

BACKGROUND ON COMMUNITY ENGAGEMENT

Recent Developments at the University at Albany

Mar. '08 First University-Wide Forum on Outreach and Engagement

Convened by President George Philip and Provost Susan Phillips (then serving in interim capacities) to explore: (1) how university units work with diverse communities, and (2) ways to advance efforts and enhance benefits.

May '08 Steering Committee on Community Engagement (SCCE)

SCCE was established by the President and Provost to take a closer look at issues and ideas raised in the forum. The group was a diverse body of 20 faculty and staff led by co-chairs: Lynn Videka, then Vice President for Research, and Miriam Trementozi, Associate Vice President for Community Engagement, President's Office. The charge was to develop:

- a **Vision and Mission Statement** for community engagement, and
- an **Action Plan** with a major goal to strategically advance and leverage our accomplishments and distinctive strengths in community engagement for greater impact at home and abroad.

Oct. '09 Action Plan to Advance Community Engagement at the University at Albany

The SCCE's working draft action plan was accepted by the President and Provost and released for campus feedback in October 2009. The plan also included a "Working Vision and Mission Statement for Community Engagement at UAlbany." This document was a revised version of a draft circulated for campus comment in Nov. 08.

- **Definitions:** The plan adopted terms from the Carnegie Elective Classification in Community Engagement. *Community engagement* "describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." SCCE clarified "communities" as meaning not only those of local-to-global geographic scope but also communities of diverse interests and types (e.g., from arts and education to business and public health).
- **SCCE established that:**
 - UAlbany has a large, well documented portfolio of community-engaged research, teaching and service that has grown over time as the University has expanded into a diversified research institution strategically located in New York State's Capital City. See <http://www.albany.edu/outreach/>.
 - Community engagement cuts across much of the University. It is more relevant to various academic disciplines than others, and, in some fields, is integral to them.
 - Faculty involvement is a matter of choice -- as it should be.
 - Community engagement has many types. (See Attachments 1 and 2 from Action Plan appendices)

- The Plan proposed **five strategies and several action steps** including the recommendation to create **the Campus Committee on University-Community Engagement** as a vehicle for university-wide communication and collaboration.

Dec. '09 - June '10 Draft Strategic Plan, University at Albany

In the Fall 2009 semester, President George Philip initiated a strategic planning process to help define the University's path forward. It was coordinated with both the Middle States review process, as well as the then-emerging SUNY-wide strategic plan. In the draft plan dated June 1, 2010, community engagement is included as part of UAlbany's mission and values statement as well as a specific strategic theme. The goal of the latter is "to engage diverse communities in strategic partnerships to increase public, scholarly and economic benefits." Community engagement and collaboration are "Core Values" of the *SUNY Strategic Plan: 2010 and Beyond* and are imbedded in the plan's six priorities.

Jan. '10 Campus Committee on University-Community Engagement (CCUCE)

The President and Provost established CCUCE as an ongoing group to "build on UAlbany's distinctive strengths in engaged research, teaching and service for the greater benefit of UAlbany and our partners." It is co-chaired by Robert Bangert-Drowns, Dean, School of Education, and Miriam Trementozzi, Associate Vice President for Community Engagement, President's Office.

- **Broad representation** – Thirty-seven members with several additional faculty and staff involved in the working groups. (See Attachment 3 for members list)
- **Five working groups:**
 - **Assessment of UAlbany Community Engagement Working Group - Robert Bangert-Drowns, Chair**

This group is addressing aspects of UAlbany's draft Strategic Plan Theme 6, Action Step 5.1: "Assess the needs of UAlbany's diverse communities and the impact of partnerships and other engaged work. Create a cohesive data collection system, communicate accomplishments and use the date to advance and promote the University (e.g., state/national recognition and awards)." Also addresses SUNY Strategic Plan implementation focusing on metrics. Plans include:

 - Document existing data collection or assessment occurring related to community-engaged activity and consider the quality and impact of these efforts.
 - Consider what data/measures would be most beneficial to UAlbany and also take into account possible new metrics SUNY System Administration will develop for annual SUNY report card.
 - Recommend a cohesive data collection system for UAlbany and identify opportunities to raise our visibility regionally and nationally for our engaged work.
 - **Community-Engaged Learning Working Group – Sue Faerman, Chair**

This group is addressing aspects of UAlbany's Draft Strategic Plan Theme 6, Action Step 5.2: "Increase curricular engagement with communities to enhance students' academic and civic learning, enrich scholarship and foster community well-being. Work to institutionalize and promote community-engaged learning and research as classroom teaching approaches." Also helps address aspects of Theme 1,

Objective 1: "Enrich the educational experience in the major and minor." Finally, helps advance various SUNY Strategic Plan priorities such as "SUNY and the Vibrant Community" and "The Seamless Education Pipeline."

