Carnegie Community Engagement Classification Application Process Outcomes & Next Steps
March 2019

UW BOTHELL’S APPLICATION FOR THE CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION

In 2017, UW Bothell’s Vice Chancellor of Academic Affairs tasked a Core Team to oversee the Carnegie Application Process. This team helped facilitate and coordinate efforts of five faculty or staff led Working Groups that aligned with the focus areas of the Carnegie application:

1. Assessment Working Group
2. Curricular and Co-Curricular Working Group
3. Faculty Rewards
4. Institutional Indicators
5. Partnership Strategies

These working groups were tasked with collecting, organizing, and synthesizing responses to the Carnegie application questions. In addition, the groups were asked to compile a list of recommendations of gaps and opportunities to further our UW Bothell Community Engagement Mission based on the insights gained during the process.

UW BOTHELL’S CARNEGIE APPLICATION PROCESS OUTCOMES & NEXT STEPS

Thanks to the hard work of the Working Groups, the process outcomes include

1) a complete draft of the Carnegie applications,
2) initial “wins” – see side-bar items, and
3) a list of recommendations to advance Community Engagement at UW Bothell.

The Carnegie Core Team, in coordination with the Community Engagement Council have taken or are taking the following next steps in the application process:

☑ Working Group synthesis of recommendations and handoff of data and written responses to Core Team
☑ CE Council Reviewer’s Group reads application draft (includes CE partner, faculty, student, staff, Diversity Council member)
☐ Open “Learn & Input” meetings
☐ Review of outcomes with GFO Executive Council.
☐ Review of outcomes with Chancellor's Executive Team.
☐ Review of outcomes with Council of Deans.
☐ Copy editor review
☐ Submission of our application on April 15, 2019.

PROCESS OUTCOME: STATEMENT ON SCHOLARSHIP

After document collection, review, & engagement with school leaders, the Faculty Rewards working group (Ed Buendia & Keith Nitta) circulated and received endorsement by the Council of Deans and GFO EC for the statement:

We are committed to diverse forms of scholarship, and we believe that scholarship should be made public in meaningful and significant ways. Scholarship may contribute to disciplinary or interdisciplinary knowledge: be conducted in collaboration with community and organizational partners; and offer new theoretical insights or forge new fields of inquiry. Because of the breadth of scholarly activity and its conduct, the path and gestation period of any scholarly agenda will vary according to the nature of its questions and the means of their pursuit.

In order to ensure alignment with school- and division-based statements, we recommend that each unit complete a review of its P&T criteria (tenure- and lecturer-track) for inclusion of work on community-engagement and diversity, inclusion, and equity. Each unit should then review its P&T policies and practices to remove obstacles to the valuing of work that matches those criteria in P&T processes.

PROCESS OUTCOME: PROPOSED CAMPUS-WIDE LEARNING GOAL

The Curriculum and Co-Curriculum team of the Carnegie classification project (Jeff Jensen, Charity Lovitt, and David Goldstein, working with Kara Adams and Elizabeth Carosso) have drafted a proposed campus-wide undergraduate learning goal for community engagement:

Students will apply theory and skills that contribute to the public good by linking the conceptual to the practical through mutually beneficial engagement with community partners.

The Working Group is taking the proposal to the Campus Council on Assessment and Learning to provide feedback on potential assessment methods should the new learning goal be approved by the GFO.

PROCESS OUTCOME: DEVELOPMENT OF A COMMUNITY ENGAGEMENT ASSESSMENT TOOL

The Assessment Working Group (Shauna Carlisle and Andrea Stone) completed multiple faculty and community partner focus groups over Spring and Autumn 2018 to better understand faculty’s experience with community engagement. This resulted in two surveys developed to assess the impact of community engagement activities on community partners and UW Bothell Faculty. The aim is for these surveys to become an annual assessment tool that can provide feedback for evaluating and improving our community engagement efforts.
Recommendations

**UW BOTHELL’S COMMUNITY ENGAGEMENT RECOMMENDATIONS**

The Carnegie Application Working Groups were asked to compile a list of recommendations regarding gaps and opportunities to further our UW Bothell Community Engagement Mission based on the insights gained from completing the application responses. The following recommendations are provided in short form (a substantive report of recommendations is available upon request):

**Course/Student Recommendations**
- CBLR Course Designation Form for Tracking courses
- CE Course designation ("S" to "CE")
- Division/CAWG identify and commit to a) courses to have a CE component; b) learning outcomes connected to CE
- Connect and support student clubs and organizations with awareness of CE partners and training on engagement
- Track and review student voting data on a yearly basis
- Develop co-curricular CE digital badges.
- Have CE curricular developmental pathways for students.
- Develop a CBLR rubric that can incorporate social justice lens vs. experiential and transformational learning goals.
- Van or bus support for engagements off-campus.

