Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Institution on 1/28/2019. Last modified on 4/15/2019.

Application Deadline

April 15th, 11:59pm EST

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

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

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Applicant's Contact Information

Please provide the contact information of the individual submitting this application

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(for Carnegie foundation use only)

Title
Lillian Wichinsky Ph.D., Director, Office of Community Engagement and Partnerships

Institution
University of South Florida, Tampa

Mailing Address 1
4202 East Fowler Avenue, ALN 185

Mailing Address 2
--empty--

City
Tampa

State
FL

Zip Code
33620

Phone Number (e.g., 1-123-345-5678)
813-974-6709

Full Name of Institution's President/Chancellor
Dr. Judy Genshaft/ Provost Ralph Wilcox

President/Chancellor's Mailing Address
4202 E. Fowler Ave, CGS 401, Tampa, FL 33620

President/Chancellor's Email Address
rcwilcox@usf.edu

Campus and Community Context

A. Campus:
Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You

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may want to consult your campus's IPEDS data (https://nces.ed.gov/ipeds/Home/FindYourCollege) and Carnegie Basic Classification data (http://carnegieclassifications.iu.edu/lookup/lookup.php).

Tampa, Florida lies more than 250 miles north of the state's southern tip; but in 1956, a new State University planned for Tampa would be the southernmost in the system — hence its name, the University of South Florida (USF). The new university was built on what had been a practice bombing range of an army airfield during World War II.

USF welcomed its first students in 1960, making it the first major state university planned, constructed, and opened in the 20th century. Fifty years later, the NSF and Carnegie Foundation recognized USF as being among the top research universities in the nation.

The USF System includes three institutions: USF St. Petersburg, USF Sarasota-Manatee, and USF — the applicant institution. These institutions currently are separately accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). Fourteen Colleges comprise USF:
College of the Arts
College of Arts and Sciences
College of Behavioral and Community Sciences
Muma College of Business
College of Education
College of Engineering
Patel College of Global Sustainability
College of Graduate Studies
Honors College
College of Marine Science
Morsani College of Medicine
College of Nursing
College of Public Health
College of Pharmacy

With 43,542 students and 14,013 faculty and staff in academic year 2017-18, USF is a community within a community, and the region's seventh largest employer. Eighteen percent of undergraduate students live on campus, including 68% of new first-time-in-college students. More than 36,000 of USF students are Florida residents, 57% of whom collectively come from Hillsborough County — where USF is located — or neighboring Pinellas or Pasco Counties. More than 73% of USF's students are enrolled full-time.

The ethnic makeup of our student population increasingly reflects the diversity of our local communities: 53.8% White; 20.1% Hispanic; 11% African American; 7.5% Asian; 3.8% two or more; 3.4% not reported; 0.2% American Indian; and 0.2% Native Hawaiian or Pacific Islander. International students comprise 11% of USF Tampa's student population and represent 145 countries. The Education Trust ranks USF Tampa #6 nationally for eliminating the completion gap between black and white students; #4 nationally for Latino student success; and #1 in the state of Florida for both.

More than 30,000 USF students are undergraduates, 34% of whom receive Pell grants. In 2018, USF's six-year graduation rate for Pell recipients hit 68%, — 19 points higher than the national average. The Chronicle of Higher Education ranked USF Tampa as #1 for greatest improvement in 6-year graduation rates among 4-year public institutions (2017). Eighteen percent of USF undergraduates are first-generation students.

More than 1,800 military veterans are enrolled at USF. Between 2016 and 2019, USF was rated first or second in Military Times' annual "Best for Vets" four-year college rankings.

More than 10,000 USF Tampa students are graduate students,. The Carnegie Classification of Institutions of Higher

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Education recognizes USF Tampa as Doctoral Universities: Highest Research Activity. Among graduate schools, USF Tampa ranked third nationally for Peace Corps volunteers in 2018, earning the "Top Producer" recognition. https://usf.app.box.com/s/5rp2hje2wbbqu0l9ngm0quouttrras84

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

USF's main campus is located in Hillsborough County, Florida. Hillsborough's population is 1,418,032. Ethnic diversity is 50.3% White; 27.4% Latino; 15.5% African American; 3.9% Asian; 0.2% American Indian/Alaska Native; and 2.7% other. Hillsborough is part of the Tampa Bay area, also encompassing Pinellas, Hernando, and Pasco Counties. Tampa Bay's population is 3,112,599. With urban, suburban, and rural environments, Tampa Bay represents a microcosm of the U.S. It is a part of the "I-4 Corridor," connecting Tampa, Orlando, and Daytona Beach, a region that decides most state elections. Hillsborough in particular is a bellwether county, voting for the winner in all but two presidential elections since 1928. Regional characteristics influence the nature of USF's community partnerships: Income: Of 1,191,645 Tampa Bay households, 42% live at the poverty level or ALICE (asset limited, income constrained, employed) level. In 2016, 46% of Florida households could not afford basic needs such as housing, child care, food, transportation, and healthcare. On any given night, more than 7,000 Tampa Bay men, women, and children are homeless. Age: The region's growing senior population is now 19.2%, increasing demand for geriatric health services; Tampa Bay residents under age of 19 account for 22.9% of the population. Hillsborough's public school district is the nation's eighth largest, with 162 of its 250 schools classified as Title 1. U.S. Military: Hillsborough and Pinellas Counties rank #1 and #3 in Florida, respectively, for numbers of veterans, with collectively more than 188,000. Tampa's MacDill Air Force Base employs more than 15,000 military and civilian personnel. Migrant Farm Workers: Approximately 150,000 to 200,000 migrant and seasonal farm workers and their families annually travel within and work in Florida. Hillsborough is one of 12 Florida Counties collectively employing 80% of Florida's crop workers. Immigrants: One in five Florida residents are immigrants. Between 2014 and 2018, more than 190,000 entered the state as refugees. Tampa Bay is home to about 75,000 undocumented immigrants. Human Trafficking: With more than 2,100 reports last year, Florida ranks third nationally in human trafficking. Tampa is considered one of the nation's major trafficking "hub" cities. Substance Abuse: Substance abuse and addiction are the cause of significant public health and safety concerns in Florida. In 2016, there were 5,725 opioid-related deaths reported, which is a 35 percent increase (1,483 more). Environment: The Tampa Bay area includes coastal communities on the Gulf of Mexico or Tampa Bay, and this proximity is closely linked to the region's lifestyle, health, and economy. Risks include sea level rise resulting from climate change; destruction and storm surge resulting from tropical storms and hurricanes; and physical health, tourism, and fisheries negatively affected by Red Tide. Hurricane Irma, which hit Florida in 2017, is the fifth costliest hurricane on record. The 2010 BP oil blowout in the Gulf of Mexico has been ranked as the nation's worst sustainability disaster in social, environmental, and economic terms, with costs exceeding BP's $62 billion payout. Faculty expertise in these issues positions USF to meaningfully respond to the needs of our community. USF's

Foundational Indicators

Complete all questions in this section.

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A. President/Chancellor's Leadership Statement

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

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

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

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A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)
President Genshaft Letter to Carnegie.pdf

A.2 In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

A.2.1
Annual addresses/speeches:

Fall Address 2017 "Earlier this year our Board of Trustees approved a new USF System Strategic Plan that focuses on three areas: first, leveraging the USF System as a force-multiplier for each member institution; secondly, strengthening community engagement – especially with corporate partnerships; and third, creating a nationally and globally recognized brand. This has never been more important."
http://news.usf.edu/article/templates/?a=8032&z=220

"One way is by actively engaging with the communities we serve. This year we have opened a new Office of Corporate Partnerships that will proactively seek out practical business and industry connections. We have so much to offer, and also so much to gain...Meanwhile, we will gain new avenues to practically apply our research, leading to new discoveries and best-practices. This collaboration is mutually beneficial, creating new economic opportunities and real-world problem solving."

FUSE Scholarship Fund, November 2017 "A little more than a year ago, we announced FUSE, a ground-breaking partnership with Hillsborough Community College, St. Petersburg College, and other regional institutions within the Florida College System. FUSE is making a meaningful difference for students by creating a seamless path to a bachelor's degree from USF…..We have outstanding partners who want a better tomorrow for our students, for their families, and for the Tampa Bay region. Together, we are providing world-class learning opportunities that will prepare students for success in careers and in life."

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Path to Preeminence, June 2018 "This validates our efforts over more than a decade to transform USF into a premiere institution of higher education, rivaling peers twice our age," said USF System President Judy Genshaft. "This critical designation will have an exponential impact on our continued efforts to grow our research enterprise, provide the highest-quality education to our students, strengthen our partnerships and help we make an even bigger difference in our community." http://news.usf.edu/article/templates/?a=8480&z=232&utm_source=preeminence-062818&utm_campaign=usfhomepage&utm_medium=hero

Unlimited Potential 2018 "It's a new era at USF. In 2018, we achieved status as a Preeminent State Research University – transforming a bold vision into a bullish achievement. But this is just the beginning. With Preeminence comes the resources for USF to redouble our efforts in research, student and faculty recruitment, and community engagement." http://news.usf.edu/article/templates/?a=8457&z=232

Young Universities Changing the World, June 2018 "Young universities define themselves by the ways in which those who work and learn there look to solve problems. Whether those problems are down the street or on the other side of the world, these institutions are uniquely positioned to impact research, student success, and community engagement because, by their nature, they are creative, innovative and forward-thinking." http://news.usf.edu/article/templates/?a=8457&z=232

Fall Address 2018 "After years -- decades -- of working to raise the profile of our research, student success, teaching and community impact, we are making major strides across every unit, in every measure. We are being recognized by everyone from local supporters to state leaders to national and global higher education influencers. We are coming together in a closer way than ever before, as one united university." http://news.usf.edu/article/templates/?a=8457&z=232

A.2.1.1 Web Link (if available)
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A.2.2
Published editorials:

Times Higher Education: Interview with Judy Genshaft, 09/27/18
"The Tampa Bay region is home to approximately 3 million people from all over the country and the world, and USF is the research university responsible for supporting its knowledge-based economy. USF provides talented graduates who are ready to be successful in the job market; research that is more relevant to urban issues; experts [who] serve as valuable resources on real-world challenges; and start-up companies that help our region continue to grow and thrive. It is no coincidence that Tampa Bay's growth and evolution over the past several decades have mirrored that of the university – with each entity benefiting from the other's success." http://news.usf.edu/article/templates/?a=8604&z=232

Tampa Bay Times, President's Retirement, who should be USF's next president? 11/26/18, "It's going to take a multifaceted individual…"Members first met Oct. 18, taking turns sharing ideas about what qualities the new president should bring to USF, proving the size of the hole Genshaft will leave. Community involvement and dedication to student success were common themes during the discussion, as was the university's goal to join the prestigious Association of American Universities." https://www.tampabay.com/education/who-should-be-usfs-next-president-its-going-to-take-a-multifaceted-individual-20181123/

U.S. Rep. Kathy Castor's statement on USF President Judy Genshaft's retirement, 9/10/18
U.S. Rep. Kathy Castor (FL14) released the following statement regarding the retirement announcement of University of

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South Florida President Judy Genshaft:
"USF President Judy Genshaft has helped take the University of South Florida to the next level. Under her leadership, USF has risen to one of the top-tier public research universities in the country. The Tampa Bay area has evolved into one of the most dynamic communities for health innovation in America largely due to USF Health research, students and faculty. The diversity of the student body is one of USF's strengths and President Genshaft's commitment to Upward Bound, Latino scholarships and access to college has paid dividends. I will miss her approachable style and commitment to our community, and wish her, Steve and her sons well on behalf of a grateful community."
https://castor.house.gov/news/documentsingle.aspx?DocumentID=398757

A.2.2.1 Web Link (if available)
See above

A.2.3
Campus publications:

USF Magazine, Start of a New Era, Fall 2018 "As Florida's newest Preeminent University, USF joins the ranks of just two other Florida public institutions with this prestigious designation – both of which were founded more than 100 years before USF. Formally approved by the State University System of Florida Board of Governors, the title is the culmination of years of hard work and focus by the USF community to make the university a national leader in student success, research and community engagement."
https://www.usf.edu/magazine/documents/archives/2018-fall.pdf

USF Magazine, Fall 2018, "In Tampa Bay and across the country, the Yuengling family is known for its commitment to the community," said USF System President Judy Genshaft in a statement. "We are grateful to have such a well-known and reputable family associated with USF. We especially appreciate the efforts to promote corporate and social responsibility as part of this new affiliation."
http://news.usf.edu/article/templates/?a=8565&z=232

USF Helps Launch Unprecedented National Effort to Increase College Access, Equity and Postsecondary Attainment, 11/13/18
"At USF, we are driven by our desire to make a difference in the lives of our students, our communities and society at large," said USF System President Judy Genshaft. "Our institutional focus on student success has been central to these efforts, and we're proud to be at the forefront of developing positive changes on a national level. I'm confident this new APLU collaboration will help us make an even bigger impact, as well as build important new connections with our peers around the country." http://news.usf.edu/article/templates/?a=8674&z=232

USF News, USF System President Judy Genshaft announces plans to step down, effective July 2019
"The University of South Florida System is on a trajectory unlike ever before in its history. We are reaching milestones once reserved for universities twice our age. We are being recognized by everyone from local supporters to state leaders to national and global higher education stakeholders. We continue to make groundbreaking strides in research, student success, teaching and community impact."
https://www.usf.edu/system/president/the-president.aspx

Presidents Welcome
"We are a community of scholars, scientists and innovators who value excellence in all we do and work collaboratively with our partners to create healthy, prosperous, and sustainable communities."
https://www.usf.edu/about-usf/brand-boundless-community.aspx?utm_source=boundless-community&utm_medium=image&utm_campaign=faculty-recruitment

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Presidents Bio
"President Genshaft has been instrumental in economic development efforts in the Tampa Bay region, serving as chair of The Greater Tampa Chamber of Commerce, the Tampa Bay Partnership, and the Greater Tampa Chamber of Commerce Committee of 100. In 2018, she will chair the Tampa Hillsborough Economic Development Corp. The university has been a catalyst for economic development; USF Tampa's innovation and economic development efforts alone generate more than $400 million in statewide impact each year, sustain more than 3,000 jobs, and return more than $52 million in tax revenue to local, state, and federal governments."
https://www.usf.edu/system/president/biography.aspx

Boundless Community, 2019
"As a globally engaged university committed to addressing the challenges of the 21st century, the work of the Peace Corps speaks directly to USF's strategic goal for positive societal change." – Judy Genshaft, USF System President https://www.usf.edu/about-usf/brand-boundless-community.aspx?utm_source=boundless-community&utm_medium=image&utm_campaign=faculty-recruitment

A.2.3.1 Web Link (if available)
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A.2.4
Other:

Over the last ten years, President Judy Genshaft and Provost Ralph Wilcox have worked collaboratively to support community engagement locally and globally. This commitment is demonstrated through funding, curriculum, outreach, faculty recognition, and student success efforts. This section of the application would not be complete without also providing Provost Wilcox's statements of affirmation for community engagement in his yearly address to faculty over the last five years.

2014 Address: "As you well know, I would thoroughly enjoy devoting this whole hour to highlighting equally significant contributions made by hundreds of USF professors and students to science, scholarship, and the betterment of society. Please know that every contribution you make has a positive impact on USF, Florida, and the lives of people across the world."

2015 Address: "To be clear, USF is a comprehensive research university wherein students, scholars and scientists – from the arts to medicine, from engineering to the humanities, along with the social sciences, natural sciences and mathematics are all expected to contribute to new knowledge and human betterment."
"Recruiting and enrolling high ability students is just the first step on our Road to Student Success. I ask that, from day one, you challenge our students to engage in high impact practices: undergraduate research, education abroad, service learning, internships, and other experiential and active-learning opportunities."

2016 Address: "Today, we can take pride in the university's first Research Strategic Plan…The plan identifies six areas of research focus aligned with national and global priorities…(4) Human security (including cybersecurity, global security, food and health security, promoting civil societies, and social networks), (5) Research translation (focusing on the commercialization of discoveries, partnerships with business and industry, and startups), and (6) Water (including marine science, natural hazards, and sustainability)."

2017 Address "This time last year, I challenged the Faculty Senate, and especially the General Education Council, to critically evaluate USF's core undergraduate curriculum, framed around the principles of student centeredness, intellectual

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rigor, relevance, and curricular coherence... Their proposal blends the state mandated requirements at its foundation, with core elements in creative thinking, information literacy, along with human and cultural diversity each grounded in the liberal arts that will, in turn, support a problem based and interdisciplinary approach to ethical reasoning and civic engagement. The required completion of at least two intellectually robust high impact practices or HIPs, such as research, internships, education abroad, and service learning experiences, is intended to add even deeper relevance to our students' general education."

2018 Address "As you know, following passage through legislation earlier this year, the USF Board of Trustees has provided us with an important set of principles to guide our 19 plan for consolidation, a plan that will lead to one university geographically distributed across three campuses, with a shared mission, under a single regional accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), strengthening our stature as a Preeminent State Research University, and putting the needs of our students and communities foremost – all by July 1, 2020."

A.2.4.1 Web Link (if available)

https://www.usf.edu/provost/resources/officedocuments.aspx

B. Institutional Identity and Culture:

B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?
Yes

B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:
USF has adopted the Carnegie Foundation definition for Community Engagement and defines community engagement as "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good." https://www.usf.edu/engagement/community/definitions.aspx

Community-Engaged Learning (CEL)
Community-engaged learning occurs at the intersection of teaching and community- engagement. Key components are: (1) that it enhances understanding of course content and is tied to specific learning goals through consciously designed reflection, (2) that one of the learning goals is civic engagement, intended to enhance students' sense of personal responsibility to participate in the public realm to address current pressing social problems, and thus going beyond the academic or skill based goals of the course, and (3) it is based on a reciprocal relationship through which the activities are planned and implemented through collaboration with a community partner to meet the challenges identified by that

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partner. Community-engaged learning must be an academically credited activity, requiring faculty guidance so the full learning potential is realized. Meaningful activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations.

Ethical Reasoning and Civic Engagement (ERCE)
The ERCE requirement is designed to connect academic courses with civic engagement, which includes individual and collective actions designed to identify and address issues of public concern, and make a difference in the lives of our communities. Courses center on student engagement with global and national problems with relevance to the Tampa Bay area. The goal of the ERCE requirement is to prepare students for public lives as citizens, members of communities, and professionals in society. Students will demonstrate awareness of – and respect for – competing values. Moreover, students will express their values in action within our communities in a process of positive civic engagement. https://www.usf.edu/undergrad/general-education-council/gened-revision/proposed-program.aspx

Community-Engaged Research and Scholarship
Community engaged research and scholarship consists of scholarly and pedagogical activities that are designed jointly and carried out in collaboration with potential benefit in local, regional, national, and global communities. Such engaged scholarship reflects a range of faculty work in communities from design and discovery to the integration and/or interpretation of discovery, to application with communities (locally and globally). Engaged scholarship is viewed broadly and with rigor.

Community-Engaged Outreach and Partnerships
Community outreach efforts include a continuum of mutually-beneficial engagement with the community, ranging from one-time efforts (e.g., conducting a workshop, bringing expertise to a problem-solving discussion, providing clinical/medical services, sharing expertise in a community theatre, a student service day project), time-limited activities (e.g., conducting an evaluation, field placement, alternative spring break service project), to ongoing partnerships that result in mutual capacity

B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

B.1.2.1
Mission or vision statement:

2013-2018 Mission:
"The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment."

The current mission, vision, and strategic plan for USF was implemented in 2013. The purpose of this plan was to extend USF's reach in the U.S. and globally. Community engagement is specified as a priority in the mission, vision statement, strategic plan and accreditation/reaffirmation documents for the institution.
Three of four priorities emphasize a renewed commitment to outreach, engagement, and student success:

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1. "USF will, through a continued commitment to student success, produce well educated global citizens
2. USF will, through its high-impact research and innovation, change lives for the better, improve health, and foster sustainable development and positive societal change
3. USF will, as a highly effective major economic engine, create new partnerships to build a strong and sustainable future for Florida in the global economy"

The strategic plan adopted in 2013 was to expire in 2018. USF Tampa developed a new strategic plan in 2017-2018 with renewed emphasis on student success through community engagement. This new plan forecast the direction of the university for the next five years. However, in February 2019, the USF Board of Trustees voted to extend the current strategic plan to July 1, 2020 as the three campuses undergo consolidation. This will allow USF to create a system-wide strategic plan with a representative voice from each campus.

Vision: The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU). As Florida's leading metropolitan research university, USF is dedicated to:
• Student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum
• Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines

• Partnerships to build significant locally-and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.

Many of the colleges have also incorporated community engagement in their mission statements:
The College of The Arts values community engagement and partnerships "as a means of discovery, expression, and reflection on our human experience and the world in which we live." The College of Arts and Sciences states "By conducting innovative, interdisciplinary research and scholarship, we advance knowledge in ways that prepare us to address vexing social problems and enhance quality of life for people and communities." https://www.usf.edu/arts/about-us/mission.aspx
The College of Behavioral and Community Sciences, Mission is "to advance knowledge through interdisciplinary teaching, research, and service that improves the capacity of individuals, families, and diverse communities to promote productive, satisfying, healthy, and safe lives across the lifespan." https://www.usf.edu/cbcs/about-cbcs/our-mission.aspx
The College of Education's Mission is to "promote transformative education and social justice through rigorous research, innovative teaching, as well as locally and globally engaged partnerships." https://www.usf.edu/education/about-us/mission-vision.aspx

B.1.2.1.1 Web Link (if available)

https://www.usf.edu/ods/documents/strategicplans/usf-strategic-plan-2013-2018.pdf

B.1.2.2
Strategic plan:

"USF values cultural and ethnic diversity and access along with an enhanced understanding and appreciation of the global experience. From developing sources of clean energy to improving the quality of life for people with disabilities and leading the way on veteran's research and reintegration, USF research and innovation is directed toward creating local, national, and global solutions to society's most difficult problems.
In addition to being an important part of the Tampa Bay economy, USF undertakes ambitious community-engaged research and participates in mutually beneficial partnerships that enhance student access to academic programs, research, and

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employment opportunities."
"And at the heart of the university is a fundamental commitment to student success." (p. 3)

The values and goals outlined in the USF Strategic Plan align with USF's commitment to student success and community engagement. These priorities can be seen in budget allocations, programming, and support for a community engagement infrastructure that emphasizes a broad-based, high-quality education that also focuses on civic responsibility. These values are reflected throughout this application.

The University of South Florida Values (p. 09):
• High-impact scholarship, research, and creative activities
• Diversity of students, faculty, and staff
• Affordable and accessible education
• Global research, community engagement, and public service
• Social, economic, and environmental sustainability
• A campus life with broad academic, cultural, and athletic opportunities
• Entrepreneurial spirit, partnerships, and innovation
For additional values, refer to the 2013-2018 Strategic Plan.

USF's Strategic Plan (2013-2018) is based on four goals, three which focus on student success through a commitment to leadership, societal change, partnerships, research, and innovation.

Linked Goals (p. 13)
1. "Well-educated global citizens through our continuing commitment to student success.
Educate competitive, highly skilled students prepared to excel in the global job market and to make meaningful and lasting contributions to society"
2. High-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change.
Promote community-engaged scholarship and creative activities to benefit all members of society
3. A highly effective, major economic engine, creating new partnerships to a build strong and sustainable future for Florida in the global economy.
Establish mutually beneficial partnerships (internal and external) that enhance student access to academic programs, research, and employment opportunities"

These goals were developed based on a number of factors including the diversity of our student body, the economic and sustainability challenges of the state of Florida, emphasis on educating students with a global worldview and the extensive research contributions of students, faculty and staff at USF.

USF's strategic priorities are fully aligned with those of the Florida State University System Board of Governors and those of the federal government. USF measures its progress by setting clear annual targets for a series of metrics and compares itself to its peer and aspirational peer institutions (p. 20).
https://www.usf.edu/ods/documents/strategicplans/usf-strategic-plan-2013-2018.pdf

B.1.2.2.1 Web Link (if available)

https://www.usf.edu/ods/documents/strategicplans/usf-strategic-plan-2013-2018.pdf

B.1.2.3

Accreditation/reaffirmation document/QEP:

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaccreditation 3.3.1.5, USF's response to this section on "community/public service within its mission" provides a thorough review of its community service

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activities, systematically assesses the extent to which they are attained, and uses the results to improve services. Goal three of the USF Strategic Plan 2013-2018 challenges the University to become "a highly effective, major economic engine, creating new partnerships to build a strong and sustainable future..." with the objective of "establish[ing] mutually-beneficial partnerships (internal and external) that enhance student access..." This commitment at the institutional level filters down through every level of university life. In fact, it is sufficiently central to USF activities that the University applied for and received the Carnegie Foundation classification as a Community Engaged and Research Intensive University...USF is one of only 40 public RU/VH, postsecondary institutions to receive this dual classification. It marks the intent of USF's commitment to balance high-level research with community engagement activities and, where possible, to make connections between the two endeavors."

"Formal units whose purpose is to coordinate community service programs and outreach have become embedded in the ongoing activities of the university...the public service mission of the University intersects with the educational mission of the various activities and programs in the major units of the University... These units facilitate the infusion of community/public service into faculty, staff, and student experiences through the programs they offer." ... Specific professional/public services assignments for faculty are tracked by the Office of Decision Support and used as part of the faculty member's annual evaluation. In addition, service is tracked ... including Academic Analytics [as illustrated in "Comprehensive Standard 3.3.1.4 (Institutional Effectiveness: Research)]". Recently, the faculty evaluation system, FAIR, added a public and community service section so that faculty engagement across teaching, research, and service could be captured.

"Service within the mission... is widely distributed throughout its many units, including the colleges and the units such as the Office of Community Engagement and Partnerships and the Center for Civic Leadership and Engagement... the activities of the University to promote service within its mission are extensive. They are intentionally planned and strategically directed by the University's Strategic Plan and by the plans of its units."

The QEP prepares students to lead meaningful and productive lives in a global society. Titled the Global Citizens Project, (GCP) the QEP advances USF's mission and strategic goals as a global research university through the establishment of curriculum and co-curriculum that enhance students' global competencies and improve their perceptions of globally related institutional opportunities. Students must demonstrate their ability to recognize and articulate global competencies and to make the connections among their experiences. Student learning gains are tied to student learning outcomes of Self-awareness, Willingness, Practice, Knowledge, Analysis, and Synthesis. Community engagement that strengthens and improves lives through service, research, and study abroad is a key component of the GCP. The GCP collaborates with the various high-impact practice units throughout the campus.

Links:
https://www.usf.edu/provost/offices/sacs.aspx
https://www.usf.edu/provost/offices/sacs_2015_focused_report.pdf
https://www.usf.edu/gcp/documents/2015qepfull.pdf
https://www.usf.edu/gcp/being-a-global-citizen/index.aspx

B.1.2.3.1 Web Link (if available)
--empty--

B.1.2.4
Other:

Leadership

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University of South Florida System President Judy Genshaft announced on September 10, 2018 her decision to step down from her position, effective July 1, 2019. Having been at USF since 2000, Dr. Genshaft is USF's longest-serving President. It is important to understand that although Dr. Genshaft is stepping down, the commitment to community engagement remains strong. This commitment was evidenced in the search description for the next President of the University of South Florida System and in the candidate chosen to serve as our next president, Dr. Steve Currall.

President Search
"They must also show a commitment to foster the growing national reputation of the University of South Florida, which consists of campuses in multiple locations in Tampa, St. Petersburg, and Sarasota-Manatee with synergy in all aspects of its education, research and service mission in a changing global economy and higher education environment... is committed to fostering an exceptional, well-balanced and varied student experience, i.e., undergraduate, graduate, and international; in academics; in research; in cocurricular opportunities; in diverse social, multicultural and service experiences; and in residential and work activities... Exercises the highest integrity at all times and demonstrates a commitment to the diverse needs of the university community... A proven strong commitment to inclusion, diversity and equity... Understands the complexity and interrelationships of university health science centers, affiliated teaching hospitals and practice groups, and the communities they serve, and has the vision to foster success in the academic health endeavor in a changing health care environment... Reflects visionary and transformative thinking and global perspectives about higher education and its role in society; thinks creatively about how to foster access, affordability, and excellence in education, including (a) leveraging innovative modalities, techniques and research to promote effective learning and student engagement, and (b) preparing students for success in all aspects of life and to make meaningful contributions to society... Has the vision and the commitment to include the university community in shaping the university's future."

Consolidation:
On March 11, 2018, Governor Scott signed legislation requiring the USF System to consolidate under a single accreditation. On March 5, 2019, the Board of Trustees for USF adopted an implementation plan that will allow USF to operate under a single institutional accreditation from the SACSCOC on July 1, 2020. Community engagement on each campus will be aligned, preserved, and expanded based on the context of the community but will be a coordinated effort. One of the key principles of consolidation is the equitable distribution of services to students for all campuses.
Below are the principles designed to guide decision-making throughout the consolidation process and beyond:
-Strengthen USF's stature as a Preeminent Research University with national and global prominence;
-Embrace a model of "One University Geographically Distributed" while preserving campus identity;
-Commit to "Students First," through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity;
-Establish a leadership structure that aligns accountability with authority and values shared governance; and
-Enhance regional economic development.

https://issuu.com/usfucm2017/docs/3-final-digital-president_brochure_/46?ff
https://www.usf.edu/system/documents/board/presidential-search-committee/qualifications.pdf
https://www.usf.edu/system/board-of-trustees/system-consolidation

B.1.2.4.1 Web Link (if available)
--empty--

B.2.1
Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification:

Community Engagement (CE) continues to be at the forefront of USF's mission. This is evidenced by the growth of office

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staff and personnel with CE expertise in the three coordinating offices, the implementation of a QEP that emphasizes community engagement, the establishment of a new organizational structure, and the implementation of an Enhanced General Education (EGE) that integrates high-impact practices, and most critically, adequate resource allocations to implement these changes.

The University of South Florida was a very different institution in 2005/2010 when we applied for the Carnegie Community Engagement Classification. At that time, USF applied as a system with multiple regional campuses: Sarasota-Manatee, St. Petersburg, Lakeland, and the main campus in Tampa. Since that time, Sarasota-Manatee and St. Petersburg became separately accredited, and the Lakeland campus is no longer part of the USF system. Data and information contained in this application pertains to the USF Tampa campus only. However, in March 2018, the Florida Legislature voted to consolidate the three USF campuses to be known as USF. (See description in 1.2 other).

Despite these changes, between 2010-2018, community engagement grew further in breadth and depth at USF and a new structure was implemented to support expanded curricular and co-curricular engagement efforts. The three offices primarily responsible for coordinating community engagement were established or expanded during this time: The Office of Community Engagement and Partnerships (OCEP), The Center for Leadership and Civic Engagement (CLCE), and The USF Health Office of Community Engagement (OCE). The Office of Corporate Partnerships was added in 2017 to support partnerships between nonprofit and business organizations and USF faculty research endeavors.