- o Define categories of community-engaged learning at UAlbany.
- o Identify relevant courses at UAlbany where this pedagogy is used.
- o Seek to make these courses more accessible to students by labeling them in the Undergraduate and Graduate Bulletins.
- o Seek to improve faculty supports for those who want to use this approach to teaching/learning.

▪ **Community-Engaged Scholarship Working Group – Philip Nasca, Chair**

This group is addressing aspects of UAlbany's Draft Strategic Plan Theme 6 (e.g., Objectives 2 and 5) and Theme 4 (Objective #5) as well as the SCCE's *Action Plan to Advance Community Engagement at UAlbany*. The Action Plan's Strategy 3 is: "Begin campus discussion about the nature of scholarship and how it articulates with community engagement. Such discussions could include: (1) how scholarship in the various disciplines articulates with community engagement; and (2) the standards by which scholarship related to community engagement should be evaluated, recognized and rewarded in these disciplines and across the University." Also, related to the SUNY Strategic Plan, the group's work helps address the plan's core values of community engagement and collaboration and their application.

- o Define community-engaged scholarship – review literature, find common elements.
- o Identify examples at varied units across campus.
- o Offer a profile of community-engaged scholarship for wider discussion at UAlbany. Potentially hold forums or workshops to explore the nature and extent of engaged scholarship further.

▪ **Education Pipeline Working Group – Miriam Tremontozzi, Chair**

(Generically named "Themed Project," this group periodically selects a topic to explore – the initial focus is on the education pipeline). The group is addressing aspects of UAlbany's Draft Strategic Plan Theme 6, Action Step 3.5: "Map existing UAlbany's K-12 programs, identify populations being served and identify ways to connect/align them for greater impact." Also Step 6.1: "Work to better coordinate, interconnect and leverage UAlbany's many engaged activities focused on regional needs (.e.g., K-16 education) for enhanced mutual benefit." Finally, addresses the SUNY Strategic Plan priority, "The Seamless Education Pipeline" (Cradle-to-Career Success).

- o Identify relevant programs and activities at UAlbany to foster students' academic success and social development and populations served.
- o Identify units at UAlbany interested in building a cradle-to-career pipeline with external partners.
- o Work to build this pipeline in Albany with partners from SUNY (Chancellor and her Deputy for the Education Pipeline), community colleges, the Albany Family Education Alliance, the City School District of Albany, and others. This partnership is in place, having submitted a federal grant proposal under a U.S. Department of Education program. Though funding

was not forthcoming (only 20 grants in the nation), the partnership is planning to move forward.

▪ ***Cultural Events and Quality of Life Working Group – Kathleen Gersowitz, Chair***

This group is addressing aspects of UAlbany's Strategic Plan Theme 6 in various action steps but particularly 6.4: "Raise UAlbany's profile as a hub of intellectual, cultural and recreational exchange. Seek community input and improve ways of communicating information as well as connecting with the public." Also, addresses the SUNY Strategic Plan priority, "SUNY and the Vibrant Community."

Plans include:

- Define scope of "community" for initial focus (determined as Capital Region at this stage).
- Conduct focus groups of key parts of the community (e.g., neighborhood associations, young professionals, and other groups).
- Recommend ways to improve our profile and collaborate across campus to increase local participation in our activities and collaborations.



Examples of Types⁽¹⁾ from Action Plan

Community-Engaged Research/ Creative Works

- Applied research
- Community-based research
- Technical assistance
- Publications/presentations
- Needs assessments/program evaluations
- Exhibitions/performances



Cyber-security initiative with universities in Russia and Spain, School of Business

Community-Engaged Teaching and Learning

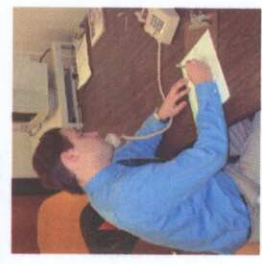
- Service-learning
- Internships, practicums, field placements, client studies, etc.
- Study abroad programs
- Continuing education
- Conferences, seminars, workshops
- Contract courses or programs designed for specific audiences



