safety to limited-resource families with young children.

Non-Credit Courses:

- The Career and Life Studies Certificate (2-year) program provides non-residential postsecondary education for students with intellectual disabilities.
- Saturday Seminars in Music offer professional development to area music teachers.
- Physics and Astronomy Colloquium educates the public about science and policy.
- Osher Lifelong Learning Institute offers members age 50-plus numerous opportunities to take classes, teach, and exchange ideas.

Evaluation Support:

- Center for Applied Demography and Survey Research evaluates projects ranging from seat belt education to spatial analysis of vital statistics records.
- Delaware Education Research and Development Center conducts multiple evaluations such as National Science Foundation research experiences for undergraduates, school reform, and early childhood programs/credentialing.

Training Programs:

- Organizational Learning Solutions (Professional and Continuing Studies) provides customized training for businesses and nonprofits.
- Nutrient management training provides Continuing Education Units (CEUs) for individuals needing certification as part of the Delaware Nutrient Management Program.
- Delaware Sea Grant's Hazard Analysis Critical Control Point (HAACP) training enables the seafood industry to attain Association of Food and Drug Officials certification, meeting FDA and state health department requirements.

Professional Development Centers:

- Certificate programs through Professional and Continuing Studies allow individuals to advance their education in areas ranging from analyzing big data to social media marketing strategy.

Other:

- Alumni Mentor Network involves alumni in mentoring students in their career area.
- UD offers a tuition-free degree completion program for Delaware residents over 60.

32. II. Categories of Community Engagement

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

co-curricular student service

work/study student placements
cultural offerings
athletic offerings
library services
technology
faculty consultation

For each category checked above, provide examples:

Co-Curricular Student Service:

- Registered Student Organizations (RSOs) performed 28,406 hours of service in fiscal year 2013, while Greek Life organizations provided 52,855 service hours and raised \$504,900 for charity.
- Volunteers for Lori's Hands, a non-profit organization at UD, provide in-home assistance with grocery shopping, yard work, light cleaning, and other chores to elderly and chronically ill Newark community members.

Work/study student placements:

Currently, most placements are initiated by community organizations, but Student Financial Services is evaluating its work-study program with plans to expand offerings. Examples include students serving as tutors, teacher aides, business manager aides, and after-school program assistants.

Cultural Offerings

- Community Music School provides instruction, classes, choirs, camps, and workshops to children and adults.
- Confucius Institute at UD builds cross-cultural connections through Chinese language and cultural programs for K-12 classrooms, higher education, and businesses.
- University Museums enriches the community by presenting artists' works and conducts targeted outreach programs for K-12 students, educators, and historically black colleges and universities.

Athletic Offerings:

- Special Olympics clinics and a student athlete talent show raise funds for Special Olympics Delaware.
- 30-50 student athletes volunteer weekly as mentors for Gilpin Manor Elementary School
- Individual athletes and teams visit children at A.I. duPont Hospital for Children and Ronald McDonald House and participate in fundraising and awareness campaigns such as the National Bone Marrow Registry and Blood Bank.
- Over 35 youth camps and adult sessions are offered from figure skating to wrestling.

Library Services:

The library provides resources, programs, and services to all Delawareans. Community members can access the collections, reference assistance, Assistive Technology Center with specially equipped computers, workshops on using library resources, borrowing privileges, and patent and trademark searching assistance. The UDlib/SEARCH provides online periodicals and databases to all K-12 public schools in Delaware through a 16-year partnership with the State Department of Education administered with a community advisory board.

Technology:

The Delaware Biotechnology Institute, a collaboration with several UD partners, offers the BioGENEius Challenge, a science competition for high school students; "Science for All Delawareans," a professional development program for K-12 teachers; and tours of research facilities and meetings with student and professional researchers for K-12 students interested in the sciences (approximately 500 students in the past two years).

Faculty Consultation:

The Center for Applied Demography and Survey Research conducted research and prepared a report for the Delaware Association of Realtors regarding the extent of damage caused by the recession, potential for government assistance, and future prospects. The report was used to support legislation in the Delaware

General Assembly.