**Faculty & Staff Related Recommendations**
- Encourage and support staff in disseminating best practices of co-curricular community engagement programs, activities, curriculum at local and national conferences.
- Start a Faculty Community Engagement Award/Recognition (student, staff, partner recognitions exist)
- Use (potentially new) CE learning goals to support faculty in teaching, research & promotion
- Provide CBLR student teaching assistants (peer mentors).
- Generate a statement of “Promoting an Inclusive Definition of Scholarship at UWB”
- A speaker series of CE scholarly work.
- Professional development co-led by key campus unit about mentoring faculty about CE work.
- Provide deans, division chairs, and faculty guidance on how CE should be recognized.
- Form a tri-campus CE committee to consider adaptations of Chapter 24 (P&T)
- Create better infrastructure to acknowledge CE work in campus reward structure.

**Infrastructure and Assessment Recommendations**
- Central CE Software Tracking System
- Create better mechanisms for systematic assessment of community perceptions.
- Structure in place to sustain a continuous campus-wide CE assessment
- Create an annual CE assessment report.
- Integrate CE assessment into 2020 strategic plan
- Add CE questions to course evaluation process
- Have a system to assess/measure mutuality & reciprocity between UWB and CE partners.
- Consider student retention as an assessment metric.
- Institutional level assessment of student learning goals.
- Update CE partner surveys to assess in area they would like to see improved and how student exposure to situations may challenge their stereotypes
- Improve communication of a) the institutional importance of CE to the Schools, the Divisions, and to faculty; b) outreach of Office of CBLR to schools & faculty; c) partner-faculty-CBLR relationship
- Develop a campus-level partnership strategy (over the next 2-5 years, may use CE Council)
- Have a strategic plan specific to CE.
- Fund the CBLR Office operating budget with permanent funds to establish the commitment to CE
- Seek out external grant funding to support institutional engagement with the community.
- Create a fundraising plan for CE (collaboration of CBLR, CE Council, Advancement)
- Create an accounting practice that identifies CE practices and can relate amount spent towards efforts.

**STRATEGIZING THE RECOMMENDATIONS**

The Chancellor’s Community Engagement Council assigned a Recommendations Working Group to assess and prioritize the recommendations. To do so, the Working Group will use a weighted-criteria matrix, and currently stakeholders are being asked for feedback on the following set of criteria.

- **Community Impact** - The beneficial effect that this recommendation will have on the community, e.g., organizational change, improvement, strengthening.
- **Faculty Impact** - The beneficial effect that this recommendation will have on the faculty, e.g., retention, teaching, research, well-being.
- **Partner Impact** - The beneficial effect that this recommendation will have on the partners, e.g., capacity building, regional health, prosperity.
- **Student Impact** - The beneficial effect that this recommendation will have on the students, e.g., retention, learning, well-being, community awareness.
- **Values** - The potential of the recommendation to enhance our UWB institutional values.
- **Institutionalization** - The potential of the recommendation to be leveraged across the institution and integrated into all schools and units to influence structures, systems and processes to support our CE efforts.
- **Alignment** - How well the recommendation is aligned with institutional vision, goals and objectives (i.e., Diversity & Equity, Sustainability, Community Engagement, 3Cs).
- **Sustainability** - The capability of this recommendation to produce long term benefits and value for community engaged activities.
- **Feasibility** - How likely is it that the institution could define, develop and successfully execute the recommendation in the next 4 - 6 years and pay for it in terms of human and financial capital.
- **Equity and Inclusion** - The capability of this recommendation to address and enhance the equity and inclusion of participants in community engagement.

The CE Council will apply the weighted-criteria matrix where each recommendation is scored against the above criteria. This information will be used as one contributing factor to the discussion of recommendations; it will be considered in combination to the Carnegie application Working Groups’ recommendations reports and the Carnegie application itself.

Please direct questions about the Carnegie Application or Recommendations report to Kara Adams at caseykl@uw.edu.