SPH Continuing Education for Public Health Nurses

Community-Engaged Service

- Clinical services
- Policy analysis
- Commercialization
- Technology transfer
- Community service
- Expert testimony
- Consulting
- Technical assistance
- Cultural, recreational, and entertainment activities



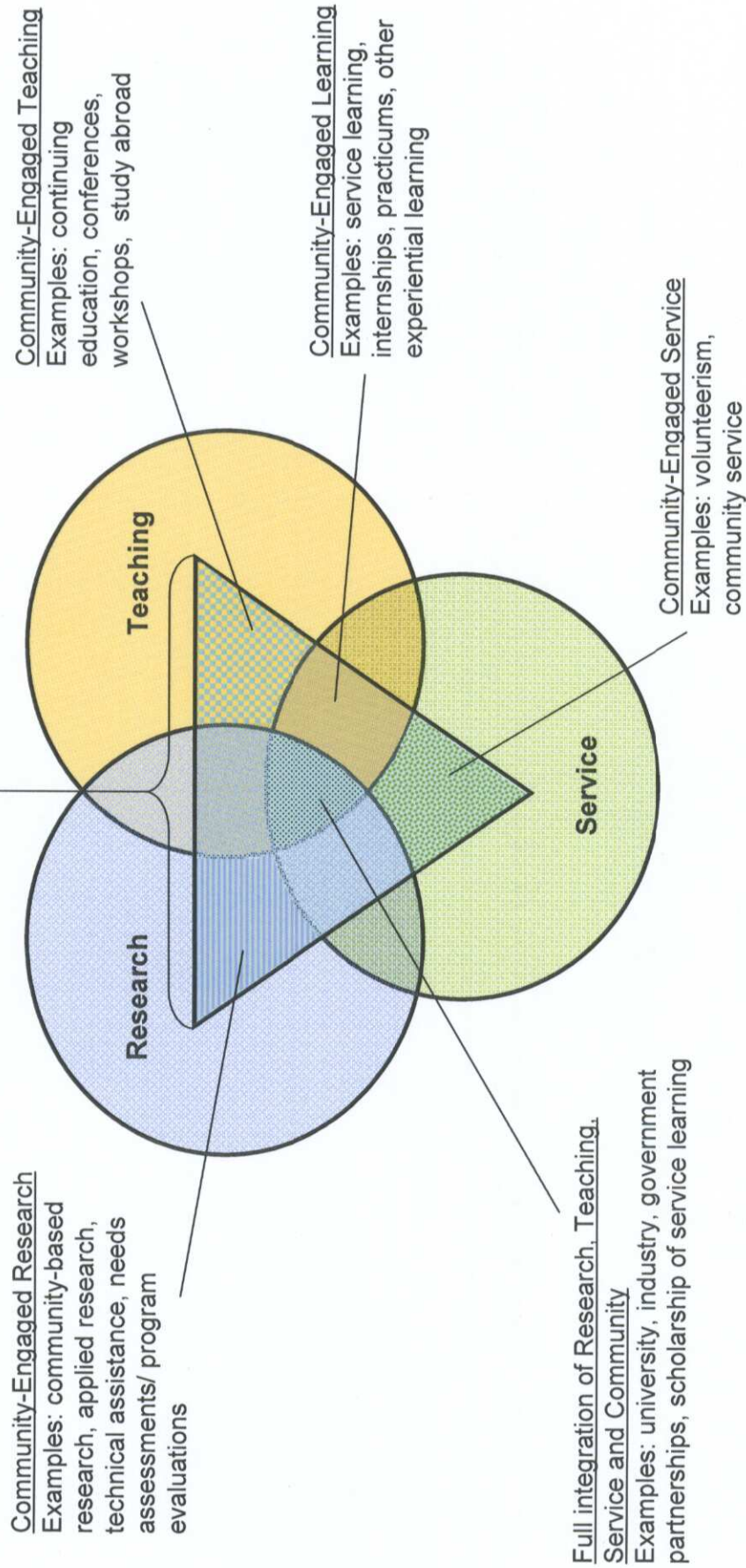
Psychological Services Center, CAS

Note: Some examples fit more than one category.

(1) Content excerpted and adapted from "Scholarship-Focused Outreach and Engagement: Public Scholarship, Civic Engagement, and Campus-Community Partnerships," a powerpoint presentation by Hiram E. Fitzgerald, Ph.D., Associate Provost, University Outreach and Engagement, Michigan State University, May 21 2008.