The faculty and professional staff of the Center for Community Research and Service (CCRS) provide technical assistance, training, and management support to nonprofit organizations and local government agencies related to board governance, strategic planning, and fundraising. CCRS provides free access to the Foundation Center's Online Database and its nonprofit and community development resource library containing over 2,000 titles and periodicals.

33. II. Categories of Community Engagement

3. Describe representative examples of 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.

[Gridfinal.xlsx](#)

34. II. Categories of Community Engagement

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

Yes

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships:

Most partnerships within the University maintain open communication, reap broad benefits to both UD and its partners, and involve guidance of each other's work.

Several examples show the depth of mutuality and reciprocity of these partnerships.

Many partnerships use advisory councils to help guide programmatic offerings and ensure that the partnerships are maintaining communication with all stakeholders:

- Organizational Learning Solutions, which offers training programs developed in partnership with local businesses and nonprofits, maintains an Employee Development Advisory Council, featuring individuals from local government, businesses, and nonprofits. The council plans roundtable events focused on pressing local topics and helps to align programmatic offerings with the needs of Delaware organizations.
- The Delaware Water Resources Center maintains an advisory panel with members from environmental, natural resource, and agricultural agencies, the farming community, academia, and non-profit organizations. The panel conducts peer reviews and ranks research proposals, assists in planning annual conferences, promotes interaction with other agencies, and advises the director on state priority water resource focal areas and how to accomplish the center's mission.
- KIDS COUNT in Delaware features a board of child and family advocates from the public and private sectors. Additionally, KIDS COUNT will work with agencies or groups to produce issue briefs based on a group's specific needs. This work allows the organizations to work toward shared goals.
- Every step of the Engineers without Borders at UD project, from planning to implementation to assessment, is done through collaboration between the UD team and the community. For example, when UD EWB worked on a village water project in Cameroon, the Cameroon mayor drafted the first project sketch. UD then made three assessment trips and worked with the community to revise plans to ensure the community would be able to maintain the project in the future.

The Delaware Health Sciences Alliance shares facilities, offers inter-professional and interdisciplinary training, and hosts joint educational programs. The Health Sciences Complex at UD's Science, Technology, and

Advanced Research (STAR) Campus is the home of the alliance and offers core labs and shared research spaces that invite scientists, clinicians, physician scholars, and students to work together in an environment that erases barriers across disciplines. Inter-professional and interdisciplinary training helps to improve cooperation among diverse groups, with the common goal of ensuring the well-being of the patient through cultural competency and greater equity in healthcare service delivery.

The Confucius Institute, which promotes Chinese language and culture to facilitate cross-cultural understanding, is governed by a board of directors composed of four members from UD and three members from Xiamen University. The director is on the UD faculty, and the co-director is on the Xiamen faculty. The institute collaborates with units across both universities to develop programming and seeks public input through program evaluations. It has partnerships with 11 schools and learning centers in Delaware and Pennsylvania and works closely with these community partners to develop programs and assessments. The institute helped to organize the Delaware Chinese Teachers Association and has representation on its board.

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

Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

Many community partners, as well as colleges and departments, have mechanisms to collect and share feedback and assessment findings relating to partnerships. Below are several examples of mechanisms that ensure that all partners receive clear benefits.

Career Services develops partnerships with numerous businesses and organizations in the area to aid in the development of highly qualified talent with on-the-job training designed to meet the partner's staffing needs. Bi-weekly telephone or in-person meetings with administrators, faculty, and employer partners take place to share feedback on the status of the partnerships. Staff members actively attend partnership activities and provide attendance reports to assess the effectiveness of programs being coordinated. Meetings with senior-level managers and the president of the University are held twice a year to discuss the state of the partnerships.

Public Allies, which hosts Ally Apprenticeships in which members are placed in nonprofit organizations for a 10-month term, evaluates its Allies to assure mutual benefit. Three-way meetings occur regularly between the Ally, the Program Manager, and the site supervisor. Public Allies uses 360-degree evaluations to ensure that all of the individuals involved are helping the program to succeed.

