First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by University of South Florida-Sarasota-Manatee on 9/6/2022. Last modified on 4/28/2023.

Application Deadline

May 1st, 2023 at 11:59 PM CST

Data Provided

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year ģ AY 2018-2019 - if you determine that it provides a better representation of your campus's community engagement. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of your community engagement, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

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.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Primary Applicant's Contact Information

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

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1. If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe the context for the creation of the definition, how it was approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. If your campus does not have an institutional definition of community engagement but you are on a campus that has multiple definitions reflecting how different units and disciplines interpret community engagement, provide some description and examples here. If your institution does not have such a definition, please describe any work under way to adopt one.

USF 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 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 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 crucial societal issues; and contribute to the public good.

At USFSM, to emphasize the institution's continuous commitment to being a vital community partner, community engagement was included as a principal goal in the 2015–2020 Strategic Plan. The plan was developed through a collaborative process among students, staff, faculty, and administrators, along with community representatives from business, the criminal justice system, healthcare, education, the faith community, media, community foundations, and a variety of community-based organizations, including nonprofit service agencies. Each campus academic program/work unit was required to establish community engagement goals and include activities and progress specific to those goals in their annual reports.

2. Describe your college or university in a way that will help to provide a context to understand how community engagement is enacted. For an institution with multiple campuses, please describe each campus for which you are seeking endorsement. Include descriptors of special type (regional, metropolitan, multi- campus, faith-based, etc.), location, unique history and founding, demographics of student population served, specific institutional priorities, initiatives and other features that distinguish the institution.

USFSM began offering upper division and graduate courses in the evenings in the Sarasota-Manatee area in 1975, sharing space on the New College campus, which was then part of the USF system. Courses were primarily geared toward transfer students and working professionals wishing to pursue four-year or graduate degrees in areas such as business and education. Consequently, from the beginning, USFSM has had strong connections to the community, starting with local businesses and schools for whom the institution was educating a high-quality workforce.

In 2010, USFSM was awarded independent accreditation from SACSCOC, but remained a part of the larger USF system. In 2013, the Florida Board of Governors approved USFSM to offer four-year degree programs and, with its inaugural first-year class, USFSM expanded its offerings to include a full array of general education courses and additional four-year degrees. USFSM continued to grow enrollment and expand programs until the Florida legislature removed its independent accreditation and required consolidation with the main campus in Tampa (accomplished July 2020).

USFSM has been a commuter campus through the present (as noted, plans are underway for a second building accommodating a student center, dining facilities, ballroom, bookstore, meeting space, and a residence hall to be opened in 2024). Consequently, the student population has been primarily a reflection of the surrounding Sarasota-Manatee population. During AY 2019ģ2020, the campus enrolled 2,215 students in the fall, of which only 349 were first time in college (55 new and 294 returning) and 137 were graduate students. For our target year, there were also more female students (61.5%), and students reflected the racial/ethnic composition of the area: 63.7% White, 18.1% Hispanic, 5.6% Black, 3.6% Asian, 2.8% Multi-racial, and 6.2% Other. USFSM students are typically nontraditional working adults (average age: 26) who are part of the local community.

Because USFSM is nonresidential, students tend to either live with family members or have families of their own and often remain in the community after graduation. Similarly, faculty and staff generally live in the area. As a result, they are embedded in the community and very motivated to translate their educational pursuits into meaningful contributions to their families and various community sectors to which they belong. From the beginning, USFSM has served the community by aligning programs with workforce needs, maintaining ongoing conversations with community partners to ensure relevance. In addition, the University seeks opportunities to engage in meaningful partnerships that improve the quality of life through innovative contributions from academic and co-curricular initiatives across all disciplines.

3. Describe 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 aligns with the culture and history of the community(ies) partners.

The Sarasota-Manatee area is located on the west coast of Florida, and each county has between 400,000 and 450,000 residents. The area is a highly rated tourist destination as well as a major affluent retirement community. It is also home to major league sports training facilities and an array of beach and water sports.

programs and research faculty, offering programs in business, hospitality, humanities, education, social sciences, life sciences, andĤmore recentlyĤnursing. The alignment of our programs with the main components of the area‡s culture and economy serves to strengthen our community partnerships across all sectors. USFSM and its community partners have evolved together to create an environment that fosters innovation and creativity and has become one of the fastest growing areas in the country. Local businesses have provided funds to support program growth and faculty research, and faculty and students have provided their knowledge and skills to help local businesses and other organizations improve their products and services.

Throughout this application, numerous collaborative partnerships are showcased and reflect the broad-based nature of the reciprocal relationships the University has built and enjoys with stakeholders throughout Sarasota and Manatee counties. Some of the examples include product improvement in collaboration with business marketing students at a top manufacturing company, opportunities for students to learn hands-on hotel management skills while contributing to a major community-facing event at a hotel ranked among the top 10 percent of luxury segment hotels, and an innovative partnership among criminology students and a county-operated jail that delivers deep, mutual benefits to all participants.

4. Describe how community engagement has been structured and shaped at your campus. This may include the institution‡s founding and history, community requests/demands for campus responsiveness to community issues, leadership priorities, the evolution of community engagement on campus and in communities, institutional culture (e.g., highly decentralized), or any number of longstanding or recent factors including a response to a legacy narrative that may not always have been positive.

Community relations and community engagement began with connections to business and education as those were the main programs offered when USFSM began conducting evening classes. Programs have been added at the request of the local community or in response to a need and, in some cases, with community financial support. The addition of a hospitality/tourism program was in response to the need for people with industry leadership and management skills in this major tourist destination. The program was supported by local hospitality leaders, including a significant endowment (funding an endowed chair position and research lab).

In January of 2020, in response to the growing need for nurses in the area, USFSM introduced an Accelerated Second Bachelor‡s of Science in Nursing (BSN) program.

USFSM received financial support from FCCI, a local insurance firm, to help develop a new program in insurance and risk management. This program subsequently received a $5.2 million gift from Baldwin Risk Partners in the fall of 2022.

Several businesses in the area offer tuition reimbursement for their employees and have indicated they can hire as many MBAs as the campus can produce. Both the Sarasota and Manatee county school districts have been strong partners, providing practicum placements for our education students and often hiring them immediately following graduation.

When USFSM began offering GenEd courses, the campus had no science labs, so Mote Marine Laboratory & Aquarium agreed to host USFSM biology and chemistry labs; this evolved into a robust partnership (see Section 4). A Manatee County donor endowed a fund providing free tuition for students earning an education degree if they are county residents and agree to work in the county after graduation. Our social science/criminology/social work students are highly sought for internships and employment by regional criminal justice and social service agencies. Local chambers of commerce and governments offer job shadowing, and

USFSM has well-attended job fairs. These are just several of the ways USFSM and its community partners have evolved in a mutually beneficial way.

USFSM has been tightly connected to the community since 1975 and relationships have expanded as both the community and the institution have grown. USFSM leaders have embraced and supported community engagement and welcomed community partners to participate in campus programs and events. Community partners come into classrooms to speak, mentor, and hire students; collaborate with faculty on research projects; and help fund institutional needs. For example, USFSM hosts an annual ĨBrunch on the Bayĩ that is open to the community, raising hundreds of thousands of dollars in scholarship support. The community welcomes and values the University as it offers local residents an opportunity for post-secondary education and contributes to intellectual, cultural, and social life. As a nonresidential campus with most of our students place-bound for various reasons, students, faculty, and staff are part of the community themselves; there is not a sense of us/them, but rather a sense of Ĩwe.ĩ

5. Describe how community engagement efforts have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.

Some of the institution's community engagement activities were curtailed or totally eliminated during COVID-19, especially those that required face-to-face interaction. Affected areas included such things as some types of faculty research, student internships, service-learning courses, campus events, field trips, and travel. These have slowly been returning, but relationships with some community partners are being renegotiated as business models changed, budgets were cut, some businesses/organizations closed, etc. Students lost valuable experiences, faculty lost research productivity, and the institution and the community lost a degree of connection that both parties are intentionally rebuilding.

In the wake of the outcry for increased attention to racial/social justice, the institution hired a Director for Diversity, Equity, and Inclusion to serve as a consultant to the Chancellor, coordinate efforts with the larger University (this was following the 2020 consolidation), initiate campus-specific programming, and head an internal campus committee. However, it is important to note that a committee with similar priorities had been in existence prior to the naming of a DEI Director. There were virtual programs and, after COVID-19 restrictions were lifted, some events were held on campus to celebrate the various cultures represented in our campus and larger community. Additional programming expanded to target some of the low-income schools in the area, frequently with a majority of Black/African-American and/or Hispanic students. This past summer, the campus sponsored a week of activities around the celebration of Juneteenth.

Also of note, approximately 11% of undergraduate enrollment comprises military-connected students (active duty, reserve/guard, veterans, and dependents). They are served by the Office of Veteran Success on campus that offers the support military-connected students need Ĩto excel academically and professionally.ĩ This includes access to educational resources, VA benefits, scholarships, on-campus hiring events/virtual job fairs that are open to and serve the public along with students, and other services.

USFSM is home to the Florida Center for Partnerships in Arts-Integrated Teaching (PAInT), which frequently sponsors campus and community programming focused on different cultures and includes a variety of community partners as well as those from various state and national organizations.