Community Engagement Conceptual Model

Engagement with Communities of Diverse Types and Places



CAMPUS COMMITTEE ON UNIVERSITY – COMMUNITY ENGAGEMENT

CCUCE Members

- **Co-chair:** Robert Bangert-Drowns, Dean, School of Education
- **Co-chair:** Miriam Trementozzi, Associate Vice President for Community Engagement, President's Office
- **Pierre Alric**, Member, University Council
- **Robert Andrea, Jr.**, Director of Admissions and Enrollment
- **Peter Bloniarz**, Dean, College of Computing and Information
- **Katharine Briar-Lawson**, Dean, School of Social Welfare
- **Ray Bromley**, Vice Provost for International Education
- **Mary Casserly**, Dean and Director, University Libraries
- **James Dias**, Interim Vice President for Research
- **Nic DePaula**, Representative and Grants Chair, Graduate Student Organization
- **Sue Faerman**, Vice Provost and Dean for Undergraduate Education
- **Donald Faulkner**, Director, New York State Writers Institute
- **Patrick Ferlo**, Director, Performing Arts Center
- **Thomas Gebhardt**, Chair, Committee on University-Community Relations, Division of Student Success
- **Kathleen Gersowitz**, Assistant Dean, College of Arts and Sciences
- **Timothy Groves**, Professor, College of Nanoscale Science and Engineering
- **Eric Lifshin**, Chair, University Senate; Professor, College of Nanoscale Science & Engineering
- **Alan Lizotte**, Dean, School of Criminal Justice, and **Diana Mancini**, Assistant Dean, SCJ
- **Lee McElroy**, Vice President for Athletic Administration and Director of Intercollegiate Athletics
- **Mary Ellen Mallia**, Director of Environmental Sustainability
- **Tamra Minor**, Chief Diversity Officer, Office of Diversity and Inclusion
- **Phillip Nasca**, Dean, School of Public Health
- **Ruth Pagerey**, Assistant Dean for Professional Studies, School of Education
- **Sanjay Putrevu**, Associate Dean, School of Business
- **Loretta Pyles**, Director, Community and Public Service Program
- **Vincent Reda**, Office of Communication and Marketing
- **Janet Riker**, Director, University Art Museum
- **Bill Roberson**, Director, Institute for Teaching Learning and Academic Leadership, and **Ruth Scipione**, Instructional Consultant
- **Fardin Sanai**, Vice President for University Development
- **Lee Serravillo, Jr.**, Executive Director, University at Albany Alumni Association
- **Betty Shadrack**, Assistant Dean of Graduate Studies and Director of Graduate Student Diversity
- **Jeffrey Straussman**, Dean, Rockefeller College of Public Affairs and Policy
- **Justin Wax Jacobs**, President, Student Association
- **Jay Wholley**, Chief of Staff, Student Association
- **Daniel Wulff**, Professor, Department of Biological Sciences, College of Arts and Sciences
- **Staff:** **Anette Lippold**, Program Assistant, President's Office; grad student, Dept. of History

Other campus leaders participating on working groups

- **Carl L. Anderson**, Associate Athletics Director, Department of Athletics & Recreation
- **Anthony Cresswell**, Deputy Director, Center for Technology in Government and Associate Professor, Educational Administration and Information Science
- **Joseph Bowman, Jr.**, Service Associate Professor, Dept. of Educational Theory and Practice, School of Education, and Director of the Center for Urban Youth and Technology
- **James Butterworth**, Executive Director, Capital Area School Development Association, School of Education
- **John Delano**, SUNY Distinguished Teaching Professor, Department of Atmospheric and Environmental Sciences
- **Richard Hamm**, Chair, Department of History
- **Janine Jurkowski**, Assistant Professor, Department of Health Policy, Management and Behavior, School of Public Health
- **Theresa Pardo**, Director, Center for Technology in Government and Associate Research Professor of Public Administration and Policy
- **Lawrence Schell**, Director, Center for the Elimination of Minority Health Disparities, Professor, Department of Anthropology, and Associate Dean (Research), CAS
- **Gregory Stevens**, Assistant Dean, Academic Programs, College of Arts and Sciences, and Director, University in the High School Program

QUESTIONS FROM: 2010 DOCUMENTATION REPORTING FORM
CARNEGIE ELECTIVE CLASSIFICATION FOR COMMUNITY ENGAGEMENT

I. FOUNDATIONAL INDICATORS

A. Institutional Identity and Culture (Required documentation)

1. Does the institution indicate that communicate engagement is a priority in its mission statement (or vision)? Yes/No. Quote the mission (vision).
2. Does the institution formally recognize community engagement through campus-wide awards and celebrations (examples)? Yes/No. Describe with examples.
- 3a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with the community? Yes/No. Describe the mechanisms.
- 3b. Does the institution aggregate and use the assessment data? Yes/No. Describe how the data is used.
4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? Yes/No Describe the materials.
5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority? (Describe examples such as annual address, published editorial, campus publications, etc.)