In 2015, USF hired a full-time doctoral level Director for OCEP who reported to the Vice President of Student Success. The new Director of OCEP (2016) now reports to the Associate Vice President of Community Engagement, Dr. Ruthann Atchley. This position was created in 2018 by President Genshaft and is situated in the Division of Community Engagement and Career Readiness, with ultimate reporting to the Vice President of Student Success, Dr. Paul Dosal. This structure allows for greater access and visibility. OCEP and the USF Health Office of Community Engagement are funded through state appropriations, while CLCE is funded through student fees. The budget and funding for OCEP and CLCE have doubled in dollars and personnel since the previous application.

The Director of the CLCE reports to the Dean of Students and Associate Vice President, Dr. Danielle McDonald, with ultimate reporting to the Vice President of Student Success, Dr. Paul Dosal.

The Director of the OCE at USF Health continues to report to the Associate Vice President for USF Health and has a support staff. The College of Public Health also has a Director of Community Engagement and a Director of Experiential Learning who work collaboratively to address public health challenges in the Tampa Bay region. These individuals report to the Dean of the College of Public Health.

https://health.usf.edu/care/patient-resources/outreach

B.3.1

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

President Judy Genshaft and Provost Ralph Wilcox were in their current positions when USF applied for and received the Carnegie Community Engagement classification in 2005 and 2010. This continuity in leadership and commitment to community engagement is evidenced throughout this application. As President Genshaft stated in her 2008 fall address, "USF's areas of excellence match the areas of need for our communities and our state." This statement is as true today as it was in 2008. The leadership has not wavered in their commitment to the community and the role of USF as an integral partner. They have been highly supportive of innovative community engagement efforts throughout their tenure and have

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built a strong infrastructure at USF to boost meaningful partnership development and engagement, locally, regionally, and globally. As stated in other sections of this application, despite the economic downturn in 2009, President Genshaft and Provost Wilcox funded the creation of the Office of Community Engagement, now known as the Office of Community Engagement and Partnerships.

Since the previous classification in 2010, one major change in executive leadership has been the appointment of Dr. Paul Dosal as Vice President of Student Success in 2012. The implication of this change has been significant, since Dr. Dosal comes from a long professional history of community engagement and outreach and has ultimate leadership responsibility for most of the high-impact practice units [OCEP, Office of Undergraduate Research, Center for Leadership and Civic Engagement, Internships, as well the Global Citizens Project (QEP) and Veteran Affairs]. The appointment of Dr. Dosal has created a strong collaborative structure for community engagement and regular opportunities for working together campus-wide.

Dr. Dosal's commitment to championing community-based partnerships is well known. He understands the long-term value of these efforts to both the community and USF student success. Prior to taking on his current role, Dr. Dosal secured the success of initiatives such as Gear-Up and The Jim Walter Partnership, and was directly responsible for expanding the Florida College Access Network (FCAN) at USF (previously known as ENLACE, 2005 Carnegie Application). He is dedicated to supporting community engagement efforts. In 2015, Dr. Dosal initiated the formation of the Community Engagement Council, which is a permanent subcommittee of the Student Success Council to further collaborative community engagement efforts throughout the USF campus. In 2017, Dr. Dosal appointed the Director of OCEP to chair this committee. The committee is working together on a range of initiatives and will use the findings from this self-study to plan for the future. The impact of Dr. Dosal's efforts and support for community engagement has furthered USF's reputation as a reliable partner who works collaboratively to find innovative solutions to student success and community challenges. https://www.usf.edu/student-affairs success/documents/sass-orgchart-8-2018.pdf

C. Institutional Commitment

Infrastructure

C.1.1
As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement. Provide relevant links that support the narrative.

The 2005 Carnegie application was completed by the USF Academic Affairs and Educational Outreach Division. At that time, several units coordinated community engagement efforts. In 2010, the Director of the new Office of Community Engagement (OCE) submitted the Carnegie application for Curricular Engagement. OCE had a part-time Director,

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coordinator, and administrative assistant. OCE was funded by Provost Wilcox with reoccurring funds and in 2012 OCE received state appropriations. OCE's responsibilities expanded and was renamed the Office of Community Engagement and Partnerships (OCEP). OCEP's $424,000 budget is funded through E&G funds. The mission of OCEP "is to expand and strengthen university–community engagement locally and globally in support of USF's strategic priorities: student success, research and innovation, partnerships, and sound financial management."

OCEP is staffed by a Doctoral-Level Director, masters-level Assistant Director, three masters-level Program Planners, and two graduate assistants. OCEP also has two social work interns, two FWS students, and administrative support. OCEP leads curricular engagement efforts and community-based faculty research and partnership development. Additionally, OCEP oversees the Community Sustainability Partnership Program (CSSP), which provides student learning through sustainability projects with Florida cities and Federal Work Study community placements. OCEP also works with local schools through the GEAR-up program. OCEP is located in the Division of Community Engagement and Career Readiness.

OCEP supports USF's curricular community engagement efforts in collaboration with the USF Health Office of Community Engagement. The Center for Leadership and Civic Engagement (CLCE) primarily leads co-curricular engagement efforts.

In 2008, CLCE (formerly known as the Center for Civic Engagement and Volunteerism) was created to oversee co-curricular leadership development and expand co-curricular civic engagement (CE). Since inception, CLCE has included a masters-level (Doctoral-level as of 2017) Director, two masters-level Associate Directors, a masters-level Assistant Director, a master-level Coordinator, four graduate assistants, FWS students (including management of USF's America Reads Work and Serve program), and administrative support. The CLCE's $700,000 budget is funded by A&S fees.

CLCE CE experiences (aligning to United Nation's Sustainable Development Goals) include two annual days of service, regular service experiences, and domestic and international alternative service break experiences. The CLCE also serves as USF's student organization and volunteer clearinghouse connecting community partners with over 630 student organizations. The CLCE coordinates the Leadership Studies Program academic minor (LSP).

The USF Health Office of Community Engagement continues to work closely with the USF Health Community Advisory Board to connect faculty and staff with community leaders and groups to address community health challenges. One such relationship is the Community Health Advocacy Partnership, which teams USF Health faculty with the community in East Tampa.

The three primary coordinating units, as well as the Global Citizens Project (QEP), Office of Corporate Partnerships, Department of Athletics, Foundation Office, Office of Career Readiness, colleges and departments all participate on a campus-wide Community Engagement Council (CEC) that meets monthly. Chaired by the Director of OCEP, the CEC coordinates multidisciplinary partnerships and projects and supports a collaborative culture for community engagement.

https://www.usf.edu/engagement/about/mission.aspx
https://www.usf.edu/engagement/about/index.aspx
https://www.usf.edu/student-affairs/leadership-civic-engagement/
https://health.usf.edu/care/patient-resources/outreach
https://health.usf.edu/publichealth/community-engagement
www.usf.edu/CLCE
www.usf.edu/BullSync (requires login)
https://www.usf.edu/honors/current-students/community-service.aspx

Funding

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C.2.1

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

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

At the time of the 2005 classification, community engagement efforts at USF was highly decentralized, with a number of offices providing outreach, engagement, partnership development, and service-learning course development in addition to other unit responsibilities. Together they had a total budget allocation of approximately $1,040,520. The previous application included budget allocations to our regional campuses, which are not included in this document.

Over the past 15 years, USF has vastly expanded community engagement efforts. Permanent budgetary allocations were implemented in 2012 to the Office of Community Engagement and Partnerships (OCEP), and the Center for Leadership and Civic Engagement received additional funds from student fees. In 2017, the Office of Corporate Partnerships received budget allocations, and in 2017, the USF College of Public Health and Honors College were provided funding for designated staff as well.

Because USF has increasingly integrated community engagement throughout the curriculum, co-curricular activities and outreach efforts to more fully align with its mission, it would be extremely difficult to provide an accurate analysis of the full budgetary implications, allocations, and expenditures. Curricular activities also include faculty integration of CEL in their courses, outreach through multiple college units and centers, health outreach through USF Health and the Morsani College of Medicine, experiential learning through clinical practicums (public health, education, social work, pharmacy, nursing, public health, etc.); education abroad, the library, and the arts (Contemporary Art Museum); and the Global Citizens Project, to name a few. With the implementation of the Enhanced General Education Curriculum, we expect additional faculty time allocation for these efforts as well.

In the 2017-2018 academic year, the budgetary allocations for the offices supporting institutional engagement and partnership development with the community as their primary function was conservatively 2 million dollars. The budget allocations for OCEP and CLCE have doubled since the last application; USF Health OCE has increased; and new funding became available for the Office of Corporate Partnerships, Honors College, and College of Public Health.
This budget includes the following units:
Office of Community Engagement and Partnerships
Center for Leadership and Civic Engagement
USF Health Office of Community Engagement
USF Office of Corporate Partnerships
USF College of Public Health: Community Engagement and Experiential Education
USF Honors College, Community and Experiential Education

C.2.2

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

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

USF's basic Carnegie classification is Very High Research Activity, and over the last 15 years USF has increased

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exponentially in research dollars and expenditures. In the 2005 classification, USF reported external funding for community engagement through five sources. In 2017-2018, USF was been awarded over $100 million dollars in NSF and NIH funding for community-engaged research, development, training, and support for community partners, for external budgetary allocations. In addition to this funding, USF faculty and staff have received a range of grants and support from multiple public and private sources. These are only a few examples of grants and programs that support USF external engagement with the community.

-USF's Florida Linking Individuals Needing Care (Florida LINC) Project was awarded $2,944,000 by the Florida Substance Abuse and Mental Health Division to focus on reducing youth suicides (10-24 years of age) by improving training, outreach, and service delivery standards for families and professionals who work with at-risk youth and their families. Prevention efforts target specific service sectors/settings, including substance abuse, mental health, schools, primary care, emergency departments, and inpatient psychiatric settings and with the following at-risk youth (10-24) populations: young adults not in school, youths involved with juvenile justice and foster care, military families, survivors of suicide attempts and loss, LGBTQ youth, American Indian/Alaskan Native and Latino youths.

-USF's Center for Autism & Related Disabilities (CARD) was awarded $1,444,757 by the Florida Department of Education. CARD, a free community-based program, delivers services wherever families, professionals, schools, agencies, or businesses are located within a 14 county region in southwest Florida.

-In Fall 2017, Dr. Daniel Yeh in the College of Engineering received a two-year, $1.14M grant from BMGF to continue the development of NEWgenerator and field test in Durban, South Africa. South Africa is among the countries that face tremendous challenges in providing sanitation coverage. Urban informal settlements often form rapidly and organically, creating difficulties for the local authorities to plan and provide proper infrastructure. Non-sewered sanitation technologies that can recycle water are in dire need. The NEWgenerator aims to fill that gap.

-USF, in collaboration with Hillsborough Community College, received $2,592,872 in NSF funding to transform the culture of teaching in STEM departments. The goal is to make evidence-based teaching expected and the norm for science, mathematics, and engineering classes, with the anticipated outcome of enhanced student success.

-USF College of Nursing received a $1,166,358 grant from the National Cancer Institute
to evaluate MBSR (BC), an intensive meditation-based stress reduction intervention, in order to determine its efficacy in improving cognitive functioning among breast cancer survivors. The study will (1) evaluate the extent to which MBSR(BC) compared to the Breast Cancer-Education Support (BCES) program or to which Usual Care (UC) improves cognitive functioning among breast cancer survivors off treatment; (2) determine if improvements in cognitive functioning achieved from MBSR(BC) are mediated through increased mindfulness and decreased rumination and stress; (3) evaluate genetic variants as moderators of MBSR(BC) on improvements in CI; and (4) determine the impact of MBSR(BC) on healthcare utilization and costs.

C.2.3
As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

In 2018, the USF Foundation completed its $1 billion Unstoppable campaign, through the contributions of more than 200,000 donors. More than two of every three dollars raised were applied to program enhancements.

The USF Foundation believes in donor-centric development, fostering long-term, meaningful relationships aimed at helping

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our partners to reach their philanthropic goals. Our foundation and corporate partners in particular increasingly focus their philanthropy on the communities in which they have a presence; and they increasingly seek community partnerships — across all academic disciplines — to maximize impact and effect change. Moreover, corporations and foundations increasingly partner with each other to fund programs that they consider integral to community well-being.

The USF Foundation maintains more than 4,600 accounts supporting USF'S academic, research, and community engagement programs. These accounts are established to accept philanthropic contributions for specific, donor-directed uses throughout the USF System. Most support enhancements that extend USF programming beyond basic operating costs typically met through tuition and state appropriations. USF depends on these philanthropic investments for a wide variety of programs — including those with a direct community engagement component. Each of these 4,600 accounts may encompass multiple allowable expenses, including community engagement activities among other approved uses. It is therefore not possible to calculate the precise totals of philanthropic dollars applied exclusively to community engagement.

The following are examples of community-engaged programs that consistently receive philanthropic contributions at USF:

-Healthcare for underserved populations: USF Health programs, including Tampa Bay Street Medicine, BRIDGE Clinic, Ybor Youth Clinic, and Pediatric Outreach, serve homeless, uninsured, and underinsured populations.

-K-12 success: The USF College of Education offers programs such as The Gus A. Stavros Center for Free Enterprise and Economic Education, Tutor-A-Bull, and the Mort Teacher Leader Academy, providing resources and training to pre-service and in-service teachers, in turn transforming the educational experience of the many students they will serve.

-Education Advocacy: The Florida College Access Network (FCAN) advances education advocacy, policy, and research within Florida, in coloration with numerous stakeholders across the state.

-Business: The Muma College of Business provides free resources to the community, in the form of consulting services via the Small Business Development Center; and local, in-depth economic indicators via the annual State of the Region report.

-Summer Enrichment: STEM for Scholars and The Oceanography Camp for Girls are annual summer programs preparing local youth for academic life and careers in STEM fields. The WUSF Summer Arts program provides an educational enrichment experience to local at-risk youth.

-Military Veterans: The USF Office of Veteran Success helps our veteran students transition into civilian life through mentorship, academic support, and employment readiness.

-Community Scholarships: Numerous USF scholarship programs, some with a mentorship component, promote academic accessibility and success among historically underrepresented populations, for the benefit of the greater community. These include the Black Leadership Network; and the FUSE, Latino, First Generation, and USF Accessibility Scholarships. Research Partnerships: Numerous collaborations with local governments, school districts, and non-profits allow for the collection and dissemination of research on critical local and global issues.

C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

Florida laws and policies restrict direct financial investment and redistribution of state funds. However, USF invests

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strategically in ways that have real economic and societal value to its communities including health care, sustainability, education, research, resource sharing, and development. .

1. The Florida College Access Network (FCAN) is a USF-hosted organization committed to increasing postsecondary access and attainment for Floridians traditionally underrepresented in higher education. FCAN evolved from ENLACE Florida (Carnegie Application 2005), a network between four Florida state universities to increase Latino student success.

FCAN's work combines research, policy analysis, advocacy, convening's, statewide initiatives, and support of local college access networks (LCANs). LCANs are regional "collective impact"-style coalitions working to increase postsecondary access and attainment in their communities. LCANs represent 78% of Florida's population, including counties in USF's geographical footprint. FCAN provides LCANs with technical assistance on coalition-building, data analysis, learning communities, and other resources.

Additionally, FCAN coordinates statewide initiatives and webinars to build a college-going culture in Florida schools: Apply Yourself Florida (part of the American College Application Campaign); Florida College Decision Day (inspired by the Michelle Obama's Better Make Room initiative), and the Florida FAFSA Challenge. Funding for FCAN comes from grants and resource sharing.

2. Cyber Florida: The Florida Center for Cybersecurity is a state-funded organization dedicated to positioning Florida as a national leader in cybersecurity through education, research, and community outreach. Hosted at USF, Cyber Florida (CF) works with all 12 State University System of Florida (SUS) institutions and industry, government and defense to build partnerships and develop programs that grow and strengthen Florida's cybersecurity industry.

There are currently more than 13,500 unfilled cybersecurity industry openings in Florida. In partnership with businesses, USF offers a cybersecurity rapid training program called New Skills for a New Fight (NSNF). This training program prepares students to fill entry-level cybersecurity analyst positions. U.S. Armed Forces Veterans are given special consideration. Cyber Florida has invested $1.4 million to build and expand SUS cybersecurity education programs.

3. The Small Business Development Center (SBDC) at USF provides free consulting and low-cost seminars for start-up and existing businesses. SBDC services are extended to the public on a nondiscriminatory basis. Since 2011, the Florida SBDC Network has provided 513,107 hours of consulting to 74,669 client businesses, creating a significant impact on Florida's economy. For every $1 invested in the Florida SBDC Network, $57 is returned to the state in tax revenue.

Serving Hillsborough and nine neighboring counties, the SBDC has delivered substantial consulting and training services. Client diversity in consulting included: 755 or 46% women, 244 or 15% veterans, and 786 or 48% Minorities. 328 training events were conducted for 3,346 attendees. 3,441 jobs were created, retained, and saved while 50 new businesses were started. Capital Investment reached $81.1 million with a total of $449.6 million in sales generated. A total of $41.5 million in government contracts were acquired. Lastly, professionally certified business consultants delivered 16,124 hours of consulting to 1,636 entrepreneurs and small business owners.

http://floridacollegeaccess.org/
https://cyberflorida.org/about/
https://cyberflorida.org/NSNF/?utm_source=Cision&utm_medium=Email&utm_campaign=Veterans
https://sbdctampabay.com/economic-impact/
https://sbdctampabay.com/missionvision/
https://sbdctampabay.com/partners-affiliates/

C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development

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agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement?

Yes

C.2.5.a
Please describe business operation practices tied to the local community:

Economic and Community Development
USF commercialization strategy's impact on Florida's economy, $395 million of the USF Innovation Enterprise's annual impact, is found in the region, where approximately 1,550 people are directly employed. 1,467 related jobs are sustained among partner organizations and businesses providing goods and services to IE operations. The effort produces ~ $149 million in household income.

In 2017, the Office of Corporate Partnerships (OCP) launched, making it easier for companies and organizations to work with USF collaboratively, problem solve, and continue growing Tampa Bay. USF's partners look for a range of mutual benefits – such as workforce development, sponsored research collaborations, generating new technologies, and creating companies. OCP provides a single point of entry into the university making it easier for external organizations to connect. OCP engaged 311 companies and 106 community, economic development, nonprofit, and government organizations in its first year alone, with more than 430 unique industry-related research contracts and grants executed.

In 2017, The USF Morsani College of Medicine and Heart Institute began construction on a new facility. This facility will bring approximately 1,800 students, faculty, and staff to live, work, and study along the downtown waterfront. It will be a key anchor in Water Street Tampa, which is planned to become one of the world's first Wellness districts. It will open space on USF's main campus to grow other health programs to address critical shortages in our state. USF at Water Street Tampa extends the patient-centered vision of integrated care by teaching clinical skills in a community-focused environment, creating a new partnership between the community, USF students, and faculty.

Purchasing and Procurement
USF is committed to engaging diverse businesses in the procurement of goods, services, and construction contracts. USF continues to pursue diverse businesses for contracting opportunities and is committed to serving the university and surrounding business community through educational and community outreach activities. The target market of the Office of Supplier Diversity (USFOSD) includes businesses owned by women, minorities, and veterans. Local businesses in these categories are preferred. Other target areas include all USF departments, academic units, and prime contractors who actively represent USF in the business community through involvement in business associations and organizations. The USFOSD is housed in the University Controller's Office under the direction of an Assistant Vice President. The AVP is responsible for monitoring, implementing, progress tracking, and adjustments to the university's diverse business utilization plan.

Within one year, the USFOSD has engaged, one on one, with 900+ total community stakeholder organizations and leaders, diverse business owners, supplier diversity professionals and business development organizations from across the state of Florida and nationally. This collaboration is exceptionally helpful in leveraging industry knowledge and gaining insight into industry best practices and ultimately connecting suppliers to the opportunities across USF. This engagement is also a conduit for sharing the transformational things happening across USF as it relates to supplier diversity and business development initiatives. In addition, 25 outreach and community business development education sessions have been hosted by the USFOSD.
http://www.research.usf.edu/ocp/index.html

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https://www.usf.edu/business-finance/supplier-diversity/about-osd/mission.aspx

Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

3.1

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

USF does not have a single system measuring/ tracking community engagement (CE) activities across the institution. However, the Office of Decision Support (ODS) was established prior to the previous application as a system-wide entity designed to coordinate reporting, collecting, and analyzing data; and to provide business solutions and related needs for USF. ODS' role is broader than CE; however, its facilitation of academic planning, support of the strategic planning efforts, and assurance of competitive performance and accreditation give it domain over tracking and monitoring CE.

Annually, ODS engages in an extensive Planning, Performance, and Accountability (PPA) format including goal-setting and monitoring of Key Performance Indicators with periodic updates for colleges. The process culminates with a compilation and delivery each spring semester of annual College Review data packets focused on a variety of data elements across multiple domains. As part of this accountability process, CE information/ data are captured, with this work being a continuous area of maturity from a data perspective. The data are used by each college to plan their academic offerings and other activities including those related to CEL goals.

Evolution of the quality of data captured and reported around CE is paramount and ongoing, however, USF has leveraged this continuous improvement approach by providing data to colleges and other stakeholders to engage all in improving the input data in the source systems, creating consistency.

With support from university leadership, OCEP collaborates across campus to address systems/ processes around gathering/organizing CE data. In addition to College Reviews, ODS and OCEP use these data for continuous assessment/ evaluation improvements and to identify/analyze the use and necessity of existing, more siloed sources of CE data. Moreover, these data are used for strategic planning and regional accreditation. The development of the Enhanced General Education (EGE), including HIP curriculum, is a prime example of this collaboration.

Annually, ODS gathers college to student-level data for community engaged learning (CEL) from the registrar. Other sources of student CEL data are also collected by ODS National Survey of Student Engagement (every 2 years), Graduating Senior Survey, the First Destination Survey (via semester), and Beginning College Survey of Student Engagement (BCSSE) (annually). FAIR systems collects faculty information including CE, which if grant-funded, would also be reported and managed by Sponsored Research.

USF's previous applications included very little information about the collection/ analysis of CE data (formerly service-learning). USF added to the quantity of CEL courses since the last application and to the quality by improving SLO's, adding an EGE approval process for CEL, a CEL academy, and other professional development for faculty. Since the last application, USF has identified a number of gaps in the CE information and in the instruments used to gather the data. USF plans to

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improve tracking and documentation by formalizing assessment for community partnerships, for data collection related to CEL courses falling outside the EGE, and monitoring student learning outcomes. These efforts will complement the EGE and allow for continuous improvement.
https://www.usf.edu/ods/

3.2

Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

USF collects curricular data about institutional engagement through Banner, USF's enterprise planning and student information system managed by the registrar. This information is collected each semester to update curricular unit's progress towards goals. The data are collected and aggregated each spring for the PPA report to curricular units, via the Provost's office, to acknowledge accomplishments, initiate changes to keep efforts in pace with strategic goals, and inform goal-setting and academic planning for the upcoming year. A portion of the data is generated by the Enhanced General Education (EGE), in which high-impact courses, including community-engaged learning, are embedded throughout the majors of each college. The remaining CEL courses exist outside the EGE, and associated data are captured directly in Banner from the department. These courses, formerly designated as service-learning, have been managed in this way prior to the adoption of the EGE.

Assessment of the EGE curriculum is used by the General Education Council for refining the curriculum to support student learning and achievement in reaching the eight student learning outcomes (SLOs). The SLOs are assessed at the institutional level using standardized rubrics (see links). Faculty assessment in Enhanced General Education courses occurs each semester. The assessment data are presented in the general education data dashboard and are accessible year-round; however, the General Education Council will review the data collectively only on a yearly basis and make curricular tweaks to ensure students are achieving desired learning outcomes.

Faculty engagement efforts are collected through multiple sources. USF does not have a single system to capture all of the community-engaged work faculty are carrying out. The Faculty Academic Information Reporting (FAIR) system consists of modules for the collection of information about faculty and instructional staff. This information is used for mandatory effort reporting, annual evaluations, and institutional awards. Individual course evaluations are conducted by faculty and departments as well. Additionally, data pertaining to research are collected and managed by Research and Innovation. These data are used for continuous improvement, reporting for funding, SACSCOC accreditation, and various other state and federal requirements.

USF collects student data about community engagement through several mechanisms: The Graduating Senior Survey (annually), NSSE (every two years), and BCSSE (annually), all administered by the Assessment unit, a subunit of Institutional Effectiveness. This approach ensures the ongoing collection, review, and documentation of continuous quality improvement assessments for academic programs and student services units. The data are used to improve student learning outcomes, measure progress towards strategic goals, and to deploy predictive analytics for early intervention. USF's QEP, the Global Citizens Project, assesses students' competencies as well (See Accreditation and QEP). The GCP course assessment is administered each semester to assess impact on learning objectives.

The mechanism(s) the institution needs to develop and implement should expand and complement that of the EGE to more accurately capture the breadth and depth of community engagement efforts throughout USF and the region. This becomes even more imperative as USF moves forward in the consolidation of the three campuses.

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https://www.usf.edu/undergrad/general-education-council/gened-revision/rubrichcd.pdf
https://www.usf.edu/undergrad/general-education-council/gened-revision/rubricerce.pdf

3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

In 2010, USF reported on a number of mechanisms used for systematic campus-wide assessment and measurement of community engagement. These included findings focused on surface level data such as the number of courses, faculty, and students involved in community engaged activities. Faculty research awards were reported as well. Over the past decade, as USF has expanded research and engagement efforts it has worked to continuously improve these mechanisms (See 3.2) by increasing the quality, quantity, and depth of information gathered locally, regionally and globally.

Exemplifying these improvement efforts is the assessment of learning outcomes related to the QEP: Global Citizens Project (GCP). In 2013, USF developed the GCP, an initiative aimed at enhancing undergraduate students' global competencies through enhanced curricular and co-curricular experiences. A global research university, USF is dedicated to student success. Goal #1 of the 2013-2018 Strategic Plan was to prepare "well-educated and highly skilled global citizens through our continuing commitment to student success." The GCP is one framework USF uses to advance this goal.

Most USF graduates attribute their education to enhancing their understanding of global constructs: global issues (99%), critical analysis of global ideas, (98%), other people, cultures and backgrounds (95%) and placing people and events in historical context (92%). GCP found 2:3 students participating in the Global Citizens Award transcript designation score perform community service and score significantly higher than their counterparts, for both Food Systems and Paid Maternity Leave, variables focusing on United Nations Sustainability Goals 2 and 8.

Students (98%) entering USF expect to be politically engaged in college, and 97% expect to participate in socially responsible activities. Connectively, graduating students (83%) report satisfaction with the offices and programs directly involved in advancing these engagement activities. Thirteen and 2% report post-graduation careers with nonprofit organizations and in public service, respectively. Regarding GCP data, USF graduates report their university experiences and education contribute to their ability to be globally competitive. These students (96%) indicate an obligatory sense to positively impact society.

USF student engagement is tracked by multiple programs using various approaches. The Center for Leadership and Civic Engagement recorded 2,038 service experiences in 2017-2018, totaling 8,903.75 hours (4.36 hours per experience) in 9 areas distinguished by the UN Sustainable Development Goals. USF fraternities and sororities logged 37,853 hours of service by 2,362 members.

Through USF Health Service Corp, students engage with the community in seven categories: (I) Health Fairs; (II) Health Clinics for underserved populations; (III) Special Events; (IV) Fun Fundraising Events; (V) Teaching and Mentoring Opportunities; (VI) Special Health Needs Camps; (VII) Collection Drives. In 2017– 2018, students devoted 38,484 community service hours, provided free services to 32,199 people and raised $39,839 for health focused initiatives.

Faculty documented community engagement activities in six classifications: Teaching and training, Research, Creative/ Performing, Professional Services, Honors, and other (catch-all). While 2,389 faculty reported community engagement activity, 777 reported doing so in teaching and training, 617 in research and 90 received honors for their efforts. Research funding is reported elsewhere in this application.
https://health.usf.edu/ahec/usfhealthservicescorps/annual-reports

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https://www.usf.edu/gcp/documents/gcp-2017-2018-executive-summary.pdf
https://www.usf.edu/gcp/about-us/gcp-summary-of-global-programming-impact.pdf

3.4

Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

USF does not have a formal definition for determining the quality of data collected for community engagement. Moreover, the size of the university, its thirteen colleges and number of mechanisms through which community engagement is collected effectuates complications in having a single definition to frame quality engagement. However, there are clear mechanisms built into several of the mechanisms to ensure a programmatic level of quality. The Enhanced General Education (EGE) has several layers of quality control. The EGE has established institution-wide student-learning objectives, student learning outcomes, and standardized rubrics. These assessments are scored by faculty, with a random sample rescored by faculty groups and reviewed annually by the General Education Council for curricular and course improvement.

The FAIR and FIS each contain information regarding community engagement activities of faculty entered for the purpose of annual evaluation and/or tenure/promotion. The quality control of these activities is vetted at the departmental level and when appropriate at the college level. The BCSSE and NSSE are both designed to capture self-report data; however, USF can authenticate the administration, collection, and analysis of these measures through university systems.

Course information whether community engaged or not, is collected in Banner, managed by the Registrar and authenticated by the Office of Decision Support. This would include the number of service-learning/Community Engaged Learning (CEL) courses.

The Global Citizens Project (GCP), the university's QEP, collects data primarily through Qualtrics. The data is received directly from students and managed in-house by the GCP office and scored on standardized rubrics.

Student involvement data across campus is collected through several methods, Banner for class participation, sign or swipe-in at events or self-report. The latter of these providing the least accountability of data collected. The university is adding Give Pulse to our platform to increase this level of accountability.

Banner Password protected
FAIR Password protected
FIS Password protected
Graduating Senior Survey Password protected

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Beginning College Student Password protected
GCP https://www.usf.edu/gcp/documents/2015qepfull.pdf
https://www.usf.edu/gcp/documents/qepexecutivesummary.pdf

3.5

Outcomes and **Impacts on students**
Describe one key finding from current data and indicate how you arrived at this finding:

USF's institutional participation in the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSSE), and Senior Survey provide a broader picture of students at the University of South Florida. The assessment survey developed by the Office of Community Engagement and Partnerships provides course level information about student's perceptions towards community engaged learning. Current data from graduating students suggests USF students have gained an increased understanding of the contributions they can make in the community and their responsibility to positively impact society. Additionally, 59% of graduating students felt strongly about this contribution. We have found statistically significant increases in student interest in taking more community engaged courses

These finding align with data from the BCSSE which indicate students entering USF expect to be politically engaged (98%) and socially responsible (97%). Findings from data mechanisms and student enrollment in CEL/SL courses substantiate student interest and desire to participate in community engaged learning both in and out of the classroom (education abroad, undergraduate research and internships). Students are eager to apply skills learned in classroom to make a difference in the community. This self-study highlights the extent of community engagement efforts being undertaken by USF students in curricular activities. Additional community engagement efforts are reported throughout this application that highlight student contributions and interest in engagement through leadership in programs, research and service.

