# The Carnegie Elective Classification for Community Engagement 

## 2010 Documentation Reporting Form

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This documentation framework is intended to gather information about your institution's commitments and activities regarding community engagement.

For application submission guidelines, click here.
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.

Please provide your contact information (for Carnegie Foundation use only):

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|  |  |
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| President/Chancellor: |  |

## I. Foundational Indicators

## A. Institutional Identity and Culture

## Required Documentation (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?Yes $\square$ No

Quote the mission (vision):

[^0]2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?
$\square$ Yes $\square$ No
Describe with examples:
Each year, 2 staff and 2 faculty are awarded the Excellence in Community Service Award. Each recipient receives a cash award funded by the University Foundation. The Citizen Scholar Award is a special Board of Governors program to recognize outstanding citizen scholars at MSU. Each year, 5 students are selected by Board members and recognized for their outstanding accomplishments and strength of character. The Pepsi-Cola Public Affairs Scholarship is awarded to 5 students based on their commitment to the university's statewide mission in public affairs. Each student receives a $\$ 1,000$ scholarship. The students are selected according to their record of service, leadership and qualities consistent with the goals of the public affairs mission. The Joseph N. Boyce/Wall St. Journal Public Affairs Award is a \$1,000 scholarship awarded to a student who demonstrates service, leadership, and qualities consistent with the goals of the public affairs mission. Of the 12 honorary doctorates awarded, 7 have been the Doctor of Public Affairs (A.P.D.) given to persons distinguished in service to the public. The award recognizes extraordinary achievements, including community engagement, by notable citizens in hope of encouraging students and others. The Office of Citizenship \& Service-Learning (CASL) recognizes students, community partners and faculty each May at the CASL Recognition and Celebration Ceremony. Additionally, CASL hosts a Community Partner and Faculty Luncheon each August to recognize and support academic community engagement. The Provost Fellow for Public Affairs is an appointed faculty chair of the University's annual Public Affairs Conference. The Public Affairs Professorship recognizes faculty who have excelled at enabling MSU to carry out its mission. The Student Community Action Team (SCAT) recognizes students and community partners with a recognition celebration. The Public Affairs Alumni Award recognizes an outstanding alum for exemplifying public affairs. The monthly Public Affairs Spotlight is the most recent recognition for engagement.
3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
$\square$ Yes $\square$ No
Describe the mechanisms:
The Office of Citizenship and Service-Learning (CASL) collects data to measure community perceptions. Three annual events hosted by CASL are: the Faculty and Community Partner Luncheon in August; the Community Volunteer Fair in January; and the CASL Recognition and Celebration Ceremony in May. Community partners provide feedback to CASL on student and faculty engagement, complete a needs assessment for their respective agencies, and evaluate reciprocity and responsiveness of Missouri State University. Additionally, CASL administers the end-of-semester survey for community partners to complete as an evaluation of the servicelearning student(s) who served alongside our partners.

Another assessment tool, is the Missouri State University Poll. The poll is a public opinion research tool used both for community partners and for the university to measure community perceptions. The poll project enables students to participate in the design, implementation, analysis, and presentation of quantitative survey data tailored to measure community perceptions. In 2009-2010, the poll was first incorporated into two political science servicelearning courses which partnered with not-for-profit community agencies in order to gather community perceptions about services provided by those community partners. The poll, administered in August 2010, was developed in response to the Carnegie Community Engagement designation opportunity. It was designed to specifically measure the public's perception of Missouri State University's engagement with the community. The community was included in the development of the poll questions. As this application is being completed, so is Missouri State's strategic, long-range plan 2011-2016. The Missouri State poll project's findings will be incorporated into the current planning process, the data will impact Missouri State's execution of its community engagement focus as well as the next long-range planning process as we will have five years of collected data at that time. The strategic planning sessions currently taking place at Missouri State include representation from the community.

Many academic units have advisory boards on which community members serve. Departments with advisory boards include dietetics; nursing; athletic training; social work; engineering; geography, geology, and planning; astronomy and materials science; physics; computer science; chemistry; interior design; fashion design merchandising; hospitality administration; art and design; and tent theatre. Additionally, program reviews occur every three to five years. Feedback includes perceptions of community engagement.

In the spring of 2008, Missouri State Community Caravans were initiated by the University. The purpose of the caravans, now held annually, is to demonstrate appreciation to the communities for their partnership, gather feedback and share how Missouri State's efforts to benefit each community.