USFSM has an Institute for Public Policy and Leadership (IPPL) that has, in the past, sponsored and continues to sponsor programs on current local, state, national, and/or global issues. These programs often involve renowned

1.b. PAInT

One example of reciprocity and practices used to elicit community feedback and Ĩvoiceĩ is the Florida Center for Partnerships in Arts-Integrated Teaching (PAInT) story, which regularly solicits community input. As a foundation, PAInT has been housed on the USFSM campus since its establishment in 2017 as a statewide resource in arts-integrated pedagogy. The program thrives under USFSM director Denise Davis-Cotton, EdD. The focus has been to promote achievement through science, technology, engineering, arts, and mathematics (STEAM) initiatives. PAInT provides a balanced intellectual sphere that includes divergent thinking and creativity through the application of music, performing, and visual arts to enhance understanding of difficult concepts; these help to advance community and student engagement in the arts through collaborative partnerships.

Throughout 2019ģ2020, monthly meetings were held with Manatee School District leadership to provide a

establishment of an 11-week entrepreneurial certificate program for incarcerated men. Hardee is a state prison for male offenders located in Bowling Green, Hardee County, Florida. Housing a mix of security levelsĤminimum, medium, and closeĤthe prison is owned and operated by the Florida Department of Corrections. Under the direction of Jessica Grosholz, PhD, College of Liberal Arts and Social Sciences, and Jean Kabongo, PhD, College of Business, the program was designed to help prevent prison recidivism through entrepreneurship. The impetus for the initiative was an outreach to Hardee Correctional Institution by Drs. Grosholz and Kabongo following an interdisciplinary faculty meeting and an initial conversation with the Florida Department of Corrections. An 11-week series of classes was developed and presented by Drs. Grosholz and Kabongo to incarcerated men at the correctional facility through on-site classes. To date, 118 men have graduated from the entrepreneurship program. In data retrieved through public records, 32% of eligible participants have since been released from the prison with zero going back into the correctional system.

2.d. Founded in 2010, UnidosNow is a 501(c)(3) nonprofit organization advocating for the Latinx community in Sarasota and Manatee counties. The organization‡s mission is to Ĩelevate the quality of life of the Hispanic/Latinx community in the region through education, integration, and civic engagement.ĩ More than 3,000 low-income Latinx students and their families have been served through UnidosNow‡s programs at the elementary, middle, and high school levels. Additionally, in excess of $8 million in scholarship support has been provided to these studentsĤa number of whom have gone on to study at not only USFSM, but Yale, Princeton, Stanford, Cornell, A core tenet of this 2015ģ2020 Strategic Plan (ĨFocus on Quality 2020ĩ) was reflected in the USFSM vision

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There is compelling evidence of deep collaboration with mutual gains throughout each of the institutionǂs partnerships that benefit parties on both sides of the equation. Students, of course, are clear recipients of the community-engaged partnershipsĤbut, in equal measureĤthey are giving back and are parties to the process whereby those in the community derive and give value. Some relationships may be considered transactional. However, the longstanding relationships and ongoing partnerships that have evolved and continue to be sustained have stood the test of time: Programs have been designed and solutions crafted that specifically address partner needs and requests. Faculty, staff, and students are all involved in what has proven to be transformational to our USFSM campus on many levelsĤshared understanding and responsibility for issues, clear goals, buy-in and dedicated support from senior executive leadership, reflection and consideration, and future goal setting that follows periods of assessment, feedback, and partner input.

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Purpose of the Community-Campus Partnership	The partnership with Mote Marine Laboratory & Aquarium provided USFSM with a laboratory facility for students in the science programs to use in their coursework. Because the campus was small, students were able to experience hands-on instruction in the labs with staff available to serve the relatively small number of students. This enabled students to have more intensive experiential learning opportunities while learning that microbes are everywhere and important in our environment. At the same time, Mote was deeply interested in pursuing the collaboration so as to identify students for internship programs as well as potential employment. During the self-study year, another USFSM-Mote collaboration was for the study of the spotted eagle rays. Field research was conducted and data were collected by boat to study migration patterns of the rays. Molecular biologist Dr. Christelle Bouchard worked with Mote field biologist Dr. Kim Bassos-Hull to teach students research and data collection/analysis methods used in excising DNA from fragments in order to sequence the DNA and determine the rays’ eating and migratory habits.

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Project/Collaboration Title	Criminology Program (Prisoner Reentry/Recidivism) ĭ Prisoner Reentry & Recidivism Class ĭ Entrepreneurship Program (prisonĤstate-run/>1 year) ĭ Entrepreneurship Program (jailĤcounty-run/Sarasota County Correctional Facility; incarcerated individuals)
Community Partner Name	Florida Department of Corrections ĭ Sarasota County Correctional Facility (Sarasota County Sheriff's Office) ĭ Sarasota Salvation Army
Community Partner Contact	3 community partners: ĭ Prisoner Reentry & Recidivism Class (2 partners) Sarasota Salvation Army: Lisi Brannen Sarasota County Jail: Lt. Arlene Tracy ĭ Dept. of Corrections/Entrepreneurship Program (1 partner) FL Dept. of Corrections: Patrick Mahoney
Campus Partner (person, program, department, center, etc.)	Jessica Grosholz, PhD, Criminology, College of Liberal Arts and Social Sciences
Purpose of the Community-Campus Partnership	This partnership was designed to address the social problem of recidivism at the state and local level while allowing students a front-row seat to address the challenges faced by formerly incarcerated individuals as they reentered society. The undergraduate course that is one part.

Provide one example as to how reciprocity is enacted through the partnership	Students were required to complete a minimum of 20 hours of service as an active participant throughout the semester; they rotated among the men’s and women’s recovery pods and men’s reentry/veterans’ pod at the Sarasota County Jail and at the Salvation Army. Students learned stories about reentry challenges faced by those leaving confinement. They shared in successes at program graduations and attended substance abuse recovery meetings. Students developed and presented a final deliverable including recommendations, some of which have been implemented in the jail (installation of exercise equipment, musical programming).
Titles of Courses Linked to Partnership	Prisoner Reentry and Recidivism (Service-Learning; CCJ 3336)

Partner #4

Project/Collaboration Title	Communication Science and Speech Disorders
Community Partner Name	Aphasia Community Center (ACC)
Community Partner Contact	Donna Polelle, PhD, CCC-SLP
Campus Partner (person, program, department, center, etc.)	Donna Polelle, PhD, Communication Science and Speech Disorders, College of Science and Mathematics (now College of Behavioral and Community Sciences)
Purpose of the Community-Campus Partnership	From the cofounding of this community center in 2018 by Dr. Polelle and individuals and their families affected by aphasia, the center has continued to provide community residents with group classes and activities. Undergraduate students in the Communication Science and Speech Disorders (CSD) program receive hands-on experience helping those diagnosed with aphasia (an adult communication disorder typically resulting from stroke and characterized by the loss of language affecting the use of words). The center was established as a 501(c)(3) nonprofit organization. Dr. Polelle is an instructor in the Communication Science and Speech Disorders program and also serves on the Board of Directors of the ACC. She has been elected President each year since 2018.
Length of Partnership	Since 2018 Ĥ ongoing
Number of faculty involved	2
Number of staff involved	n/a
Number of students involved annually	3-4
Grant funding, if relevant	n/a

Impact on the campus	Dr. Polelle worked with Ben Heins at USFSM to create a first-time internship program for undergraduate Communication Sciences and Speech Disorders students. Dr. Polelle subsequently served as the site supervisor for this program, providing students with valuable experiential learning as they engaged directly with members, designed and implemented quality activities and materials, and provided group and 1:1 assistance to adults with aphasia secondary to stroke. The program was also made available to USFSM CSD graduates as a volunteer experience prior to beginning a graduate program in Speech-Language Pathology. This enabled them to gain experience with the population and to enhance their application to graduate school. It is noteworthy that Dr. Polelle was the spring 2020 recipient of the annual USFSM community-engagement award (conferred by the University and presented by Chancellor Karen Holbrook, PhD, for ĨExcellence in Community Engagement: Donna Polelle, PhD, College of Science & Mathematicsĩ).
Impact on the community	The services offered through the center help to support individuals coping with aphasia and their families (15+ in 2019ģ2020)Ĥhelping them reach new heights in communication and live successfully with aphasia. In addition to Dr. Polelle and USFSM student interns/undergraduate students, the program is further enhanced by collaboration with co-survivors, speech-language pathologists, and community professionals. The ACC conducts community outreach activities to educate Sarasota and surrounding counties about aphasia and about the free community services available at the ACC.
Provide one example as to how reciprocity is enacted through the partnership	The center was initially founded to address the unmet needs in the community for quality communication activities and social interactions for persons with aphasia when they were no longer eligible to receive skilled speech-language therapy services. The ACC is based on a life-participation approach to aphasia provided by all volunteers, including USFSM students, and offers all classes and events at the ACC free of charge. Program participants (people with aphasia) benefit through the support and assistance they receive from working directly with USFSM CSD students and students gain firsthand knowledge and experience utilizing their theoretical and classroom learning in actual practice with people diagnosed with aphasia.
Titles of Courses Linked to Partnership	STL Internship (IDS 3947) Incredi-Bull Critical Thinking (SPA 4257)

Partner #5

Project/Collaboration Title	College of Hospitality and Tourism Management Ĥ ĨBrewing Industry Partnershipĩ
Community Partner Name	Campus laboratory, local breweries
Community Partner Contact	Calusa Brewery, Big Top Brewery, Cigar City Brewery, Darwin's Brewery, Green Bench Brewery, Motorworks Brewery Ĥ Vic Faulk at Calusa Brewery (one of the owners)
Campus Partner (person, program, department, center, etc.)	Joe Askren, PhD, College of Hospitality and Tourism Management Ken Caswell, PhD, Chemistry, College of Science and Mathematics (now College of Arts and Sciences)

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Campus Partner (person, program, department, center, etc.)	Edie J. Banner, PhD, Gopher Tortoise Conservation Area, Biology/Chem., Coll. of Science & Math ĭ Paul Kirchman, PhD, Dean, Coll. of Science & Math ĭ Victoria Ramirez ĭ J. Szempruch & E. Fruehauf, Info Commons ĭ Denise Davis-Cotton, EdD, Dir., PAInT/WILD
Purpose of the Community-Campus Partnership	Volunteers and interns participated in monitoring this protected site (three plots totaling 6.2

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2. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.