The Enhanced General Education Assessment Plan will provide data about the EGE and allow USF to track and assess student learning outcomes resulting from the EGE and the High Impact Practices integrated into the curriculum. https://www.usf.edu/undergrad/general-education-council/gened-revision/assessment.aspx

3.6

Outcomes and **Impacts on faculty**
Describe one key finding from current data and indicate how you arrived at this finding:

A key finding is the increase in CE courses and scholarship activity carried out by faculty. The number of courses offered prior to the implementation of the EGE demonstrates this increase. Several factors influenced this level of activity. Changes instituted in tenure and promotion guidelines following the 2010 Carnegie application acknowledge faculty CE efforts. By using a CE approach, faculty can engage with the community using expertise to address societal challenges, while connecting theory to practice for students. The increased desire to teach using a CE approach is demonstrated through attendance at the CEL Academy offered by OCEP and increased course development for the EGE.

Acknowledgement of faculty's community engagement efforts extends to recognition through colleges, departments and USF leadership. This is a result of an increased focus on community engagement in the faculty reporting system capturing more accurately efforts in this arena. Prior to changing the faculty reporting system, community engagement was vastly under reported. While faculty engagement may still be underreported, there are ongoing efforts to work with colleges and departments to improve reporting and increase recognition for these efforts. Faculty of all employment status are encouraged to use community engaged pedagogy.

Passion for using community engaged methods is evidenced by qualitative data provided in faculty evaluations.

"My service-learning course invigorated me and gave me a new sense of purpose. I had been at USF for 13 years and reached the point where I was looking for something else, a new challenge. My SL course on Florida's Weather and Climate gave me that opportunity. Preparation for the course was different than other courses and I enjoyed the different type of assignments created and the interaction between the community and students. It instilled in me the joy of teaching. I loved

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to see the student's reaction to the class and noted how they were more engaged with the class material because of the SL component. Due to the success of this course, I am looking forward to my 2nd service-learning offering where I will put a slightly different twist on it yet again." --J. Collins, Ph.D.

"OCEP transformed my teaching practice! After participating in the 2017 Service-Learning Academy, I was inspired to think creatively about how my students and I could use our skills to meet the needs of our neighbors. OCEP helped me find community partners, and provided pedagogical and financial resources that enabled me and my students to connect with our community and accomplish remarkable things. In the past two years, I've developed four service-learning courses and involved more than 150 students in meaningful endeavors, from digitizing vulnerable historical archives to providing therapeutic interactions with art for individuals with dementia. The students remark on how much more they feel they learn by doing, and reflect on how these courses help them understand the practical application and value to the community that their education represents. As for me, community engagement has added richness and deeper purpose to my teaching" C. Wilkins, Ph.D.

https://www.usf.edu/provost/faculty-info/faculty-awards.aspx
https://www.usf.edu/student-affairs-success/about/ss-awards.aspx
https://www.usf.edu/engagement/faculty/feature-stories/gaines-engineering-design-course.aspx

3.7

Outcomes and **Impacts on community**
Describe one key finding from current data and indicate how you arrived at this finding:

The impact of engagement in the community can be seen in the educational, health, social justice and economic outcomes described within this application. Here are three examples of community engagement efforts that are moving the needle.

-In 2018, 232 schools (out of 660) in 27 (out of 67) districts participated in FCAN's College Application Week, a 55.7% one-year increase. Florida College Decision Day saw a 141% increase (239 schools from 27 counties). Florida FAFSA Challenge participation grew 77%, (291 schools in 35 districts). This helped drive Florida to the third-highest FAFSA improvement rate in the country in 2017 and the 12th-highest in 2018. Local college access networks (LCANs) contributed to these gains: School districts supported by LCANs saw 12% higher FAFSA completion rates in 2017, and 10% higher rates in 2018 compared to districts without LCANs. http://floridacollegeaccess.org/

-The College of Education demonstrates its commitment to the community school model by partnering with the University Area Community Development Corporation, Tampa Family Health Centers, and Tampa Innovation to provide support and resources to community schools to continue the growth and improvement of the surrounding community. USF has multiple residency partnership schools where great strides have been made. One example of this effort can be seen at a previously low-performing school (Mort Elementary) in Hillsborough County, with which USF entered into a 25-year agreement. At Mort, 99% of the more than 800 students who attend the school are eligible for free and reduced-price lunch. The overall grade awarded to the school by the Florida Department of Education was an "F" in the 2013-14 school year.
-Mort has seen two significant gains from these collective impact efforts---the school's overall grade moved first from a "D" rating in 2016 to a "C" rating in 2018. The second impact is the effect of teacher vacancies. Prior to the partnership, Mort had 16 teacher vacancies that remained the entire year. Each day, children in those 16 classrooms either had a substitute or were divided up among other classrooms. Today, there is a waiting list to teach at Mort.

-Dr. Kathleen Moore and colleagues from the Department of Mental Health Law and Policy (MHL & P) develop and evaluate interventions through problem-solving courts known as Drug Court, Veterans Treatment Court, and Family Dependency Treatment Court. Dr. Moore collaborates with numerous community partners, including the Pinellas County Drug Court, the Hillsborough County Anti-Drug Alliance, and the Tampa Hillsborough Homeless Initiative. Findings from these projects indicate that participants exhibited significant reductions in alcohol and illegal drug use and had less involvement with the criminal justice system following drug court interventions. In a related study with substance-abusing parents, participants were more likely to be reunified with their children. Additionally, children were less likely to re-enter foster care within 12 months after reunification. Each of these projects impacts many children and families in three counties as well as MHL & P students who are training for careers in this discipline.

https://www.usf.edu/education/about-us/news/2016/2016-mort-community-school-partnership.aspx
https://www.usf.edu/education/areas-of-study/elementary-education/research/residency-partnership-schools.aspx

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3.8

Outcomes **Impacts on institution**
Describe one key finding from current data and indicate how you arrived at this finding:

Current data on community engagement in research, teaching, and service not only reflects an increase in the quantity and quality of work in each of these areas at the University of South Florida but has also led to the recognition of USF as a crucial and reliable partner addressing critical societal challenges (education, health care, housing, sustainability, water quality, emergency management, etc.). There are increased requests for partnering from the community around these and other issues as USF's reputation has grown along with the quality of the programs and projects. Additionally, the implementation of the CEL Academy and the rapid growth of CEL courses has led to requests from other universities for expertise in creating a similar infrastructure.

Acknowledgement for these efforts is substantiated further through awards given by community partners and organizations such as the City of Dunedin who partnered with the USF Community Sustainability Partnership Program on projects such as sea level rise and historic preservation and awarded USF the City's Community Partner Award. Another Community Partner Award was presented to the USF Office of Community Engagement and Partnerships by the Skills Center for supporting literacy with underserved youth and partnering through work study, service-learning and research. Additionally, Florida Campus Compact has recognized USF over the past few years; in 2016, USF was recognized as Most Engaged Campus, and in 2018 received several awards, the Partnership Award for efforts in improving school outcomes at Mort Elementary, the Faculty Educator Award for Dr. Catherine Wilkins, for her work in Digital Archiving, and the Community Engaged Educator Award to Dr. Lillian Wichinsky, Director of OCEP.

The revision of the Tenure and Promotion Guidelines in 2014 has led to an increase in faculty community engaged scholarship and course development. Faculty productivity in research funding for community engagement has increased significantly over the past 8 years (66%) as well. There were over 500 grants awarded for CE research in 2017-2018. This has a significant impact on our institution and community.

Another key finding is the recognition of USF's community engagement efforts by the faculty, USF administrative leadership, and the Board of Governors (BOG) for the State of Florida. The BOG has demonstrated the value of community engagement in the 2025 Strategic Plan by mandating every university in the State University System of Florida apply for the Carnegie Foundation Community Engagement Classification. USF was awarded the classification prior to this mandate.

USF has a robust student success initiative which has demonstrated significant impact on student retention and graduation rates. Community engaged methods are seamlessly integrated into these efforts as demonstrated by the integration of CE into the Enhanced General Education (EGE), and the designation of the OCEP Director as Chair of the Community Engagement Council (subcommittee of the Student Success Council). Each of these findings further supports USF's institutional commitment to community engagement.
https://www.flbog.edu/pressroom/_doc/2025_System_Strategic_Plan_Amended_FINAL

3.9

In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

In 2015, the former Director of OCEP, in collaboration with the Community Engagement Council (CEC), undertook a year-long assessment of CE at USF. The committee was charged to "ensure that every student has the opportunity to participate in a high-impact practice (service-learning, undergraduate research, education abroad, etc.) that leads to student success and the development of global-minded citizenship in a way that embeds engagement into each college, department, and unit so

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that the institution meets its strategic goals." CEC members were asked to participate on one of five working groups:

-Group 1: Review software systems currently in use for communicating with students and community partners and available analytics;

-Group 2: Review available materials and develop a plan for identifying performance metrics and measures for annual reports relating to community engagement;

-Group 3: Develop a plan for supporting inclusion of quality community engagement into Tenure & Promotion applications and review processes at department and college levels;

-Group 4: Produce a set of guiding questions for community partners to be distributed to multiple audiences/constituents in the community. Group 4 was to develop an action plan for obtaining community input over time and on a regular basis;

-Group 5: In order to embed engagement into each college, department, and unit, this working group was to take a three-pronged approach involving non-academic and non-student affairs units, centers and institutes, and student organizations, and develop a plan for inclusion of such units in community engagement efforts.

Findings from Group 1, 3 & 5

Group 1 found CE research was under-reported in terms of the number and amounts of community-engaged grant proposals/awards, dollars proposed/awarded, and expenditures. The data did not allow for determination or extent to which projects met established criteria for community-engaged research, including reciprocity, mutual benefits, shared responsibility for the conduct of research, and dissemination to both academic and community audiences.

OCEP began working with OSP to track grants and awards specifically focused on external outreach and engagement.

Group 3 found that while USF Institutional Guidelines (2014) included community-engaged research, teaching and service in the tenure and promotion (T& P) of faculty and instructors, by 2015, seven colleges had not revised their guidelines to align with this change.

The OCEP worked with colleges and departments to revise T & P guidelines, and 100% of the colleges now include language that supports community-engaged teaching, research, and service. We continue to work with departments to revise and implement guidelines.

Findings from Group 5 had the most impact on students and laid the foundation for a new Enhanced General Education implemented in Fall 2018. The new curriculum includes two required courses prior to graduation; a civic-engagement and ethical reasoning course (ERCE) and a High Impact Practice Course (CEL is a designated HIP course).

The Community Engagement Council members will continue to utilize the findings from this assessment to improve coordination, services, training, partnership development, and facilitation of faculty promotion and tenure guidelines within departments.

Professional Development

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4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.
For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

Since the 2005/2010 classification, professional development opportunities for community engagement (CE) have expanded for community partners, students, and faculty of all employment statuses. As a direct result, all the colleges have additional faculty teaching high-quality CEL courses and undertaking community-based research, outreach and service; students engaging with the community meaningfully; and many more community partners seeking opportunities to partner with USF.

In May 2017, OCEP formalized CEL education by implementing a Service-Learning Academy (renamed CEL Academy). The academy is a multi-day workshop held twice a year for ~25 staff, graduate students, and faculty of any status to facilitate CEL course development and scholarly work. Participants receive education related to pedagogy, course construction, development of mutually beneficial partnerships, student learning outcomes, assessment, and cultural humility. Community partners attend and can develop partnerships with faculty. Faculty receive support during the year from the OCEP team.

OCEP and the Academy of Teaching and Learning partner to provide workshops to enhance faculty development for the Ethical Reasoning and Civic Engagement (ERCE) requirement in the Enhanced General Education Curriculum. Faculty attend workshops for developing high-quality course syllabi to meet student learning outcomes. Additionally, OCEP provides workshops throughout the year on CE research and scholarship, partnership development, assessment, and facilitating student learning through CE.

The Contemporary Art Museum offers a unique professional development and community engagement opportunity to faculty and K-12 teachers. The USF Institute for Research in Art, InsideArt program offers an innovative arts-based learning program combining social studies and art to discuss pressing social issues. Professional workshops are attended by faculty in the Colleges of Education and Arts and Sciences, and the Hillsborough County School Board to provide teachers and USF faculty with the tools to integrate controversial issues into their teaching practices.

The Provost Office sponsors professional development for faculty, professional staff, and community members on topics related to STEM education. Most recent workshops focused on integrating high-impact practices into STEM education and communicating on STEM to the public. These workshops are part of an ongoing series to enhance STEM understanding, interest, and skills in community-engaged teaching and research.

Individual and departmental consultation is available for faculty and instructors from the OCEP team. Staff provide grant identification, project design, partnership development, and course development expertise in individual meetings. In addition, the OCEP team provides departmental workshops on topical issues and multi-disciplinary opportunities when requested.

OCEP offers community partner interactive workshops and forums through match-up events. These events provide community organizations opportunities to learn about USF offices, departments, and units; the work they do; and ways in which organizations can partner with USF for research, consultation, internships, and program development.

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All Colleges offer professional development and support around CEL. For example, in 2018, the College of Engineering began a new faculty initiative for broadening engineering education, titled ADE2. In 2018, the COE brought the director of the EPICS program (Engineering Projects in Community Service) from Purdue University to USF for a workshop on a multi-disciplinary approach to community-engaged learning. Faculty from multiple colleges attended.

4.2

In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants	Yes			
Planning/design stipends	Yes	Yes		
Support for student transportation	Yes	Yes	Yes	Yes
Eligibility for institutional awards	Yes	Yes	Yes	Yes
Inclusion of community engagement in evaluation criteria	Yes	Yes		Yes
Program grants	Yes	Yes		Yes
Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
Research, conference, or travel support	Yes	Yes		Yes

Other	Yes			Yes

G.2.1 If Yes to "Other": Please describe other support or services:

We also have Graduate Assistants and Federal Work Study Students who work with professional staff and full-time faculty to support community engagement efforts. This is can be seen in each of the coordinating offices (OCEP, CLCE, OCE, Corporate Partnerships, etc.) as well in specific departments such as sociology, teacher education, nursing, sustainability, biology and public health.

Faculty Roles and Rewards

5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?

Yes

5.1.a Describe these specific search/recruitment policies or practices and provide quotes from

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position descriptions:
Search and recruitment policies and practices vary highly across units, colleges, and departments. Colleges, such as The College of Behavioral and Community Sciences, The Honors College, The College of Education, and The Patel College for Global Sustainability; and departments such as Sociology, Public Administration and Anthropology specifically state in their position descriptions they seek candidates with experience in community engaged work. As the Enhanced General Education curriculum becomes fully integrated into the University, we expect the colleges' respective recruitment policies to reflect CE expertise specific to the discipline.

Staff
Search and recruitment policies/practices for staff in the units/departments (CLCE, OCEP, OCE USF Health, and OCP, etc.) primarily designated to provide support for community engagement, civic engagement, and experiential education seek expertise in and commitment to CE in their position descriptions.

OCEP, Program Planner Analyst
"Experience in community outreach and partnership building; experience in a university setting; knowledge of Tampa Bay area nonprofit and government agencies… experience with service-learning and community engagement."

Faculty
College of Behavioral and Community Sciences
Assistant or Associate Professor
"Applicants with demonstrated contributions to professional outreach related to behavioral health services who are interested in developing collaborative research partnerships with University colleagues, as well as local, state and federal agencies are encouraged to apply…Record of collaborative work with both academic and community partners"

College of Education:
Assistant/Associate Professor
"Experience with external partnerships and community engagement"

Patel College of Global Sustainability:
Recruitment for Dean
"The Patel College of Global Sustainability was… designed to foster sustainable urban environments by nurturing collaborative research and education across the university and meaningful engagement with communities locally and globally. The College employs a small core faculty and staff, but its real strength is its ability to provide the hub for a network of scholars and professionals interested in working together to generate new knowledge and prepare a new generation of professionals to help communities, municipalities and businesses reduce their ecological footprint while improving their form and function to make them healthier, more livable and resilient."

Honors College
Recruitment for Faculty,
"Experience with establishing and managing student internships, service-learning projects, and

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curricular practicums; demonstrable effectiveness as a teacher at the university level…. Teaching load is 2/2, plus honors thesis mentoring, internship/service-learning development and liaison to campus and external entities…"

An ability to teach classes with an international and/or comparative perspective is highly desired, as is a demonstrated record of community engagement and an interest in interdisciplinary inquiry. Applicants should have experience teaching high-ability students, and be comfortable working in a liberal arts setting that fosters faculty collaboration and student engagement both inside and outside the classroom."

5.2
In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

The University of South Florida is a tenure-granting institution. During the 2005/2010 Carnegie application period, community-engaged approaches and methods were not specifically recognized and rewarded in the policies for tenure and promotion at the institutional level for faculty of any status. In 2014, USF faculty and leadership approved new guidelines for tenure and promotion that specifically include and reward community-engaged approaches and methods for faculty scholarship, whether faculty are tenured or non-tenured. There are no specific institutional guidelines for community-engaged approaches and methods for part-time faculty. These institutional policies utilize the Carnegie definition for community engagement.

https://www.usf.edu/provost/documents/faculty-awards/t-and-p-guidelines-2014.pdf

5.3
If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

The institutional policies of the University of South Florida include language which supports the review and evaluation of community-engaged teaching, research, and service. All the colleges include this language as well. The process to fully integrate and implement these policies in all departments is ongoing.

5.4
Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

Yes

5.4.a
Describe and identify the policy or other document where this appears and provide the definition.

In the previous application, it was reported that faculty and administrators were provided workshops that focused on faculty scholarly work using a community-engaged approach and methodology. Additionally, faculty received grants with

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training on financial reporting, problem-solving, and IRB procedures, with individual consultation and service-learning workshops. However, in 2016, defining faculty scholarly work became more formalized with the implementation of the Community Engaged Learning Academy offered through the Office of Community Engagement and Partnerships. As part of the curriculum, best practices in community-engaged approaches and methods were integrated to educate faculty for working with community partners in a mutually beneficial approach. OCEP provides guidance for defining faculty scholarly work that uses community-engaged approaches and methods on their website, through consultation, and in the Community Engaged Learning Academy (Formerly Service-learning Academy). Additionally, each college defines community-engaged scholarly work as it correlates to their discipline and the context in which they work. During the workshop, faculty and community partners also receive criteria to more accurately assess their efforts.

OCEP defines engaged scholarship as follows:
"Engaged scholarship consists of scholarly and pedagogical activities that are designed jointly, carried out in collaboration and with potential benefit for groups and organizations in local, regional, national, and global communities related to the university. Such engaged scholarship reflects a range of faculty work in communities from design and discovery to the integration and or interpretation of discovery, to application with communities (locally and globally). Engaged scholarship is viewed broadly and with rigor. Community engagement can be documented to:
2. Contribute to the definition or resolution of a relevant social problem or issue using state-of-the-art knowledge to facilitate change in organizations or institutions;
3. Use disciplinary or interdisciplinary expertise to help groups/organizations in conceptualizing and solving problems;
4. Set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes;
5. Contribute to the evaluation of existing practices or programs
6. Make substantive contributions to public policy."
https://www.usf.edu/engagement/community/definitions.aspx

5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

5.5 a Community engagement is rewarded as a form of teaching
Yes

5.5 a Teaching
Provide link or descriptive text

"Evaluation of teaching must take into consideration an academic unit's instructional mission; an instructor's assignment of duties within unit; class size, scope, and sequence within the curriculum; as well as format of delivery and the types of instructional media utilized. Evaluation of teaching effectiveness should consider the wide range of factors that impact student learning and success. Moreover, effective teaching and its impact on learning can take place in a variety of contexts: in campus classrooms; team teaching; online; in the field; in clinical settings; workshops; panels; through service-learning activities, community engagement and internships; in laboratories; within on- and off-campus communities, in organizations, in education abroad settings, such as field schools, and through mentoring of students, including

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undergraduate and graduate student research. Evaluation of teaching effectiveness in formats and settings outside the classroom should include consideration of the impact of student learning on practice, application, and policy." P. 3
https://www.usf.edu/provost/documents/faculty-awards/t-and-p-guidelines-2014.pdf

5.5 b Community engagement is rewarded as a form of research
Yes

5.5 b Research
Provide link or descriptive text

"Scholarship takes many forms, including independently conducted research and/or creative works and collaboratively generated contributions to the knowledge base, community improvement or the arts. These activities in various disciplines across the University of South Florida units range from research (creation and attainment of new knowledge, whether basic or applied) to creation of artistic products. The purpose of research and creative scholarship is the substantive advancement of a field of inquiry or practice, whether by generation of new knowledge or production of new creative works and technologies. The record of activities leading to tenure and promotion must provide evidence of excellence in one or more of these forms. In order to attain tenure, a faculty member is expected to have established an original, coherent and meaningful program of research and/or creative scholarship and to have demonstrated and clearly documented a continuous and progressive record of research and creative scholarship indicative of potential for sustained contribution throughout his or her career.

"The peer review process is the best means of judging quality and impact of the candidate's research and creative scholarship. Evaluation at the unit level should include an assessment of the quality of the candidate's work and consider discipline-appropriate evidence of the significance of research and creative activity, as well as the candidate's assignment of duties within unit. A candidate may present the following kinds of documentation of a significant research program: reviews of books and articles; records of competitive honors and awards, grants, and fellowships; criticism and reviews of creative work; reviews of grant applications; citations of the candidate's work; evidence of impact on policy and practice; the quality and significance of journals, series, and presses by which the candidate's work is published or of other venues in which it appears; invited, refereed, or non-refereed status of publications; research awards and acknowledgements; and invitations and commissions. Like teaching portfolios, the kinds of documentation will vary among fields, units, and individuals, and candidates should not be expected to provide forms of documentation that are not typical in their disciplines. Where appropriate, consideration will be given to external peer recognition, as demonstrated by a record of funded research, and to the demonstrable impact of research through inventions, development and commercialization of intellectual property, and technology transfer. Objective peer review of the candidate's work by scholars/experts external to the University is required.

"In addition, the candidate's chair or director and dean must conduct independent evaluative reviews. It is noted that in some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, nation, and/or international levels. Community-engaged scholarship may be demonstrated by high-profile products such as reports to local, national, or international agencies and formal presentations, or by other products as designated by the unit, as well as by peer review." P. 3.
https://www.usf.edu/provost/documents/faculty-awards/t-and-p-guidelines-2014.pdf

5.5 c Community engagement is rewarded as a form of service
Yes

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5.5 c Service
Provide link or descriptive text

"The third component to be evaluated includes the categories of service to the University, the professional field or discipline, and engagement with the community. Candidates for tenure must have made substantive contributions in one or more of these areas. Evaluation of administrative and other professional services to the University, including service on the USF Faculty Senate and Councils, should go beyond a simple enumeration to include an evaluation of the extent and quality of the services rendered. Public service may include work for professional organizations and local, state, federal or international agencies and institutions. It must relate to the basic mission of the University and capitalize on the faculty member's special professional expertise; the normal service activities associated with good citizenship are not usually evaluated as part of the tenure and promotion process. Because of the diverse missions of different units and variations in the extent and character of their interaction with external groups, general standards of public and professional service will vary across units. Evaluation of service will include an examination of the nature and degree of engagement within the University and in the local, regional, national and global communities.

"Service as such is differentiated from engagement with communities and external organizations that is undertaken in support of teaching or of research/creative/scholarly work, the latter generally termed community-engaged scholarship. As defined by the Carnegie Foundation for the Advancement of Teaching, 'community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international,] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.'

"Any of the three categories of faculty activity could entail community engagement, and any could in some way 'address critical societal issues and contribute to the public good;' but community engagement that is undertaken by faculty to 'enhance curriculum, teaching and learning and prepare educated, engaged citizens' may be included and evaluated as part of teaching, and community engagement undertaken to 'enrich scholarship, research, and creative activity may be included and evaluated as part of a research/creative/scholarly faculty assignment.'" P. 4.

Professor (or University Librarian)
"A record of substantial contribution of service to the university and to the field, profession or community as appropriate to the mission and goals of the department, college and/or university. Expectations about the level of meaningful service contributions for candidates for professor are significantly higher than those for attaining the Associate rank." P. 6
https://www.usf.edu/provost/documents/faculty-awards/t-and-p-guidelines-2014.pdf

5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching
Yes

5.5.2 a
Provide link or descriptive text

There are a number of colleges that have policies which describe how community-engaged approaches are conceptualized and evaluated in faculty promotion and in tenure review and reward processes. These policies are intertwined with policies for promotion and tenure.

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College of Education: COEDU encourages "all teaching strategies that enhance student learning, particularly critical thinking, higher-order reasoning, and problem-solving skills, and encourages a wide array of student learning opportunities, including community-engaged teaching, international experiences, and other diverse modalities and settings" (COEDU, Tenure & Promotion Guidelines, p. 2). "Moreover, effective teaching and its impact on learning can take place in a variety of contexts: in campus classrooms; team teaching; online; in the field; in clinical settings; workshops; panels; through service learning activities, community engagement and internships; in laboratories; within on- and off-campus communities, in organizations, in education abroad settings, such as field schools, and through mentoring of students, including undergraduate and graduate student research. Evaluation of teaching effectiveness in formats and settings outside the classroom should include consideration of the impact of student learning on practice, application, and policy." p. 3.

College of Behavioral and Community Sciences: Evaluation of teaching must take into consideration several elements: an academic unit's instructional mission; an instructor's assignment of duties within unit; class size, scope, and sequence within the curriculum; as well as format of delivery and the types of instructional media utilized. Evaluation of teaching effectiveness should consider the wide range of factors that impact student learning and success. Moreover, effective teaching and its impact on learning can take place in a variety of contexts: in campus classrooms; team teaching; online; in the field; in clinical settings; workshops; panels; through service-learning activities, community engagement and internships; in laboratories; within on- and off-campus communities, in organizations…." P. 3

College of Public Health "Evaluation of teaching must take into consideration an academic unit's instructional mission; proportion of an individual's assignment in teaching, class size, scope, and sequence within the curriculum; as well as format of delivery and the types of instructional media utilized. Evaluation of teaching effectiveness should consider the wide range of factors that impact student learning and success. Moreover, effective teaching and its impact on learning can take place in a variety of settings; workshops; panels; through service-learning activities, community engagement and internships; in laboratories; within on⬜and off campus communities; in organizations, in education abroad settings, such as field schools; and through mentoring of students, including undergraduate and graduate student research. Engaging the community to enhance curriculum, teaching and learning and prepare educated, engaged citizens is a strategic goal of the University and College. Evaluation of teaching effectiveness in formats and settings outside the classroom should include consideration of the impact of student learning on practice, application, and policy." P. 17

https://health.usf.edu/~/media/Files/Nursing/APT%20Committee%20Operating%20Guidelines.ashx?la=en
https://health.usf.edu/~/media/Files/Public%20Health/Faculty%20Affairs/Appointment_Promotion_and_Tenure_Guidelines.ashx
http://intra.cbcs.usf.edu/common/file/CBCS%20TP%20Guidelines.pdf

5.5.2 b Community engagement is rewarded as a form of research
Yes

5.5.2 b
Provide link or descriptive text

Many of the USF colleges consider community engagement as a form of research a high priority for promotion and tenure and in the reward processes.
College of Education defines scholarship broadly: "Scholarship takes many forms, including independently conducted research and/or creative works and collaboratively generated contributions to the knowledge base in respective disciplines" (p. 3).
"Engagement with communities and external organizations that is undertaken in support of teaching or of research/creative/scholarly work is generally termed community-engaged scholarship which includes collaboration

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between institutions of higher education and their larger communities (local, regional/state, and national, international, global) for mutual benefit. Any of the three categories of faculty activity could entail community engagement." p. 4.

College of Behavioral and Community Sciences states that "Scholarship takes many forms, including independently conducted as well as collaboratively- generated research and scholarly projects, contributions to new knowledge, community improvement, and consensus-driven or evidence-based practice. These activities in the many different disciplines in CBCS range from research (creation and attainment of new knowledge, whether basic or applied) to the development/implementation of community engagement activities/programs and improved standards of practice. The purpose of research and scholarly work is the substantive advancement of a field of inquiry or practice, whether by the generation of new knowledge and technologies or consensus-driven and evidence-based practices within the discipline. The record of activities leading to tenure and promotion must provide evidence of excellence in one or more of these forms."

Muma College of Business states the following for tenure and promotion: "It is noted that in some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national and/or international levels. Community-engaged scholarship may be demonstrated by high- profile products such as reports to local, national, or international agencies and formal presentations, or by other products as designated by the unit, as well as by peer review."

http://intra.cbcs.usf.edu/common/file/CBCS%20TP%20Guidelines.pdf
https://www.usf.edu/business/documents/about/tenure-promotion-new.pdf

5.5.2 c Community engagement is rewarded as a form of service
Yes

5.5.2 c
Provide link or descriptive text

The College of Education: "Engagement with communities and external organizations that is undertaken in support of teaching or of research/creative/scholarly work is generally termed community-engaged scholarship which includes collaboration between institutions of higher education and their larger communities (local, regional/state, national, international, global) for mutual benefit. Any of the three categories of faculty activity could entail community engagement" (p. 4). Departments follow the College of Education Tenure & Promotion Guidelines and the Pathway to Instructor Promotion Guidelines for the College of Education. As the COEDU Faculty Policy Council review the policies on community-engaged partnerships this academic year (2018-2019) to further develop this area, it is likely that the departments will be asked to do so as well.