## b. Does the institution aggregate and use the assessment data?

$\square$ Yes $\square$ No
Describe how the data is used:

Within each mechanism, the assessment data is aggregated and used to guide programming and strategic planning. For example, CASL's end-of-semester surveys provide feedback on evolving community needs and partnerships. Faculty receive these quantitative and qualitative reports in order to provide feedback for the following semester's service-learning project. CASL staff use data to inform partnership relationships and to shape opportunities for potential service-learning faculty and students. In response to community feedback, CASL has modified its student orientation and programming to emphasize reciprocity with community partners and students' connection to the University's mission.

The Poll Project data will be aggregated and reported to the following key administrators: President, Provost, and the Academic Leadership Council which consists of Deans and highranking university personnel. This data will be considered in long-range and strategic planning process currently underway.

Every three years, the College of Education surveys employers of Missouri State graduates regarding their performance. The survey data is then incorporated into planning for future programming.
4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?
$\square$ Yes $\square$ No
Describe the materials:
Community Engagement is emphasized in Missouri State's external and internal marketing materials starting with the University's Public Affairs web site and including web pages of the President, Provost, Admissions, Citizenship \& Service-Learning (CASL), Office of Student Engagement, and college home pages such as: COE, "The College of Education’s commitment to being a resource to positively impact the quality of education at all stages of life is consistent with the 'public affairs' mission of Missouri State University." CHPA, "In keeping with the University's public affairs mission, all students at Missouri State University are encouraged to become civically engaged. As a result, all programs in the College [of Humanities and Public
Affairs] help to prepare students for the duties and responsibilities of citizenship and ethical leadership as they participate intelligently in public life, as well as pursue successful and satisfying careers in their chosen fields." In addition to University-wide marketing materials, specific units on campus underscore Missouri State's value of community engagement. These unit materials include CASL's annual report, Admissions view book, and the Alumni magazine. At athletic events, the University acknowledges public affairs programs and initiatives through spotlight recognitions. As part of the University's new marketing campaign, the three pillars of public affairs, community engagement, cultural competence and ethical leadership, are prominently featured. Additionally, the University promotes community engagement through its Community Connections site, where community members can access faculty expertise to address state and community challenges. The Office of Admissions employs the University's public affairs mission to attract students who are seeking an engaging college experience. Other marketing materials that emphasize the public affairs mission and community engagement are videos for web site and athletic event viewing and undergraduate ad posters.

## 5. Does the executive leadership of the institution (President, Provost,

 Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?$\square$ Yes $\square$ No
Describe examples such as annual address, published editorial, campus publications, etc.
The President, Provost and Board of Governors explicitly promote community engagement as a priority. Evidence of their leadership include all awards listed in section IA 2, page 2 of this document, as well as other programs including the Provost's Futures Initiative Grant, Missouri Public Affairs Academy and sponsorship of Missouri Campus Compact which is usually funded by state member dues in other states. Additionally, the Presidential and Board of Governors Scholarships require community engagement activities. On August 1, 2010, MSU welcomed Dr. $J$ ames Cofer as its 11th president. Throughout the Board of Governor's lead presidential search, MSU's public affairs mission was a key criteria in the institution's selection process. Dr. Cofer's first letter, in support of the Office of Citizenship and Service-Learning (CASL), includes his commendation of this "centerpiece of [community engagement]." He states, "I look forward to keeping the momentum going in future years." In his first convocation speech, Dr. Cofer charged the students to investigate, embrace and personalize the mission. Dr. Cofer will build on the strong foundation laid, in part,by Dr. Michael Nietzel, president from 2005-2010. In President Michael Nietzel's first report to campus, he included the criteria of "engaged citizens" in his definition of well-educated students. His call was for more than just volunteering: "the institution's commitment to the public affairs mission needs to be more closely linked to academics and research... to find ways that we express that, find ways to make sure we turn out engaged, ethical, energetic, and eloquent citizens. It requires more than just the fact that many of our students volunteer ...it requires more than they give a lot of community service... We need to have mindful attention to the public affairs mission and ultimately this will depend on the faculty helping us to find ways to do that." In Provost McCarthy's 2010 convocation speech, she identified community engagement as a key competency that students "must possess for graduation."