Each fall (with the exception of the COVID-19 years), USFSM hosts its signature ĨBrunch on the Bayĩ event that attracts hundreds of attendees from the Sarasota-Manatee community. This celebration of community engagement and collaboration demonstrates community support of our students while creating a pathway for them to give back to the community and connect with future employers and organizations. Twenty of the areaǂs finest restaurants and hotels showcase specialty menu items and beverages; representatives from local companies and organizations attend the event, as do local and state legislators, faculty, and staff. With 400+ people in attendance, the 26th annual event in 2019 raised $450K; in excess of $5M has been raised toward scholarships for 1,800+ students since the eventǂs inception in 1994.

Chancellor Karen Holbrook, PhD, described the purpose of the event, stating ĨUSF is a pillar of the Sarasota-Manatee communityĤproviding scholarships and giving kids the ability to stay local while getting a top-notch education. This starts the pipeline that keeps graduates here, in our community, boosts our economy, and develops our workforce.ĩ Other campus officials expressed appreciation for the numerous corporate and individual donors whose support enables students to graduate and pursue chosen careers, noting that most remain in the region and give back to their communities.

The title sponsor for the 2019 event was Bank of America. More than 20 students in the College of Hospitality and Tourism Management partnered with various purveyors in all aspects of event planning and implementation. Consequently, some students were offered employment upon graduation. A faculty member noted that ĨThe brunch showcases USFSMǂs role as a local university that provides a preeminent, affordable education for students who become valued members of the workforce and vibrant contributors to the Sarasota-Manatee community.ĩ

Another reflection of how USFSM provides formal recognition of community engagement is the 9/11 remembrance ceremony held annually on campus to ackb [illegible] be nationally recognized as a student□centered, research-focused, community□engaged University with significant economic and cultural impact to the region.ĩ One of the seven specific goals of the strategic plan was for community engagement: ĨBuild and be known for a community-engagement identity in partnership with a variety of organizations throughout the service area ļ An important role of public higher education is to educate students for responsible citizenship. Those who become knowledgeable, involved citizens of the community contribute meaningfully to the overall social and economic success of the region, state, and nation.ĩ A series of six strategies for enacting the community-engagement goal included the following:

1. Establish the Office of Community Engagement, including the hiring of a director.
2. Conduct a needs assessment and develop tactics for meeting best practices of campus□wide community engagement.
3. Implement and assess annual community-engagement plans.
4. Cultivate strategic partnerships with government entities, service clubs, and community organizations.
5. Lead partnership opportunities with the Consortium of Colleges on the Cultural Coast (now the Cross College Alliance).
6. Apply for Carnegie Community Engagement Classification.

Each work unit was required to incorporate the strategic plan goals as relevant, and each year's annual report required respective units to account for accomplishments, barriers, plans for revision, etc. The Office of Community Engagement was established as a result of the strategic plan, and staff were reassigned and/or hired to focus on community-engagement efforts (outlined further in Section 6). Faculty and staff were encouraged to get more involved in community engagement. This manifested in the myriad ways that students, faculty, and staff at USFSM participated and gave back generously to organizations and boards throughout the community.

Collectively, faculty and staff served on more than 185 boards, committees, and organizations throughout the region during the 2019ģ2020 timeframe. These included such entities as Community Partnership Schools-Manatee Elementary School, League of Women Voters, UnidosNow, Manatee and Sarasota Chambers of Commerce, Big Brothers and Big Sisters, PAInT/ProjectWILD, ICU Baby, United Way, Mote Marine, Manatee County Drug Endangered Children Task Force, Salvation Army, Women in STEM, Sarasota Arts & Cultural Alliance, Sarasota and Manatee Economic Development Corporations, and Gulfcoast Legal Servicesǂ Human Trafficking Justice Project (as a representative sampling of the diverse organizations served). Faculty, students, and staff held roles ranging from founder, leader (Board of Directors, Committee/Program Chair, etc.), and advisor to participant and volunteer. By the same token, those entities within the community afforded students hands-on opportunities to engage with a variety of society-serving programs and objectives that frequently resulted in internships, co-op experiences, mentoring opportunities, and even employment.

4. Describe how community engagement is emphasized as part of the institution's brand message identity or framework.

There is a pervasive and underlying message that has been ever-present for more than 16 years on the campus of USFSM. As Chancellor Karen Holbrook, PhD, described during the July 24, 2019, Campus Board meeting with external partners, board members, faculty, and staff, ĨUSFSM interacts with the local community to connect students to opportunitiesĩ and make a value-added difference to employers and organizations. USFSM has the

One of the consistent themes underlying the longstanding reputation of USFSM within the community is an abiding commitment to serving its surrounding communities of students (nearly all of whom are local), businesses, arts and cultural organizations, philanthropic and nonprofit entities, and the public-at-large. Because of its origins as a commuter campus (and still a campus that does not yet have a residential dormitory component), the vast majority of students attending class and pursuing degrees live in the community and work in the community. The boundaries are frequently blurred among studies, work, life, and the community.

The benefits of a tight-knit campus community and a small institution (2,215 undergraduate students for the AY 2019ģ2020) is the ability and, in fact, desire of faculty and staff to wear multiple hats and work collaboratively across disciplines and roles. Each member of the staff and faculty effectively serves as an ambassador to and with the community. Nascent ideas can quickly evolve into programs that are implemented within a small and nimble environment. Creative thoughts turn into actionable strategies and opportunities for learning and growth. Throughout this application, a plethora of examples demonstrate the broad reach into our surrounding Sarasota and Manatee counties and reflect a spirit and commitment to meaningful community engagement advanced by the University.

This community-engaged focus translates into many reciprocal benefits: Between 2017 and 2019, student internships increased 47% and other high-visibility programs were introduced that will be highlighted throughout the self-study presented in this application. These include Reverse Career Fair, Student Consultancy, Career Days, Career Field Trips, Shadow Days, Industry Mentorships, and support for veterans. The Mentoring program, in particular, was designed to create a long-term mentoring relationship over the course of multiple semesters to help students grow professionally while also giving them opportunities to gain inspiration from executives and insight into their own possible career options. The program was organized around each student’s needs and, as a student-based program, students were individually matched with local executives. Executives partnered with students to help them develop goals and possible outcomes for the relationship. During 2019ģ2020, seven students were mentored by executives from the fields of healthcare, finance, accounting, and retail.

5. Describe how executive leadership of the institution (president, chancellor, provost, chief diversity officer, trustees, etc.) explicitly promote community engagement as a priority.

Chancellor Karen Holbrook, PhD, stated, ĨThe Sarasota-Manatee campus of USF is a truly unique and special institutionĤone that at its very heart embodies a deep spirit of mutual commitment to the students and community served. With its roots as a school that initially offered upper-level courses only to a local population of working professionals and transfer students, nearly 100% of the student body resided in the surrounding communities. Equally important, because the programs first offered were in the business and education disciplines, there were strong ties established throughout the community back in the 1970s that have continued to flourish to this day.Ĩ

Since 2013, USFSM has provided a growing student population with robust academic programs of study across multiple disciplines. An in-depth graduating seniors survey in 2020 revealed that fully 91% of students planned to continue living and working in Florida following graduation. While the survey did not delineate location, because the majority of students lived and worked in the Greater Sarasota-Manatee County areas, it is a reasonable assumption that most of these graduates were likely to continue living and working in this area.

The Chancellor’s sentiments were echoed by Brett Kemker, PhD, USFSM’s Regional Vice Chancellor for Academic Affairs and Student Success, as he referenced the 2015ģ2020 Strategic Plan. ĨThe strategic plan initiative was orchestrated under the auspices of then-USFSM Chancellor Sandra Stone, PhD. At the core of this process was a focus on embedding an already deep commitment to community engagement throughout our institution. Central to this effort was a mandate that each academic program and non-academic unit incorporate their community-engagement objectives and activities into their strategic planning. The overall strategic plan was ultimately accepted by the USF Board of Trustees and methodically implemented over the course of the next five years (including the 2019ģ2020 AY).

ĨProminently, the mission and vision for the campus succinctly emphasize the importance of community engagement ļ reinforced throughout many community-facing activities, substantive events both on campus and within the communities that USFSM serves, and in numerous courses within all disciplines and colleges on our campus.ĩ

Former USF President Steve Currall, PhD, stated in an April 2020 Campus Board meeting that Ĩengagement with the business community is one of the most important elements for the future development of the University.ĩ He noted that increased engagement of the business community would be instrumental in shaping the future of the academic programs and in supporting these programs philanthropically.

It was with Chancellor Holbrookǁs leadership that the roles of Assistant Vice President of Innovation and Business Development (Greg Smogard, PhD); Assistant Vice President, External Affairs and Government Relations (Casey Welch); and Director of Business Outreach and Engagement (Jay Riley) were created in order to provide leadership, vision, and direction in furthering USFSMǁs extensive community-engaged focus throughout the campus community (curricular and co-curricular).

SECTION 6: Infrastructure and Finance

1. Describe the structure, staffing, and purpose of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement. 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.