KIDS COUNT in Delaware utilizes a yearly survey that provides a feedback loop for their KIDS COUNT in Delaware Families Count in Delaware Fact Book. The survey is designed to determine how the recipients use the data, what information is valuable and what is not, and what data is missing. The feedback from this survey is given to the KIDS COUNT Data Committee, which is composed of data experts from the state, including representatives from the Delaware Department of Education, UD's Drug and Alcohol Studies Center, Delaware Health Statistics Center, and the State Police. This group uses the feedback from the survey to guide the next Fact Book.

Assessment data and program outcomes are shared with stakeholders through many University publications. Delaware Sea Grant Advisory Council members and the general public receive Sea Grant assessment and programmatic outcomes through annual reports ("The Reporter") distributed widely across the state through print and digital media. The Delaware Health Sciences Alliance distributes information to its stakeholders through the Impact Magazine, which emphasizes the impact that the alliance has on healthcare delivery and health-related research and education throughout the state.

The Cooperative Extension's published plan of work is developed and updated through stakeholder input. Stakeholders determine program prioritization by serving as members of advisory committees, engaging in focus group activities, and holding one-on-one conversations. Stakeholders also identify their research priorities, and some may provide funding or land donation for applied research that meets their needs. Stakeholders also serve as search committee members and participate in the recruitment and selection of new extension faculty and professionals, so there is a strong relationship built from the start. Cooperative Extension reciprocates with coordinating educational programs, field trials and demonstrations, written publications, newsletters, and web information related to the topics that are requested.

35. II. Categories of Community Engagement

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

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

* = graduate student

Applied Economics and Statistics: Awokuse, T. O., T. W. Ilvento, and Z. Johnston.* 2010. The impact of agriculture on Delaware's economy. Newark, DE: UD College of Agriculture and Natural Resources. This report concluded that agriculture contributes \$8 billion to Delaware's economy each year.

Behavioral Health and Nutrition: Popielarski, J.*, and N. Cotugna. 2010. Fighting hunger through innovation: Evaluation of a food bank's social enterprise venture. *Journal of Hunger and Environmental Nutrition* 5(1): 56–69.

Black American Studies: Foreman, P. G. 2011. (Dis)remembering black women's lives. Video essay presented at "Perbitube: Repurposing Social Media Spaces," co-curated by P. Gabrielle Foreman, Pato Hebert, and Alexandra Juhasz, July 12—September 6, 2011, Pitzer College Art Galleries and online.

Civil and Environmental Engineering: Dentel, S. K., S. Marzooghi,* and C. J. Shi*. 2012. Breathable membrane enclosures for faecal sludge stabilization. Presented at Faecal Sludge Management Conference, Durban, South Africa, Oct. 2012. Gates Foundation-funded research tested the utility of breathable membranes to protect surrounding groundwater from contamination.

Delaware Sea Grant: Carey, W. 2012. Delaware homeowners' handbook to prepare for natural hazards. This 116-book was a collaboration of Delaware Sea Grant, Delaware Emergency Management Agency, and Delaware Department of Natural Resources and Environmental Control.

Education: Buttram, J. L., X. Qian*, and J. Rubright*. 2009. Statewide poll on education in Delaware. Newark, DE: Delaware Education Research and Development Center. Supported by the Delaware General Assembly, this poll examined public opinion on school quality, finance, education policy. Respondents made recommendations to protect teacher salaries, instructional resources, tutoring.

Human Development and Family Studies: Han, M., N. Moore, C. Vukelich, and M. J. Buell. 2010. Does play make a difference?: Effects of play intervention on at-risk preschoolers' vocabulary learning. *American Journal of Play* 3: 82–105.

Public Policy and Administration: Solano, P., M. J. McDuffie, E. N. Farley-Ripple, and J. Bruton.* 2010. Principal retention in the State of Delaware 2001–2008. Newark, DE: University of Delaware. Report sponsored by Delaware Academy of School Leadership.

Public Policy and Administration: O’Hanlon, J., and J. Scott*. 2010. Healthy communities: The walkability assessment tool. Planning resource for local governments created for the Institute of Public Administration’s Healthy Communities initiative.