## B. Institutional Commitment

## Required Documentation (Complete all 6 of the following)

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


Describe with purposes, staffing:
In August 2008, Provost McCarthy named Dr. Rachelle Darabi to the new position of associate provost for student development and public affairs. This position was created to support student success while infusing public affairs from enrollment to graduation, enabling the university to advance the public affairs mission. Units reporting to Dr. Darabi include the Faculty Center for Teaching and Learning, Freshman Orientation, First Year Programs, Academic Advising, Writing Center, Citizenship and Service-Learning (CASL), Public Affairs Support, International Student Services and Study Away, all under the academic umbrella. One key office which advances engagement is the Office of Citizenship and Service-Learning. In supporting faculty, students and community partners in service-learning, the CASL office enhances experiential learning that results in engaged citizenship and improved academic learning that benefits our democracy. CASL develops and maintains relationships in the community for on-going service-learning projects and partnerships carried forward by students and faculty. Annual relationship building events include the Faculty and Community Partner luncheon, the Campus Volunteer Fair, and the CASL Recognition and Celebration Ceremony. CASL gathers community engagement data from across campus each year to apply for the Corporation for National and Community Service President's Higher Education Community Service Honor Roll. Staffing includes the associate director, program coordinator, advisor, administrative assistant and one graduate assistant. Another public affairs driven office is Public Affairs Support. This office, staffed by a director, administrative assistant and graduate assistant, supervises the planning of the Public Affairs Conference, Public Affairs Convocations, Public Affairs Week, Public Affairs Grant program, the Public Affairs spotlight and the Excellence in Community Service Faculty/Staff Awards.
Outside of Dr. Darabi's unit, the Student Affairs programs include the Office of Student Engagement (OSE), the Volunteer Office and the Student Community Action Team (SCAT). These programs provide a variety of community engagement activities. The purpose of OSE is to engage students in campus and community life. Staff includes a director, associate director, 3 assistant directors, administrative assistant, and 5 graduate assistants. The Volunteer Office is staffed by a graduate assistant. SCAT is managed by a graduate assistant. SCAT is dedicated to serving the Springfield community. It is a program that allows students to serve an average of 10-12 hours a week with a not-for-profit agency while being paid through the Federal Work Study program.
2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?
$\square$ Yes $\square$ No

Describe source (percentage or dollar amount), whether it is permanent, and how it is used.

> MSU's 6 colleges and other administrative units annually support engagement with $\$ 25,350,193.15$ (excluding salaries and in-kind support). These permanent funds are used for projects from the arts to zoology.
b. Is there external funding dedicated to supporting institutional engagement with community?
$\checkmark$ Yes $\square$ No

Describe specific funding:
In 2009, $\$ 20,108,260$ of external funding was used to support engagement with the community. The funding enables MSU to host institutes and projects including Ozarks Public Health Institute, Green Leadership Academy for Diverse Ecosystems, Community and Social Issues Institute, Southwest Missouri Council of Governments, Missouri Innovation Academy, Ozarks Science and Engineering Fair, Science Olympiad, Ozarks Writing Project and the Center for Dispute Resolution.
c. Is there fundraising directed to community engagement?
$\square$ Yes $\square$ No
Describe fundraising activities:
Fundraising activities include: 1) Public Affairs Fund used for community service awards and to fund and promote programs, 2) goal of $\$ 3,000,000$ endowment for the Public Affairs Conference, 3) fundraising for J ordan Valley Innovation Center, and 4) the Diversity Scholarship. The public affairs mission at Missouri State University includes the three pillars of community engagement, cultural competence and ethical leadership.
3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes $\square$ No
Describe:
Missouri State assesses students with the National Survey of Student Engagement (NSSE).
Beyond NSSE, Missouri State tracks engagement with these methods: the CASL office and Volunteer Center both collect data each year in order to gauge engagement in the community. CASL also produces an annual report. Service-learning students have a formal reflection component that faculty use to measure the quality of the engagement experience as well as the learning. Service-learning students complete an end-of-semester assessment to provide feedback to CASL on student engagement with the community partners. Likewise, the community partners complete a formal evaluation that provides feedback.

Evaluations of departments and academic units include community engagement. For example, the College of Arts and Letters uses community engagement as a factor in budget allocations.

MSU also tracks engagement in the freshman seminar course with a cross section of students participating in a pre- and post-public affairs scale measurement tool, developed by 2 MSU faculty members. Two statements as examples are: "I feel an obligation to contribute to the community" and "I believe through effort, I can make a difference in my community."

In fall 2010, MSU's Office of Student Engagement is implementing the co-curricular transcript, which tracks student engagement both within the campus community and the external community. MSU has tailored the co-curricular transcript to emphasize public affairs, in keeping with MSU's mission statement.

Criteria are currently being developed to serve as a tracking mechanism for the Public Affairs Intensive Experience, an upcoming requirement for all MSU graduates, across all majors.

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

$\square$ Yes $\square$ No
Describe:

NSSE data is used to measure the quality of the student experience and to identify MSU's strengths and weaknesses in supporting student engagement.