A separate Office of Community Engagement was created on the USFSM campus in 2015 and experienced staffing and other challenges. Initially staffed with one full-time employee, she returned to faculty in 2016 to fill instructional needs. The office was subsequently staffed with two full-time employees (Coordinator of Service Learning and Community Engagement Administrator). Soon afterward, the Administrator was reassigned and replaced with a part-time Coordinator for External Affairs. Subsequently, the Coordinator of Service Learning resigned and was replaced with another part-time person. In AY 2019ģ2020, with consolidation underway, the CE work at USFSM continued with two part-time positions, a Coordinator for External Affairs and CE and the CE Administrator.

At an administrative level, three key individuals supported overarching community engagement initiatives for the Sarasota-Manatee campus: Greg Smogard, PhD, Assistant Vice President of Innovation and Business Development; Casey Welch, Assistant Vice President, External Affairs and Government Relations; and Jay Riley, Director of Business Outreach and Engagement.

During the process of consolidation of the USFSM campus to One USF, effective July 2020, plans to expand the CE Office on the Sarasota-Manatee campus were temporarily suspended. However, both curricular and co-curricular CE activities continued unabated. In accordance with the goals of the 2015ģ2020 Strategic Plan discussed earlier, deep support for expanding and further building upon longstanding community partnerships as well as building new relationships throughout the Sarasota-Manatee region remained from top leadership (President, Regional Chancellor, Regional Vice Chancellor) down through faculty, staff, and students.

Although consolidation resulted in further staffing shifts in CE, CE efforts continued until COVID-19 suspended many of the face-to-face courses, activities, and events in early 2020. In addition, tracking efforts were suspended because of consolidation and, for the USF Tampa campus, consolidation resulted in a major reorganization that significantly reduced the CE team, further decreasing support. Consequently, efforts begun in 2018 to apply for the Carnegie Community Engagement Classification for USFSM were suspended with the reduction of resources and a shift in focus to One USF with a centralized but reduced CE office in Tampa.

In June 2022, in addition to the existing CE staff, a full-time person was hired as Assistant Program Director reporting to the Regional Vice Chancellor for Academic Affairs and Student Success at USFSM to co-lead the Carnegie CE Classification application process. Previously a Visiting Instructor of English at USFSM, she shared responsibilities with a former USFSM Chancellor (also Professor of Criminology and Assistant Dean of Graduate Studies). Their focus was to develop the Carnegie application, documenting examples of the rich array of mutually beneficial and reciprocal curricular and co-curricular CE activities on the USFSM. In addition, they have engaged in researching and pursuing best practices and systems for managing CE activities and data for the campus going forward. A new SVP for University-Community Partnerships for One USF was appointed in spring 2023, and we are awaiting his plans for the future direction of CE for all three campuses.

2. Describe the internal budgetary allocations dedicated to supporting institutional engagement with the community. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.

A permanent budgetary allocation of approximately $90,000 was in place during the 2019ģ2020 AY to fund two part-time resources supporting community engagement; there was no budgetary shortfall at that time. However, dedicated funding was ultimately suspended because of the impending consolidation of the USFSM campus into One USF in July 2020.

3. Describe any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.

(a) any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and

In January 2020, Professors Grosholz, Stone, and Ngo of the Department of Criminology were awarded a three-year subgrant through Selah Freedom to work on an Office of Victims of Crime (federal) grant in coordination with the Tampa Bay Human Trafficking Task Force. A 501(c)(3) nonprofit organization dedicated to anti-human trafficking, Selah is based in Florida and the Midwest. All three USFSM professors are serving as evaluators for the work of the task force through Selah Freedom, which is the lead service provider.

(b) identify any specific endowments earmarked for community engagement.

As described elsewhere within this application, students from Manatee County majoring in Education receive full tuition scholarships (an endowed scholarship fund provided by the McCracken family) if they commit to teaching in the Manatee County School District upon graduation; the school district has a minority student enrollment of 92% with 81% of the students characterized as economically disadvantaged. Endowed funds are also provided by migrant families in Manatee to enable the children of migrant workers to attend USFSM classes through this scholarship support.

The Duvall family endows programming in the field of social work that includes an annual Family Studies Conference at USFSM attended by faculty, students, and community members. A broad range of topics addressed includes addiction, foster care, gambling, adolescent issues, and suicide prevention, among many others.

4. Describe any specific community investments made by the institution and/or the business practices adopted by the institution that complement and align with community engagement efforts. Provide at least two but not more than four examples from the following practices (maximum word count 1000):

a. Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.
b. Description of the specific mechanisms that are employed to assure community benefit when the campus is involved in local property acquisition and real estate development.
c. Description of the campus's participation in a local Payment in Lieu of Taxes (PILOT) program.

As noted in Section 3, Florida laws and policies restrict direct financial investment and redistribution of state funds. Nonetheless, USFSM has a rich history of making its facilities, resources, and staff/faculty/students available to many community partners. Further, through paid memberships of over $5,000, the University belongs to multiple chambers of commerce, economic development corporations, and community service groups serving Sarasota and Manatee counties and lends significant thought leadership to various programs and community outreach through these entities.

a. Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.

According to the USF Office of Supplier Diversity (or USFOSD) Strategic Plan, "the long-term goal represents strategic areas that have been identified where the USFOSD can implement and continuously improve the programming and vision of increasing the utilization of women-, minority-, and veteran-owned businesses in the procurement of goods, services, and construction. These initiatives will help USF achieve its commitment to serve the University and surrounding business community through the provision and participation of educational and community outreach services."

These strategic long-term objectives also strengthen collaboration and alignment among state, regional, and local entities fostering supplier diversity and business development initiatives. This assists USF in becoming a trailblazer in supplier diversity among higher education institutions and contributes to the state of Florida's efforts in continuing as one of the nation's top-performing economies. It is important for the USFOSD to effectively establish collaborative partnerships among private, public, and nonprofit sectors and organizations

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1. Describe the mechanisms for systematic assessment of community perceptions of the institutionǂs engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?

As touched on throughout this application, as a result of early staffing challenges and the subsequent concurrent factors of COVID-19 and pending consolidation of the USFSM campus into One USF, infrastructure and resources were diminished for the timeframe of the self-study that would otherwise have advanced the further development of the CE office and funded software programs and data management systems to support formalized, campus-wide, systematic data collection. However, this did not preclude the significant and ongoing community-engagement initiatives well entrenched across both curricular and non-curricular areas throughout campus and the existing informal mechanisms by which feedback and assessment have always occurred.

USFSM is a small campus (2,215 students in AY 2019ġ2020), defined by closely connected, tight-knit faculty and staff that live in the community and are authentically engaged and involved. The majority of staff and faculty serve on boards, committees, and commissions; they volunteer in area schools and support local agencies; and they work within a variety of programs and public-facing community initiatives.

A survey of faculty and staff for AY 2019ġ2020 revealed that more than 80% of employees participated regularly in excess of 185 community and volunteer activities and organizations. These connections with nonprofits, businesses, and community partners were the very foundation of numerous enduring, mutually beneficial, and reciprocal community-engaged relationships. Many of these community-engaged partnerships developed organically without formal MOUs; through interactive discussions to ensure satisfaction of common goals by both partners, programs continue to develop, evolve, uplevel, and be refined to consistently provide more value and deliver mutual benefit.

Because faculty and staff are actively engaging with and out in the community, they are spending time interacting with stakeholders and collaborating Ĩreal-timeĩ to create opportunities, address challenges, and advance initiatives. These regular, ongoing interactions form the cornerstone of a consistent feedback mechanism that has resulted in continual enhancement and improvement of both partnership relationships and outcomes.

Within each college on campus, discipline-focused advisory boards provide an efficient platform by which community-based partners give programmatic recommendations relevant to their particular interests. This has been fundamental to fostering enhancements and revisions to the curriculum to better address the needs of todayǂs employers and ensure that what is being taught is relevant. Input is gleaned informally in roundtables, open discussions, and panel meetings, supporting the Universityǂs mission to partner in meaningful, sustainable, and effective relationships that are reciprocal and mutually beneficial. Many of the community partnerships have been in place for a number of years, resulting in an organic, evolutionary process by which relationships

develop and/or sustain meaningful campus/community partnerships that would be mutually beneficial, including offering experiential learning opportunities for students and community-based research opportunities for faculty, delivering programs to align with regional workforce needs, promoting engaged citizenship of graduates, and further embedding the campus in collaborative efforts to improve the intellectual, economic, and cultural quality of life in the region.

To that end, language specific to community-engagement objectives was incorporated in the institution’s T&P guidelines. The curriculum was reviewed for relevance, online courses were subject to review and approval by Quality Matters, and GenEd courses were reviewed and approved at an institutional level (Curriculum Committee) to ensure all strategic goals were accomplished. These reviews included the University’s upper-level Community Engagement and Diversity Pillars coursesĤall developed to promote knowledge application and engagement with the community and further diversity through interdisciplinary studies and research.

Recognition of faculty community engagement was conferred in annual award ceremonies, with applications peer-reviewed by other faculty. Faculty CE work was also reviewed by peers as well as supervisors in annual groundwork for subsequent expansion of the initiative into community-facing workshops and trainings.

For example, three ĨIncredi-Bull Critical Thinkingĩ workshops were conceived, developed, and launched in the fall of 2019; participation reflected attendees from throughout the surrounding community numbering more than 50 individuals across the three full-day, collaborative workshop events. Participants included representatives of the business community, local companies and organizations, economic development corporations, students, and faculty. Overall feedback was exceptional, reflecting a strong public desire for continuation of the program that has not only continued, but grown. The groundwork was also established for expanding a focus on critical thinking and expansion of different instructional units into the community, supporting the need for Ĩhelping students excel in critical thinking, an area that is consistently identified by employers as one of the most desirable traits in employeesĩ (survey feedback).