B. Institutional Commitment (required documentation)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement? Yes/No Describe with purposes, staffing.
- 2a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community? Yes/No Describe (percentage or dollar amount), source, whether it is permanent, and how it is used.
- 2b. Is there external funding dedicated to supporting institutional engagement with community? Yes/No (Describe specific funding)
- 2c. Is there fundraising dedicated to community engagement? Yes/No (describe fund raising activities)
- 3a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Yes/No Describe
- 3b. If yes, does the institution use the data from those mechanisms? Yes/No Describe
- 3c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement? Yes/No
- 3d. If yes, indicate the focus of those mechanisms. ___ Impact on students ___ Impact on faculty ___ Impact on community ___ Impact on institution. For each checked, describe one key finding.
- 3e. Does the institution use the data from the assessment mechanisms? Yes/No Describe
4. Is community engagement defined and planned for in the strategic plans of the institution? Yes/No Describe and quote
5. Does the institution provide professional development support for faculty and/or staff who engage with the community? Yes/No Describe
6. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement? Yes/No Describe

At this point, applicants are urged to review the responses to Foundation Indicators 1A, 1-5 and 1B, 1-6 on pages 1-17 and determine whether Community Engagement is "institutionalized." That is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2010.

C. Supplemental Documentation

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement? Yes/No Describe
- 2a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement? Yes/No Describe
- 2b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other) Explain
- 2b. (Cont'd) If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement? Yes/No Describe
3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)? Yes/No Examples
4. Is community engagement noted on student transcripts? Yes/No Describe
5. Is there a faculty governance committee with responsibilities for community engagement? Yes/No Describe

II. CATEGORIES OF COMMUNITY ENGAGEMENT

A. Curricular Engagement: WHOLE SECTION

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. NOTE: the terms community-based learning, academic service learning, and other expressions are often used to denote Service Learning courses.

- 1a. Does the institution have a definition and a process for identifying Service Learning courses? Yes/No Describe requirements.
- 1b. How many formal for-credit Service Learning courses were offered in the most recent academic year? What percentage of total courses?
- 1c. How many departments are represented by those courses? What percentage of total departments?
- 1d. How many faculty taught Service Learning courses in the most recent academic year? What percentage faculty?
- 1e. How many students participated in Service Learning courses in the most recent academic year? What percentage of students?
- 2a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community? Yes/No Provide specific learning outcome examples.
- 2b. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community? Yes/No Provide specific learning outcome examples.
- 2c. Are those outcomes systematically assessed? Yes/No Describe
- 2d. If yes, how is the assessment data used? Describe
- 3a. Is community engagement integrated into the following curricular activities? ___ Student research ___ student leadership, ___ internships/co-ops, ___ study abroad Describe with examples
- 3b. Has community engagement been integrated with curriculum on an institution-wide level? Yes/No If yes indicate where the integration exists: ___ core courses ___ first year sequence ___ in the majors ___ graduate studies ___ capstone (senior level project) ___ general education Describe with examples
4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)? Yes/No Provide a minimum of 5 examples from different disciplines.

B. Outreach and Partnerships

Outreach and partnerships describes two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses 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.)

1. Indicate which outreach programs are developed for community: learning centers tutoring extension programs non-credit courses evaluation support training programs professional development centers other (specify) Describe with examples.
2. Which institutional resources are provided as outreach to the community? co-curricular student service work/study student placements cultural offerings athletic offerings library services technology faculty consultation Describe with examples
3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Used the attached Excel file to provide descriptions of each partnership.
- 4a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships? Yes/No Describe the strategies
- 4b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution? Yes/No Describe the mechanisms
5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.) Yes/No Provide a minimum of 5 examples from varied disciplines

III. WRAP-UP

1. Optional: Use this space to elaborate on any short-answer items(s) for which you need more space. Please specify the corresponding section and item numbers.
2. Optional: Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.
3. Optional: please provide any suggestions or comments you may have on the documentation process and online data collection.
4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)