CASL uses its data collection to report to Faculty Senate and Academic Leadership Council on the level of service-learning engagement for each college. The broader Volunteer Center numbers are included in the campus wide report for use in the President's Higher Education Community Service Honor Roll application. Additionally, the data is used to support the University's accreditation processes (where applicable). Feedback gathered from formal reflections and end-of-semester assessment is used to enhance student experience, to strive to ensure reciprocity with the community, and to identify ways to improve faculty support.

Data collected from the freshman seminar surveys is being used to measure the impact of this course on student engagement and the role of engagement in retention.

Data collected from the co-curricular transcript will assist the Office of Student Engagement in promoting student engagement as well as provide a snapshot of student body involvement.

The Public Affairs Intensive Experience criteria are on a departmental level to further embed the public affairs mission into the fabric of our institution. These criteria are also intended to support revisions to weave public affairs into the curriculum.
c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?
$\square$ Yes $\square$ No

## d. If yes, indicate the focus of those mechanisms:

## Impact on students

Describe one key finding:
Honors students wrote a Student Government Resolution to promote more service-learning in honors courses, based on service-learning's impact on students.

The MSU freshman seminar course research results show that students exposed to servicelearning intervention experience greater levels of positive outcomes, such as engagement and leadership compared to students not exposed to the service-learning intervention. These research results influenced the administration's decision to increase the freshman seminar course from one to two credit hours, with the second hour intended to focus on public affairs.

The student body approved a student fee increase with the intention to fund a permanent, full time Volunteer Coordinator position.

## $\checkmark$ Impact on faculty

Describe one key finding:
The Faculty Senate voted to recognize public, engaged scholarship in the faculty handbook. This type of scholarship may be included in a department's tenure and promotion policy. The scholarship activity should involve a partnership with the public and private sector that enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good.

## $\square$ Impact on community

Describe one key finding:
The Missouri State University Poll project, a collaborative effort between CASL and a 2009 Service-Learning Faculty Fellow, began in the spring of 2010. This tool is a public opinion research tool designed to provide quality, scientifically sound data collection and analysis to measure the impact of institutional engagement.

There are also multiple service-learning courses that provide program assessment and evaluation for the benefit of community agencies that serve the local community. These courses offer feedback for continuous improvement. Three representative examples are PED 350: Health and Wellness Promotion, REC 330 Leisure Research Applications, and PLS 576 Quantitative Methods of Political Science \& Public Policy.

## $\checkmark$ Impact on institution

Describe one key finding:
In the March 2010 session, the Faculty Senate passed a resolution that requires the inclusion of public affairs intensive experiences in the undergraduate degree requirements of every major program beginning in J anuary 2011. The Committee on General Education and Interdisciplinary Programs (CGEIP) was assigned the task of developing criteria to be used by College Councils in determining whether a class/experience can be identified as public affairs intensive. The reviews by College Councils will be conducted during the fall 2010 semester.

Additionally, the position of Associate Provost for Student Development and Public Affairs was created in 2009. This senior level administrator has responsibility for public affairs outcomes at all University levels.
e. Does the institution use the data from the assessment mechanisms?
$\square$ Yes $\square$ No
Describe:
Colleges' annual public affairs reports detail each departments public affairs activities (community engagement, cultural competency, and ethical leadership). Some of the data is already being used to measure the progress towards the faculty senate resolution requiring public affairs intensive experiences as well as to recognize employees for their community contributions. Past long-range plans included a public scorecard; the forthcoming long-range plan will measure indicators of our public affairs mission, specifically community engagement.

Data is also used for accreditation reviews, the President's Higher Education Community Service Honor Roll, reports to state legislators, and the CASL annual report. The Carnegie application process has highlighted this area as one with room for growth. Subsequently, the current longrange planning process includes measures to better fold data into institutional procedures.
4. Is community engagement defined and planned for in the strategic plans of the institution?
$\square$ Yes $\square$ No
Describe and quote:
One example of community engagement in MSU's Long-Range Vision and Five-Year Plan (2006-2011), is: "The University's identity is distinguished by its statewide mission in public affairs, requiring a campus-wide commitment to foster competence and responsibility in the common vocation of citizenship." Plans for community engagement are included in this document http://www.missouristate.edu/longrangeplan/default.htm.
MSU is currently in the process of developing the 2011-2016 long-range plan. Although Missouri State has had a state-wide public affairs mission since 1995, this long-range plan will be the first to define the public affairs mission as a mission with three distinct components: community engagement, cultural competence, and ethical leadership. Additionally, a public affairs long-range planning committee work group is considering "general education requirements, the expectations for majors, and the co-curricular opportunities that will reflect the public affairs mission in a meaningful manner, attracting students and yielding graduates who are prepared for work, life and citizenship in a way that the university can claim as distinctive." The academic work group of the long-range plan is also charged with weaving public affairs into the University. One area considered by this work group is knowledge transfer and innovation as important aspects of community engagement.