As part of the in-depth preparation and self-assessment necessary for consolidation (commenced in late 2018 and fully engaged during the self-study AY of 2019ģ2020), numerous subcommittees, task forces, and advisory boards were established across all curricular and co-curricular areas. Consistent reflective assessment of programs was a core element. Salient outcomes related to community engagement included such strategies for consolidation as developing a long-term assessment plan addressing student civic outcomes and learning, curricular engagement (where community engagement is embedded in the disciplines and schools/colleges), community-engaged faculty (demographics, rank/status, roles, outputs for the community, outputs for the academy, tenure and promotion (T&P) processes for evaluating faculty), quality of partnerships, community outcomes and impacts, and such topical components as political engagement, economic impacts, anchor institution framework, and stewards of place. Specific to student outcomes post-consolidation was the inclusion of an indicator on all student transcripts of their civic engagement.

5. Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?

As explained in the preceding responses to questions in this section, the campus has not had an institution-wide, formal, systematic data collection/analysis process. Nevertheless, the collaborative relationships with community partners drive continual improvements and enhancements to community-engaged courses and activities. Fully transparent and open communications underlie the partnerships with a 360-degree feedback loop affording community stakeholders the opportunity to offer ongoing feedback and recommendations. Faculty, staff, and students engage across curricular and co-curricular areas in ways that are highly productive on this small but robust campus. From annual reports provided at program, unit, and department levels, deans and supervisors coalesce data and information to formulate forward-facing strategies for the subsequent academic year, including improvements, revisions, and enhancements that specifically address community-engagement initiatives.

Prior to consolidation, the campus had an Institutional Research Office that collected the individual/unit reports and provided comprehensive revie0□□□□ □ □ □ □□ į □ į □ į □□□ □ □ ī □ □□□ □ □ □□□ □ xception

An example of how these data were used is that in AY 2016ģ2017, the USFSM campus divided the College of Arts and Sciences into two colleges (College of Liberal Arts and Social Sciences and College of Mathematics and Science) to better address the needs of students and the community as well as enable more specific program focus.

In the current post-COVID and post-consolidation era, it is the intent to further formalize/standardize and adopt a means of capturing data systemically and regularlyĤinformation that during the self-study year and beyond has been organic, informal, but deeply meaningful in supporting and sustaining reciprocal and mutually beneficial relationships across all sectors. There is keen recognition of the value of an institution-wide system that would combine methods of tracking CE in a manner that is consistent and ongoing at the institutional level for CE assessment. Even without such a system in place, though, the communityǁs perception and perspective about CE in partnership with USFSM is strong, vital, and sustainable.

With the creation of a new SVP position in the cabinet of the University Presidentǁs office, entitled Senior Vice President of University-Community Partnerships, effective March 1, 2023, we anticipate significant focus will be given to aligning data management with strategic planning initiatives across all three campuses. These are expected to advance the excellent CE work that has occurred and advanced up to now. Central to this SVP role will be the objective of positioning USF as a Ĩtransformational metropolitan university in full partnership with its communities,ĩ something clearly well-established already on the USFSM campus.

SECTION 8: Outcomes and Impacts

1. Provide an example of institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged, and describity engaepartment

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ĭ Community Engagement: Students will demonstrate and integrate understanding of a societal issue as the result of engagement outside the classroom (literal or virtual).
ĭ Diversity: Students will demonstrate and integrate an understanding of the complexity of elements important to various cultures, groups, beliefs, and/or practices.
ĭ As a Community Engagement and Diversity Pillar course, ENC 3310 is also an opportunity for experiential learning. During the semester, students will design and carry out a life-narrative research project in which they will des

enhancing curriculum for subsequent semesters.

In some instances, final projects were submitted to a prescribed entity extending beyond the classroom or online Canvas submission for purposes of data collection and coalescing outcomes. This was the case, for example, for the aforementioned ENC 3310 Expository Writing Community Engagement and Diversity Pillar course. Students’ final life-narrative research projects that incorporated two diversity themes (class, disability, gender, race, or sexual orientation) were required for submission to the Director of General Education and the Core

4. Provide an example of a systematic, campus-wide, mechanism for assessing student achievement of institutional community engagement learning outcomes for students who participate in co-curricular experiences that are community engaged, and describe one key finding of each.

USFSMǂs Office of Student Engagement provides community-engaged co-curricular experiences for students that encourage relationship building as well as personal and professional growth, promoting and reinforcing values of transparency, inclusion, and leadership. The Office oversees all aspects of co-curricular, community-engaged programming, including volunteerism, civic engagement, and service projects of student organizations with community agencies.

Beginning in AY 2019ģ2020, USFSM implemented CampusLabs software supporting a co-curricular transcript (ĨBullSyncĩ), designed to track individual student involvement in selected co-curricular activities and out-of-classroom experiences. Benefits to students included use of the information for graduate school applications, a repository of speaking points for interviews, and a platform for showcasing broader collegiate experience beyond academia. Data captured in BullSync included organizational involvement, positions held, events attended, and service hours with various organizations.

Each spring, the Office of Student Engagement sponsors a special event to recognize, celebrate, and award students for campus involvement and leadership linked to community engagement (held virtually in spring 2020 because of COVID-19). Awards showcasing co-curricular excellence in community service and leadership reflect Grade 3 assessment:

Sarasota:
2015 Ĥ 68%
2016 Ĥ 68%
2017 Ĥ 71%
2018 Ĥ 68%
2019* Ĥ 70%
2021 Ĥ 66%
2022 Ĥ 63%

Manatee:
2015 Ĥ 46%
2016 Ĥ 47%
2017 Ĥ 50%
2018 Ĥ 49%
2019* Ĥ 51%
2021 Ĥ 49%
2022 Ĥ 46%

* Self-Study AY 2019ģ2020

Faculty, staff, and students from USFSM served as volunteers during the ĪDive Into Readingĩ program sponsored each summer by John and Amanda Horne, proprietors of the Anna Maria Oyster Bar; four restaurants in this local chain provided free books and food to all participating children and volunteers worked one-on-one with children in an effort to improve literacy while fostering a love of books and reading. Volunteers also read with children in their school classrooms throughout the school year.

6. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty and describe one key finding of each.

Community engagement is captured each year in faculty annual reports, including documentation of benefits of such work to both the , includf□nt□□□ į □ □□□ į □□ □ į cap□y a□□ į □d fo0 □□□ □ □□□□ 0 □□□ □ □□□□

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benefits to the campus from its strong community engagement is the support for a long-awaited residence hall, now under construction, and initial funding from the Florida Legislature for the design phase of a new science and technology building that will enable the campus to expand its program offerings to meet the changing workforce needs in the region.

8. Describe how the institution uses and disseminates data from the mechanisms described in questions 4-7 above and provide an example.

in which students of color have higher participation rates than white students. Provide an example of how your campus disaggregates student data by race, ethnicity, gender, and other identity-based demographics to understand who is participating in community engaged courses and how their outcomes may differ.

USFSM is a very small, nonresidential campus without a system in place that disaggregates student data in regard to involvement in community engagement. The campus offers a fully inclusive and open environment whereby every activity, organization, and club is open to everybody. If a student has an interest in founding an organization or club or holding an event that does not already exist, they are encouraged to move ahead with their plans with full support. There is no recognized disparate treatment of any particular group and no formal ethics complaints or discrimination charges have been filed by students.

Demographically, the student body of 2,215 for the self-study AY of 2019ģ2020 was similar to the population in the North Port-Sarasota-Bradenton Metropolitan Statistical Area (MSA), with an underrepresentation of Caucasians and an overrepresentation of Hispanics and Asians:
ĩ Causasian: 1,411 (63.7%) ģ MSA (77%)
ĩ Hispanic: 400 (18.1%) ģ MSA (12.7%)
ĩ African-American: 124 (5.6%) ģ MSA (6.2%)
ĩ Asian: 80 (3.6%) ģ MSA (1.95%)
ĩ Native American Indian: 5 (<.2%)
ĩ Other/Not Reported: 195 (8.8%)

As an aspirational goal, under the new banner of One USF, it is desirable that there be a campus-wide/institution-wide system or mechanism in place that aggregates and disaggregates data and can capture granular details about the characteristics of students participating in community-engaged courses and how their outcomes may differ. Currently, though, the institution is recognized for being equitable in delivering value to all students served.

10. Research indicates that the academic success of minoritized students is enhanced by increased opportunities to take courses with faculty who share a minoritized social identity because of the potential of shared experiences in learning - faculty who represent ethnic, racial, gender, and cultural diversity. Further, research shows that women and faculty of color are more likely to bring active and collaborative teaching approaches into their courses, such as community engaged courses. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.

As explained in the response to Question #9 above, as a small campus, there were not the campus-wide or institution-wide resources or tracking mechanisms in place to capture this level of detail. During fall of 2019, there were 94 full-time faculty, 45 females (47.9%) and 49 males (52.1%). Student population at the time was divided: 61.5% female and 38.5% male.

In terms of race/ethnicity, the faculty breakout was 74 White (78.7%), 12 Asian (12.8%), 3 African-American (3.2%), 3 Hispanic (3.2%), and 2 Other (2.1%). With a faculty of 94, the numbers were small enough where Ĩeveryone knew everyoneĩ and, as also noted earlier, students were welcome to join whatever organizations they wished. Faculty served as leaders of various organizations and were reflective of the populations served (i.e., in AY 2019ģ2020, LGBTQ+ staff/faculty served as advisors for an LGBTQ+ student organization ģ Standing

ĨAny 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 that is undertaken by decision. Community engagement is not reflected in the UFF collective bargaining agreement.