College of Behavioral and Community Sciences: specifies that "Service, as such, is differentiated from engagement with communities and external organizations undertaken in support of teaching or of research/scholarly work, the latter generally termed community-engaged scholarship." As defined by the Carnegie Foundation for the Advancement of Teaching, "community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international,] or global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." P. 6

College of Engineering states that for promotion from Associate Professor to Full Professor requires "substantial contribution of service to the university and to the field, profession, or community, as appropriate to the mission and goals of the department, college and/or university. Expectations about the level of meaningful service contributions for

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candidates for Professor are significantly higher than those for attaining the Associate rank as specified in individual's department tenure and promotion guideline." P.5

The College of Nursing policies and procedures for Appointment, Promotion and Tenure specify community service requirements for all faculty, including instructors and ranked faculty. The requirements are delineated by tenured, tenure earning, or non-tenure earning ranks. Service is required for all faculty. Service to the community is particularly evaluated for faculty seeking tenure and/or promotion. The non-tenure track guidelines specifically include community-engaged approaches to service as exemplars. P. 17

Promotion; Ranked faculty, Non-Tenure Track "Associate professors have all of the qualifications for assistant professor, and normally are promoted to associate professor after five (5) years at the assistant professor rank. Associate professors have a high level of competence in teaching; have demonstrated significant scholarly productivity; have leadership and mentorship experiences and strengths as well as strong participation in professional, academic and community service activities." P. 21
Non-Tenure Track Service and Practice, Participates in activities of professional organizations.
Participates in community service aligned with educational mission. P. 22

https://health.usf.edu/~/media/Files/Nursing/APT%20Committee%20Operating%20Guidelines.ashx?la=en
http://intra.cbcs.usf.edu/common/file/ProposedGuidelines/ProposedGuidelines-SAS.pdf

5.5.3 Department

5.5.3 a Teaching
Community engagement is rewarded as a form of teaching

Yes

5.5.3 a
Provide link or descriptive text

School of Social Work, "We recognize that some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national and/or international levels. Community-engaged scholarship and interdisciplinary work may be demonstrated by high- profile products such as reports to local, national, or international agencies and formal presentations." P. 3

School of Aging Studies: "Local and global engagement through service-learning courses taught are recognized for the scholarship of teaching." (P. 10)

Department of Anthropology: "Successful candidates for tenure must demonstrate excellence in teaching as outlined by the criteria below. The assessment of excellence in teaching occurs primarily at the departmental level, and should draw on documentation generated throughout the candidate's tenure-earning years. The record of teaching activities leading to tenure and promotion must provide evidence of excellence in teaching as specified in the discipline of anthropology. Typical records specific to anthropology and the applied anthropology mission of our department include (but are not limited to): service-learning classes, online classes, field and lab-based research projects involving students, field schools, student-

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focused workshops, and mentoring activities" P. 1

Department of Mental Health Law and Policy, "Any of the three categories of faculty activity (scholarship, teaching, and service) could include community engagement, address critical societal issues and contribute to the public good. But community engagement that is undertaken by faculty to enhance curriculum, teaching and learning and prepare educated, engaged citizens may be included and evaluated as part of teaching, and community engagement undertaken to enrich scholarship, research, and creative activity may be included and evaluated as part of a research/creative/scholarly faculty assignment. In sum, community engagement should be described in the application in the section most relevant to the community engagement – research, teaching, and/or service." P. 7

The School of Public Affairs, located in the College of Arts and Sciences has implemented the following criteria for applicants for tenure and promotion: "Teaching occurs in a variety of settings and a variety of ways. While teaching does occur in the traditional classroom, it also occurs in a number of other less traditional venues such as online settings. Graduate teaching also occurs in the context of research projects, and in practice settings/service-learning/community engagement. Teaching also occurs when faculty supervise other forms of student directed research, and field training activities. Faculty must demonstrate "Evidence of impact of all forms of teaching (e.g. classroom and online teaching, supervising students in research and community engagement/service-learning/applied research), such as practitioner adoption of students' recommendations from class projects" P. 6

https://www.usf.edu/arts-sciences/documents/faculty-staff/t-and-p/departmental-tenure/school-public-affairs.pdf
https://www.usf.edu/arts-sciences/documents/faculty-staff/t-and-p/departmental-tenure/anthropology.pdf
http://intra.cbcs.usf.edu/common/file/ProposedGuidelines/ProposedGuidelines-SSW.pdf
http://intra.cbcs.usf.edu/common/file/ProposedGuidelines/ProposedGuidelines-MHLP.pdf
http://intra.cbcs.usf.edu/common/file/ProposedGuidelines/ProposedGuidelines-SAS.pdf

5.5.3 b Community engagement is rewarded as a form of research
Yes

5.5.3 b
Provide link or descriptive text

School of Public Affairs
The application of research and scholarship guidelines for applied research and community engagement to the disciplines in the School of Public Affairs is important and complex. For this reason the School of Public Affairs created specific guidelines:
• Adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems;
• Contribution of applied research activity will contribute to the improvement of community/agencies;
• The ability to incorporate new developments in the discipline and apply knowledge to current problems;
• Documentation that the practice contributions have had important effects on policy, and/or on a community, agency, or program;
• The likelihood that the practice activities will involve or result in the creation or development of new service delivery systems or similar systems for the improvement of a community/agency.
• The likelihood that new knowledge, methods, or policies will derive from the candidate's scholarship/practice that have diffused to other communities/agencies; ....
• Identification of new areas or application of new methods or approaches in practices that assist community agencies; ...
• Presentation at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach." P. 7

Department of Anthropology: "Scholarly work in anthropology includes independent and collaborative/interdisciplinary

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research, basic and applied research, and community- and lab-based research. The purpose of research/creative/scholarly work is the substantive advancement of the field of inquiry or practice, whether by the generation of new knowledge or production of new research approaches and methodology. It is recognized in applied anthropology that community-based research takes time to organize and carry out, and that the production of scholarship may take different forms beyond refereed articles, peer-reviewed book chapters, and books. Where appropriate, these different forms of scholarship need to be taken into account in the tenure decision. The record of activities leading to tenure must provide evidence of excellence in one or more of these forms of research/creative/ scholarly work." P. 2

School of Social Work, situated in the College of Behavioral and Community Sciences: "We recognize that some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national and/or international levels. Community-engaged scholarship and interdisciplinary work may be demonstrated by high- profile products such as reports to local, national, or international agencies and formal presentations." P. 3
https://www.usf.edu/arts-sciences/documents/faculty-staff/t-and-p/departmental-tenure/school-public-affairs.pdf
http://intra.cbcs.usf.edu/common/file/ProposedGuidelines/ProposedGuidelines-SSW.pdf

5.5.3 c Community engagement is rewarded as a form of service
Yes

5.5.3 c
Provide link or descriptive text

Department of Criminology: Service expectations for tenure and promotion include "positive contributions to the department and programs within it, to the college, to the university and the campus, to the profession, and to the community."… "Activities related to criminology in the community such as consulting with community agencies, media interviews, and public lectures relevant to the discipline. Evidence of service impact must address involvement in important policy decisions, administrative responsibility, and particularly effective outcomes." P. 6

Department of Communication Sciences and Disorders: "Service to the community is evaluated relative to an understanding of:
1. The community involved (e.g. global, national, regional/state, local)
2. The extent of curricular engagement between university and community (e.g. address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrichment to the scholarship of the institution)
3. Articulation of the type of community activity
a. Outreach activity (i.e. provision of institutional resources for community use with benefits to both campus and community)
b. Partnership activity (e.g. collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources such as research, capacity building, economic development, etc.)
c. Community groups/programs in area of professional expertise" P. 36

The School of Aging Studies: "The faculty and students of the SAS share their knowledge and expertise related to aging via service to individuals, community organizations, professional societies, state and federal agencies, and other units at the University of South Florida. Service activities include lectures, workshops, consultations, community engagement, memberships on boards and committees, and other efforts to promote knowledge about aging and improve the well-being of older persons. Our highest priority for service activities are those that enhance our primary mission of recognition as a center for excellence in applied aging research and education." P. 7

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Department of Psychology: "Service includes service to the department, college and campus; it also includes service to the scientific and professional community; and, in areas where it is appropriate, it includes service to the community.... In the case of service to the community, we are talking about service in one's capacity as a psychologist. To run for election to the school board is not counted as professional public service; to be a psychological consultant to the school board would be included. The impact and recognition consequent on the faculty member's achievements in research/scholarship, teaching and service is a critical element in evaluation." P. 2

Zimmerman School of Advertising: "Involvement in service-learning activities; participation in community outreach efforts; participation in local, regional, or national government or civic organizations that capitalizes on faculty professional expertise." P. 7

Religious Studies: "The Department expects the faculty to use their special professional expertise for the betterment of the community at large. Examples of public service include: aid to local, state, federal or international organizations and institutions; aid to public schools and community colleges; contribution to the education of the community through publicly engaged scholarship and public presentations." (P. 4)
http://intra.cbcs.usf.edu/common/file/ProposedGuidelines/ProposedGuidelines-SSW.pdf
http://intra.cbcs.usf.edu/common/file/ProposedGuidelines/ProposedGuidelines-Criminology.pdf
http://intra.cbcs.usf.edu/common/file/CSDGovernance.pdf
http://intra.cbcs.usf.edu/common/file/ProposedGuidelines/ProposedGuidelines-SAS.pdf
http://psychology.usf.edu/policies/forms/fac_evaluation_doc.pdf
https://www.usf.edu/arts-sciences/documents/faculty-staff/t-and-p/departmental-tenure/world-language.pdf

5.5
Provide narrative describing the implementation of these policies and processes:

In 2013, the USF Faculty Senate formed a campus-wide committee to carry out a charge from the Provost to revise T&P guidelines that had been in effect since 1998. The earlier guidelines had included no mention of community engagement, which became an increasingly important aspect of the University's mission during the intervening years. However, that recognition was still evolving, in that some faculty continued to construe community engagement as almost exclusively a service function. Accordingly, the new guidelines were very explicit in locating these activities as important features of both teaching and research, and language from the Carnegie Foundation definition was included to make the distinction abundantly clear. The new document was approved by the USF Faculty Senate in the spring of 2014 and received final approval by the Provost, Vice President for USF Health, and President.

As this application is submitted, the USF System is preparing for consolidation of its three institutions into one. As part of that process, a committee is now most of the way through the task of integrating the three sets of T&P guidelines. The 2014 Tampa version had served as a template for the other two, which therefore also incorporated the guiding language on community engagement. There is no doubt that this feature will remain in the new 2019 guidelines.

The second major component of updating the USF T&P process was the recent development of an electronic system for applications, using Archivum. Between 2014 and 2018, candidates had been encouraged to designate separately the community engagement contributions in the various sections of the paper copies they prepared. This method had the goal of increasing opportunity for recognition where relevant but nonetheless carried the risk of diluting the salience of community engagement as such in the packet. With the new electronic system, which went into effect with 2018 applications, there is now a dedicated section for community engagement, linking to other related sections.

The net result of these two enhancements is that USF's commitment to community engagement is even more securely

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embedded in the institution's tenure and promotion practices. Community engagement activities are explicitly recognized as contributions that count toward tenure and/or promotion considerations. In the university's electronic Tenure & Promotion Application, specific subsections are provided in each section where Teaching, Research and Creative Activity, and Service contributions are listed. Because of vast disciplinary differences, accomplishments in this area are not required for every faculty member as part of the content of the portfolio. However, the presence of such is considered an important, value-added component that contributes to the strength of the portfolio. Those community engagement activities for which evidence of demonstrated outcome is provided receive greatest weight.

5.6

If there are **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, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

USF is one of only 40 public RU/VH, postsecondary institutions to receive the Carnegie Foundation classification as a Community Engaged and Research Intensive University. It marks the intent of USF's commitment to balance high-level research with community engagement activities and, where possible, to make connections between the two endeavors. Although highly valued, it is unlikely faculty and instructors would be rewarded with tenure and/or promotion based solely on community-engaged scholarship. Additionally, emphasis on scholarly work that uses community-engaged approaches and methods varies across colleges and departments. The institution relies on the expertise of each discipline to determine the level of recognition and policies which reward these efforts. For example, in the fields of sociology, sustainability education, and anthropology, traditionally higher levels of community engaged methods are utilized for scholarship. However, the campus culture, especially in the fields of engineering, environmental sciences, and business, are evolving, as demonstrated in college and departmental policies.

School of Public Affairs states "community engagement, research-based scholarship shared with or conducted in partnership with the larger non-academic community may be a significant component of the candidate's research record. Scholarship includes community needs assessments; research reports or papers for institutes, government agencies, or community groups; evaluations of impact of public policies on local communities; documentation and analysis of innovative public affairs programs for dissemination to other communities. Community-engaged scholarship in and of itself does not substitute for a successful record of peer-reviewed research; therefore, the candidate who produces high quality and impactful community engaged scholarship is still expected to publish 7-8 high quality refereed journal articles, book chapters, and other publications…. It is incumbent upon the candidate to demonstrate the impact of their community engaged scholarship through factors including but not limited to visibility, circulation, impact on policies and procedures, citations, and research quality."

Department of Sociology: T & P criteria states "research-based scholarship shared with the larger non-academic community which may not have been published in peer-reviewed outlets is not necessary for tenure and promotion but does merit consideration as a component of the candidates research record. Examples of such scholarship are a) public sociology activities such as community needs assessments, evaluations of impact of public policies on local communities, and documentation and analysis of innovative community development programs for dissemination to other communities nationwide, and b) public sociology outcomes such as research reports, articles or papers for institutes, government agencies, or community groups; op-ed pieces in newspapers or other media outlets; or widely disseminated documentary films or videos."

College of Behavioral and Community Sciences highly values community-engaged approaches and methods for teaching, research, and service for reappointment or promotion. "Any of the three categories of faculty activity could entail community engagement, and any could in some way address critical societal issues and contribute to the public good…Community engagement undertaken to enrich scholarship, research, and creative activity may also be included and evaluated as part of a research/scholarly faculty assignment." P. 5

5.7

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List the colleges/schools and/or departments.

1. College of The Arts
2. College of Arts and Sciences
3. College of Behavioral & Community Sciences
4. Muma College of Business
5. College of Education
6. College of Engineering
7. Patel College of Global Sustainability
8. College of Public Health
9. Morsani College of Medicine
10. College of Marine Science
11. College of Nursing:
12. College of Pharmacy
13. Honors College

5.8

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

100%

5.9

Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example.

1. Muma College of Business: For tenured faculty, "it is noted that in some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national and/or international levels. Community-engaged scholarship may be demonstrated by high- profile products such as reports for local, national, or international agencies and formal presentations, or by other products as designated by the unit, as well as by peer review."

2. The College of Public Health has specific "practice pathways for faculty in non-tenure earning positions. Ranked faculty from the public health or healthcare professions with non tenure earning appointments who are primarily engaged in practice relevant teaching/workforce development and community engagement activities, are also expected to engage in some practice relevant research/scholarship activities. This pathway is intended for public health or healthcare professionals in academic settings who do not have an academic assignment or for allied (affiliate) professionals in community settings." P. 7
"As members of the public health faculty, it is expected that faculty engage with the community in all aspects of their work. Engagement with the community is defined as collaboration between a faculty member and their larger communities (local, regional/state, national, international) for the mutually beneficial exchange of knowledge and resources to improve public health practice and the overall health of those communities. Engagement with the community is integral to the teaching, research and service missions of the College and University and is a strategic goal for both." P. 16 & 23

3. School of Social Work: For promotion from Associate Professor to Full Professor, it is "expected that a faculty member is already a leading scholar in their area(s) of specialization at the national or international level, that he or she has established a record of excellence in both teaching and scholarly research, and that he or she has a record of substantial contributions in service to the profession, university, and community, where appropriate. The indicators of excellence used to assess the

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viability of tenure applications are used for promotion to Full Professor, as well as the indication of sustained high quality work." P. 4

4. The College of Education T & P Guidelines (adopted 2015) address community engagement in several places as part of the review and evaluation criteria. The COEDU Faculty Policy Council will be reviewing the policies on community-engaged partnerships this academic year (2018-2019) to further develop this area. "Community engagement is viewed as embedded in all three areas of faculty work, teaching, research/scholarship, and service, are considered for tenure and/or promotion. Any of the three categories of faculty activity could entail community engagement, p. 4). Engagement with communities and external organizations undertaken in support of teaching or of research/creative/scholarly work is generally termed community-engaged scholarship which includes collaboration between institutions of higher education and their larger communities (local, regional/state, and national, international, global) for mutual benefit."(Password Protected Link).

5.10
Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

In 2014, USF tenure and promotion guidelines were revised to include community-engaged scholarly work. "Community-engaged scholarship may be demonstrated by high profile products such as reports to local, national, or international agencies and formal presentations, or by other products as designated by the unit, as well as by peer review." Each college must make its own decision about the quality of the scholarly work as defined by their academic discipline, so there is much variability among the departments and colleges.

Following the integration of the new T & P Guidelines in 2014, the OCEP director and staff offered a series of workshops and consultations for college and departmental leadership to refine their own specific guidelines to facilitate high-quality work. These efforts have continued despite the change in OCEP leadership. Some unevenness still exists in the definition of high-quality scholarly work for some of the departments. OCEP continues to play a key role in providing guidance and resources for the documentation, review, and evaluation of high-quality community-engaged scholarly work by offering a number of professional development opportunities and resources throughout the year to deans, department chairs, faculty and students.

Professional Development
Examples
• Academy for Teaching and Learning (ATLE) offers faculty workshops on topics related to community-engaged scholarship on the first Friday of each month during the fall and spring semesters.
• The OCEP Community Engaged Learning Academy is offered twice a year. The academy focuses on a range of topics to facilitate CEL and to assist faculty with scholarly resources to achieve professional growth for tenure and promotion.
• USF Research Symposiums offered through each college encourage faculty and administration to participate in peer-reviewed community-engaged research forums and workshops.
• Orientation for new faculty provides professional staff from the Office of Community Engagement and Partnerships the opportunity to participate in order to facilitate the development of community-engaged scholarly work as an aspect of promotion and tenure.

Categories of Community Engagement

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A. Curricular Engagement

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

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

A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

For the 2010 application, it was stated that in 2009, service-learning (now CEL) criteria was formally adopted and used to guide course development. The criteria were widely circulated to faculty. The criteria for course development have been revised to align with the Enhanced General Education, and the use of the term Community Engaged Learning (CEL) accepted by the General Education Council in 2018 replaces the term service-learning.

The following criteria are used to define curricular Community Engaged Learning (CEL) for course development at USF. "Community-engaged learning occurs at the intersection of teaching and community engagement. Key components are:
(1) That it enhances understanding of course content and is tied to specific learning goals through consciously designed reflection,
(2) that one of the learning goals is civic engagement, intended to enhance students' sense of personal responsibility to participate in the public realm to address current pressing social problems, and thus going beyond the academic or skill-based goals of the course, and
(3) It is based on a reciprocal relationship through which the activities are planned and implemented through collaboration with a community partner to meet the challenges identified by that partner.
(4) Community-engaged learning must be an academically credited activity, requiring faculty guidance so the full learning potential is realized.
(5) Meaningful activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations."
For courses to be considered as part of the Enhanced General Education Curriculum, additional criteria may be applied.
*Adapted from: Michigan State University – Center for Service-Learning and Civic Engagement Service-Learning Toolkit and Stanford Teaching Commons Community Engaged Learning for Faculty
https://www.systemacademics.usf.edu/proposals/ (Login by USF NetID required)

A.1.2

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If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

Prior to 2016, when faculty wanted to designate a course as service-learning (SL), they notified the department's scheduler, who reported to the Office of the Registrar, and courses were given the SL attribute and listed in Banner. This included community based internships. While faculty received guidance and support from OCEP, no formal review process was in place for courses. Two important changes have taken place in the identification and approval of community-engaged courses since the last application in 2010. These changes will provide guidance for understanding the data provided for the number of courses listed in the table below.

1. A large number of courses across the campus were reported to be SL prior to 2016. Among the many courses designated as SL in the previous course designation process were 100 Academic Foundation courses. In 2016, the new director of OCEP underwent a review of all courses and instituted specific high-quality criteria to be used by staff and faculty in order for a course to be designated as Service-learning (SL). This eliminated many academic foundation courses previously reported as SL. Only courses which fulfilled the CEL criteria remained (see part a). From 2016 to 2018, new courses submitting for the SL designation came through OCEP. Most of these courses are developed with faculty who have attended the Service-learning Academy. The academy uses curriculum titled "Engaged Faculty Institute Curriculum," developed by Seifer & Connors, and has been adapted to fit within the unique USF context. Faculty continue to develop and teach these courses, which will soon have a CEL designation in lieu of SL that will be separate from the high impact courses described below.

2. In 2018, the USF General Education Council (GEC) sunsetted the General Education requirements, Foundations of Knowledge and Learning (FKL), for incoming students and adopted The Enhanced General Education (EGE). EGE curriculum's distinction from the FKL pertaining to community engagement is a requirement of two High Impact Practice (HIP) courses. Community Engaged Learning (CEL) courses is one of the HIPs offered under the EGE. If a faculty member wishes to certify a course as a general education CEL course, they must formally propose the course via the online proposal system. This involves answering standardized questions about the course, including how and why it was created. Once the course is submitted, it must be approved first by the faculty's department (if relevant) and then the faculty member's college. Prior to the EGE, the university's community-engaged courses had an informal and optional review, consultation, and attribute designation process. With the EGE adoption, these courses undergo an additional formal approval by the Office of Community Engagement and Partnerships (OCEP). Proposed courses are then forwarded for a final faculty approval by the GEC. At any of these steps, the course can be returned to the faculty member to make revisions, as recommended by OCEP and/or the GEC. Once the GEC approves the course, it moves forward for administrative and state reviews and then finally becomes an official course.

A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
- data based on undergraduate FTE
- Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%

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Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
111	11	1.1%	+46%
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
9 Colleges	N/A	N/A	N/A
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
92	16	5.2%	.1%
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
27	N/A	1.6%	N/A
Number of full-time, non tenure-track faculty who taught community engaged courses	Change in number of full-time, non tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non tenure-track faculty since last application
60	N/A	3.43%	N/A
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
5	N/A	.28%	N/A
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
2,347	401	10.8%	+6.9%

1.4

Provide a description of how the data above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

Community Engaged Learning (CEL) courses formerly called service learning (SL) at USF are designated as such in Banner, the university's enterprise planning and student information system managed by the registrar. There are currently two attributes identifying these courses until the service learning term and SL attribute are phased out. These attributes are used by the Office of Decision Support to obtain CEL/ SL data from the registrar and is verified by the Office of Community Engagement and Partnerships (OCEP).

Since the last application it is important to note changes in some college structures have taken place. The Colleges of

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Nursing, Public Health, Medicine, Pharmacy, and the Patel College of Global Sustainability no longer have individual departments or schools. Given this change, community engaged learning courses reported in question 1.3 are at the college level.

The CEL/SL is gathered for Planning, Performance, and Accountability discussed in section 3.1 of this application. The information is used for goal-setting and monitoring of Key Performance Indicators with periodic updates for colleges and, is a data element in the College Review packets. As part of this accountability process, CEL/ SL information is captured for use by colleges for planning academic offerings and other activities.

This data is also used by the OCEP and CLCE units to identify faculty and community partners for awards on an off campus. There are several established community engagement awards at the University of South Florida, for example, The Provost's Community Engagement Award, The Office of Student Success: Best Collaborator Award; Center for Leadership and Civic Engagement: Community Partner of the Year, Community Partner Ultimate Bull Award, and the Good Neighbor Partner Award. OCEP also awards faculty with the Community Engaged Educator Award and community partners with the Community Engaged Co-Educator Award.

Based on the information about college efforts related to curricular community engagement confirmed for the PPA, OCEP plans and implements strategies to build CEL capacity within colleges. This information also leads to mapping community partner and university contact points for understanding community engagement, outreach and partnerships efforts.

1.5

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

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

For the 2010 Classification, USF reported no institutional learning outcomes (SLO's) for curricular engagement. In 2018, all disciplines, community-engaged courses (previously referred to as service-learning) awarded the CEL attribute must have SLOs associated with curricular engagement. With the adoption of the new EGE, faculty leadership in collaboration with the Directors from the Offices of Undergraduate Research, Education Abroad, and Internships; Academy of Teaching and Learning; and Office of Community Engagement and Partnerships developed general SLOs for all HIP courses, including CEL. The EGE was implemented in Fall 2018, and an assessment plan have been approved by the General Education Council for future reporting of HIP SLOs.

OCEP developed specific student learning outcomes for CEL courses not included in the EGE curriculum. Faculty have access to a pre- and post-assessment tool to measure five attributes of community-engaged learning with their students. Each faculty member is encouraged to use this tool. The measure focuses on the following:

1. The value of CEL on student learning;
2. The value of CEL to/for the community;
3. The value of CEL on the students' career aspirations;
4. The value CEL on the development of skills;
5. The value of CEL on the students' sense of civic/social responsibility and values.

In 2017, a pre- and post-test assessment of 376 first-year engineering students for the five student-learning outcomes demonstrated a statistically significant increase between student's sense of civic and social responsibility and values after

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participating in the course. The data suggest that CEL increased student learning after participating in the course. The data also suggest that students expected the CEL course to contribute to career skill attainment, and post-test findings suggested students believed the course had contributed to the attainment of these skills.

High Impact Practice courses must include the following student learning outcomes:
1. Students will demonstrate the ability to engage in meaningful critical reflection in required coursework.
2. Under professional oversight, students will demonstrate the ability use contextually-appropriate behaviors, tools, techniques and/or dispositions.
3. Students will demonstrate the ability to integrate discipline-specific knowledge into the contextualized experience.
4. Students will synthesize discipline-appropriate learning via a culminating assignment.

All Ethical Reasoning and Civic Engagement courses must include 3 of the 6 learning outcomes:
1. Students will demonstrate the capacity to collect data within and apply explanatory and predictive models to local communities.
2. Students will connect and extend knowledge (facts, theories, etc.) from their own academic fields of study to civic engagement and their own participation in civic life, politics, and government.
3. Students will demonstrate the ability to comprehend, express, and adapt to ideas based on others' perspectives.
4. Students will work across and within community contexts to achieve a civic aim.
5. Students will independently and accurately apply ethical perspectives and concepts to ethical questions or civic projects, as appropriate, and demonstrate the ability to consider the full implications of this application.
6. Students will demonstrate an ability to recognize ethical and professional responsibilities.
https://www.usf.edu/undergrad/general-education-council/gened-revision/assessment.aspx
https://www.usf.edu/undergrad/general-education-council/gened-revision/assessment.aspx

2. Curriculum

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

Curricular Activity: 2.1 Student Research

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	In 2010, the USF Office of Undergraduate Research (OUR) sponsored course-based and mentor-led credit courses, 10 that involved collaborative community-based research, and eight which received NSF grants related to hurricane preparedness. Since the last classification, OUR has vastly expanded and deepened their efforts to integrate community-engaged learning into undergraduate research. OUR strongly encourages students to pursue projects with societal impact primarily through the Global Citizens Project, which focuses on the UN's Sustainable Development Goals. There is an increased awareness among students regarding research opportunities with a community engagement component. This has occurred primarily through research workshops focused on community engagement, funding opportunities to incentivize projects, and partnerships with student organizations to spread the word.

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	The mission of the Office for Undergraduate Research (OUR) is to engage students — from admissions to graduation — in the pursuit of undergraduate research: an inquiry or creative project that makes an original contribution to their discipline. Herein, an outline for OUR's strategic approach, featured activities, and key partnerships is provided. Underlying each is a commitment to OUR students, OUR community, and OUR future through targeted activities to generate meaningful narratives for inspiring exemplary support. In this, USF empowers the next generation of citizen scholars, equipped with 21st-century workforce skills for a global environment, to fulfill USF's vision for students: lifelong success. Students have carried out various research projects in partnership with the community and campus. Students studied various transportation issues in partnership and collaboratively with USF Parking & Transportation, such as: "Implementation of Hybrid Transit-Oriented Development at USF, Carbon Emissions @USF, USF Car Volume, Transportation between IQ Apartments and USF Campus, and Bus Services for Disabled and Injured Bus Riders." Subsequently, students presented their findings to their partner and at the Undergraduate Research Symposium. Another research project that turned into a community engagement effort and improved teaching and learning occurred through the course. "Changemaking and Wicked Problems". OUR worked with the community partner, Tampa Innovation Alliance, to explore transit in the Tampa Bay Region. Student projects were provided to the community partner for use in advancing discourse about challenges in the community. Students were able to gain valuable, real-world experiences interacting with the CEO of HART, a representative from TBARTA, as well as a local Urban Planner and Lawyer focused on municipal codes. Students interviewed residents who utilized public transportation to advise city partners about transportation challenges. Undergraduate Research is one of the high impact practices now integrated into the new Enhanced General Education curriculum at USF.
Web Link (if available)	http://www.arcgis.com/apps/MapJournal/index.html?appid=e81f706928cd42168f0bde70ea91cab0 https://www.arcgis.com/apps/Cascade/index.html?appid=f58a88c310f9448ebf6d40f5b6f49158 https://kumu.io/lee-ever/usf-car-volume#current-parking-system https://www.arcgis.com/apps/MapJournal/index.html?appid=7c8689b431a34b1c86d4f27dc6d85fca http://www.arcgis.com/apps/MapJournal/index.html?appid=55e3d19429f44b39815ea2bfb9910d05 https://www.usf.edu/ons/past-winners/amberstory.aspx https://nationalcenterforexcellenceinhomelessservices.wordpress.com/2017/04/09/the-future-of-innovation-lies-in-collaboration-usf-social-work-and-engineering-students-pave-the-way/

Curricular Activity: 3.1 Student Leadership Courses

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	In the 2010 application, the USF Center for Leadership and Civic Engagement (CLCE) offered students opportunities for leadership through three main programs. One of these programs was a three-credit undergraduate course. Today, USF has expanded leadership opportunities through a variety of service programs and 630 registered student organizations. CLCE now offers a Leadership Minor that is offered in collaboration with Undergraduate Studies. The Leadership Studies Program is interdisciplinary in nature and is of significant benefit to students in all areas of study. Courses are designed to give students a theoretical and practical grasp of leadership relying upon the basic assumption that leadership can be learned and, therefore, taught. The program takes a unique approach to leadership education that combines practical application of leadership theories and opportunities for students to study the characteristics of authority, leadership, social dynamics, political processes, and the values that orient human behavior. Effective Fall 2017, the minor in Leadership Studies consists of a minimum of 12 credit hours, three of which are situated in a Leadership Capstone Seminar. The goal of the course is to assist students in the integration of their academic study of leadership and their leadership experiences in preparation for their roles as members of the work force. The capstone provides students with an opportunity to reflect and act on what they have learned about leadership.
Web Link (if available)	https://www.usf.edu/student-affairs/leadership-civic-engagement/leadership-development/leadership-studies-minor.aspx

Curricular Activity: 4.1 Internships/Co-ops

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Just as described in 2010, USF continues to make extensive use of internships and cooperative learning. Through the Office of Internships and Career Readiness, approximately 200 students per year take the generic internship course, and over 4,500 USF students pursue internships each year. A significant portion of these internships are completed in the community at nonprofit organizations in support of both the student's goals and the organization's mission. In addition, many colleges offer internships abroad, such as the College of Engineering, which offers an internship for both graduate and undergraduate students in the Netherlands; The College of Public Health practicum in Panama; and The School of Art and Art History, which offers a community engagement internship locally or abroad. In addition, business units provide students with internship opportunities that are community engaged. For example, the USF Department of Emergency Management provides internship opportunities to students to work within the emergency management program on the Tampa campus. Students commit 16 hours per week and engage with various sectors on campus to prepare the campus for emergencies. The School of Social Work provides ~50 undergraduate student internships each semester in local nonprofits throughout the Tampa Bay region. The field placement requirement is 460 clock hours or approximately 32 hours per week for 15 weeks. Additionally, social work students complete 30 hours of co-curricular community service as part of the Bachelor in Social Work program. In Spring 2016, the USF Department of Psychology began offering formal coursework tied to undergraduate internships (CLP 4941-Community Practicum in Mental Health). Since then, they have added another option whereby students can receive credit through supervised internships in the community without any coursework (IDS 4942-Community Internship, 1 to 4 credits). Since the Spring of 2016, 568 undergraduate students have served in internships at a variety of community agencies. In the academic year 2017-2018, a total of 178 students have enrolled in these courses. Additionally, 15 students participated in non-credit bearing internships. In general, students can either find a community agency in which to compete an internship (IDS 4942) after approval from a faculty member or they can have an internship assigned to them based on their interests (CLP 4941). For the Fall of 2018, there were 52 community agencies hosting one or more undergraduate psychology interns.
Web Link (if available)	https://www.usf.edu/campus-life/internships-student-employment.aspx

Curricular Activity: 5.1 Study Abroad

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	For the 2010 application, USF provided information about CE curricular education abroad (EA) opportunities. These offerings have increased in discipline and depth and will continue to grow. The QEP had a major impact, awarding 186 EA scholarships totaling $408,000 since inception. EA offers students CE courses in over 25 countries in programs ranging from one week to one year. Additionally, USF earned national recognition for increasing diversity in EA programs and was named a 2017-2018 Gilman Greatest Growth Institution in the category of racial and ethnic minority students. This honor comes from the U.S. Department of State's Bureau of Education and Cultural Affairs' Benjamin A. Gilman International Scholarship and stems from USF's innovative and strategic efforts to increase diverse study abroad participation. Launched in 2014, the program has generated a 34% increase in study abroad participation by Hispanic students, a 49% increase in participation by multi-racial students, and a 55% increase in black student participation. Course Offerings: -The College of Education offers two leadership and service courses in Panama and the Dominican Republic; both programs work with At-Risk Children. -The Honors College began partnering with the Kerolle Initiative for Community Health in Sosúa, Dominican Republic in 2016. Through this partnership, students have participated in global health internships and conducted community-based research with the Kerolle Initiative. -USF College of Engineering offers an eight-week summer program that allows students to research and develop innovative technologies in water and waste water to meet the Millennium Development Goals. It builds on USF's continuing relationship with the world's leading water authorities at UNESCO-IHE Water Laboratory in Delft, Netherlands. USF is the only university in the U.S. that has an existing Memorandum of Understanding (MoU) with UNESCO-IHE, Institute for Water Education to pursue opportunities to collaborate on research and education. -International Health Education is a practicum-style course in which students prepare online in early spring for a community immersion in Panama. Students work in groups to develop real health education interventions for a community, focusing on community needs and reality. Each student group works on various topics, ranging from maternal and child health to tropical diseases and vaccination. -Community Nursing: Once or twice a year, groups of approximately 20 students from the College of Nursing participate in a two-week community practicum learning about community health and clinical processes in rural areas of Panama. -Public Health Practicum/Seminar: This immersive experience allows undergraduate and/or graduate students to evaluate Panama's public health care system, conduct community needs assessments, experience cultural immersion with an indigenous group. Participants receive an introduction to and history of the Panama Canal and learn its critical relevance to public health measures in the region. -University Collaborations: For the past six years, the USF Panama Program coordinated a global health practicum in alliance with the University of Southern California's Keck School of Medicine. For two weeks, a group of students in epidemiology, health education, health policy, global health, and other public health tracks work on practical experience at a semi-rural community in Panama.
Web Link (if available)	http://news.usf.edu/article/templates/?a=8824&z=220&fbclid=IwAR1ipOEmKYDioQI8BfyeG-skoQmymOW1DkVagfVx3TcsDVkI8KBkhQwet_k

Curricular Activity: 6.1 Alternative Break tied to a course

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	At the present time there are no Alternative Break trips tied specifically to a credit bearing course.
Web Link (if available)	

Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	A number of Doctoral Students in the College of Education have focused their research on the impact of community engagement on student learning. Students in Engineering have partnered with faculty to understand the impact of CE on Engineering Education. Other colleges are encouraging doctoral students to explore this field of study as well.
Web Link (if available)	

2.1.