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

$\square$ Yes $\square$ No
Describe:
The Office of the Provost selects one faculty member each year for the Provost Fellow for Public Affairs. This opportunity includes responsibility for all aspects of the Public Affairs Conference, work to establish conference relationships with the regional private sector, educational institutions, and public and private schools, as well as statewide relationships. This Fellow receives an $\$ 8,000$ stipend and one course reassignment. Separately, the Public Affairs Professorship recognizes faculty who have excelled at enabling the University to carry out its Public Affairs mission. This professor receives a $\$ 5,000$ stipend over and above his/her base salary with an additional $\$ 1,000$ for expenses to carry out the work of this position. CASL offers six Service-Learning Faculty Fellows each year. The Fellows were established in 2004 to more intentionally and thoughtfully integrate SL into the campus academic environment. Each fellowship is a $\$ 2,500$ award. CASL also offers the CASL Research Stipend for research that will be of direct service to the community or advance the knowledge of SL as a pedagogical tool. Other faculty development opportunities include the annual fall faculty research forum and the annual spring SL workshop. CASL has hosted nationally known SL scholars such as: Sherril Gelmon, Robert Bringle and will host Barbara Jacoby this spring. CASL provides travel support for faculty attending SL conferences, including the 2010 Future of Community Engagement in Higher Education. CASL collaborates with the Faculty Center for Teaching and Learning.
Missouri State underwrites tuition for one administrator to engage in Leadership Springfield, which familiarizes leaders with community opportunities, needs, problems and resources.
Additionally, MSU underwrites tuition for one administrator to engage in Leadership Missouri.
Many MSU faculty are granted sabbaticals based upon, what Ernest Boyer called the "scholarship of engagement." There is a current initiative to establish a Community Engagement Release Policy for staff which provides paid leave for service.
6. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?
$\checkmark$
Yes $\square$ No

Describe:


#### Abstract

Yes, the community has many voices and roles in institutional and departmental planning for community engagement. Throughout the University, community members serve on boards for planning on both the institutional and departmental level. At the university level, community members continue to serve on the 2011-2016 long range planning team. Moving to colleges, advisory boards within each college include community members as departments plan for community engagement, specifically with the new public affairs intensive experience requirement. In regard to the hiring process, community members serve as representatives on search committees for public affairs related positions, such as the CASL Program Coordinator. For university programs, the Public Affairs Conference Committee, Student Community Action Team and Citizenship and Service-Learning office include community input. The Provost underscores the priority of community input on her website which states: "Our partnerships with the Springfield community and region have taught us much about how we can contribute to the intellectual and cultural life of Missouri and its citizens, as well as how we can contribute to economic development. Our new initiatives will broaden and deepen that agenda."


At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5 , and I.B., 1 through 6 on pages $1-17$ and determine whether Community Engagement is "institutionalized"--that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2015.

## Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?Yes $\square$ No

Describe:
On the Provost's faculty recruiting web page, Missouri State intentionally seeks faculty who are committed to its mission. "Through an ambitious eight-year planning process, a thorough study of programs, and attractive retirement incentives, Missouri State University is now embarking upon a major reallocation of faculty positions to better accomplish its mission. The university seeks faculty who are committed to the concept of citizen-scholar, and who embrace the challenge and opportunities for higher education in the 21st century." http://www. missouristate.edu/provost/facultyempinfo.htm An example of a faculty search in the department of Sociology, Anthropology and Criminology provides evidence of the public scholarship faculty that Missouri State seeks to hire: "The Department of Sociology, Anthropology, and Criminology invites applications for a full-time tenure track assistant professor in the sociology program beginning August 2009. The department is developing a public sociology focus and seeks candidates whose teaching encourages students to apply their sociological knowledge to public affairs and community problems. Applicants whose research interests hold the potential to engage public agencies, organizations, and communities are especially encouraged to apply. Preference will be given to candidates who teach and research in one or more of the following areas: urban, social movements, media, social problems and family. College teaching experience, demonstrated ability to conduct academic research, and a demonstrated commitment to public sociology are required." Additionally, the search for the Blanche Gorman Strong Endowed Chair in Protestant Studies in the Religious Studies department included: "The successful candidate will possess strong communication and technology skills and will be able to enhance the Public Affairs mission of the University by developing the cultural competence of students and by engagement with the community."
2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?
$\square$ Yes $\square$ No
Describe:


#### Abstract

Missouri State hosted an Imagining America http://www.imaginingamerica.org/ regionalMeetings.htm Regional Meeting in February 2009 at which seven institutions from Missouri and Oklahoma attended. Administrators and faculty participated in dialogue and breakout sessions centered on Imagining America's Tenure Team Initiative entitled Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University. During the afternoon campus meetings, Missouri State team members discussed specific public scholarship language which might be included in the Faculty Handbook. Action steps of the Public Scholarship Steering Committee were articulated, including the commitment to consult with the Faculty Handbook Revisions Committee about inserting new language into the Faculty Handbook and to discuss the recommendation of the Tenure Team Initiative Report with the University Tenure and Promotion Committee. Establishing public scholarship language in the Faculty Handbook and creating a climate in which public scholarship is widely respected, carefully evaluated and advances the public good are ongoing goals of the Public Scholarship Committee. One outcome of the Imagining America meeting was the Faculty Senate's recognition of public, engaged scholarship and the change to include new language in the faculty handbook.


b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain:
Per the faculty handbook: 4.2.2.3 "It is scholarly or creative activity integral to a faculty member's academic discipline. It encompasses different forms of constructing knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value. The University recognizes that engaged public scholarship is research and may be included in a department's tenure and promotion policy if a department so chooses. If included in a department'spolicy, this scholarly activity should involve a partnership with the public and/or private sector..." See Wrap Up on page 36.
b (cont'd). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?


Describe:
3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?


Examples:
Students influence community engagement through a variety of programs including the Office of Student Engagement (OSE), which includes Greek Life and coordination of Student Government Activities (SGA). Each fraternity and sorority has a service chair and a philanthropy chair who leads his/her respective organization to plan service and philanthropic events. OSE tracks these events and outcomes. SGA plans Alternative Spring Break programs. The SGA president serves on the University budget committee. Bears Backing Haiti was a program completely initiated by students in which they reached out beyond the student body to engage the community with Haiti earthquake relief. Students raised $\$ 42,000$ with over 250 volunteers and over 1,100 hours of service. One-third of the students involved with this initiative were not previously involved with any student organization. Three student organized events that raise approximately $\$ 250,000$ annually are: Up til Dawn, Relay for Life and Dance Bearathon. Students determine the use of the students involvement fee, which they voted to increase last year to fund a full time volunteer center position. In regard to assessment, students were instrumental in influencing the purchase of Student Voice, an online assessment tool for engagement events. Students desired an intentional and more formalized process of assessing learning outcomes. Three student leadership programs, Centennial Leaders, Emerging Leaders and Public Affairs Distinction, are planned, implemented and assessed with student input.
Students also influence decisions by participating on the Long Range Planning Committee, Public Affairs Spotlight selection committee, and the Public Affairs Conference. Public Affairs Week (PAW) is completely student lead and organized, with only one staff facilitator for budgetary purposes. An example of a PAW activity is the Hunger Banquet. The Student Community Action Team is a student driven program in which students plan community service activities. The pre-med society planned an international service-learning program to Peru.
4. Is community engagement noted on student transcripts?
$\square$ Yes $\square$ No
Describe:
Students enrolled in service-learning courses receive an SL designation on their transcripts.
Students also have the option of noting community engagement activities on the co-curricular transcript. With this document, engagement activities must be verified in order to appear on the student's transcript. A reflection component is built into the co-curricular transcript documentation process.
5. Is there a faculty governance committee with responsibilities for community engagement?
$\square$ Yes $\square$ No
Describe:
The Public Affairs Committee of Faculty Senate has responsibilities for community engagement. The charge is "to articulate learning outcomes for the public affairs mission to ensure all students, as a graduation requirement, will meet or exceed these [community engagement] goals."

CASL Oversight Committee, a Faculty Senate committee, is comprised of one representative from each college. The work of the Oversight Committee is to examine proposal syllabi of faculty who choose to include service-learning in their teaching and to certify only those proposals that warrant academic credit.