In response to the query for sharing Ĩtext of the policyĩ specific to bonuses and/or merit pay for Ĩcommunity-engaged teaching and learningĩ as well as for the subsequent subqueries of bonuses and/or merit pay for Ĩcommunity-engaged research and creative activityĩ and Ĩcommunity engagement as a form of service,ĩ as a public institution that is unionized, the University is bound by the salary guidelines published in the UFF Collective Bargaining Agreement. Adjustments are allowed for extra compensation and verified counteroffers as well as to make salary adjustments for market equity, including compression/inversion. The University has authority to enter into financial settlements with employees in the settlement of grievances, lawsuits, and other disputes. Specifically, the University can Ĩprovide cash bonuses for special achievements and to develop and implement plans to provide additional base salary or lump sum increases for excellence in research, teaching, service, and other assigned duties so long as the total expenditures do not exceed 1.0% of the August 2018 in-unit employee salary base.ĩ Community engagement was not singled out as a factor to be considered in awarding bonuses or merit increases, although it could be considered as a factor in determining Ĩexcellenceĩ in teaching, research, or service.

There are separate guidelines in place for Instructors (all non-tenure track, full-time faculty: Instructors I, II, and III). However, there is no language that addresses a policy for faculty promotion, reappointment, bonuses, and/or merit pay that specifically rewards faculty for community-engaged teaching and learning, community-engaged research and creative activity, or community engagement as a form of service for Instructors.

b. Community engaged research and creative activity (maximum word count 500):

Specific to community-engaged research and creative activity as it relates to tenure and promotion, the text of the policy for USFSM faculty states, ĨIt 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 or formal presentations to local, national, or international agencies, or by other products as designated by the unit as well as by peer review.ĩ

Concerning bonuses and/or merit pay, please see response provided in (a) above for Ĩcommunity-engaged teaching and learning;ĩ the response is identical here for Ĩcommunity-engaged research and creative activityĩ as to what the University can do (as per the UFF Collective Bargaining Agreement). However, grant funding can be and has been secured for work involving community partners (i.e., in social work, criminology, and hospitality programs, among others) which may, in some cases, provide additional compensation to faculty.

c. Community engagement as a form of service (maximum word count 500):

With regard to community engagement as a form of service for consideration for tenure and promotion, the text of the policy for USFSM faculty states Ĩc. Service ˛ The third component to be evaluated includes service to the University, the professional field or discipline, and engagement with the external community. Candidates for tenure must have made substantive contributions in one or more of these areas. External community service may include work for professional organizations and community, state, federal, or international agencies and institutions. It must relate to the basic mission of the University and capitalize on the faculty memberǂs 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

Within the College of Business, departmental language with respect to service read, ĨPublic service may include work for professional organizations and local, state, federal, or international agencies and institutions.... Examples of engaged service include, but are not limited to, advising government officials and testifying before governmental bodies, serving in non-academic professional associations, speaking to non-academic audiences, and assisting not-for-profit organizations with business issues. Engagement may play a more prominent role in

Preparing for the University consolidation beginning in late 2018, numerous meetings were held in each college and every department across the three campuses (Tampa, St. Petersburg, Sarasota-Manatee) to consider development of new policies for tenure and promotion as well as assess existing policies (including those that incorporated community-engagement language)Ĥall toward the end goal of having one set of tenure and promotion documents across all three campuses post-consolidation in 2020. The new tenure and promotion guidelines of the consolidated USF did retain the community-engagement focus:

ĩIntegral to the mission and vision of USF is commitment to engagement with its communities. As defined by the Carnegie Foundation for the Advancement of Teaching, ĥcommunity 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.ħ While some faculty engagement may come in the form of public service as such, any of the three categories of faculty activity could entail community engagement, and any could in some way ĥaddress critical societal issues and contribute to the public good.ħ Community engagement that is undertaken by faculty to ĥenhance curriculum, teaching, and learning and prepare educated, engaged citizensħ may be included and evaluated as part of teaching, and community engagement undertaken to ĥenrich scholarship, research, and creative activityħ may be included and evaluated as part of a research/creative/scholarly faculty assignment.ĩ

10. If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).

n/a

11. Provide 5-10 examples of staff

provided a diverse group of attendees and community stakeholders with an opportunity to discuss and brainstorm topics related to academic resources, school readiness, policy development, and workforce challenges and solutions.

Dr. Denise Davis-Cotton, USFSM arts integration specialist and director of the USF Center for Partnerships in Arts-Integrated Teaching (PAInT), delivered more than a dozen programs throughout AY 2019ģ2020 to such audiences as the Arts Schools Network Conferences (the national conference at headquarters in Charleston, SC, as well as multiple state conferences of the Arts Schools Network), USF Institute of Black Life, Florida Alliance of Arts Educators, and numerous university programs and high schools throughout Florida. Her topics included Serving Marginalized Communities; Arts Integration: A History of Women’s Suffrage in America; Circus Science? Yes!; Connect! Create! Collaborate!; Juneteenth Reading Video Conference; and Dismantling the Drivers of Racial Disparities, among others.

USFSM staff facilitated a number of other significant, community-engaged activities throughout the AY 2019ģ2020. These include the following representative examples:

Jay Riley, Director of Business Outreach and Engagement (a component of External Affairs at USFSM) was charged with working with partners across all USF campuses to strategically identify and access the institution’s resources on behalf of students, faculty, staff, and the community and to build and effectively manage mutually beneficial partnerships between the University and community stakeholders. Along with other staff on campus, he played a pivotal role in creating and advancing a number of community-engagement initiatives. In addition to the ĨTervisĩ story (Section 3), a very popular program was launched in AY 2019ģ2020 for fifth graders in area elementary schools entitled ĨWhat Can I Be with a College Degree?ĩ This program exposed students to higher education, planting a seed early in their academic careers. A similar program named ĨRaising Techie Girlsĩ was introduced in area high schools that focused on providing information about computer science and careers in technology specifically to girls.

Kimberly Mones, Director of Student Engagement, managed the team within the Office of Student Engagement overseeing co-curricular experiences for students. Her office promotes Ĩtransparency, inclusion, and leadership while acting as a bridge between students and the greater community.ĩ Under her leadership, staff initiated and managed a number of opportunities for students to further the campus mission of building and sustaining reciprocal community engagements. These included Constitution Day (an annual event each September to encourage students to remain engaged with the community through government elections and advocacy); Service Saturdays, where students engaged in a day of service with a local nonprofit several Saturdays a year; and Annual Spring Break (Section 8).

Shadow Day was implemented at USFSM as a pilot mentoring program during AY 2019ģ2020. Called ĨChamber Shadow Day,ĩ the program combined opportunities for mentoring, shadowing, and even partnerships with key stakeholders in the community: The Sarasota and Manatee Chambers of Commerce, county and state government representatives (i.e., Manatee County Sheriff’s Office, Florida Department of Health), and local organizations (i.e., Baltimore Orioles). The Shadow Day experiences provided students with an opportunity for a behind-the-scenes look into the daily lives of CEOs, to learn more about potential career paths, and to connect with businesses and potential employers. They were able to develop skills in the authentic context of the workplace and prospective employers were able to cultivate new employees for hire upon graduation. One of the many program outcomes included students learning that they did not need to leave the area to get a good job, as there are many fine employers locally. Considerable positive feedback has been provided by the Sarasota and Manatee Chambers of Commerce.

Another example of collaboration with the business community is the Bulls in Biz career fair, held during

Homecoming as an annual networking event that connects students and alumni with local employers. The program was created to help students obtain networked connections, internship opportunities, and possible career leads with businesses, nonprofits, and local government agencies as well as help satisfy employersǂ needs for talent. More than 20 local businesses participated in fall 2019.

12. Provide 5-10 examples of faculty scholarship from as many different disciplines as possible - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).

During AY 2019ģ2020, Dr. Jessica Grosholz, Department of Social Sciences, was the recipient of the USF Outstanding Community-Engaged Teaching Award in recognition of her service-learning course that involves a collaborative partnership with the Salvation Army (Sarasota) and the Sarasota County Correctional Facility. The course focused on the challenges and barriers faced by incarcerated individuals being released back into the community that, if not properly addressed, increased the likelihood of recidivism. The goal was to develop a hands-on, reflective learning opportunity for students that would afford a firsthand experience of the relatively abstract and somewhat impersonal topics discussed in the classroom. Students spent time in both the Salvation Army and the county jail, observing programming, meeting with individuals in the system, attending substance abuse recovery meetings that were open to the public, and helping celebrate successes at program graduations. Weekly reflection papers were required from students connecting their classroom learning to experiences within the community agencies. The course has had a significant impact on students, as one student remarked in her reflection paper, Ĩall it takes is one meaningful experience to change a person for life.ĩ

Also recognized by this award was the work Dr. Grosholz undertook with Dr. Jean Kabongo in the College of Business that had commenced several years earlier in collaboration with the Florida Department of Corrections. They developed an entrepreneurship course for incarcerated men, delivered at Hardee Correctional Facility, an all-male, level 6 state prison in Florida. Incarcerated individuals attended classes taught by Drs. Grosholz and KabongoĤspanning 11 weeksĤabout all facets of business planning, ideas, and entrepreneurship. More than 100 men successfully completed the course, 32% of whom were eligible for release. Not one individual has returned to the state system.