Public Policy and Administration: O’Hanlon, J., J. Miller, A. Clark,* and G. Ospanova.* 2011. Delaware environmental scan: Delaware youth opportunities initiative. Report developed by Institute of Public Administration for Delaware Center for Justice.

Sociology: Yasser, P. The people’s report: The link between structural violence and crime in Wilmington, Delaware. 2013. Newark, DE: University of Delaware. The “Safe Communities” Participatory Action Research Project was a pilot quantitative and qualitative ethnographic community needs assessment of the Eastside and Southbridge neighborhoods of Wilmington, Del. It trained 15 residents all formerly involved with the streets and/or criminal justice system to be participatory action researchers.

Women and Gender Studies: Dragiewicz, M., A. R. Gover, S. L. Miller, J. Naccarelli, and B. Paradiso. 2013. Innovative university programs for teaching about domestic violence. *Journal of Criminal Justice Education* 4(4): 594–61.

36. III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

37. III. Wrap-Up

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

In embarking on this process of self-study we have been able to document a plethora of community engagement projects, identify areas of needed improvement and plan for sustained, reciprocal engaged scholarship.

The most frequent responses to an open ended question on the UD Community Engagement survey indicated that faculty wished that community engagement was more clearly rewarded across all colleges and departments in promotion and tenure decisions. Faculty and staff also wanted a simpler process for connecting with potential partners.

Through this process of self-reflection, we also recognized the need to ensure assessment of community perceptions and the impact on all partners as an integral part of each project.

Some changes have begun:

UD purchase of Data180 software will allow faculty and staff to document their own community engagement and their partner’s perceptions. Additionally, UD will identify a software system to track individual student engagement and provide a forum for community agencies to easily post volunteer needs.

The Task Force for Community Engagement, created in 2012, will become a permanent commission reporting to the Deputy Provost. Representatives of the three hubs identified in this application, OSL, SPAA, and Cooperative Extension, will serve as the foundation of the task force; members will include representatives

from the community, the faculty, staff, and students. The UD Engage website will serve as a virtual space for the Commission and the campus, community interaction and resources.

The Commission on Community Engagement will administer the following activities:

Policy

- Collecting and interpreting community engagement data from faculty, staff, students and community partners.
- Reviewing University, College and Departmental faculty promotion and tenure documents in terms of recognition and support of community engagement scholarship.
- Serving as a resource for the Strategic Planning Committee, as a new Strategic Planning Document is being developed for the university.

Professional Development

- Promoting faculty development through workshops and seminars and the development of an ACE Fellows Program (Academic Community Engagement Fellows). The selected faculty will spend a year involved in mentored academic service learning or community based research.
- Supporting faculty, staff, student and community partner conference attendance and presentations.
- Educating all members of the UD community regarding development, implementation and assessment of CE projects in teaching, research and service.

Reward/Recognition

- Developing an annual university wide recognition program for faculty, staff, students and community partners

Marketing

- Use the UD Engage website as a virtual space for the Commission and for campus/community interaction.
- Develop an annual report on community engagement in an on-line and print format

Because this self-study of community engagement entailed cooperation between and among all units on the campus, the Carnegie definition of engagement has become much better understood. Units including marketing, development, all Colleges, Centers and Institutes, are now more aware of the importance of mutuality and reciprocity in developing, implementing and assessing community engagement projects. The Commission on Community Engagement will deepen and expand UD's institutional commitment to its community partners.

38. III. Wrap-Up

3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification.

We appreciated the online format and its ease of use. The guidance we received about the application submittal process from Carnegie was helpful and timely.

One suggestion:

Change question 10:b

Is community engagement rewarded as one form of scholarship to: Is community engagement rewarded as one form of research or creative activity.

By adding the words research and creative activity we include artistic scholarship and recognize that research is only one form of scholarship.

39. Request for Permission

Please respond to A or B below:

	Yes	No
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.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

40. Application Submission Confirmation

Receipt Confirmation: 2015 Community Engagement Classification Application

Apr 14, 2014 11:35:06 Success: Email Sent to: overbyl@udel.edu

To NERCHE

Apr 14, 2014 11:35:07 Success: Email Sent to: nerche@umb.edu