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

Curriculum: 2.1 Core Course

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	As previously discussed there has been a major shift in the curriculum requirements at USF. In 2017, the University of South Florida faculty reviewed, drafted, and adopted the Enhanced General Education (EGE), which encompasses four years of curriculum with a High Impact Practice course. The developmental model focuses the first two years of core courses on Knowledge and Intellectual & Practical Skills, while the last two years focus on Personal & Social Responsibility and Integrative and Applied Learning. The EGE curriculum is an institutional-level requirement in all majors. All USF students must take an ethical reasoning course in their junior year and High Impact Practice course in their senior year. This new curriculum still allows for faculty to teach CEL and civic engagement courses outside the High Impact Practice requirements as well. Students are encouraged to participate in community-engaged internships, work study, and CEL courses in their freshman and sophomore year.
Web Link (if available)	https://www.usf.edu/undergrad/general-education-council/gened-revision/proposed-program.aspx

Curriculum: 3.1 General Education

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	As described in previous sections of this application, there has been a major shift in the curriculum requirements at USF. In 2017, the University of South Florida faculty reviewed, drafted, and adopted the Enhanced General Education. The curriculum was implemented in Fall 2018. The new EGE requires a High Impact Practice course as an institutional level requirement in all majors in the senior year. This new curriculum still allows for faculty to teach CEL and civic engagement courses outside the High Impact Practice requirements as well. However, the new curriculum also requires students to take one HIP course within their discipline, of which CEL is included but not required. In addition, students in all disciplines are required to take an Ethical Reasoning and Civic Engagement (ERCE) course in their junior year. This course includes a High Impact Practice as well. Many students take more than one of these courses.
Web Link (if available)	https://www.usf.edu/undergrad/general-education-council/gened-revision/proposed-program.aspx

Curriculum: 4.1 First Year Experience Courses

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	In the previous application, the First Year Experience Courses included a service-learning project or experience; however, in 2016, a review of all service-learning courses was undertaken simultaneously with the revision of the curriculum for the First Year Experience Courses. The service-learning designation was removed from most of these courses, as they did not meet the revised high-quality criteria for service–learning designation. The First Year Experience course was renamed Academic Foundations, and these courses are no longer required to be designated as service-learning, though instructors may choose to include community-engaged learning and have done so. Faculty who teach these courses and wish to designate their course as CEL receive consultation and training, submit course proposals to OCEP, and work with professional staff to meet quality standards for designation.
Web Link (if available)	

Curriculum: 5.1 Capstone (Senior Level Project)

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	There have been significant changes in the integration of community engagement in the curriculum throughout the campus since the last application, and capstone projects are no exception. A number of colleges and departments encourage faculty to integrate community engagement into the capstone courses. This is particularly evident in the College of Behavioral and Community Sciences (Social Work, Child and Family Studies, Aging Studies), College of Arts and Sciences (Sociology, Anthropology, Environmental Sciences, and Religious Studies) and the College of Engineering (Mechanical, Electrical, Civil and Environmental). Additionally, while capstones are included in the new Enhanced General Education as a High Impact Practice, many colleges and departments recognize the importance of a community-engaged component to the capstone course. Capstones may also take place as internships, in which students work in the community with nonprofit agencies and organizations to carry out assessments, strategic planning, or research projects that are identified by community partners. Examples In the Capstone Water Resources/Environmental Design Course for seniors in Civil and Environmental Engineering, students work on real-world industrial and domestic water treatment, water transport systems, and hydraulic systems to improve these systems in the Tampa Bay Region. In the Mechanical Engineering Capstone course, students often work on projects that enhance the lives of people with disabilities, particularly focused on the challenges faced by individuals in wheelchairs. Projects have ranged from modifications for Off-Road Design for a manual wheelchair, to a Rotational Sliding Seat Mechanism, to a Portable Mobility Lift for Transportation. Mechanical Engineering students have built and repaired lifts across the campus and often consult with the ADA office and OCEP to identify meaningful projects. The Senior Seminar in Early Childhood Education focuses on helping the student synthesize university coursework and experiences in a full-time Pre-K and primary teaching placement. Emphasis is placed on planning and implementing developmentally appropriate teaching-learning experiences.
Web Link (if available)	http://carrt.eng.usf.edu/education.htm https://www.systemacademics.usf.edu/course-inventory/?output=detail&subj=EEC&num=4936

Curriculum: 6.1 In the Majors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	As described in previous sections of this application, there has been a major shift in the curriculum requirements at USF. In 2017, the University of South Florida faculty drafted and adopted the new Enhanced General Education. High Impact Practice's is an institutional-level requirement in all majors. This new curriculum still allows for faculty to teach CEL and civic engagement courses outside the High Impact Practice requirements as well. However, the new curriculum also requires students to take one HIP course within their discipline, of which CEL is included but not required. In addition, students in all disciplines are required to take an Ethical Reasoning and Civic Engagement (ERCE) course in their junior year. This course includes a high-impact component. Many students take more than one of these courses. As previously described, the QEP, Global Citizens Project requires students to participate in community engagement as part of the service and curricular requirements to receive the Global Citizens Award. Service-learning (CEL) courses (credit-bearing) and community service (non-credit-bearing) can be used to fulfill some of the award requirements. Faculty and students are encouraged to work with OCEP to identify or create credit-bearing options or to work with the CLCE to find non-credit-bearing options. To graduate from the USF Honors College, students need to carry out 50 hours of community service. Students must document their hours through the reporting platform BullSync used by the USF Center for Leadership and Civic Engagement. By reporting through BullSync, students are able to print out a Co-Curricular Transcript when completed. In addition to the service requirement, the Honors College is a champion of community-engaged learning through their recruitment of faculty and awarding of mini-grants to faculty for implementing these practices (transportation, supplies, etc.). Most recently, Interim Associate Dean Catherine Wilkins received the Outstanding Engaged Faculty Award from Florida Campus Compact for her work with students on historic preservation with local museums. This is an ongoing effort. Dr. Wilkins has taught a number of courses with the S-L attribute and serves as a mentor to other Honors College faculty.
Web Link (if available)	https://www.usf.edu/undergrad/general-education-council/gened-revision/proposed-program.aspx https://www.usf.edu/gcp/faculty-staff/award-faculty-staff.aspx

Curriculum: 7.1 In Minors

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Students are encouraged and offered CE courses throughout the curriculum. While CE is not a specific requirement in the minors, it is integrated into the curriculum at an institutional level, and many departments are encouraged to certify their courses as CEL and provide opportunities for students to enroll in CEL courses throughout their education.
Web Link (if available)	

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Curriculum: 8.1 Graduate Studies

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Community engagement is a component of Masters and Doctoral education across USF. While not all colleges use a CE approach, it can be seen in graduate programs in colleges and programs such as Business, Urban Planning, Sociology, Psychology, Medicine, Education, and Social Work. Graduate students also participate in the Community Sustainability Partnership Program (CSSP) offered through OCEP in partnership with local cities through the Patel College of Global Sustainability, College of Engineering, and the College of Arts and Sciences. The Graduate program in the Muma College of Business offers a community engagement course entitled Ethics, Law and Sustainable Business Practices (aka the "S" Lab). In the "S" Lab, graduate students work with real companies and non-profit organizations to create sustainable business plans during a 12 week time frame. Students can select an organization of their choice and the faculty leader takes requests for projects as well. Projects may involve a single student, teams or the entire class. All projects follow the same template and approach: Assess- What sutainability related initiatives has the organization undertaken to date? Vision- What would the organization look like if it were 100% sustainable? Plan – Construct a plan that describes how the organization can become sustainable. Students complete a comparison analysis on similar organizations to search for best practices. Recommendations are provided to the organization to address sustainability challenges around the energy, waste, water, transportation, marketing and resources. The Psychological Services Center (PSC) at the University of South Florida is a teaching, research, and service clinic. The PSC offers affordable outpatient mental health services to the Tampa Bay community while providing graduate students in the Doctoral Program in Clinical Psychology experience in the assessment and treatment of psychological problems. The PSC is equipped to provide assessment and therapeutic services for adults, children, families, and couples. Clinical psychology students provide a needed service to the community through this clinic. The Masters Program in Social Work places 186 masters level students in local nonprofits, hospitals and clinics throughout the Tampa Bay region. The requirements for successful completion of an MSW degree include a field education component. USF requires a minimum of 900 total hours of field placement. Full-time students are in the field 20 hours per week for three semesters; part-time students are in the field for 12 hours per week for five semesters. The integration of community engagement into graduate education is growing and can be evidenced through multiple course offerings in both masters and doctoral programs as well as the awarding of NSF GRFP Fellows from Biomedical Engineering, Marine Science, Biographical Oceanography, Chemical Education, Chemical Oceanography, Energy Engineering, Microbial Biology, Computational Methods, Computer Security and Privacy, Social Science Communication, Environmental Engineering, Ecology, and Biological Anthropology.
Web Link (if available)	http://psc.usf.edu/ClinicalServices.aspx https://www.usf.edu/cbcs/social-work/programs/field-program/mswfieldprogram.aspx

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Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	"Collaborative Assignments and Projects" has been approved by the USF General Education Council as a High Impact Practice for use in the Enhanced General Education implemented in 2018. Not all collaborative assignments have a CE component but many of these course projects do address real world problems presented by a community partner in the classroom. For courses with large class sizes, this approach becomes manageable and promotes community engagement. For example, in a Land Use Planning course, students wrote policy recommendations for a local municipality. This was not a feasible task individually, but working as a team they were able to complete the project and present their findings to the partner. The General Education Council defines collaborative learning as follows: "Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research."
Web Link (if available)	https://www.usf.edu/atle/teaching/hips.aspx

2.2.

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

In reviewing the 2005/2010 Carnegie Application for Engagement, it is apparent that curricular engagement at the University of South Florida has been on an upward trajectory that substantiates USF's commitment to both students' education and community well-being.

In 2010, USF reported that 76 faculty across all four campuses were teaching service-learning courses to 1,946 students. This included students participating in practicums and internships. At that time, there was no formalized faculty training or criteria for certifying service-learning courses. In 2017, there were 92 faculty teaching service learning courses at USF Tampa, and today (2019), USF Tampa has approximately 150 faculty teaching ~4,000 students located on one campus only. These courses are certified using rigorous criteria. With the implementation of the Community Engaged Learning Academy in 2017, faculty receive training to ensure the development of high-quality courses and the advancement of mutually beneficial partnerships. While there are many community-based practicums and internships offered through the various academic disciplines at USF which are community engaged, these experiential opportunities are not certified as CEL

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courses nor included in the reporting of CEL courses in this application.

It is important to note that as curricular engagement as grown, so has recognition for teaching CEL courses. This is evidenced in the recruitment of faculty with CE experience; awards for CE teaching at the institutional, college, and departmental levels; and in the revision of tenure and promotion guidelines in 2014. These changes encourage faculty creativity and willingness to develop and teach community-engaged courses.

Beginning in 2017, USF faculty carried out a year-long review of the USF General Education Curriculum. The result of this effort was the development of an Enhanced General Education (EGE) supported by both USF faculty and leadership. The revised curriculum highlights the significance of civic responsibility in the education of students as well as the importance of community engagement and other high-impact practices that enhance student learning. The curriculum was implemented in 2018-2019. This new curriculum will ensure that USF students in all colleges will have access to high-quality community-engaged curriculum in their junior and senior years of study. The curriculum does not negate the CEL courses offered outside the EGE, but rather supports the pedagogy throughout. This is evident in data that showed the growth of CEL prior to the implementation of the EGE curriculum.

In 2018, the Florida Legislature mandated that USF consolidate the three separately accredited campuses (Tampa, St. Petersburg and Sarasota-Manatee) into a single accredited university by 2020. This will mean that services to students on all campuses will be equitably distributed, including the integration of the Enhanced General Education Curriculum and the expansion of curricular engagement course offerings. This compels us to work collaboratively to provide quality CEL courses, partnerships, and faculty education for all USF students. We expect curricular engagement to be an integral component throughout USF and recognize opportunities for growth in new areas of engagement.
https://www.usf.edu/engagement/faculty/outstanding-community-engaged-teaching-award.aspx
https://www.usf.edu/undergrad/general-education-council/gened-revision/proposed-program.aspx
https://www.usf.edu/system/board-of-trustees/system-consolidation/

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	Since 2012, the USF Student Innovation Incubator has operated as a partnership between the USF Center for Entrepreneurship and USF Office of Research & Innovation. The center's faculty, staff, and alumni support and mentor student companies through education, training, and connection to the business community. Since inception, more than 100 student companies have been nurtured, accelerated, and launched. These new ventures create opportunities for students and recent alumni to chart their own careers. The new businesses create employment opportunities for the student founders as well as others in the community. While not all of these innovation projects developed include co-curricular engagement, some student entrepreneurs have developed companies that are reciprocal, asset-based, and tied to academic knowledge. For example, Education Rebound is a mentorship, development, and training service for students. KnobullPR matches USF students with local businesses and organizations to

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		create mutually beneficial relationships that will allow both parties to advance their goals. VRenewables is developing a street light that operates on renewable energy, such as solar and wind power, that would not require a power grid connection. No Flood Florida is a service that provides consumers with the ability to receive a report containing flood risk for their property. Sugar Sitters is a program impacting the lives of people affected by chronic disease and disabilities. https://www.usf.edu/entrepreneurship/initiatives/incubator.aspx https://www.usf.edu/business/news/articles/180404-spotlight-popovic-aleksandar.aspx
Community service projects - outside of the campus	Yes	USF offers a range of service projects outside of campus locally, regionally, and globally. The CLCE hosts bi-weekly service trips to the Tampa Bay community. Partners are able to advertise service opportunities on BullSync. The CLCE also coordinates two annual days of service aligned with the Corporation for National and Community Service (CNCS) days of service. CLCE hosts Charge in the fall and Stampede of Service in the spring. CHARGE: GRAB SERVICE BY THE HORNS (SEPTEMBER) is an annual kick-off to the community service year, occuring at the start of each fall semester. Hundreds of new students come out to volunteer together in the Tampa Bay area. This new-student tradition of service connects students with the community, but also connects them with USF juniors and seniors who help them learn about engagement opportunities on campus. STAMPEDE OF SERVICE (SOS) (JANUARY) SOS honors the values of Dr. Martin Luther King, Jr. by engaging students in meaningful service experiences that move them along the Active Citizens Continuum. In the process, students connect with each other around common causes while learning how their passions connect to the UN Sustainable Development Goals. Traditionally, SOS was a single day of service limited to 4 hours. SOS 2019 was envisioned to be a weekend of service, allowing students to serve on different and, in some cases, multiple days and times, based on their availability. The programmatic shift opened the door to new community partners who, in the past, could not participate due to scheduling limitations. This new format served as a template for monthly service "conferences" aligned to specific UNSDGs in the region. The USF Health Service Corps is an interdisciplinary program that enables students in nursing, public health, physical therapy, pharmacy, physician assistant, and medical (MD and MS/PhD) programs to participate in meaningful and rewarding health-related community service activities together. The USF Health Service Corps is sponsored by the USF Area Health Education Center and has its own coordinator, who assists participating USF Health students in planning, implementing, and evaluating service-learning activities. In the past, each College had initiated its own service activities, e.g. National Primary Care Week, Public Health Week, Nurses Week, health fairs, school physicals and more. However, there was little interdisciplinary collaboration between Colleges for these events. The purpose of the USF Health Service Corps is to facilitate opportunities for students in all areas of USF Health to work together on specific time-limited service events, as well as new ongoing service-learning projects throughout the year. The USF Health Service Corps is designed primarily for USF Health students in the CON, COPH, COP, COM, DPT and PA programs. For some non-clinical events, there are opportunities for USF undergraduate pre-health professional students to become involved. Both short- and long-term service events and projects are offered throughout the year in the greater Tampa area as well as in nearby rural areas. https://health.usf.edu/ahec/usfhealthservicescorps/hscevents https://www.usf.edu/student-affairs/leadership-civic-engagement/civic-engagement/volunteer-opportunities.aspx
Community service projects	Yes	There are a number of community service and engagement projects within the campus that benefit the on-campus and off-campus communities.

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- within the campus		One project which addresses a need in our own campus community is the development of 3D maps marking emergency exit routes that are accessible to visually impaired students and staff. The USF Advanced Visualization Center (AVC) has created a tactile version of maps for some classrooms on campus. Maps marking emergency exit routes are required by law to be posted in public buildings. While they can save lives, they have little impact on people who are visually impaired. Fifty students with visual impairment are registered with USF Students with Disabilities Services. The Office of Disability services connected Dr. Howard Kaplan with five students who developed and started testing personalized tactile maps this summer. This helped them get familiarized with certain classrooms prior to the fall semester. It is expected the 3D tactile maps will be available in Fall 2019. Student Government, in partnership with volunteers and faculty from the Muma College of Business Accounting Department and the United Way, offers the IRS VITA (Volunteer Income Tax Assistance) program on campus. Students, faculty, employees, U.S. residents, and international students are welcome to avail themselves of services free of charge. Feed-A-Bull Food Pantry is a Tampa campus initiative spearheaded by Student Health Services and Feeding America Tampa Bay. Feed-A-Bull is available to students enrolled on the USF Tampa campus. It was created to address food insecurity by providing supplemental food to students in need, as well as education and resources to students related to purchasing and preparing balanced food on a budget. Feed-A-Bull strives to alleviate food hardship and hunger among USF students by providing supplemental food, nutrition education, and resources to students in need, in order to promote student success and retention. Multiple student organizations, units, colleges, and departments initiate and participate in food drives throughout the year. Organized by USF Engineering students, this was the 45th year for the University of South Florida's annual engineering EXPO, which aims to bring technology out of the classroom by giving students of all ages an opportunity to experience science from a different perspective. More than 10,000 visitors from schools around the Tampa Bay Region experience science up close during the EXPO, which has become a popular field trip destination for local K-12 students. Through interactive activities and opportunities to meet engineering and science professionals, the EXPO teaches K-12 students the importance of technology in our lives and the value in learning about its impact on society. There are also activities geared toward fulfilling mathematics and science learning standards set by the Florida Department of Education. http://news.usf.edu/article/templates/?a=8532&z=220 https://www.usf.edu/student-affairs/student-health-services/services/feed-a-bull-food-pantry.aspx http://news.usf.edu/article/templates/?a=7702
Alternative break - domestic	Yes	The Center for Leadership and Civic Engagement provides students with the opportunity to participate in Alternative Service Breaks entitled Bulls Service Breaks (BSB), which account for 10 to 15 domestic trips annually. The mission of the BSB program is to raise awareness about social justice issues through education, service, and cultural exchange locally, nationally, and internationally. BSB provides educational service opportunities centered on current societal issues. Each trip is rooted in eight components of a quality alternative break and developed to provide strong direct service, orientation, education, training, reflection, reorientation, diversity, social justice, and full engagement. Spring Break trips are created with a focus on the United Nations Sustainability Goals: Women's Empowerment, Minority & Refugee Rights, Youth and Education Equality, Human Trafficking, Disability Services, Inner City Youth Outreach, Public Health, Community Disease Prevention, and Hunger & Homelessness. All trip experiences include pre-trip education and training as well as post-trip re-orientation and long-term social justice issue integration. For example, the 2018 Human Trafficking trip hosted a re-orientation experience that served as a pre-trip education experience. Specifically, there was an

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		interactive discussion session with a panel of practitioners and educators from the region to understand the multiple issues surrounding human trafficking.
		In Spring 2018, the CLCE and Campus Recreation partnered to create the Puerto Rico Service Trip. The initiative, a collaboration of the Outdoor Adventure Program and Bulls Service Break, was designed for students with a passion and desire to serve Puerto Rico. In May 2018, a team of students and staff went to in Puerto Rico for a week to assist residents of the island in rebuilding from the devastation caused by Hurricane Maria. Students worked in El Yunque, the only tropical National Rain Forest in the National Forest Service system, and at Hacienda Tres Angeles, a family-owned organic coffee farm, where they rebuilt trails and replanted crops devastated from the storms. Students met with the Foundation for Puerto Rico and learned about important work to regenerate the tourist economy. USF students also met with students from local universities to learn about ways to support recovery efforts. USF students strengthened existing relationships with community partners and built new partnerships that will provide sustainable opportunities to assist Puerto Rico with long-term recovery efforts. This Puerto Rico alternative break will be a recurring experience twice a year. https://www.usf.edu/student-affairs/leadership-civic-engagement/civic-engagement/bulls-service-break.aspx
Alternative break - international	Yes	International Alternative Service Break opportunities are limited. Most Education Abroad programs are for longer periods of time. The Center for Leadership and Civic Engagement does offer an international alternative service break program in Cape Coast & Ho, Ghana. In 2017-18, the program included an international experience for the first time in at least three years. In May 2017, students traveled to Cape Coast & Ho, Ghana to focus on Community Development, Public Health and Education, Environmental Conservation, and Women's Empowerment. Students majoring in these disciplines worked in teams on community service projects developed in collaboration to local community partners. USF is working to expand international service experiences as part of the leadership studies minor. https://www.usf.edu/student-affairs/leadership-civic-engagement/civic-engagement/bulls-service-breaks-international.aspx
Student leadership	Yes	Student leadership for co-curricular engagement occurs through a variety of organizations, academic programs and mentorship opportunities. Many of these opportunities are community engaged. One example for student leadership development is offered through The Center for Leadership and Civic Engagement (CLCE), which develops student leaders through the Service Fellows Program.
		The Service Fellows Program provides opportunities for USF students committed to service and community engagement. Composed of student-led committees focused on a variety of social issues, this board coordinates accessible, fun, and meaningful service events and projects for on- and off-campus experiences. This board also serves as a bridge in building intentional relationships between nonprofits in the community and student organizations on campus. Service Fellows affords board members leadership experiences through responsibilities that include managing event logistics, community partner relationships, and campus outreach.
		Service Fellows strives to ignite students' passion for service and civic engagement. The Service Fellows develop service-learning opportunities for USF students, focusing on current social issues to positively impact the Tampa Bay community. Five Service Fellows committees created service trips focused on a specific social issue, such as Environmental Awareness & Animal Welfare, Youth & Education, Human Rights & Immigration, Hunger & Homelessness, and Wellness & Disabilities; and then organized and led bi-weekly service trips to local nonprofits. This team also works to connect the USF community to service opportunities in the Tampa Bay area. The Fellows oversee the planning and

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		execution of large annual service events called CHARGE (September) and Stampede of Service (January). They also oversee the planning and execution of civic engagement programming (Survivors of Suicide Night and the Hunger Banquet), as well as the fall and spring Volunteer Fairs. The Organization Liaisons and Street Team assist in creating a direct connection to fulfill service needs in the Tampa Bay community. Through this team, CLCE is able to navigate different student organizations and connect them to service opportunities. https://www.usf.edu/student-affairs/leadership-civic-engagement/civic-engagement/civic-engagement-board.aspx
Student internships	Yes	USF students seek out both domestic and international internships in pursuit of the Global Citizen Award, through which they must align the experience with the Global Sustainability Goals and Global Citizen learning outcomes. Students are asked to reflect on ways their efforts may impact the communities in which they are working and how the experience has impacted their own world view. There are a number of community-based internships as well. Many of these internships occur through Federal Work Study placements. The School of Social Work requires students to intern for 30 hours at a community agency of their choice. This is in addition to their required internship. These placements occur in homeless shelters, mental health centers, food banks, domestic violence shelters and youth centers. The students reflect on their experience during class time. The School of Psychology also places undergraduate students in internships at local non-profits. This is also in addition to a required internship. Students work with their advisor to be placed in an area of interest. This type of placement serves two purposes, it allows students to explore if this is the work they plan to pursue and to reflect on the experience while providing a needed service. https://www.usf.edu/gcp/documents/2015-2016-gcp-annual-report-exec-sum.pdf
Work-study placements	Yes	USF has a large number of students who are eligible for Federal Work Study (FWS) grants. Through the Federal Work-Study program, 7% of all FWS-eligible students are offered community engagement positions with local nonprofit agencies and organizations in the surrounding community. The placement and monitoring of community-based FWS students occurs through three units: CLCE, Office of Internships and Career Readiness, and OCEP. In the Center for Leadership and Civic Engagement, FWS students are placed with off-campus community partners through the CLCE's Work and Serve program. Students placed at Junior Achievement: BizTown and Finance Park gain nonprofit experience working with youth ages 10-11 and assist them through a simulated community experience of 20 student-run businesses where they learn business and financial planning skills. Students assist groups of 4-10 students through the community simulation. Students placed at Children's Home Society of Florida gain non-profit experience working at Joshua House, a 36-bed facility for children and youth who have been abused, abandoned, or neglected. Students placed at Metropolitan Ministries gain nonprofit work experience with a large, dynamic social services organization serving homeless families. The organization is committed to finding students a position that fits with both their needs and the Ministry's needs, allowing students to gain real-world work experience. Through the Office of Internships and Career Readiness, FWS students are provided employment opportunities in the community with select non-profits that offer students an internship-level experience and insight into what careers in community service might look like. One of these non-profit organizations is The Skills Center, where students work with children in an after-school program that focuses on literacy and mentoring. The Office of Community Engagement and Partnerships has approximately 20 students placed in community-based organizations. These students are placed in various schools

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		and non-profits such as Mort Elementary School or the University Area Community Development Corporation, where students tutor, develop, and implement programs and projects to engage children in after-school programs. https://www.usf.edu/student-affairs/leadership-civic-engagement/civic-engagement/work-and-serve.aspx
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	USF students participate in a variety of activities that enable them to engage with employers with strong social responsibility missions. Activities include Intern For A Day, CLCE Volunteer Fairs, Career Readiness, Career and Internship Fairs, Alternate Spring Break, and conferences such as the Tampa Bay Network to End Hunger conference. http://gpsc.usf.edu/service.php and https://www.usf.edu/student-affairs/leadership-civic-engagement/civic-engagement/volunteer-opportunities.aspx
Living-learning communities/residence hall/floor	Yes	Residential Education at USF is guided by an educational priority, which states that at the end of the residential experience, USF students will be global citizens who are holistically well, interpersonally competent, and academically engaged. Residential Education provides a sequenced curricular approach to student learning in the residence halls. The strategies for engagement within the residential community are diverse to meet student needs for high-impact practices. One important opportunity offered to students is membership in one of 14 academically linked Living Learning Communities (LLCs). Students in these programs are immersed in the culture of their individual college and gain opportunities for learning about selected careers and disciplines. One of the learning goals of residential education is providing opportunities for learning through service. USF hosts a chapter of the National Residence Hall Honorary Society (NRHH). The NRHH is a Premier Leadership-based Honor Society composed of the top 1% of Student Leaders living on campus. At the core of its values are recognition and service. This year alone, NRHH has partnered with several local and national organizations to offer its members service opportunities. These opportunities included Feeding Tampa Bay, the Jordan Porco Foundation, Hope Lodge, and both of USF's large-scale community service initiatives: Charge and Stampede of Service. As previously described, the Residential Curriculum provides a structured approach for learning to occur outside the formal academic curriculum. As a form of structured reflection, all residential students engage in intentional conversations with peer resident assistants. These reflective conversations are geared towards understanding a student's acclimation to the campus; helping students reflect on personal values; and increasing skills to engage in a curious, caring, and inclusive conversation with people from diverse backgrounds. The residential staff is trained in strong, community-building communication skills, paying special attention to individual needs. Most of the conversations with students are intentionally designed to occur around important times of the year or around events occurring on- and off-campus. Conversations at the beginning of the semester focus on acclimation, while consequent conversations focus on values congruence and reflections on social justice advocacy events on campus. Even student hiring has been adjusted to include reflection and experiences that allow potential staff going through the process, a learning opportunity. All applicants who apply to be a resident assistant or community manager are required to provide reflections of their learning. Lastly, Residential Education maintains a strong relationship with Education Abroad and encourages consistent collaboration for students to learn about and participate in study abroad opportunities that have a community service component.