Two faculty members on the USFSM campus received Fulbright awards during AY 2019ģ2020. Dr. Jody McBrien, School of Education, received a Fulbright Specialist Award. She visited Auckland, New Zealand, in AugustģSeptember 2019 to evaluate the educational provisions at the Mangere Refugee Centre, the centralized place where all refugees begin the first six weeks of their lives in New Zealand. Her report is currently in press in a book to be published by Emerald. Dr. McBrien was also invited by the government of Turkey to present at its Migration and Education conference in Istanbul. This subsequently led to her being awarded the Council on Foreign Relations International Affairs Fellowship (Paris, 2021ģ2022).

Dr. Cihan Cobanoglu, College of Hospitality and Tourism Management and McKibbon Endowed Chair/Professor, was selected as a Fulbright Specialist. He also serves as the director of the M3 Center for Hospitality Technology and Innovation and is the director of international partnerships for the college. He is editor of the Journal of Hospitality & Tourism Technology, editor of the Journal of Global Business Insights (JGBI), associate editor of Tourism Review (worldǂs oldest tourism journal), and a co-author of six books and 10 conference proceedings. He currently serves as president of the Association of North America Higher Education International (ANAHEI).

During AY 2019ģ2020, an opioid-focused peer coach recovery pilot program was launched for Manatee County, funded by a grant from the Manatee County Department of Health. Dr. Sandra Stone, Department of Social

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Submitted by University of South Florida-Sarasota-Manatee on 9/6/2022. Last modified on 4/28/2023.

Sciences, partnered with the Centers for Disease Control and Prevention, the National Association of County and City Health Officials, and the Florida Department of Health-Manatee to evaluate the program. The project involved numerous interviews with hospital and health department staff and peer coaches, observation of many sessions, and case reviews. A range of drug-related programs and services was also explored along with cost effectiveness. A comprehensive report was completed, detailing program strengths and challenges, along with recommendations for addressing the opioid epidemic in the county, identified as #1 in the state of Florida for opioid overdose deaths. The program was revised, with components subsequently funded through different agencies, such as the hospital, county health services, and drug court.

Dr. Eric Hodges, Department of Social Sciences, collaborated with the Office of Veteran Success on campus as part of his research on the assimilation of veterans following their service. A veteran Marine, Dr. Hodges launched a yearlong initiative, “Soldier to Citizen: How Military Culture Encourages Civic Engagement Among Veterans.” His research looked at how community engagement helped veterans reintegrate and helped to identify positive changes that could be made. As he explained, “Vets seeking to rebuild community—with a sense of purpose—led me to examine the role that civic engagement can play in helping them reintegrate when they come home.”

In 2016, the Manatee County Board of Commissioners approved a partnership proposal with Centerstone, the Department of Health-Manatee, and Manatee Memorial Hospital for funding the establishment of a Community Paramedicine program, along with establishing a crisis response team and mobile health bus. Program goals included identifying cost-effective ways to provide viable healthcare for uninsured or underinsured county residents while expanding access to quality care, stabilizing patients at home through supportive community services, decreasing unnecessary 911 calls and emergency visits and hospitalizations, and decreasing the cost of care. The program completed its first full year in early 2019, and during AY 2019–2020, Dr. Sandra Stone and Dr. Jessica Ggrd i[illegible]y 9[illegible]ar[illegible]re. hatin h hd challenges, along with

[illegible]

SECTION 10: Curricular Engagement

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

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1. Provide the definition used for community engaged courses, the standard and required components for designation of community engaged courses, and the process through which the institution assures fidelity to the definition in those courses.

General Education courses as part of a Core Curriculum were offered for the first time on the USFSM campus in 2013 when freshmen were first accepted into a four-year course of study. The Core Curriculum was subsequently enhanced through the addition of curricular evidence of the institutionǂs commitment to Leadership, Ethics, Diversity, and Community Engagement to already state-mandated essential areas so as to more cohesively link curriculum with the institutionǂs mission and vision emphasis on community engagement. These enhancements fell under the umbrella of ĨPillars of Intellectual Engagementĩ for which students were required to complete a minimum number of community-engaged coursesĤoffered across multiple disciplinesĤin order to be eligible for graduation. One of the pillars specifically addressed Community Engagement and Diversity. Courses approved to meet the requirements of that pillar were identified in course descriptions, course topics, course objectives, and learning outcomes. The curriculum served as the primary academic space in which students bolstered their civic identity and learned to see the world through multiple worldviews.

Proposals for courses included in the ĨPillars of Intellectual Engagementĩ Community Engagement and Diversity requirement went through faculty governance within respective departments or programs and then through a rigorous quality academic assessment process via a newly established intercampus Core Curriculum Committee that provided final USF system approval.

Faculty developing courses complying with the Pillars of Intellectual Engagement were encouraged to find innovative ways to incorporate diversity and community engagement into their courses. Further, students were required to complete actual service with measurable deliverables to a Ĩcommunityĩ (local, regional, national, global) partner, a key component of the courses.

The Pillars of Intellectual Engagement: Community Engagement and Diversity was described as a Ĩgreat defining featureĩ of the USFSM campus. Feedback from the Director of General Education and the Core Curriculum during the self-study AY 2019ģ2020 noted that Ĩwe heard many community partners speak to the skills that our students bring back into the local workforce when they leave us.ĩ Key assignments from all of the Pillars courses were submitted and the assessment data gathered at the institutional level proved valuable as new GenEd details were being reevaluated as a component of the University consolidation process.

In addition, USFSM extended the Pillars course framework to a unique collaboration with community partners in what has proven to be a one-of-a-kind national model for academic community engagement. Dr. Davis-Cotton led the development of an exciting Circus Arts Curriculum for Booker Middle School Magnet Program and Sarasota High School with the Circus Arts Conservatory. Three examples of courses created included Introduction to Circus Arts, Circus Specialties 1, and Aerial Awareness and Acrobatics 1. This collaboration is of special importance as the University shares its Sarasota location with the Ringling Circus Museum (home to the American circus since 1948) and the former home of John Ringling, who made Sarasota the winter quarters for the Ringling Brothers and Barnum & Bailey Circus in 1927.

2. Complete the table below using the most recent complete academic year data. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly:

a. # of for-credit community engaged designated courses (UG/G)

183

b. % of community engaged designated courses as part of all for-credit courses(UG/G)

17%

c. # of faculty teaching for-credit community engaged designated courses

99 (including adjuncts)

d. % of faculty teaching for-credit community engaged designated courses as part of all faculty

39%

e. Of the faculty teaching for-credit community engaged designated courses, what % are full-time?

56%

f. Of the faculty teaching for-credit community engaged designated courses, what % are part time?

44%

g. Of the faculty teaching for-credit community engaged designated courses, what % are tenured or tenure-track?

54%

h. # of academic departments offering for-credit community engaged designated courses

7 In 2019ģ2020, there were no depts. in Coll. of Business, no depts. within Coll. of Hospitality & Tourism; there were 2 depts. and 1 school in Coll. of Liberal Arts & Soc. Sciences and 1 dept. in Science & Math. All other disciplines considered 1 dept.

i. % of academic departments offering for-credit community engaged designated courses as part of all departments

100%

j. # of students enrolled in for-credit courses community engaged designated courses (UG/G)

2,844 Please note: Because students could and did enroll in more than one community-engaged designated course, the numbers are duplicative and not discrete.

k. % of students enrolled in for-credit courses community engaged designated courses as part of all students (UG/G)

18% Again, as noted above: Because students could and did enroll in more than one community-engaged designated course, the numbers are duplicative and not discrete; therefore the percentages are skewed and inaccurate.

l. What academic year does this data represent?

2019-20

3. Describe how the data for a-k in the table above were derived. How was it gathered, by whom, with what frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.

Please note: Because of the small size of our graduate programs, the number of courses at the graduate level

Capstone (Senior-level project) ⌊ The capstone course Community Leadership Practicum, LDR 3263 (part of the program for a BS in Applied Sciences with a concentration in Leadership Studies), is designed to assess knowledge gained through the materials covered in the six Leadership Studies courses through applied learning. Students identify a project to lead that will serve the needs of an organization or the community. Students have completed food or toy drives, increased the awareness of issues through social media outreach, and worked with nonprofits for at-risk youth, the homeless, and foster care. They learn to be inclusive of diverse voices, build consensus, effect change, and make a difference on the issues impacting a cause in the community.

Students enrolled in LDR 4114, Survey of Leadership Readings, complete an interview with someone who has experience leading in another country. The assignment increases student awareness of the historical, socioeconomic, and cultural factors that impact leadership in another country. Students learn that trust and mutual respect are the foundation to leadership worldwide. They also gain an understanding that culture influences behavior such as how status, position, communication styles, and relationships are defined when leading in another country. Students learn that the nuances of culture and communication styles in different countries can build or break relationships and business.

* * * * *

Core Courses ⌊ Through the College of Hospitality and Tourism Management, students are required to engage in mandatory internships in all core courses for the BS degree. This entails working in the field to be Ĩbetter prepared for careers in tourism and the hospitality industry.ĩ For example, rotational assignments are offered as part of the ĨTeaching Hotelĩ program that enables students to gain hands-on experience through operations and administrative divisions of hotels. In addition to significant involvement with hotel management and staff, there is extensive interaction with the public through these internships. A partnership established with The Resort at Longboat Key Club has provided more than 50 students with internship opportunities as well as resulted in employment for several students upon graduation.

Additionally, an ongoing partnership with McKibbon Hospitality provides students with the opportunity to complete internship assignments at a wide range of elite hotels and restaurants in the McKibbon Group. John McKibbon funded the M3 Center for Hospitality Technology and Innovation at USF in 2013 with a transformational gift and subsequent endowment of the McKibbon Chair Professor of the College of Hospitality and Tourism Management.