## II. Categories of Community Engagement

## A. Curricular Engagement

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

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

1. a. Does the institution have a definition and a process for identifying Service Learning courses?
$\square$ Yes $\square$ No
Describe requirements:
Faculty Senate Actions established the criteria to evaluate SL courses as well as established the CASL Oversight Committee to review and certify only those faculty proposals that warrant academic credit. The Component Course model, which enables students to earn one additional academic credit in selected courses, includes criteria that the community partner must be an external government or service organization; the service must be relate to course content; the student must complete 40 hours of sustained, unpaid service; graded assignments assess the activity-related learning; and additional syllabus content requirements that clearly identify expectations and methods of reflection and evaluation. The Integrated Service-Learning (ISL) model embeds the SL pedagogy throughout the course and includes criteria that the SL project be academically rigorous; with an approved community partner; provide a useful service to the community partner; require a minimum of 15 hours of unpaid service and constitute a minimum of $15 \%$ of the student's grade; students are evaluated on their effectiveness in integrating course material and the service activity, and assignments include reflective exercises that require students to analyze and synthesize information gained to integrate the civic engagement aspect of the course. Both SL models include assessment from students, community and faculty.
b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 309
What percentage of total courses? $1 \%$
c. How many departments are represented by those courses? 36 What percentage of total departments? 82\%
d. How many faculty taught Service Learning courses in the most recent academic year? 108
What percentage of faculty? 13
e. How many students participated in Service Learning courses in the most recent academic year? 2,039
What percentage of students? $10 \%$
2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?Yes $\square$ No

Provide specific learning outcome examples:
The Faculty Senate Committee on Public Affairs developed institutional learning outcomes for students curricular engagement. Community Engagement learning outcomes are: 1) Students will apply academic and disciplinary knowledge and personal experiences to address societal problems, 2) Students will recognize their capacity to lead in community or work settings, 3) Students will engage in activities directly benefiting either the University Community or the civic community, 4) Students will identify the rights and responsibilities of citizenship in a democratic society. These outcomes were approved on $8 / 25 / 10$ by the CGEIP (Gen. Ed.) Committee as a starting point. CGEIP plans to further develop campus-wide outcomes within the next two years.

## b. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community?

$\square$ Yes $\square$ No
Provide specific learning outcome examples:
Each department has been charged to incorporate at lease one public affairs (pa) intensive learning experience and include student learning outcomes for those experiences. The below guidelines have been approved by the Gen. Ed. committee. Departments are following these guidelines as they develop their own pa intensive learning experiences. "Guidelines to be used in designating 'PA Intensive Experiences' Every undergraduate major program must incorporate at least one pa intensive 'experience' as part of the degree requirements for every student. The pa intensive experience(s) must address at least one, but preferably all of the major goals of the three main components of pa as defined by the faculty Senate, namely: Ethical Leadership... Cultural Competence...Community Engagement: GOAL: Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society. GOAL: Students will recognize the importance of scientific principles in the generation of sound public policy. The focus on the pa goals must be intentional not coincidental. To this end, few courses will qualify as pa intensive by default. Instead, it is expected that each qualifying experience will have clearly defined learning outcomes..."

## c. Are those outcomes systematically assessed?

$\square$ Yes $\square$ No
Describe:

The public affairs learning outcomes that were established in August 2010 have not yet been assessed. However, assessment plans are mandated from each department. From the Guidelines to be used in designating Public Affairs Intensive Experiences: "The departments must develop an assessment plan that will permit them to determine whether or not all aspects of public affairs are adequately fulfilled within the program's curriculum. Clearly the designated public affairs intensive experience should contribute to this overriding goal." The Faculty Center for Teaching and Learning defines the role of Departmental Assessment Committee (DAC) and the Assessment cycle. http://www.missouristate.edu/fct//86538.htm
d. If yes, how is the assessment data used?

Describe:
The Faculty Center for Teaching and Learning describes how the assessment data will be used, "After implementing an assessment plan and measuring student learning outcomes, departments, programs, and units need to analyze the results obtained and use those results to make necessary changes or improvements to the unit or program." MIssouri State views assessment as a constant cycle of improvement. Data gathering is ongoing.
3. a. Is community engagement integrated into the following curricular activities?

## Student Research <br> Student Leadership <br> Internships/Co-ops <br> Study Abroad

Describe with examples:
Student Research -Communication Sciences and Disorders faculty conducted a research project with audiology students entitled Is Service-Learning an Effective Tool for Audiology Students? A Comparative Study of Middle Ear Function Measures in Children. Their project investigated the impact of service-learning pedagogy and the development of citizenship skills in audiology students. Also, the PSY 203 Introduction to Research course is taught in partnership with at least three community partners each year. Students in this psychology research class develop research tools to gather data for partners such as Special Olympics, Head Start, Springfield-Greene County Library, and Dickerson Park Zoo. The Political Science Poll project with PLS 576 enables students to participate in the design, implementation, analysis and presentation of quantitative survey data, partnering with not-for-profit agencies such as the Foundation for Springfield Public Schools and the Missouri Planning Council for Developmental Disabilities.
Student Leadership - Within the Office of Student Engagement, three student leadership programs are Centennial Leaders, Emerging Leaders and Public Affairs Distinction. These programs integrate community engagement in their respective curriculums. Internships/Co-ops - dozens of not-for-profit agencies offer internship opportunities for MSU students for the dual benefit of student learning and community engagement. This past spring, two study abroad courses were service-learning courses. Students traveled to El Salvador and Nicaragua in these courses to participate in feeding centers, nutrition assessment and agricultural development.