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Student teaching assistants	Yes	USF does not have student teaching assistants assigned for co-curricular engagement activity, but does have graduate assistants that enable staff to facilitate co-curricular engagement programs, projects, teaching and research. The Office of Community Engagement and Partnerships, Center for Leadership and Civic Engagement, and various other units on campus engage Graduate Assistants in this manner. Graduate Assistants oversee projects and can serve as liaisons to departments
Athletics	Yes	In the athletic department, student-athletes participate in a variety of off-campus community service projects each year. The USF Athletic department works with several community partners — including Paralympic Sport Tampa Bay, local Boys and Girls Clubs, Where Love Grows, G3, Metropolitan Ministries, and others — to hold service events for student-athletes and staff throughout the year. In addition, the Men's and Women's Basketball Teams work with an organization to raise money and awareness about a social issue or problem facing families, such as Autism. The teams dedicate proceeds from the games to the organizations working to create awareness. In each of these activities, athletes have the opportunity to reflect on their experience. Student-athletes also participate in community service during two notable campus events. In January 2018, more than 40 student-athletes participated in Stampede of Service and helped to clean and beautify a park in the Tampa Bay area. In April 2018, the department held "A Day in Green and Gold", where approximately 130 elementary school students from local Boys and Girls clubs came to campus to participate in a "day-in-the-life" event in athletics. In its third year, student-athletes serve as volunteers and team managers alike, helping to create a Game Day environment for the kids.
Greek Life	Yes	The University of South Florida recognizes 49 fraternities and sororities within the following governing councils: Interfraternity Council, Multicultural Greek Council, National Pan-Hellenic Council, and the Panhellenic Association. Each of the organizations support local, regional, and national community partnerships and philanthropic causes. Programs offered by the chapters include awareness-based, educational programming covering such topics as domestic violence and human trafficking, as well as bystander intervention education. Many chapters support local community walks, such as the Alzheimer's Walk, Breast Cancer Walk, Arthritis Jingle Jam, and Mothers Against Drunk Driving Walk, as well as local agencies including Metropolitan Ministries, Keeping Tampa Bay Beautiful, Shriners Hospital, Trinity Café, and others. A number of others also participate in the Adopt-A-Road program locally. Some of the chapters work with the Center for Leadership and Civic Engagement to identify meaningful partnerships and get involved in programs offered through CLCE, such as Stampede of Service, Bulls for Kids, and Bulls Service Breaks. While almost all Bulls Service Breaks will find members of the fraternity/sorority community as a part of their efforts or serving as a student site leader, there is also an annual Bulls Service Break open to only fraternity/sorority members. Some organizations have regular service or philanthropic programs that occur annually or at multiple times throughout the year, sometimes even bi-monthly. These include Alpha Delta Pi Sorority and their bi-weekly volunteering at the Ronald McDonald House. One of the annual projects is the Project Shop, organized by Iota Phi Theta Fraternity, Inc., and inclusive of other fraternities/sororities from all councils. More than $6,000 has been raised over a number of years to provide gifts to children from Tampa's Grant Park community during the holiday season and create a scholarship program for the Grant Park Community Center. Sigma Delta Tau's Annual Puttin' On The Hits program benefits Prevent Child Abuse America and has raised an average of $50,000 annually. Organizations also raise money for causes based on partnerships created by the national

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		organizations. Some of those include partnerships with St. Jude, Service for Sight, the Maine Seacoast Mission, and the Ray of Hope Walk. All of these partnerships represent true community engagement in which a mutually beneficial exchange occurs between the organization and partner. Additionally, the fraternity/sorority community consistently moves quickly to support disaster relief projects, and mobilizes clothing and food drives as well as collections of other items of immediate need. Two of the primary ideals of the fraternity/sorority community is service and philanthropy. Giving back to communities is an integral part of the foundation of their organizations. In the 2017-2018 academic year, the fraternity/sorority community provided over 37,000 service hours and raised over $100,000 in philanthropic dollars.
Other (please specify)	Yes	There are a number of student organizations focused on addressing societal challenges using a CE approach. "Triumph Over Trafficking" collaborated with OCEP and faculty from various disciplines, including sociology, public health, and social work, for the past two years to bring awareness to labor and sex trafficking. A forum entitled "Global Innovation to Disrupt Human Trafficking" was open to students, faculty, staff, and community members free of charge. This is the fourth and largest event focused on ending human trafficking. Over 150 people attended the event including local law enforcement officers, trafficking survivors and internally renowned experts. The College of The Arts offer students a unique blend of co-curricular programs that allow different disciplines to address regional challenges using a community engagement approach. 1. The USF AVOICE4PEACE Invitational is led by a USF music education doctoral student/interim director of choral studies. The program brings seven middle-, high-school, and college choirs together to talk and sing about peace in observance of the U.N.'s annual International Day of Peace. Students from four counties participate in this event, learning about different peace movements around the world, such as anti-apartheid and peaceful, nonviolent civil resistance using their vocal skills to send a message of peace to the community. 2. USF Architecture students conducted workshops for migrant Pre-K students. They brought their design expertise to a classroom of pre-kindergarten (VPK) students at a Title 1 school in Plant City. The workshop was created by three senior architecture students and a USF Professor. The Pre-K students were introduced to the role of an architect through experiential activities. Kits were designed by the USF students so the children could design homes and buildings through kits that resembled different materials, mimicking how architects choose different materials to best suit specific applications. This program is in its second year and was redesigned based on feedback from students in the classroom and in the School of Architecture. 3. In 2018, the USF School of Architecture and Community Design and Pinellas nonprofit Celebrate Outreach broke ground on the first house of the Mini Homes Design Collaboration, a project that leverages USF student-designed mini homes as a solution to veteran homelessness. Over 40 students designed flexible, high-performance homes specially made to consider the needs of veterans in the community. Students tailored their designs to meet the needs of potential future residents by interacting directly with homeless veterans. They also gained insight on specific design considerations through interactions with veteran peers, who brought attention to accessibility and how to best design for veterans with PTSD. The first mini home will be built on a full-size lot near St. Petersburg. USF architecture students will volunteer their time to build cabinetry with the USF architecture fabrication shop. Additionally, the owner of a local construction company will donate construction labor to build the house. While this first home is supported by the generosity of the community, the implementation of mini homes does not depend on donations. The low-cost homes will be owned by the residents. http://trafficking.usfcs.info https://www.usf.edu/arts/news/2018/1003-usf-avoice4peace-invitational-brings-together-local-schools-for-peace-awareness-concert.aspx

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B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

USF Students have access to BullSync, a system that enables them to connect with various student organizations. BullSync furnishes students with a system that publishes information on the organization, including the constitution, events, and general student body meetings. By providing students with a convenient platform , the university promotes engagement not only within the campus, but with the community through each individual organization's goals. BullSync allows students to produce a co-curricular transcript or ePortfolio to assist them in post-graduation preparation. USF currently has plans to move to the program Engage in Summer 2019. This new program will support and facilitate organization management, event planning, involvement tracking, provide co-curricular guided pathways, facilitate student elections, and enhance data-informed insights. With a Give Pulse module add-in, students will be able to track and access community service opportunities.

Students can also earn micro-credentials for the career readiness competencies they have built through their experience in USF's Career Readiness Badging Program. Competencies include Leadership, Teamwork, Communication, Critical Thinking, Global Citizenship, Technology, and Career Management. For each competency, students reflect upon their academic and community engaged experiences.
https://www.usf.edu/career-services/career-ready/index.aspx

B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.

Students are provided with clear developmental pathways that can lead to complex forms of community engagement over time through a number of sources.

Students progress through the Center for Leadership and Civic Engagement initiatives along the pathway outlined by the Active Citizens Continuum. This model supports the concept that students begin with little concern for their role in social problems. Through volunteerism, students begin their education and movement towards discovering the root causes of societal problems. They become conscientious citizens, finally moving towards active citizenship where the community becomes a priority in values and life choices. This model can be seen explicitly in CLCE programs such as Stampede of Service, Alternative Breaks, and the Leadership Minor. Generally, the CLCE scales programs along three dimensions: Global Scope, Audience Capacity, and Longitudinal Time Frame. CLCE works to explicitly connect to external barometers (i.e. Carnegie expectations, NACE competencies, Active Citizens Continuum, Leadership Identity Development, etc.)

Multiple ways of communicating CLCE initiatives and services are provided for students through the USF website, publications, and newsletters; social media; multiple signature events; weekly Bull Market presence; Peer-to-Peer outreach; and specialty events such as the Experiential Learning EXPO, and Volunteer Fair.

Student-athletes can access resources within the Office of Student-Athlete Enhancement and the

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entire athletic department to engage with the community on a regular basis. Community service calendars are located in the athletics building, and student-athletes are able to sign up to volunteer for events based around their athletic and academic schedules. The Selmon Mentoring Institute and Enhancing U's career development programming offer opportunities for student-athletes to network and gain professional experience in their career fields of interest and to grow in their leadership opportunities. The Student-Athlete Advisory Committee and the Student-Athlete Leadership Academy provide participating student-athletes with the opportunity to engage with one another and with the athletic department as a whole.

Through Education Abroad, various international opportunities are provided for students to engage with local communities and host cultures. The University works on a variety of community-centered projects abroad, designed to bring USF students together with local constituents in meaningful ways. While not limited to service projects, these are among the most in-depth opportunities, as they afford local communities an opportunity to identify a need or project and match them with students' skillsets. While not a pathway in of themselves, international community engagement is a step in a student's pathway. The advertise pathways through academic departments using the Global Roadmaps, an outline of a student's four-year pathway through the major is embedded with Education Abroad experiences. For students majoring in programs that have not yet completed a Global Roadmap, students learn about these opportunities through a combination of classroom presentation, fairs, events, brochures, and the Education Abroad website.
http://alternativebreaks.org/wp-content/uploads/2014/06/Active-Citizen-Continuum-2014.pdf

B.4. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.
Many of the resources, programs, and opportunities for student leadership in CE did not exist in 2010. The Center for Leadership and Civic Engagement has increased and expanded leadership training and opportunities. There is now a 12-credit leadership minor that culminates with a leadership capstone project. The Student Government Association has established funding for student-led projects and manages student fees. The Honors College has added leadership and community service to their graduation requirements. The Office of Internships and Career Readiness, which oversees the Interns with Impact, Intern for A Day and, Global Internships, was established in 2015. The creation of that office and identification of needed leadership programming resulted from a multi-disciplinary workgroup led by the Office of Community Engagement and Partnerships. The office now is under the division of Community Engagement and Career Readiness and collaborates regularly with OCEP, CLCE, academic colleges, community partners, civic organizations, and businesses to create and enhance the leadership opportunities for students in the community.

USF students are actively involved in community engagement projects and programs in a variety of leadership roles through multiple sources, such as the CLCE, Athletics, Student Organizations, Greek Life, Colleges, FWS Internships, and student led clinics. They have worked in a wide range of non-profits and community organizations including the State of Florida Emergency Management Center,

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the Red Cross, Metropolitan Ministries (homeless services), Farm2School (school gardens), and Lutheran Ministries (migrant services). They have organized community forums on critical issues including human trafficking, food insecurity, and homelessness. Students who work in community organizations and non-profit agencies are routinely offered leadership roles as they strive to be better stewards of their resources and serve their populations more effectively. It is precisely in these organizations that students are most often provided with step-up opportunities that aid in leading the organization.

"During the Celebration of Leadership Awards, the CLCE presents a range of awards that recognize the contributions of student leaders, community and student organizations, volunteers, and individual community partners." Awards emphasize contributions to the CLCE's mission of educating and challenging USF students to be effective, ethical leaders who serve as engaged citizens for the global community and who have dedicated their time to the surrounding communities through community service, philanthropy, and/or social justice awareness. These awards also focus on community partners who have collaborated with the USF campus community in a mutually beneficial relationship to create positive, sustainable change for Tampa Bay. They also recognize a particular local community partner who has created opportunities for students to engage in meaningful and impactful work within the community.

Since 2012, USF Athletics has implemented the Stampede of Champions event to celebrate the achievements of student-athletes throughout the academic year. The event honors student-athletes, both individually and as teams, for their endeavors. Specific to community engagement, an individual and a team are honored each year for their involvement with the community. Additionally, student-athletes are recognized by the American Athletic Conference, NCAA, and USF for their efforts in community, academics, and athletics.
https://gousfbulls.com/news/2018/4/6/general-bay-area-kids-experience-a-day-in-green-and-gold.aspx?path=general
https://www.usf.edu/student-affairs/leadership-civic-engagement/leadership-development/celebration-of-leadership-awards.aspx
https://www.usf.edu/career-services/students/internships.aspx

B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.
USF has increased access to and participation in community-engaged activities for all students through cross-campus collaboration and the development of units such as the Office of Multicultural Affairs (OMA), which reaches out to those students (minority, first generation, etc.) who may not always seek out these opportunities. OMA coordinates and partners on a number of educational, outreach, cultural, and social programs. One example of a new event is the Lavender Graduation ceremony. Over 150 undergraduate and graduate students, USF staff members and community members took part in a ceremony that honored 39 students from the LGBTQ+ community. "Many times LGBTQ+ students feel invisible and this is a wonderful way to celebrate them and their identities as they prepare to graduate and create change throughout the world."

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As discussed previously, the Stampede of Service (coordinated by CLCE) was traditionally a single day of service limited to four hours. SOS 2019 was re-envisioned to be a weekend of service, allowing students to serve on different, and in some cases, multiple days and times based on their availability. The programmatic shift also opened the door to new community partners who, in the past, could not participate due to their own scheduling limitations. Through this approach, students become aware of how the service in which they are engaged can help them gain career competencies and connect with leadership concepts in support of their leadership development. This promotes career readiness skills, student organization involvement, and civic engagement experiences aligned to the United Nations Sustainability Development Goals, moving students along the Active Citizens Continuum.

In 2016, the athletics department implemented a five-year strategic plan which addressed five major goals. Within Student-Athlete Enhancement, the focuses are on overall program development, career development, personal enhancement, leadership advancement, and community involvement. In the first year of the strategic plan (2016-17), the focus was to increase community engagement by 4% annually for student-athletes on each team; cultivate three or more partnerships with nonprofit/charity organizations in the Tampa Bay Community (completed); and create and maintain a collaborative and consistent tracking system to record service hours and participation in community events.

The goal to increase to 4% annually is an ongoing goal for the athletic department, and has required adjustments in the recent years due to new NCAA Time Demands legislation. However, partnerships with local nonprofit/charity organizations has streamlined the volunteering process for student-athletes in the Tampa Bay community. The database, which was referenced in a previous question, allows the Student-Athlete Enhancement staff to track community engagement initiatives and encourage student-athletes who are already participating to continue, and also to encourage student-athletes who have not yet been involved to participate.

Finally, the implementation of required and optional Enhancing U programming has set a standard for community involvement within the athletic department. Student-athletes have a minimum community service hour's requirement, and many of them go above and beyond that requirement by the time they graduate and move on from campus.
http://www.watermarkonline.com/2018/04/19/usf-holds-inaugural-lavender-graduation-honoring-lgbtq-students/

C. Professional Activity and Scholarship

C.1.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning.Indicate whether the faculty are

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tenure-track or part-time/non-tenure track Also, describe how this scholarship has been supported since your last classification.

Faculty of all status and across disciplines are committed to integrating CEL in their courses as well as the SoTL. This scholarship is supported though private and federal funding; university, college, and departmental tenure and promotion policies, and professional development appropriations. OCEP provides grant identification, partnership development, and mini-grants for facilitation and implementation of the courses. Here are just a few examples.

1. Kelsey Anderson, (Student) Isabella Chan, (Student) Jaime Corvin, (Associate Professor of Public Health), Dinorah Martinez Tyson (Assistant Professor of Public Health), (2017), "Application of mixed-methods design in community-engaged research: Lessons learned from an evidence-based intervention for Latinos with chronic illness and minor depression."
https://www.sciencedirect.com/science/article/pii/S014971891630129X#!

2. Dr. Jonathan Gaines, (Instructor, College of Engineering and Director of First Year Experiential Education and Learning). Dr. Gaines re-wrote the curriculum for and coordinates USF's creative-thinking-based first-year design course around community-engaged, problem-based learning. There are ~1000 students currently enrolled in these courses taught by with five instructors in different departments.
Gaines, J. E. "Re-imagining a first year design course to incorporate service-learning while minimizing traditional challenges", 10th ASEE First Year Engineering Experience Conference, Glassboro, NJ, July 2018.

3. Gaines, J. E., Bergman, V. (Instructors/Professional Staff) "Bulls-Engineering Youth Experience: Promoting relationships, identity development, and empowerment for first-year students through outreach", 9th ASEE First Year Engineering Experience Conference, Daytona Beach, FL, August 2017.
http://www.eng.usf.edu/~gainesj/

4. Andrea Lypka (2018). (Part-time Faculty), "Infusing participatory digital service-learning to deepen community-engaged professional excellence: Triumphs and challenges." The Reading Matrix: An International Online Journal, 8(2), 77-93.
http://www.readingmatrix.com/files/19-mh2w200n.pdf

5. Jennifer Marshall, (Professor of Public Health), Mindy Price, (Graduate Student), Joseph England, (Doctoral Student), Kate LeGrand, (Graduate Student), & Russell Kirby, (Professor of Medicine), (2018). "Engaging Florida Residents: Motivations and Impacts of Community Gardens in Tampa Bay." Journal of Community Engagement and Scholarship.
http://jces.ua.edu/engaging-florida-residents-motivations-and-impacts-of-community-gardens-in-tampa-bay/

6. Kristy Verdi, (Service-Learning Coordinator/Teacher, Hillsborough County Schools) and Michael Berson (Professor of Science Education). (2017). "Engaged Citizenship Through E-Service-Learning." School Superintendents Association.
http://www.aasa.org/content.aspx?id=21574

7. Dr. Christian Wells, (Professor of Anthropology, Director of the Center for Brownfields Research and Redevelopment, and Director of the U.S. Peace Corps Coverdell Fellows Program in Applied Anthropology). Conference presentation (2018), "Cultivating a Critical Environmental Justice Perspective among Students through University-Community Engaged Research in Tampa Bay, Florida" at the 79th Annual Meeting of the Society for Applied Anthropology, Portland, Oregon.
http://uweb.cas.usf.edu/~ecwells/

8. Dr. Catherine Wilkins, (Instructor), was recently awarded the Florida Campus Compact Award for Faculty Engagement.
Wilkins, Catherine. "Connections: Building Partnerships with Museums to Promote Intergenerational Service-Learning and Alzheimer's Care." Journal of Community Engagement and Higher Education, 10/1 (2018): 51-61.
Presentation at the 2018 Southeastern College Art Conference: session chair and presenter, "Collaborating Toward

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Community Engagement: Inventive Partnerships Between Museums and Institutions of Higher Education."
https://discovery.indstate.edu/jcehe/index.php/joce/article/view/423

C.2.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

1. Roberta Baer, Professor, Anthropology Department, co-created articles and books with community partners on behalf of the refugee community. With her partner, CARIBE, a federally funded English-language program, she co-created "American Stories", an anthology of oral histories from Burmese refugees which is used to help refugees learn English. The book printing and the transcription of interviews were made possible by a mini-grant from OCEP.
http://news.usf.edu/article/templates/?a=7883&z=220

2. Rebecca Burns, Associate Professor, Education, co-created publications and presentations with the principal of Mort Elementary School. Dr. Burns coordinates the Teacher Leader Academy, a collaboration between Hillsborough County Public Schools and USF College of Education to empower teachers, improve student achievement, develop leadership, and facilitate school renewal. Through this partnership, the COE maintains active involvement in the community school model, participating in its development and providing strategic planning support.

Burns, R. W., Johnson, W. W. III,+ & Hardin-Roberts, S.* (2017). The Mort Teacher Leader Academy: Developing teacher leaders for urban schools together. In D. Yendol-Hoppey, D. A. Shanley, D. C. Delane, & D. Hoppey (Eds.), "Working together: Enhancing urban educator quality through school-university partnerships" (pp. 129–148). Charlotte, NC: Information Age Publishing. https://www.usf.edu/education/faculty/faculty-profiles/rebecca-burns.aspx

3. Dinorah Martinez-Tyson, Assistant Professor, Public Health, co-created Campamento Alegria and a related publication. This free program emerged from Dr. Martinez-Tyson's collaboration with community partners: Latinos Unidos por un Nuevo Amanecer, Inc. (LUNA Inc), Morton Plant Mease Health Care and Moffitt Tampa Bay Cancer Community Network. Camp Alegria provides support, education, and outreach for Hispanic breast cancer survivors. It is the first oncology camp, providing activities in Spanish, tailored to the Latina community.
https://link.springer.com/content/pdf/10.1080%2F08858190701818234.pdf

4. Dr. Steven Meyers (Chief Scientist) and Dr. Mark E. Luther, (Associate Professor), Center for Maritime and Port Studies at USF College of Marine Science. They seek to increase and apply fundamental knowledge of global ocean systems and human-ocean interactions through research, education, and community engagement. They partnered with representatives from the Port of Tampa Bay, the Tampa Bay Estuary Program, and US Fish and Wildlife Service to research, publish, and present about the effects of wakes on the shoreline environment of Tampa Bay.
Meyers, S. D., M. E. Luther, S. Ringuet, G. Raulerson, E. Sherwood, K. Conrad and G. Basili, 2018. Wakes from Large Vessels and the Risk to the Shoreline Environment in Tampa Bay. In "Proceedings, MTS/IEEE Oceans18 Conference", Oct. 23, 2018, Charleston, SC.

5. Dr. Lorie Fridell, Associate Professor, College of Behavioral and Community Sciences co-created with the Tampa Bay Police a training titled "Fair and Impartial Policing." She developed and delivered the program with a curriculum design team consisting of police executives, supervisors, officers, community stakeholders, academic experts, and top social

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psychologists from around the nation. This program is now being implemented by the U.S. Department of Justice and police departments around the country. https://fipolicing.com/the-team/

C.3.

How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programing, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

Since the 2010 classification, support for professional development and scholarship has expanded to encourage staff to participate in community engagement efforts through scholarly work. Professional staff are supported in presenting and contributing to the scholarship of engagement in multiple ways, such as presentations, consulting, program development, and publications. They are also invited to take part in symposiums, award ceremonies, and conferences in areas of interest and expertise. Recent support includes registration and travel support from professional development funds.

Amanda Finch, M. A., Associate Director for Civic Engagement, Center for Leadership and Civic Engagement, Conference Presentation, "Developing Global Citizens: Alternative Service Break Practices", 2018, Service Unites, Points of Lights Conference on Volunteering and Service, Atlanta, GA

Justin Fitzgerald, M. A., Assistant Director, Center for Leadership & Civic Engagement, Conference Presentation, "Transforming the Student Volunteer Experience: The Win-Win-Win of Professional Development Opportunities in our Performance-Based Era," 2018, Service Unites, Points of Lights Conference on Volunteering and Service, Atlanta, GA

Kara Fulton, Ph.D. Coordinator, USF Global Citizens Project (QEP) and Sommer Mitchell PhD, College of Interdisciplinary Studies, "Supporting Faculty, Staff, & Students Through Global Engagement Programming." Presented at 2017 AAC&U Conference: Global Engagement and Social Responsibility: Higher Education's Role in Addressing Global Crises, New Orleans, LA

Deborah Graña, Graduate Assistant, Center for Leadership & Civic Engagement, Conference Presentation, St. Leo University Student Activities Drive-in Conference, 2018, "Justice League: Service and Outdoor Adventure." The presentation shared best practices for collaboration between civic engagement and outdoor recreation programs using the environmentally focused, disaster relief, alternative break program model that was created in response to Hurricane Maria in Puerto Rico.

Dustin Krein M.Ed., Program Planner/Analyst, and Corinn Beem, Graduate Student in Urban Planning and Design, "Advancing Livability and Sustainability through Service-Learning: Community Sustainability Partnership Program at the University of South Florida," Conference Presentation, 2017 Gulf-South Summit: Service-Learning and Civic Engagement in Higher Education, Birmingham, AL

Monica Lee Miranda, Director of the Center for Student Involvement, "Alianzas: Raising Latinx Students' Experiences towards Academic Achievement and Graduation" The presentation focused on how colleges and universities can implement unique and indicated strategies to impact Latinx student's enrollment and completion rates. Conference Presentation, 2019 NASPA Conference, Los Angeles, CA

Monica Lee Miranda, Director, Center for Student Involvement and Dr. Luz D. Randolph, Assistant Director of Development, Diversity Initiatives. "Escuchando Nuestras Voces: Understanding the Experiences of Latinas in Latina Sororities." The presentation focused on prior research on the Latina sorority experience which strongly supports the assertion that students who are involved and engaged while in college are more apt to be retained. Conference

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Presentation, 2019 NASPA Conference, Los Angeles, CA

Lillian Wichinsky PhD, LMSW, Director and Dustin Krein M.Ed., Program Planner/Analyst, Office of Community Engagement and Partnerships, Conference Presentation, "Educating Faculty for Quality Community Engaged Teaching & Learning," 2018 Florida Campus Compact Professional Development Conference, Miami, FL

D. Community Engagement and other Institutional Initiatives

6.1.

Indicate how community engagement directly contributes to (or is it aligned with) the institution's **diversity and inclusion** goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.

For the last 10 years, USF has expanded efforts to build a culture of diversity and inclusion for students and faculty. This effort is reflected in recruitment and retention programs and practices. "USF prepares students for an increasingly pluralistic and democratic society; and empowers students to compete in the global marketplace through multiple programs and initiatives." Students are embedded in diverse communities through internships, experiential education, CEL (Community Engaged Learning) and ERCE (Ethical Reasoning and Civic Engagement) courses, community-based undergraduate research, education abroad, and service opportunities.

The USF Strategic plan stresses that USF: "Develop diverse, dynamic global citizens and leaders to strengthen communities and improve quality of life, promote community-engaged scholarship and creative activities to benefit all members of society." USF community partnerships are aligned with this goal. For example, faculty and students from USF Colleges of Education and Engineering are working closely with a predominantly Hispanic-serving community elementary school that has identified challenges in STEM education. OCEP seeks out these partnerships to enhance community outcomes and provide students with the opportunity to work/learn in diverse communities.

USF has implemented a proactive approach to diversity and inclusion for faculty, who have access to several programs that support minorities as they navigate academia, seek tenure and promotion, engage in active research, and excel in their careers. USF continually works to recruit and graduate a diverse faculty. In 2013, USF was named one of the top 50 Colleges Advancing Women in Science, Technology, Engineering, and Math and in 2016, the USF College of Engineering ranked in the top five nationally in conferring engineering doctorates to African American and Hispanic/Latino students.

The Office of Diversity, Inclusion & Equal Opportunity (DIEO) uses a community engagement approach to meet the diversity and inclusion goals of the institution. DIEO promotes diversity, inclusion, and equal opportunity through education, advocacy, and collaboration. DIEO engages the Tampa Bay community in numerous ways, including the Latin Community and African American Advisory Committees working with the President of the University in addressing matters important to the community. DIEO offers education and training; a diversity lecture series; and diversity celebrations that provide a forum for faculty, staff, and students to deepen their knowledge and awareness of issues and opportunities for change in a global society. Each year, DIEO holds a Diversity Summit Luncheon attended by leadership, faculty, staff, students, and community members to discuss a topic of relevance to the community. The President of the University recruits members of the community to serve on an advisory committee to further USF's mission and strategic plan. Beginning in 2020, DIEO will hold a National Diversity Conference, as they seek to engage the diversity community in Tampa Bay and beyond by providing a platform for exploring diversity, equity, inclusion, and best practices throughout the field

Throughout this report, we highlight many examples of community-engaged teaching, research and service in which USF students and faculty participate to serve the diverse population of the Tampa Bay region through multiple collective impact initiatives. http://news.usf.edu/article/templates/?a=7873&z=220.
https://www.usf.edu/diversity/diversity-inclusion/diversity-inclusion-main.aspx.
https://www.usf.edu/diversity/diversity-inclusion/

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6.2.

Indicate how community engagement is connected to efforts aimed at **student retention** and success, and describe what has changed since the last classification. Provide relevant links if available.

USF directly and indirectly connects their student retention and student success efforts through community engagement. Over the last ten years, USF has significantly improved its six-year graduation rate from 47% to 70% and First Time in College (FTIC) student retention rates from 81% to over 90% in the same time period — a rate of growth that few institutions can match. These gains are the result of a thoughtful and deliberate culture change, as the university transformed the way it approaches the student experience and is committed to improve graduation and first-year retention rates. USF has been recognized by "The Education Trust" (2017) as being #6 in the nation for eliminating the completion gap between black and white students, #4 in the nation for Latino student success, and #1 in the state of Florida for both.

Over 41% of the undergraduate students at USF Tampa receive Pell Grants, and these students have a 68% graduation rate, which is 19% higher than the national average and higher than non-Pell grant recipients. These outcomes are achieved through multiple student-centric programs, including real-time analytics for identifying students at risk; academic advisors with focused assistance to students who may be struggling; redesigning gateway courses; creating a SMART Lab and increasing library hours; expanding study spaces; writing and tutoring assistance; and creating Living and Learning Communities. An additional critical factor in this formula for success is the integration of high-impact practices such as Community Engaged Learning directly into the graduation requirements. Prior to the implementation of the Enhanced General Education for the 2018-2019 academic year, USF had approximately 4,000 students enrolled in CEL courses (2017-2018). These community-based learning opportunities will only continue to grow as the EGE expands. In addition, USF has over 630 registered student organizations! Of these organizations, over 40 are cultural or identity-based. These organizations have a strong presence in the local community through service projects, volunteerism, and leadership education programs.