* * * * *

In the Majors/Graduate courses ⌊ The Master of Social Work (MSW) program is offered as a hosted program on the USFSM campus from the School of Social Work in the College of Behavioral and Community Sciences at USF Tampa. Students complete 900 hours of supervised work over the course of six semesters (150 hours per semester); a typical cohort would include 15+ students. At the master‼s level, partners working with USFSM students include Sarasota Memorial Hospital, Forty Carrots, Manatee Children's Services, Centerstone, Operation PAR, Jewish Family and Children's Services-Sarasota, Rooted Therapies, First Step Sarasota, and 13th District Judicial Courts (Tampa). ¿ on to leadership w ¿ on to leadership w ¿ on to leadership

Accreditation guidelines are strictly adhered to with respect to supervision. Liaison visits with all of the partner agencies and facilities are conducted every other semester and supervisors, administrators, and social workers provide feedback. Comments received about USFSM students include: "We would be interested to have another student from USF since the experience with the previous student was so amazingĩ and ĨThank you for entrusting

SECTION 11: Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories (maximum word count 1000):

- *Social Innovation/entrepreneurship*
-

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planning and eventual consolidation with One USF (July 2020). Therefore, this project was tabled despite the year model for student engagement, which has become aspirational for the USFSM campus going forward.

2. 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 is student leadership in community engagement recognized (awards, notation on transcript, etc.)?

USFSM has maintained a robust Student Ambassadors program for many years. The leadership program links students, alumni, and the community and is focused on leadership, service, community, and University involvement as well as educational advancement. Ambassadors are involved in many functions representing the University within the community (alumni tailgates, commencements, service projects, special events hosted by USF colleges/other units, etc.) and provide volunteer service at numerous events on and off campus. Ambassadors are provided with opportunities to develop leadership skills through training at annual conferences. Jay Riley has directed the USFSM Ambassadors program for a number of years, including AY 2019ģ2020. Reflecting on the last conference prior to COVID-19, he stated, ĨI am very proud of the way our ambassadors represented our University at the conference. They arrived back from the conference with new knowledge, tons of spirit, and great ideas they wanted to share with the whole group. The fact that they have already implemented programs and practices they learned at the conference shows the USF Sarasota-Manatee community how committed these students are about strengthening this vital service organization for the benefit of USF.ĩ

Toni Ripo, Career Services Coordinator, and Mr. Riley collaborated to develop campus outreach programs, partnering with student organizations, faculty, and business leaders from the community. They collaborated with the USFSM Student Ambassadors in the spring of 2020 to organize a virtual community outreach session that partnered with local manufacturer, Tervis Tumbler, about ways employers and employees could remain communicative and productive during COVID-19. Tervis President and CEO Rogan Donelly, who served on the Florida governor‼s industry working group task force on post-pandemic re-opening strategies, talked with the students, offering his insights about how his company and others were coping during the pandemic. ĨRogan shared that even though his employees were working remotely, they were motivated to work hard and contribute to the company‼s success,ĩ Mr. Riley said. ĨThe session was very interesting and informative t. om the co

the campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research
outreach activities
campus food security programs (internal and external)

2. Describe at least two but not more than four examples from question one, including lessons learned and improvements made over the past two years (maximum word count 1000).

An interdisciplinary program that combined the collaborative efforts of the College of Business with the Department of Criminology and the Florida Department of Corrections is an excellent example of (k) social innovation or social entrepreneurship that reflects the principles and practices of community engagement. Mentioned in an earlier section of this application, what was unique about this program was that the partnership between two academic programs led to the creation of a syllabus and a course delivered over the course of 11 weeksĤall conducted for incarcerated men within Hardee Correctional Institution. The program is reflective of the USFSM commitment that Ĩcommunity-engaged learning occurs at the intersection of teaching and community engagement.ĩ Criminology Professor Jessica Grosholz, PhD, stated that Ĩthe goal of community-engaged teaching is to provide meaningful experiences that connect my students to each other, to others unlike themselves, and to situations they otherwise would have never experienced. And, to also provide those incarcerated with the hope and understanding that a new generation is rightly concerned and eager for criminal justice reform.ĩ

Participants in the entrepreneurial course (incarcerated individuals are the Ĩstudentsĩ within Hardee Correctional Institution) consistently assessed the course as providing high value, noting feedback such as:
ĭ ĨMy thinking has changed from ĥnot sure if I could be an entrepreneurħ to ĥI can be an entrepreneurħ.ĩ
ĭ ĨThe course has really given me the confidence and know-how of what to look for to be an entrepreneur.ĩ
ĭ ĨIħve become more focused on owning my own business and being more aggressive in going after my dream.ĩ
ĭ ĨI am reminded of the possibilities for one who does not want to settle for minimum wage as an ex-felon.ĩ
ĭ ĨI am empowered with the knowledge and tools to embark on the next phase of my life once released from incarceration.ĩ

Over the past two years, several factors significantly impacted the progress of the Hardee Correctional Institution entrepreneurship program. Because of COVID-19, consolidation, and administrative changes within the University, the Hardee Correctional Institution entrepreneurship course was discontinued.

+++++++++++++++++++++++++++++++

Uniquely combining two institutional prioritiesĤ(a) campus diversity, inclusion, and equity goals (for students and faculty) and (h) outreach activitiesĤis the Beeler Scholarsħ Incorporate Diversity, Equity, Inclusion, and Leadership (IDEIL) Program. A train-the-trainers program, the core deliverable of this initiative during the self-study AY of 2019ġ2020 was to develop and launch an online course for arts organization leaders, teachers, college instructors, and those encouraged to share content with host organizations throughout Greater Sarasota and Manatee counties. The goal of the program was to Ĩteach artists and educators to engage in equity work that strengthens social cohesion, promotes shared values, and celebrates heritage, histories, and cultural identities of an inclusive community,ĩ according to Dr. Denise Davis-Cotton, USFSM arts integration specialist and director of the USF Center for Partnerships in Arts-Integrated Teaching (PAInT) on the USFSM campus as well as director of PAInT programs for schools throughout the entire state of Florida (more PAInT details are shared in Section 3).

retrospective review of this self-study that commenced one year ago, the workgroup charged with developing this application and telling our stories was rewarded to capture the authentic nature of community engagement infused in every aspect of our campus.

As with every institution over the past few years, we faced the challenges of COVID-19 that necessitated quick

ĨI was inspired by the leadership team working on the Carnegie application process, who integrated service-learning and community-outreach initiatives through multiple disciplines on our campus.ĩ (D. Davis-Cotton)

He added, Ĩthe partnership with the Ritz-Carlton is fantastic and certainly benefits both sides.ĩ Students worked both the front of the house (marketing, registration, AV, etc.) as well as the back operations of meal preparation and coordinating multi-course dinner service. Dr. Patrick Moreo (see Special Note in this section), as dean of the college at the time, described the Ĩten years of HospitalBull as a testament to our students and faculty, but more than anything else, to our loyal and growing supporters. This event Į supports student scholarships as well as student and faculty development, and it gives us the teaching and learning tools necessary to help our students succeed.ĩ

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

n/a

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

Effort should be made to ensure that all questions within a section relate to the subject in a clear and methodical manner (Section 9 appears almost hodge-podge in the manner in which questions seem to bounce around and there seems to be a little bit of duplication in the way that three or four of the questions related to tenure and promotion are asked). Additionally, for several of the larger sections (8 and 9), thought should be given to breaking these into small sections.

With respect to word count, while of course one looks holistically at the entire package before writing, many of the sections have a total of not-to-exceed 1,000 or 1,500 words. However, Section 9, for instance, has a not-to-exceed total of 8,500 words (somewhat overwhelming/ intimidating when one gets to that section to begin writing, which is later in the application-writing process) and required 15 pages of narrative responses. Section 8 required 10 pages of narrative responses. More manageable sections (and more of them) would make the editorial process smoother. Section 4, incidentally, which uses a workbook-like form, was fine; while it ended up requiring 18 pages for the different examples, the format that was provided made the process very manageable.

The way the questions were asked in the table in Section 10 raised a number of concerns for us on how to respond. Without a clear standard as to what constitutes a community-engaged designated course in the estimation of Carnegie, it became somewhat subjective.

Additionally, depending upon how an institution captures and tracks data, the way in which questions are framed in the table does not allow for reliable, accurate data to be reported. For instance, data for the AY of 2019ģ2020 were collected from five different colleges/departments. The numbers then needed to be aggregated with percentages run for the campus as a whole. Because many students enrolled in multiple community-engaged designated coursesĤsometimes across different colleges/departmentsĤthe numbers do not make sense as there is duplicative counting of students. These factors render the numbers in these totals relatively meaningless.

Another area within the data being requested in the Section 10 table requiring clarification is if the entire academic year is to be considered (i.e., summer, fall, and spring semesters) or if just the fall semester is to be used. The USFSM application looked at data for all three semesters: summer 2019, fall 2019, and spring 2020.

7.Request for Permission to use Application for Research and Training:

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 and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research and training purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released to researchers. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

B. I consent to having the information provided in the application used for the purposes of research and training application reviewers. In providing this consent, I also agree that the identity of my campus may be revealed.

8. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, but you may include additional partners up to a total of 15 (see guide for partnership survey information).

Surveys will be sent to community partners when emails are inputted in this section. Please do not add partner contacts until your campus is ready for emails to be sent.

a. Partner Organization Name
b. Partner Organization Contact Full Name
c. Partner Organization Contact Email Address

Partner #1

Community Partner Name	Risk Management

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