Diversity efforts are also connected to faculty professional development efforts. Faculty receive education on cultural sensitivity in the Service-learning Academy (now renamed CEL Academy). During this training, faculty learn how to prepare students to work in diverse communities. Panel discussions take place with community partners to enhance and ensure that student learning takes place with a mutually respectful approach and sensitivity.

A program focused on graduate student education community and engagement diversity efforts include the Rehabilitation & Mental Health Counseling (RMHC) program, which believes that by incorporating diversity throughout the student and faculty population, graduates are prepared to work with clients who represent a wide range of backgrounds and beliefs. The RMHC Program actively reaches out to academic programs that focus on minorities and disabilities to recruit students from these populations. Faculty members are encouraged and expected to foster relationships with leaders of diverse organizations to ensure community connections and learning opportunities, as well as recruitment opportunities.
https://www.usf.edu/cbcs/cfs/academics/rmhc/about/diversity.aspx
https://www.usf.edu/about-usf/brand-boundless-community.aspx
https://www.usf.edu/student-affairs/multicultural-affairs/organizations/index.aspx

6.3

Indicate whether the campus **institutional review board** (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

The Associate Director for Regulatory Affairs, is designated as overall Administrator for the University of South Florida System (USF) IRB and HRPP, who among other duties ensures USF maintains current registration for all of its IRBs, and ensures there is a plan to provide education regarding human subjects' research protection for PIs, research staff, and IRB staff and administrators.

The Quality Assurance / Quality Improvement (QA/QI) Program assists campuses in the USF System, its affiliate partners, and researchers in performing human subject research of the highest ethical standards and promoting confidence in the integrity of human subject research at this institution. This program conducts random and for cause evaluations of USF IRB-approved research to ensure adherence to federal regulations, state and local laws, and institutional policies and

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procedures governing the USF Human Research Protections (HRPP) Program. In addition, the QA/QI Program provides training and education to researchers and their study teams and provides them with tools to facilitate the conduct of their research. The QA/QI Program is independent of the USF IRB and serves as a key component of the AAHRPP- accredited Human Research Protection Program. The QA/QI Program reports to the Associate Director for Regulatory Affairs within Research Integrity & Compliance.

USF trains faculty, staff, and student researchers at the highest level, with no distinction between contextual settings. The Education and Training Program plans, develops, implements, and evaluates human subjects' protection education programs. These programs are designed to ensure educational opportunities that provide information on the: (1) ethical principles of human subject's research, (2) federal regulations and state and local laws, (3) agency rules and guidelines, (4) good clinical practices and (5) university policies and procedures for the appropriate conduct of human subject's research. The human subjects' education and training program reports to the IRB Administration and is housed in Research Integrity & Compliance.

The Education and Training Programs conducted year-round by USF HRPP for USF faculty, staff, students, and our affiliate organizations include online trainings on how to submit research applications (several times a year), monthly face-to-face trainings detailing proper research ethics and policy requirements (at various events), bi-annual study coordinator retreats, bi-annual student researcher workshops, bi-annual IRB Member and staff retreats, and monthly customized classroom presentations on IRB-related issues and research topics.

One of the goals of the HRPP is to provide, conduct, and attend community outreach and education events. In addition to the care taken to assure the ethics and quality of the researcher and the research, this goal helps address and inform the public about their rights as research participants. Therefore, quarterly, they provide community events to potential participants throughout the Tampa Bay Region. USF HRPPs partners with USF's WE-CARE, which seeks to link researchers with various Tampa communities and populations. This is one example of the avenues used to reach this goal. While the IRB works closely with faculty around human subject protection, OCEP educates faculty on cultural sensitively and mutually beneficial approaches to engaged research within the community.
https://www.usf.edu/research-innovation/research-integrity-compliance/ric-programs/qa-qi/resources-useful-links.aspx
https://www.usf.edu/research-innovation/research-integrity-compliance/ric-programs/qa-qi/researcher-tools.aspx
https://arc.research.usf.edu/Prod/Doc/0/DGBSQITMNQAK72AHO2KG3FB441/USF%20HRPP%20Policy%20and%20Procedure%20Manual%20V12.pdf
https://health.usf.edu/pharmacy/we-care

6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for **Broader Impacts of Research** activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.

Over the past 10 years, USF has transitioned into a major research institution and is designated by the Carnegie Foundation for the Advancement of Teaching in the category for Highest Research Activity . This level of activity has had a dramatic impact on both the faculty and student community. USF has a strong record of continuous improvement and success in community engagement for teaching, research, and service. USF was awarded a record $475.2 million in research contracts and grants in fiscal year 2017. According to the National Institutes of Health, every $1.00 in research funding brings in $2.21 in local economic growth. In FY2017, USF's $475.2 million research funding alone supported more than 5,900 jobs and generated over $1 billion in local economic growth. The university ranks fifth in new patents among U.S. public universities and is ranked among the top 25 universities in the nation, public or private, for research expenditures. Ranking in the top 25 nationally reflects USF's dramatic rise as a public research university during President Genshaft's tenure. Last year, USF's annual research expenditures were $558 million, more than triple the amount from when President Genshaft arrived at USF in the early 2000s — the result of a continued commitment and additional investments to strengthen the university's research enterprise. The Office of Sponsored Research closely tracks all research awards, including Broader Impacts of Research grants and funding.

In the 2017-2018 fiscal year, the USF System was awarded over $15,400,000 in NSF Grants alone and nearly 100 million in funding. USF has a strong record of continuous improvement and success in community engagement through research and

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innovation. USF Office of Research and Innovation tracks USF progress in community engagement in extramural research.

Broader Impacts of Research Grants and Funding.
Eight-year increase Most recent Fiscal Year results
• Proposal Count up 42% Almost 600 proposals
• Proposal Dollars up 73% Over 350 Million dollars in proposals
• Award Count up 66% Nearly 500 Community Engagement Awards
• Award Dollars up 73% Over 100 Million dollars in funding
• Expenditure Dollars up 173% Nearly 100 Million dollars in Sponsored Expenditure

6.5. Does the institution encourage and measure student voter registration and voting?
Yes

6.5.1
Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring **student voter registration and voting** and what has changed since the last classification. Provide relevant links if available.

USF regularly holds voter registration activities during the weekly USF Bull Market, where students and community members provide the most up-to-date information to students who may be interested in voter activism and political involvement. Organizations provide the opportunity to volunteer as well.

Additionally, the campus invites and approves requests of non-partisan community partners regularly to recognize the commitment to student voter engagement. During the Fall 2018 semester, USF students were fortunate enough to vote on campus. The campus arena was open for voting, with golf cart rides being provided from student housing and to and from nearby off-campus housing.

The Campus Election Engagement Project (CEEP) and USF's Center for Leadership and Civic Engagement (CLCE) provided students with a successful Voter Education Session on October 17th, 2018. CEEP was linked with multiple professors on campus, who invited members from the organization as guest lecturers to educate their students about the election. Additionally, the League of Women Voters, CEEP, and CLCE provided students with a 'Party at the Polls' event, where students and community partners were able to connect together to view the results, as well as reflect on the events leading up to the election.

During this year's election cycle, representatives from various student organizations and student serving units at USF, as well as community members, were involved in USF's voter engagement efforts through political student organizations and participating faculty members. Members included OCEP, CLCE, USF Student Government, Florida PIRG'S New Voters Project, and Florida PIRG Students, Supervisor of Elections, League of Women Voters, and the ACLU of Florida.

As USF plans for the future of student voter engagement, the CLCE and Student Government will join forces to ensure a more systematic approach to student voter engagement, for the 2020 elections.
https://wusfnews.wusf.usf.edu/post/after-court-ruling-early-voting-college-campuses-makes-it-easy-students

6.6
Indicate whether the institution is committed to providing opportunities for students to **discuss controversial social**, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available.

USF is committed to furthering social, political, and ethical awareness as both a component and complement to community engagement. This commitment has grown since 2005/2010 and is evidenced by the breadth and depth of opportunities available to students, faculty, staff, and community. This commitment can be seen through multiple venues such as courses, organizations, residential education, multi-cultural events, and museums.
There are a number of courses offered across disciplines that allow for exploration and discussion around immigration,

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LGBTQ+ rights, climate change, and other topics. These issues are often tied to co-curricular opportunities both on and off campus. For example, students enrolled in a course that explored immigration and refugee policies participated in an experiential event offered by the Contemporary Arts Museum (CAM), directly aligned with the discussion on building a border wall. A CE anthropology course offered students the opportunity to interview refugees and write their story to complement the discussion.

One of the key co-curricular opportunities at USF is the CAM, which has provided multiple events and programs for students to discuss controversial topics. In 2018, the CAM partnered with USF's School of Art and Art History to host an exhibit titled Breaking Barriers, exploring the issues of identity and PTSD.

In 2017, the Black Pulp! provided students with the opportunity to examine evolving perspectives of Black identity in American culture and history from 1912 to 2016 through rare historical printed media shown in dialogue with contemporary works of art.

During the Fall 2018 semester, CAM partnered with the students from USF's Honors College and English and Humanities Departments to host an educational two-part symposium engaging students in an anti-partisan, national platform called Freedoms 50 State Initiative. Students could share their vision of freedom for the community.

In 2018, The USF College of Arts and Sciences hosted a book launch/seminar titled "Decolonization in Thought & Practice: Europe and the Americas Otherwise." The book, entitled "Comparative Racial Politics in Latin America," "investigates the intersection of social power and racial politics and their impact on the region's histories, politics, identities and cultures."

UnDocually training is available to all USF students. Modeled after Undocually training at other institutions, this training educates the USF community on the history, relevant legislation, and current realities of the undocumented community. This training strives to cultivate a more supportive environment for undocumented students at USF.

USF has established Living-Learning Communities to meet the unique needs of USF students. One such residential option is the LGBTQ+ community. This is open to all students and as part of their experience, workshops, discussions and social opportunities are available. To support students and to foster understanding, USF offers the Safe Zone Training Program, an institutionally recognized Lesbian, Gay, Bisexual, Transgender/Trans+, and Queer/Questioning (LGBTQ+) diversity training program through the Office of Multicultural Affairs. The Safe Zone Training Program aims to educate participants on advocacy for the LGBTQ+ community by promoting understanding, support, and inclusivity through interactive conversations and activities.

http://www.usfcam.usf.edu/CAM/exhibitions/2019_1_The_Visible_Turn/USFCAM_Bosco_SodiMuro_Press_Release.pdf
https://www.usf.edu/student-affairs/multicultural-affairs/programs/undocually.aspx
https://www.usf.edu/student-affairs/multicultural-affairs/programs/safe-zone.aspx
http://www.usfcam.usf.edu/CAM/cam_socialengagement.html
http://www.usfcam.usf.edu/CAM/exhibitions/2018_9_For_Freedoms_50_State/For_Freedoms_50State.html
https://books.google.com/books/about/Comparative_Racial_Politics_in_Latin_Ame.html?id=mCBtDwAAQBAJ&printsec=frontcover&source=kp_read_button#v=onepage&q&f=false

6.7

Indicate whether your campus has curricular and/or co-curricular programming in **social innovation or social entrepreneurship** that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available.

USF offers curricular programming in social innovation and social entrepreneurship through two colleges and multiple units. These programs just being implemented at the time of submission of the 2010 Carnegie Application for Community Engagement.

The Patel College of Global Sustainability was founded in 2009, just prior to submitting the 2010 Carnegie Application for Community Engagement. Their unique mission is focused on achieving sustainable development, both locally and globally,

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by fostering social, economic, and environmental sustainability. They accomplish this mission through teaching, research, student mentoring, and community outreach, as well as by generating practical knowledge and developing innovative technologies, skills and policies. One of the programs they offer is an entrepreneurship concentration. The M.A. in Global Sustainability concentration in Entrepreneurship provides students with a comprehensive understanding of concepts, tools, and skills of sustainability and green technology. Focus areas include green technology, development, transportation, energy, and sustainable enterprise. The program teaches students the applicable entrepreneurial skills they need to solve problems related to sustainability and provides students with real-world, hands-on learning experience to learn how to successfully transfer knowledge into products and processes that benefit society and the entrepreneur.

The USF Center for Entrepreneurship, is a nationally ranked, campus-wide interdisciplinary center located in the Muma College of Business. The center offers undergraduate courses and programs for all USF students (business and non-business). Whether students would like to increase their entrepreneurial business skills, pursue their own business ideas, or learn ways to bring innovation and entrepreneurial leadership into existing positions and businesses, an entrepreneurship minor or concentration teaches valuable skills that complement any degree program. Students do not need to declare a minor or concentration to take entrepreneurship courses. Many courses are offered online making them more accessible to the community.

The USF Student Innovation Incubator has operated as a partnership between the USF Center for Entrepreneurship and USF Office of Research & Innovation since 2012. The Center's faculty, staff, and alumni support and mentor student companies through education, training, and connection to the business community. Since inception, more than 100 student companies have been nurtured, accelerated, and launched. These new ventures create opportunities for students and recent alumni to chart their own careers. The new businesses create employment opportunities for the student founders as well as others in the community. While not all of the student companies have used a community-engaged approach, some student companies have been founded for the purpose of addressing community challenges.
https://www.usf.edu/pcgs/ma-program/entrepreneurship-concentration.aspx
https://www.usf.edu/entrepreneurship/
https://www.usf.edu/entrepreneurship/programs/undergraduate/
https://www.usf.edu/entrepreneurship/initiatives/incubator.aspx

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

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1. Outreach

1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs:

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USF continues to offer programs documented in the 2005/2010 application, while expanding outreach efforts to meet the health, education, and sustainability challenges faced by Florida communities and the Tampa region.

1. USF Morsani College of Medicine provides health outreach to the region's most vulnerable populations, serving individuals across the lifespan. Developed with city leaders, Tampa Bay Street Medicine is a student-run organization providing medical care to homeless individuals and families through street runs, clinics, and a van that offers basic medical care. BRIDGE Healthcare Clinic is a student-run free clinic for uninsured individuals. The clinic is a multi-disciplinary effort with medicine, social work, physical therapy, pharmacy, and public health to improve patient well-being. The Ybor Youth Clinic serves youth ages 13-24, providing sexual/reproductive health care, HIV and STI testing and treatment, prevention counseling, and referrals. Working with city and county governments, non-profit organizations, and other health providers, they offer mental health services and counselors skilled in trauma and LGBTQ+ issues. Pediatrics Outreach Services Program (OSP) serves high-risk and underserved children, adolescents, and child victims of domestic violence. Services include primary care, treatment for chronic and acute illnesses, health and oral hygiene education, treatment and self-management education for asthma, nutrition counseling, childhood health promotion, and injury prevention education.

2. The USF Community Sustainability Partnership Program (CSPP) allows communities to provide leadership through sustainability and livability. CSPP harnesses USF resources, faculty expertise, and student innovation to create change through community-identified projects. These collaborations are at the forefront of solving complex social, economic, and environmental challenges to strengthen Florida communities. The program engages faculty and students in CEL courses across disciplines such as architecture, business, criminal justice, engineering, global sustainability, and urban planning. CSPP is composed of multiple projects which take place over an academic year to advance the needs of a community, while educating the next generation's workforce. Since 2017, over 500 undergraduate and graduate students have worked on 23 large-scale studies. These studies include historic preservation, sea level rise, transportation corridors, wastewater management, affordable housing, GIS mapping, and walkability studies. Students present the findings to city officials and residents; and most recently recommendations from students on a peril of flood study were integrated into a city's strategic plan. This is a strong mutually beneficial outreach partnership.

3. The Osher Lifelong Learning Institute (OLLI-USF) is a learning community for older adults (50+) offering classes in the arts and sciences, computer training, and technology education. The Institute's mission is to provide intellectual stimulation, social interaction, service opportunities, and outreach to the University and the greater community. OLLI-USF's roots go back to 1993 when it was the USF Division of Senior Programs (DSP) with its constituent programs, SeniorNet and Learning in Retirement. In February of 2005, USF DSP became OLLI-USF after receiving the first of several gifts from The Bernard Osher Foundation. Review of the 2015-2016 annual report indicates OLLI-USF engaged with 1,497 members and offered 270 courses. OLLI volunteers contributed a total of 14,547 hours in 2015.
https://health.usf.edu/medicine/studentorgs/tbsm
https://health.usf.edu/bridge/
https://health.usf.edu/care/pediatrics/services-specialties/ad-med/ybor-youth-clinic
https://health.usf.edu/medicine/pediatrics/pediatrics-outreach-services-program.
https://hscweb3.hsc.usf.edu/blog/2018/02/20/delivering-health-care-seafarer/
https://www.usf.edu/engagement/cspp/https://www.usf.edu/continuing-education/olli/about-us/index.aspx

1.2
What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

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In the 2005/2010 application, a number of institutional resources such as co-curricular student services, the USF Student Lecture Series, College of The Arts performances, library services, athletic events, and educational services were provided as evidence for outreach to the community. As discussed throughout this application, these programs continue to be offered and have expanded, such as the new Muma College of Business lecture series, featuring business topics of interest to students and the community. Additionally, as USF has grown as a research institution, so have its institutional resources and expertise in other disciplines. These are provided as outreach in a partnership approach.

1. Arts4All Florida (A4AF) is an institutional resource and partnership program, headquartered in USF's College of Education (COE) since 1996. Arts4All works to provide, support, and champion arts education and cultural experiences for and by people with disabilities. For over 36 years, A4AF has provided programs for people with disabilities to contribute to the social, cultural, and economic life of Florida. In 2017-2018, 307 students exhibited their artwork at galleries across Florida, including USF's Contemporary Art Museum. The USF Pepin Academy Summer Institute was one of the partners to host camp art experiences for 413 children and teens. Over 49,600 people have been directly served through 457 programs in 64 counties. USF is eager to continue its support and collaboration with A4A, helping make 87% of their programs free of charge.

2. Bulls-EYE (Engineering Youth Experience) utilizes undergraduate engineering students to mentor middle school youth from the Tampa Bay community in summer STEM interventions. The mission is to empower underrepresented STEM populations by promoting personal development, community values, leadership, entrepreneurship, and engineering problem solving. The NSF-funded program hired in 2018 over 40 undergraduate students and invited over 75 middle school students to campus. Bulls-EYE targets underrepresented students from two populations: 1) Undergraduate students looking to promote their personal success and make a difference in their local community through outreach and professional development; and 2) Middle school students at risk for low achievement, but who may benefit from life skills and STEM education. Students complete a six-week summer program on campus, in which activities improve both their practical and technical skills. Students are exposed to a broad array of engineering disciplines through hands-on activities and are shown how engineers improve their community.

Tutor-a-Bull provides aspiring teachers with one-on-one, small group, and classroom experience. Tutor-a-Bull's mission is to partner with schools, community, and industry to improve outcomes for PK-12 students through innovative approaches that improve the quality of teachers, principals, and other educators. Tutor-a-Bull strives to increase motivation for learning by providing academic support to struggling middle- and high-school students in 15 schools across Hillsborough County. During the last decade, the program has served more than 4,000 students with almost 70,000 hours of individualized instruction in reading and math by more than 900 Tutor-a-Bull teachers-in-training.
https://www.usf.edu/cbcs/fmhi/
http://arts4allflorida.org/about-us
http://bullseye.eng.usf.edu/
https://www.usf.edu/arts/events/
https://www.lib.usf.edu/services/
https://www.usf.edu/student-affairs/involvement/our-events/lectures/
https://www.usf.edu/business/graduate/mba-sport-entertainment/lecture-series.aspx
https://www.usf.edu/student-affairs/involvement/our-events/special-events.aspx

2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

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Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to https://www.brown.edu/swearer/carnegie.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and

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reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

Partner #1

Project/Collaboration Title	STEM Initiative with Girl Scouts of Central Florida
Organization Name	Girl Scouts of Central Florida
Point of Contact	Alexandra Thiele
Email	athiele@gswcf.org
Phone	813-262-1690
Institutional Partner	USF Engineering Departments, Mechanical, Computer Science and other fields
Purpose of this collaboration	In 2016, the Girl Scouts of West Central Florida (GSWCF) began its STEM Pledge initiative aiming to put 2.5 million girls into STEM programs by 2025. Thus, STEM programming has become essential and is now one of the four pillars of GSWCF. First-year USF engineering students receive hands-on experience with the tools and techniques of their fields while teaching and mentoring elementary- and middle-school-level girl scouts. Service-learning courses include App Development with Dr. Schinnel Small from USF Computer Science & Engineering and Designing Robots with Dr. Jonathan Gaines from Mechanical Engineering.
Length of Partnership	1 year and ongoing
Number of faculty involved	2
Number of staff involved	1
Number of students involved	120-160
Grant funding, if relevant	N/A

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Impact on the institution	First-year USF Engineering students gain the valuable skills of design and implementation of the development of a prototype within their field of study. Concurrently, students are engaged in service-learning courses in collaboration with GSWCF, building their communication, teaching, and mentoring skills.
Impact on the community	GSWCF receives the resource of USF engineering students to help girl scouts at the elementary- and middle-school levels build their STEM skills for the next generation of women engineers and scientists. In Fall 2018, 80 girl scouts participated in the partnership with USF Engineering. In Spring 2019, 250 girl scouts are expected to participate in STEM programming with USF Engineering.

Partner #2

Project/Collaboration Title	How to Make History
Organization Name	Gulf Beaches Historical Museum and St. Petersburg Beach Public Library
Point of Contact	Betcinda Kettells
Email	bkettells@stpetebeach.org
Phone	727-363-9239
Institutional Partner	Dr. Catherine Wilkins, USF Honors College
Purpose of this collaboration	Dr. Wilkins is responsible for supervising students as they practiced recording oral histories, producing documentary photography, digitizing visual and print artifacts, and cataloguing and contributing to an online historical archive. USF students are helping to digitize the at-risk collection of the Gulf Beaches Historical Museum.
Length of Partnership	1 year and ongoing
Number of faculty involved	1
Number of staff involved	1
Number of students involved	40
Grant funding, if relevant	n/a
Impact on the institution	Provides students with hands-on experience in recording oral histories, producing documentary photography, digitizing visual and print artifacts, cataloguing and creating a historical archive, and developing an exhibition/program of their work.
Impact on the community	By the end of the second semester, students had digitized more than 120 artifacts, including a diary written by an early female pioneer in 1911, hand-tinted postcards from the 1890s, and original oil paintings produced during World War II. Through the support of the St. Petersburg Beach Public Library, students uploaded these digital artifacts along with metadata reflecting their research about the objects to the Pinellas Memory Project, an online archive run by the Pinellas Public Library Cooperative and accessible to citizens and scholars worldwide.

Partner #3

Project/Collaboration Title	Procurement Case Study Analysis 2018
Organization Name	Habitat for Humanity of Hillsborough County
Point of Contact	Ron Spoor, COO
Email	rspoor@habitathillsborough.org
Phone	813-239-2242, ext 107
Institutional Partner	USF Muma College of Business,Kerry Walsh, Director, Business Honors Program
Purpose of this collaboration	For graduate and undergraduate business students to analyze procurement data provided by 11 Habitat for Humanity affiliates from across the state; and then to provide the most effective solution for the agency moving forward. Currently, the organization is decentralized; students recommended a hybrid model, using both decentralized and centralized purchasing methods. "With a hybrid method, some critical purchasing could stay decentralized while other non-critical purchases are managed through a central location or manager," according to the recommendation presented by the students.
Length of Partnership	1.5 years
Number of faculty involved	1
Number of staff involved	1
Number of students involved	10
Grant funding, if relevant	n/a
Impact on the institution	Students had the opportunity to examine different approaches for material procurement and provide a professional report the client to streamline efforts.
Impact on the community	Habitat for Humanity Florida CEO Barbara Inman said her organization will take action based on the options presented by the students. Specifically, she plans to: ⬜Share the results with the board of directors and then more widely within Habitat affiliates in the state, and even across other states. ⬜Invite affiliates and some outside experts in construction to work on a plan to implement as much of the centralized purchasing as can be done, focusing on the highest-return items first, such as cabinets, roofing tiles and concrete. ⬜Schedule another presentation of this material for a wider Habitat audience. There are more than 1,000 Habitat employees in Florida and many more board members and volunteers. ⬜Engage another study to further determine direction.

Partner #4

Project/Collaboration Title	Service-learning in the Dominican Republic
Organization Name	The Kerolle Initiative for Community Health
Point of Contact	Reginald Kerolle
Email	rkerollemd@aim.com
Phone	829-825-2409

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Institutional Partner	USF Honors College, Lindy Davidson Ph.D
Purpose of this collaboration	Service trip / service-learning course to support the work of the Kerolle Initiative's community health efforts through volunteering in mobile clinics, community outreach, and assisting Dr. Kerolle with his efforts for improved and sustainable healthy communities. Students gain a culture-centered perspective on health.
Length of Partnership	2 years and ongoing
Number of faculty involved	1
Number of staff involved	5
Number of students involved	130 as of December 2018
Grant funding, if relevant	n/a
Impact on the institution	Students who participate in the program may do so as a part of the Honors global requirement, Global Citizens Project, for undergraduate research projects, and for follow-up internships. Students gain an understanding of public health challenges in other parts of the world.
Impact on the community	Through the partnership, the Kerolle Initiative has increased their presence in impoverished areas along the north coast of the Dominican Republic, improved community awareness about health issues, used data gathered through student research for project development, and improved food security through the construction of community gardens and a school kitchen. Additionally, community members have over time improved bathroom facilities, acquired bed nets, and had the opportunity to learn skills in food preparation and service applicable to the hospitality industry.

Partner #5

Project/Collaboration Title	Junior Achievement of Tampa Bay Partnership
Organization Name	Junior Achievement of Tampa Bay
Point of Contact	Carla Prescott, M.Ed
Email	Carla.Prescott@ja.org
Phone	813-631-1410 Ext 222
Institutional Partner	University of South Florida, Center for Leadership and Civic Engagement, College of Education, Internships, Athletics, Muma College of Business,
Purpose of this collaboration	Multiple purposes to enhance the work of Biz Town by placing student volunteers, interns, tutors, mentors, business students, athletes in the organization by connecting K-12 students with economic concepts, work place skills and personal and business finances in a student size town.
Length of Partnership	6 years and ongoing
Number of faculty involved	4

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Number of staff involved	4
Number of students involved	195
Grant funding, if relevant	n/a
Impact on the institution	Provides students from a range of disciplines transformative experiences through several partnerships based on volunteerism, internships, federal work study, service-learning/community-engaged learning.
Impact on the community	Provides support to JA's mission of educating students in grades K-12 about financial literacy, work readiness, and entrepreneurship through experiential, hands-on programs.

Partner #6

Project/Collaboration Title	Learning Gate Community School Partnership
Organization Name	Learning Gate Community School
Point of Contact	Michelle Mason (Principal)
Email	michelen@learninggate.org
Phone	813-948-4190 Ext 315
Institutional Partner	USF Department of Anthropology, Engineering, Florida Center for Instructional Technology, Geosciences, Marketing, Patel College of Global Sustainability

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Purpose of this collaboration	Daniel Yeh (Engineering): Worked on real-world problems through projects on green buildings and rainwater harvesting with USF students. The school boasts a network of cisterns and pipes to capture rainwater runoff and reuse it for the campus' bathrooms, thereby reducing the need and cost for fresh water to provide the school's toilets. Dr. Yeh and his students also built an innovative hands-on learning platform called BBRATS, for BioEnergy/BioRecycling Research and Training Station, which combines the challenge grant food waste project with projects on global sanitation (funded by the Bill and Melinda Gates Foundation) and algae biofuel (National Science Foundation) to teach students that problems on food, energy, water, and wastes are all intimately linked. Nate Wolkenhauer (Florida Center for Instructional Technology): Interdisciplinary Study of Migratory Birds - Blended Learning Project The electronic data collected, including photos, video, and lesson plans, will be hosted online by USF's Florida Center for Instructional Technology. Through a publicly accessible data and resource sharing site, this project will offer environmental education blended learning resources to students and teachers near and far. Robert Bair, a graduate student in civil and environmental engineering at the University of South Florida, and several classmates have added a new dimension in a research project called Pathways to Organic Waste Reduction, Reuse, and Recycle (POW3R), demonstrating sustainable food waste management. Bair and his team have built and installed an anaerobic digester in a small shed on the K-6 charter school's 40-acre campus in Lutz as a test bed for turning non-compostable food waste, mostly meats and liquid wastes, into fertilizer. The nutrient-rich slurry the apparatus produces is used to support new plant growth in a nearby greenhouse and distributed elsewhere in the school's expansive organic garden Patel College of Global Sustainability: Partner with LGCS for EcoFest, a community event organized by Learning Gate Community School, USF, and the City of Tampa to celebrate the many businesses, organizations, and individuals in the Tampa Bay area dedicated to the Principles of Sustainability, Ecology, Equity and Economy. USF was involved with the workshops and organization of ECOFEST and brought both students and student volunteers. Geosciences: Interns from this department work with the Nature Instructor and the Learning Gate students to catalog the trees. Dr. Jennifer Collins provided advice and suggestions to Jim McGinity (Nature Instructor at Learning Gate). Mr. McGinity was then awarded a grant for $4,964.67 from the Tampa Bay Estuary program in 2013/2014 for "Learning Gate Community School - Pond Restoration & Water Quality Monitoring." Kelly Page Werder (Marketing): Service-Learning Course: "Advanced Public Relations" USF students worked with LGCS to create promotional materials and a campaign. This provided USF students an opportunity to help an organization with a real need around communication challenges. The class also gave community presentations at the end of the semester. Anthropology: Dr. Rebecca Zarger and students collaborated with Learning Gate, investigating how the garden affected their learning and eating habits.
Length of Partnership	15 years
Number of faculty involved	30
Number of staff involved	20
Number of students involved	1,000
Grant funding, if relevant	$9,264 and other collaboratively funded projects

Impact on the institution	The impact on USF is broad. It has involved and impacted faculty and students in multiple departments through numerous projects in the last 15+ years. USF students have had the opportunity to apply their classroom learning into a real-world experience, providing them with additional skills and experiences while being a student. Faculty have received grants and published articles and presented at conferences which help further their careers and help them receive promotions as a result of this collaboration.
Impact on the community	Through the numerous collaborative USF/Learning Gate projects, USF has assisted the school with achieving their mission, "To promote academic excellence, community service and environmental responsibility through family & community partnerships" and their vision: "Tomorrow's leaders engaging in and contributing to an educated, sustainable world." The collaboration between Learning Gate and USF has aided students in obtaining jobs and pursuing their career goals. For example, one Learning Gate alumni who worked on the tree projects as a student at Learning Gate now works for Hillsborough County doing tree permitting.

Partner #7

Project/Collaboration Title	Mendez Foundation Partnership
Organization Name	Mendez Foundation
Point of Contact	Charles Mendez or Kim Mendez
Email	cmendez3@mendezfoundation.org
Phone	813-251-3600
Institutional Partner	USF Department of Child & Family Studies, Tom Massey, Ph.D.
Purpose of this collaboration	Translation of research to community settings; child & adolescent behavioral health
Length of Partnership	6 years and ongoing
Number of faculty involved	5
Number of staff involved	3
Number of students involved	12-15 graduate students currently, 60 students over 6 years
Grant funding, if relevant	3.65 million
Impact on the institution	Connects USF students to community through Hillsborough Children Services and Pasco County
Impact on the community	Provides community partners with latest research for practice and implementation.

Partner #8

Project/Collaboration Title	Metropolitan Ministries & USF Partnership
Organization Name	Metropolitan Ministries

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Point of Contact	Christina Mitchell
Email	Christina.Mitchell@metromin.org
Phone	813-209-1067
Institutional Partner	University of South Florida, multiple units, colleges, student organizations and athletics
Purpose of this collaboration	To engage USF students and staff in meaningful projects that support Metropolitan Ministries' mission of caring for the homeless and those at risk of becoming homeless through services that alleviate suffering, promote dignity, and instill self-sufficiency.
Length of Partnership	Since 1995 and ongoing
Number of faculty involved	77 Faculty and staff who volunteer or oversee student volunteers and course work
Number of staff involved	See above
Number of students involved	From 2016-2018, 1,149 students
Grant funding, if relevant	n/a
Impact on the institution	2017 Food Drives w/USF Athletics Spring Football Game and Fall Canned Food Drive; and 2018 NCAA Track & Field Tournament Clothing Drive. USF Hearts for the Homeless student group volunteers twice per week during the Fall & Spring semesters doing blood pressure & pulse screenings for the clients we serve in Outreach and for the 100 homeless families who live on our campus. They also create and provide health literature. Federal Work Study Interns have the opportunity to learn and serve in every department on campus. Marshall Center & CLCE & OCEP staff volunteer in our Holiday Center, helping us serve 20,000+ families in need. From 2015 to 2017, USF Kid's Clinic from the Pediatric Department gave their professional services and student volunteer time once per week to conduct health screenings for the 250 homeless children who live at Metropolitan Ministries. Academic Foundations Students (all Freshman) classes spend 20 hours during their first semester volunteering at Metropolitan Ministries (as an option among other organizations) to gain a better perspective on the needs of the Tampa community. We have hosted the student leadership team from the CLCE Alternative Spring Breaks for our Metro Immersion program. MI is a service-learning, three-day experience focused on the topics of homelessness, poverty, and hunger. USF Gospel Choir has performed in the Holiday Tent. USF Wesley Foundation volunteers in the Holiday Tent every year with their students, staff, and community partners (Hyde Park United Methodist Church).
Impact on the community	Alleviate Suffering - 1,346,034 meals served to hungry neighbors throughout Tampa Bay – a 13% increase over last year. - 174,639 nights of safe shelter for children and their parents – a 22% increase over last year. - 18,402 families received Holiday assistance. - 18,470 children received toys. - 1,510 families were assisted with essential water & electricity bills. - 67,108 services provided through outreach – a 19% increase over last year. - 27,616 families helped through outreach services. Instill self-sufficiency - 414 families benefited from residential housing and programs, with 83.2% successful exits. - 94% of families have maintained their housing for at least one year after graduating from our Uplift U® self-sufficiency program. - 98% of families have not returned to homelessness.

Partner #9

Project/Collaboration Title	USF College of Education Partnership with Mort Elementary, A Community Partnership School

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Organization Name	Mort Elementary School
Point of Contact	Latiecea Hailey-Brown
Email	Latiecea.Hailey-Brown@sdhc.k12.fl.us
Phone	813-975-7373
Institutional Partner	College of Education, Rebecca Burns Ph.D.
Purpose of this collaboration	The University of South Florida College of Education (USF COE) is committed to community engagement by partnering with our local schools and districts to support school renewal for low-performing, high-needs schools. The mission of this collaboration is to establish a school-university partnership that would foster school renewal of a turnaround urban school. Goals: 1.Increase leadership capacity of administrators, teachers, and students 2.Transform teacher professional learning to enhance practice 3.Develop quality new teachers 4.Improve student achievement
Length of Partnership	6 years and ongoing (25 year committment)
Number of faculty involved	5
Number of staff involved	3
Number of students involved	Annually, 15-23 teachers as graduate students, Annually,12-18 undergraduates
Grant funding, if relevant	2016 to present $40,000

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Impact on the institution	Each year, Mort teachers agree to mentor 18-20 teacher candidates during their two-year, clinically intensive preparation program. In this program, teacher candidates accumulate almost 2,000 clinical hours at Mort upon their graduation, which means that Mort teacher leaders assume additional responsibilities beyond teaching children in order to support teacher candidates. Mort's capacity to nurture the next generation of high-quality teachers is a direct result of the intentional development of teacher leadership capacity. Partnering on the development of quality new teachers has also created a pipeline for teacher recruitment and retention at Mort. Prior to the partnership, Mort had 16 teacher vacancies that remained the entire year. That means that each day, children in those 16 classrooms either had a substitute or were divided up among other classrooms. Today, there is a waiting list to teach at Mort, and successful teacher candidates usually have the first opportunity at open positions. The remaining teacher candidates who successfully complete their clinical program have also been successful in obtaining a teaching position, indicating a 100% placement rate for graduates. Furthermore, doctoral students also engage in teaching and research experiences with this program. To illustrate the impressiveness of the Mort Teacher Leader Academy, one doctoral student came from Chicago, IL to USF's College of Education to study this program further. The College of Education, led by Dr. Rebecca Burns, its partnership with Mort, and the development of the Mort Teacher Leader Academy have been recognized recently at the state and national levels: 2019 Exemplary Professional Development Schools (PDS) Achievement Award This coveted award is given each year to a small number of school-university partnerships whose work creates and sustains genuine collaborative relationships between P-12 schools and higher education, citing the extraordinary commitment of multiple stakeholders in supporting an urban Title I school through Florida's Community Partnership Schools program. While most CPS's feature three partners, Mort has seven other partners in addition to USF, helping the school to achieve dramatic progress in both student achievement and teacher retention. 2018 Dr. Shirley S. Schwartz Urban Education Impact Award The award honors outstanding partnerships between universities and urban school districts that have a positive and significant impact on student learning. 2018 Florida Compact Campus-Community Partnership Award The awards honors outstanding campus-community partnerships that produce measurable improvements in and demonstrate a commitment to a community, while enhancing higher education.

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Impact on the community	The most significant impact has been in developing leadership capacity with teachers through a Customized Teacher Leader Academy. A key component of the partnership was to establish a cadre of teacher leaders with the skills to (1) systematically study their own practice by developing critical data literacy and teacher researcher skills, (2) effectively coach teacher candidates and in-service teachers to improve practice, and (3) skillfully facilitate job-embedded, differentiated professional development to meet the developmental needs of teachers. This was accomplished through the creation of a Customized Teacher Leader Academy at Mort. Designed by a USF COE researcher (Rebecca Burns, PhD) and teacher educator (Mort Principal, Woodland Johnson), Customized Teacher Leader Academies offer an innovative approach to rethinking teacher professional learning. Teachers earn advanced degrees and credentials by participating in graduate coursework that is collaboratively planned and taught on-site at the school. But unlike typical graduate coursework, "courses" use the school's data as the curriculum rather than a prescribed week-by-week, pre-established syllabus. In this way, graduate coursework is transformed to be responsive to issues and challenges that teacher leaders face in a turnaround school, and teacher professional learning is elevated to the rigor required in higher education. To date, 31 teachers have been certified in teacher leadership, four have graduated with advanced degrees, and another 20 are enrolled in graduate degrees. As a result of the partnership, over a third of the staff are now formally recognized for their accomplishments in teacher leadership. While most Community Partnership Schools feature three partners, Mort features eight partners. These partners consist of the school district, USF COE, and Tampa Family Health Centers as the core partners, along with the Tampa Innovation Alliance, the Community Area Development Center, Florida Hospital, and Bay Hope Church. All partners have made a 25-year commitment to continue sustaining the partnership to produce a highly collective impact on the community. As a result of the partnership, the school has improved from an F to a D to a C in 2018. In fact, student achievement improved so much in 2018 that the school was only four points from receiving a B. Students' achievement on English/Language Arts, Mathematics, and Science standardized tests outperformed the two other comparison elementary schools and is closing the gap to reach the district averages. By being a community partnership school, Mort now has a full-time Parent Resource Teacher and a designated room for parents and families to learn English, receive assistance in completing necessary documents to receive support, and access trainings related to job skills The improved performance of students on standardized tests; the improved school grade; and the improved student, teacher, and parent perceptions of the school are all evidence of the tremendous impact of the partnership.

Partner #10

Project/Collaboration Title	Refugee Services, Department of Children, Families & USF
Organization Name	Refugee Services, Department of Children, Families & Families
Point of Contact	Janet Blair, Regional Community Liaison
Email	janet.blair@myflfamilies.com
Phone	727-373-7682
Institutional Partner	USF Departments of Anthropology, Psychology, School of Social Work, College of Public Health, Engineering and Honors College, Office of Community Engagement and Partnerships
Purpose of this collaboration	-students worked with Professor Mahoney over the past 2 years to provide volunteer hours and internships and conduct research/service- learning in the refugee community. Approximately half of these were grad students. Led food drives, created books for learning English, Engaged with community to understand refugee challenges.
Length of Partnership	16 years and ongoing

Number of faculty involved	11
Number of staff involved	2
Number of students involved	Close to 600 students over the past 16 years.
Grant funding, if relevant	n/a
Impact on the institution	Student education in public health, social work, applied anthropology, psychology, engineering to prepare for work in the community and to increase knowledge about diversity
Impact on the community	Assisted in services to the refugee community in the Tampa region.

Partner #11

Project/Collaboration Title	The Skills Center & USF Partnerships
Organization Name	The Skills Center
Point of Contact	Celeste Roberts, Founder/Director
Email	croberts@theskillscenter.org
Phone	813-703-1324 Ext 104
Institutional Partner	USF Rightpath Research and Innovation Center, Office of community Engagement and Partnerships, Cybersecurity Department
Purpose of this collaboration	Two purposes: To bring in additional academic language support for elementary students The opportunity to engage FWS students Dr. Nathan Fisk – Cybersecurity Summer Camp for Teens to expose students to Cybersecurity and Jobs in the field Another Class working on a EQL Database
Length of Partnership	1 year and ongoing
Number of faculty involved	3
Number of staff involved	3
Number of students involved	11
Grant funding, if relevant	n/a
Impact on the institution	Federal Work Study students are able to gain authentic nonprofit and community experience working with youth to help them develop their literacy skills through Dr. Trina Spencer's evidence-based reading curriculum. Additional FWS student(s) gain experience in administrative/logistics tasks in nonprofit management and marketing.

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Impact on the community	The Skills Center is better positioned through their partnership with USF to meet their mission of improving academic achievements and building character, while promoting health and fitness for young people ages 3 to 18.

Partner #12

Project/Collaboration Title	Connections: Mental Healthcare, Community Engagement, and Art: Tampa Museum of Art & USF Partnerships
Organization Name	Tampa Museum of Art
Point of Contact	Brittney Bevel
Email	brittny.bevel@tampamuseum.org
Phone	813-421-8362
Institutional Partner	USF Honors College: Dr. Catherine Wilkins
Purpose of this collaboration	Students meet weekly at the Tampa Museum of Art to learn about the art on display, practice the Visual Thinking Strategies (VTS) method of art exploration with each other, and work in small groups to design interactive museum tours suitable for persons with Alzheimer's disease, depression, or post-traumatic stress disorder.
Length of Partnership	3 years and ongoing
Number of faculty involved	2
Number of staff involved	1
Number of students involved	128
Grant funding, if relevant	
Impact on the institution	Technically, this partnership started in 2015 with USF student volunteers participating in this program until 2017, when this partnership officially became a USF Honors College course. Through the curriculum Dr. Wilkins designed for Connections, students learn about the health conditions they encounter in the patient groups and undergo intensive training in the VTS method, which in clinical settings has been found to help participants access and express memories, practice their communication skills, externalize emotions, and relieve anxiety. Intimate interactions with participants provide students the opportunity to build empathy and deepen their understanding not just of a disease itself, but also of the human condition in general. In the 2017-18 academic year, more than two dozen of Dr. Wilkins' students shared their research findings at the USF Undergraduate Research Conference, marking a significant institutional impact through the dissemination of the new knowledge they created. Spring 2019 students are on schedule to present once again at this conference.

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Impact on the community	In 2017, students from a diverse set of disciplines facilitated 50 such tours for more than 400 individuals from 14 community organizations, including the Alzheimer's Association, Wounded Warriors, and DACCO Behavioral Health. Many assisted living facilities also sent patients and caregivers on a regular basis to participate in student-led programming. In 2018, students facilitated 55 tours impacting 521 individuals from 15 community organizations, including Metropolitan Ministries, Alzheimer's Association, and DACCO Behavioral Health. This intergenerational service-learning experience provides meaningful benefits to participants, enhancing emotional wellbeing, reducing social isolation, and combating the stigma associated with their health conditions.

Partner #13

Project/Collaboration Title	University Area Community Development Corporation and USF Partnerships
Organization Name	University Area Community Development Corporation
Point of Contact	Davida A. Franklin, Community Relations Manager
Email	dfranklin@uacdc.org
Phone	813-558-5212, Ext. 209
Institutional Partner	Departments of Anthropology, Agricultural Education and Communication, Integrative Biology, College of Public Health, Global Citizens Project, Contemporary Art Museum, Police Department, School of Social Work, Greek LIfe, CLCE, OCEP,
Purpose of this collaboration	Multiple purposes: literacy, career education, community safety action plan, internships, community assessments, arts programs, community gardens, youth field trips. Opportunities for student learning and community building to address local challenges.
Length of Partnership	21 years on ongoing
Number of faculty involved	Currently 6
Number of staff involved	2
Number of students involved	currently 87
Grant funding, if relevant	EPA Brownfields Area-Wide Planning Grant: $30,000
Impact on the institution	The UACDC has become an integral partner with USF in a number in ways. This partnership enables our students, staff, and faculty to address the challenges of the University Area through several different lenses, while providing enriching community-based learning to students.
Impact on the community	The UACDC and USF have built an essential, mutually beneficial relationship that provides solutions to ongoing issues in this University Area community. USF is proud to partner with the UACDC, who has championed positive change in the economic, educational, and social levels of the community through youth programs, adult education, affordable housing, workforce and resource assistance, and community engagement.

Partner #14

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Project/Collaboration Title	Urban Teacher Residency Partnership Program
Organization Name	Hillsborough County Public Schools
Point of Contact	Debbie Mills
Email	Debbie.mills@sdhc.k12.fl.us
Phone	813-272-4482
Institutional Partner	USF College of Education
Purpose of this collaboration	UTRPP is a K-5 teacher preparation program that places students in one of six elementary schools in Hillsborough County. The schools serve as professional development schools or learning labs where coursework is embedded in the practice of teaching students from low-income households, students of color, migrant students, English Language Learners, and students with special needs. Unique features of the program include: a) a $3,200 scholarship each year (2 years) for residents; b) full-time residencies in junior and senior years (7:30 am to 3:30 pm, M-F); c) engagement in a curriculum emphasizing inquiry, inclusion, integration, and innovation in each of the elementary subject areas; d) working alongside an experienced elementary collaborating teacher with support from partnership resource teachers and content coaches; e) opportunities to develop as a teacher researcher and receive credit for Undergraduate Research as a part of the program; f) two study abroad teaching opportunities (Cambridge and Costa Rica); g) junior year semester residency in a primary classroom (K-2) and a semester residency in an intermediate classroom (3-5); h) year-long residency in a K-5 classroom in senior year; and i) a guaranteed teaching position in Hillsborough County upon graduation.
Length of Partnership	7 years and ongoing
Number of faculty involved	4 full-time, 6-10 part-time
Number of staff involved	3
Number of students involved	Currently: 42 undergraduates, 4 Ph.D.
Grant funding, if relevant	1.3 million
Impact on the institution	In 2014 UTRPP received the Association of Teacher Educators Distinguished Program in Teacher Education Award and the National Association of Professional Development Schools Exemplary Partnership Achievement Award. UTRPP is also recipient of a prestigious U.S. Department of Education, Investing in Innovation (i3) Grant.
Impact on the community	Professional Development Schools partner with the University to prepare pre-service teachers, provide continuous staff development for experienced professionals, and research and develop practices that lead to student success. Pizzo Elementary School, for example, is engaged in collaborative work with the School District of Hillsborough County, the University of South Florida, and the Museum of Science and Industry (MOSI) around an innovative STEM partnership. Students in the UTRPP receive more than 2,000 hours of hands-on instructional time in the classroom, as compared to 700 hours in a traditional internship program. The School District of Hillsborough County receives stronger, new teachers with residency experiences in their schools, through prolonged engagement in the field and preservice preparation that integrates theory and practice, cross-subject area and technology integration throughout classroom lessons taught, culturally responsive and inclusive teaching, and teacher as researcher skills.

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2.2

In comparing the "partnership grid" from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

In the 15 years since USF submitted the Carnegie Application for Community Engagement, we have grown in resources and expertise, and as we have done so, we have continued to create, and seek out new partnerships locally and globally. USF has continued to develop hundreds of community partnerships, and these have increased in the depth and breadth of engagement, while having a significant impact on our students, faculty, and community. We consider community partners as co-educators and co-researchers, sharing their expertise with students and faculty in a mutually benefical approach to addressing community well-being. The partnerships are more purposeful and developed in collaboration with community members and organizations. They occur across the academic, social, and economic spectrum.

To address STEM challenges, the College of Arts and Sciences expanded partnerships with school districts and local organizations such as Hillsborough County Schools and the University Area Community Development Corporation. To address health care, The Morsani College of Medicine created the Sea Farers Clinic with the Port of Tampa to provide care to ship workers. The Bridge Homeless Outreach, in partnership with local faith-based organizations, serves the growing homeless population, and the Pediatric Clinic meets the needs of uninsured families. The Muma College of Business directs efforts towards improving the economic health of the community by providing information through the Data Analytics Center and Small Business Development Center. To expand access to low-income housing, the College of Arts and Sciences offers the Community Real Estate Development certification. These partnerships were not established during the previous application, but have been developed to meet the growing demand for expertise in these fields.

In the previous application, the longest partnership reported was 10 years: today, we can report many partnerships over 10 years. In fact, we can report partnerships of over 25 years with organizations such as Metropolitan Ministries, who serve the homeless, and 25-year MOUs with local community schools (Mort Elementary) to bring a collective impact approach to addressing the challenges of low-performing schools. The impact of these efforts are discussed within the application. While we have many long-term partnerships, we can also describe partners like the Skills Center, who are in their first year partnering with USF. We are working with these partners and others to create an infrastructure for long-term relationships with faculty and students from multiple disciplines and units.

USF has become more intentional in partnership development. With the creation of a new college at USF, faculty from the Patel College for Global Sustainability (2009) have joined scholars from the College of Marine Sciences, College of Engineering, and the College of Arts and Sciences to address environmental challenges faced by Florida, such as red tide, global warming, and hurricane preparedness. New partnerships with cities, communities, and environmental groups had to be established to address these pressing issues of critical importance to the state and region. As USF consolidates, there will be many more opportunities to expand and deepen partnerships to address challenges across the region and world.

2.3

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

The establishment of the Office of Community Engagement and Partnerships (OCEP) in 2009 and expanded funding for OCEP and the Center for Civic Engagement and Leadership (CLCE) over the last 10 years have permitted both offices to formalize, deepen, and improve partnership practices. The most recent effort to deepen and improve partnership practices was the establishment of the Office of Corporate Partnerships which opens the door to additional opportunities. There is

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substantial collaboration between all these units, the USF Health Office of Community Engagement, and the Colleges which comprise USF. These practices encourage sharing of information, and improved partnership development practices.

There have been a number of actions taken to initiate and sustain partnerships. Over the past five years, OCEP has initiated community partner Match-up events. Community members are invited to meet faculty and staff from across USF to talk about partnering. Representatives from CE units speak to participants about opportunities, expertise, and services available through their respective units. These partnerships range from short-term volunteerism to more long-term opportunities such as research, internships, or community-engaged courses. Community members also network with each other to talk about shared interests and challenges. The event is held at the local library off-campus and is well attended, with 50-60 participants each time. Evaluations from community partners suggest these events are effective in initiating partnerships, and faculty report they are often able to identify new partnerships for research and teaching.

One of the key changes described in this application is the development and implementation of a Community Engaged Academy (Service-learning Academy, 2017) for faculty, staff, and graduate students. One of the features of the Academy is the discussion of best practices for working with community partners. As part of this discussion, community partners are invited to participate and talk about the challenges they encounter as co-educators, so faculty can better prepare students. Faculty evaluations of the Academy are extremely positive and participants report feeling well-prepared to integrate CEL into their courses and research. As part of the academy, faculty develop long-term relationships with the OCEP staff, and the staff helps facilitate a multitude of relationships.

USF staff and faculty participate on a number of community advisory boards and in a multitude of organizations that open the door to new partnerships. In addition, OCEP provides workshops, visit departments and community agencies and organizations to talk about partnership development. OCEP collaborates with the Colleges, CLCE, Career Readiness, Education Abroad, and Undergraduate Research on events that bring new partners to campus as well. Each of these actions broadens the reach of USF and the opportunity to partner. Partnership development is an on-going process and will continue to develop as the Enhanced General Education becomes fully integrated into USF. The implementation of the EGE curriculum and the required criteria to receive the CEL attribute will help to ensure better practices in partnership development. Assessment of partnerships for community-engaged learning and research is not formalized through OCEP or CLCE at the current time, and this is an area for improvement.

2.4

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

Partnership assessment is carried out both formally and informally by specific units, colleges, programs, projects, and grant investigators. The findings are shared with the appropriate funders, campus and community partners and utilized in various ways to improve programming, address gaps or mandated reporting. They are provided in annual reports, at advisory committees and through other mechanisms. The difference since our last classification is that as the university has grown, so has its partnerships and the assessment of these efforts. USF's reach into the community is deep and pervasive. There are a number of assessments that take place each year through various colleges. For example, The Colleges of Education, Nursing, Behavioral and Community Sciences assess partnerships that offer practicums and internships. This information is shared with community partners, students and department leadership. The information is used to improve placements for both students and community partners. Faculty report partnerships in the annual reporting system and assess these efforts at an individual level to their colleges.

The USF Morsani College of Medicine systematically assesses efforts in addressing health care needs. Information is utilized to develop new programs and/or address challenges, particularly with underrepresented communities. This

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information is shared in annual reports to the community, state as well as local advisory boards and other sources. One unique effort is the WE-CARE program, a cross-collaboration of multiple stakeholders working to build trust between community and researchers to address the gap in health equity. WE-CARE uses a 360-degree community engagement model. Major components include an Advisory Board, Community-led Research Review Committee, Community Network, Researcher Network and Community Engagement. WE-CARE facilitates community forums around health care particularly the participation and promotion of community ownership of research studies that maximize health equity. They use the information to improve programs and services.

In 2017, OCEP carried out a community partner survey. The purpose was to understand challenges faced by community partners so that USF might identify opportunities to collaborate, assess current efforts, and build a partnership portal for sharing information. The survey was sent out to over 120 partners and unfortunately had only a 20% response rate. While the responses provided useful information, it was very limited. As a follow-up to the survey's, OCEP staff interviewed 30 community partners. This extensive effort has been very successful and OCEP staff will continue to meet with community partners annually. By meeting individually, communication with partners became more open and informative. Through these meetings a number of insights came to light. For example, OCEP staff are developing a better understanding of how to assess the infrastructure of partner organizations to support successful community-based federal work study placements. In this way, partners can receive assistance in building infrastructure for more productive outcomes. Prior to these meetings, a number of placements were unsuccessful.

Ongoing assessment has allowed new programs, projects and collaborative efforts to emerge for the ongoing benefit of both the community and the university.
https://health.usf.edu/pharmacy/we-care

2.5

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

There are many factors that have influenced the trajectory of outreach and partnerships at USF over the past 10 years. The establishment of, The Patel College of Global Sustainability, the Office of Community Engagement and Partnerships, Office of Corporate Partnerships, and the Center for Leadership and Civic Engagement. Additionally, over the past 10 years USF has transitioned into a major research institution and today is one of a small number of public research universities nationwide with Very High Research Activity that is also designated as Community Engaged by the Carnegie Foundation for the Advancement of Teaching.
-The establishment of the Patel College of Global Sustainability has led to partnerships which address environmental challenges such red tide or sea level rise.
-The creation and funding of OCEP has led to increased awareness among faculty about the benefits of community engaged teaching, learning and scholarship. This has opened the door to new partnerships and outreach efforts and the expansion of course offerings.
-The adoption of the Enhanced General Education will increase student and community partnership development even further as faculty in all disciplines align the EGE curriculum with community needs and student learning outcomes. Students will have a broader range of learning opportunities. This is an institutional priority.
-The establishment of the Office of Corporate Partnerships has led to the development of new partnerships and opportunities for research and business. The OCP provides a new door into USF to better connect researchers, interns and other university assets to local businesses by reducing the complexity of working within a large system.
-Expanded programming and intentional engagement through CLCE allows for new partnerships nationally and abroad for student leadership development.

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-The expansion of the Colleges of Nursing, Medicine, Public Health and Pharmacy over the past 10 years has had a significant impact on partnership development and student learning to address regional health challenges for people of all ages, incomes and societal needs. New clinics, programs and centers have been opened in collaboration with city, state and religious organizations.
-The relocation of the Morsani College of Medicine to downtown Tampa will bring new partnerships that can improve the health of the community to form a Wellness District.
-The rapid development of research at USF has led to the creation of partnerships to address drug addiction, STEM education, climate change, diabetes, autism, mental health and technology to name just a few.

Each of these factors and events have influenced the growth of new and innovative partnerships for students, faculty and community. As Provost Wilcox stated in his address to faculty in 2017, "Above all, at USF, we remain deeply committed to pursuing the truth through rigorous science and scholarship, as together we strive to improve the health and well being of the communities we serve" As USF moves to consolidate the three campuses, outreach and partnership development will continue to grow and focus on teaching, research and service for the future well being of our communities and all USF students.

Reflection and Additional Information

(Optional)
Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

In reflecting on this self-study, the committee that worked together over the past year developed a number of insights to share about the process and information uncovered.

USF is a large institution sometimes making a study of this magnitude difficult and challenging. The application compelled us to look deeply into all aspects of our outreach and engagement efforts and methods. At the same time, findings from this study, particularly the opportunity to compare our work over the last ten years, were eye opening and validated the belief that USF is on an upward trajectory.

We were impressed by both the depth and range of community engaged outreach and partnership efforts that take place campus-wide. It was difficult to choose which programs and partnerships to highlight for this application, and we hope we have provided a good representation. It was humbling to hear from partners about the significance of these partnerships to their communities. More assessment of these efforts would provide valuable information for continued improvement.

The sheer quantity of community-engaged efforts also brought to light challenges we will work to address going forward. We must find a way to create a platform to share more information. It will be important to systematize an approach to connect the various units to enhance interdisciplinary efforts around community challenges. We found faculty and students campus-wide working to address common issues, but who were unaware of the efforts of others. Creating opportunities for collaboration through CE research, teaching, and service could lead to more collective impact efforts.

Finally, USF has implemented a number of tools for evaluating students (BSSCE, NSSE, Graduating Senior Survey, etc.). While these tools provided a wealth of information utilized in this study, we recognize that additional student-level data about community engagement is needed; we will work with the Office of Decision Support to align assessment more closely to community engagement goals.

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(Optional)

Please use this space to describe any additional changes since your last classification not captured in previous questions.

Community engagement has always been at the forefront of the mission of the University of South Florida. The data reported seem inadequate to truly convey the commitment and the constant innovation that takes place each day to improve our students' understanding of their place in the world and their ability to make a difference in the lives of others. While USF has grown in research efforts, the university continues to engage meaningfully to address societal challenges locally, regionally, nationally, and globally. As President Genshaft stated in her letter to the Carnegie Foundation in 2006, "With a commitment to teaching and learning; along with discovery, innovation, and the creation of new knowledge; community engagement has represented an important and integral part of life at USF since our founding." This is as true today as it was in 2006. Our efforts have been intentional and pervasive, because the students who attend USF come from the same communities we serve. We have invested extensively in the wellbeing of our region and have never lost sight of the unique role USF plays.

While this application has given us the chance to study and report on USF's community engagement efforts, it only tells part of the story. Previous questions gave us the opportunity to explain "how" community engagement is implemented, but what may not be captured is "why" community engagement is fundamental to our mission. USF students reflect our community and our community reflects our students. The societal challenges we work to address in the region such as poverty, homelessness, food insecurity, health care, mental health care, social justice, and veteran integration are all part of the same issues faced by the student population. Our extensive, innovative student success programming and general education curriculum were designed to further support students as they tackle these very issues. There is a symbiotic relationship between campus and community, with each partner seeking to learn from the other in a mutually beneficial approach to meeting societal challenges. These efforts have been successful because community engagement was integrated into the fabric of the university from its very inception. We are proud of our efforts over the last decade to transform the university into a research institution without losing sight of our mission to educate students and to engage with the community meaningfully.

USF has a great future ahead with the 2020 consolidation of the three campuses; St. Petersburg, Sarasota-Manatee, and Tampa. We have already begun to collaborate and plan for this future. The merging of campuses will strengthen community-engaged faculty research and teaching, enhance student civic education and leadership, and expand and deepen community partnerships to improve outcomes in the region. Our challenge will be to strengthen our data reporting processes and assessment tools.

(Optional)

Please provide any suggestions or comments you may have on the documentation process and online data collection.

1. Consider adding to the framework questions that more specifically address sustainability and community engagement (affordable housing, climate change, water quality, etc.). The inclusion of questions that highlight efforts on these issues is relevant to Carnegie and the classification and addresses an important challenge in society.
2. The framework might also include accommodation for terms utilized at the specified university (e.g. EGE, Enhanced General Education, CE, Community Engaged, OCEP, Office of Community Engagement). Specifying acronyms early on might streamline writing and review of documents.
3. Consider creating a separate space for links for every question or a place within the document for all the links rather than having to provide an outside source for links that could not be integrated into narratives.

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Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, neither I nor my community partner organization nor the campus I partner with will be disclosed.
--empty--

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree my identity or the identity of my community partner organization may be revealed.
Yes