## b. Has community engagement been integrated with curriculum on an institution-wide level?

$\square$ Yes $\square$ No
If yes, indicate where the integration exists:
$\square$ Core Courses $\quad \square$ Graduate Studies
$\square$ First Year Sequence $\square$ Capstone (Senior level project)
$\square$ In the Majors $\checkmark$ General Education
Describe with examples:

Core courses will be required to meet learning objectives of the University's public affairs mission, which includes community engagement. Assessment indicators will be established and the data collected will be folded into the continuous improvement process. The core courses are part of the university's general education curriculum. MSU is currently discussing the revision of General Education curriculum.

Every major must provide each student at least one public affairs intensive experience.
First Year Sequence - Service-Learning and The First Year Experience was Initiated in 2009. Service-learning is embedded in a selected number of course sections, to engage freshman during their first semester on campus. This year, the First Year Sequence was expanded from a one hour course to a two hour course. The second hour of the course is required to be focused on the University's public affairs mission. Instructors must achieve learning objectives for the three prongs of the mission: community engagement, cultural competence and ethical leadership. Additionally, the Common Reader is selected each year to underscore the public affairs conference theme. This year, Greg Mortenson will speak on campus as he is the author of the 2010 common reader, Three Cups of Tea. The founder of TOMS Shoes, Blake Mycoskie, is the 2010 fall Public Affairs Convocation Speaker. Both of these individuals model community engagement in their personal and professional lives and will be sharing their stories.

Community engagement is integrated into certain graduate programs and senior level projects; however, it is not currently integrated on an institution-wide level.
4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?
$\square$ Yes $\square$ No

Provide a minimum of five examples from different disciplines:
Knapp, T., Fisher, B. and Levesque-Bristol, C. (2010) 'Service-Learning's Impact on
College Students' Commitment to Future Civic Engagement, Self-Efficacy, and Social
Empowerment', J ournal of Community Practice, 18: 2, 233-2519 (Disciplines represented:
Sociology, Gerontology, Psychology)
Powell, A., Masterson, J. J. (2009). The effects of structured writing intervention for elementary students with special needs: A systematic review. Evidence-Based Practice Briefs (Pearson), 3 (June), 59-73. (Discipline: Communication Sciences and Disorders)

Hope, K. (2008). The Development of a Medical Service Learning Study Away Program. Journal of Emergency Nursing (JEN), 34(5), 474-477. 9 (Discipline: Nursing)

Byrd, D. B., Byrd, S. D., Bottin, R. R. (2005). Public Service Income Tax Clinic: Integrating a NonTraditional Learning Experience Into an Accounting Program. Review of Business Research, International Academy of Business and Economics, V(2), 31-44. [I] (Discipline: Accounting)

Willis, S. (2009). Perceptual changes found in engaged Service Learning, National Art Education Association Annual Conference, Minneapolis, MN. (Discipline: Art)

Scales, K., and Pearman, C. (2008) Go for Glitter: A community service project supporting senior citizen literacy. The Missouri Reader, 33(1), 14-17. (Discipline: Education)

## B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.

1. Indicate which outreach programs are developed for community:

learning centers<br>tutoring<br>extension programs<br>non-credit courses<br>evaluation support<br>training programs<br>professional development centers<br>other (specify)

Describe with examples:
One learning center is the Child Development Center (CDC) which was the result of a proposal from the MO State Child Care Task Force. A tutoring example is the Hispanic Educational Access Initiative. The purpose of this program is to immerse MSU students in diverse cultural settings, while tutoring and teaching ESL to Hispanic elementary and HS students in our surrounding rural communities. One example a of non-credit courses is the 2011 Study Away program to Ecuador offered to the community. The International Center also offers non-credit language courses to the community. Evaluation support is found through four service-learning classes in political science, recreation, physical education, and psychology. Students in these integrated SL classes develop assessment tools, gather data and produce reports for their respective community partners. Additionally, the Center for Planning and Resource Management provides evaluation and training support for cities. Training programs are found in MSU's Small Business and Technology Center, including classes such as Understanding Financial Statements, Personnel Law, and Social Media. The Physical Therapy Clinic provides training for seated workers as well as ergonomic evaluation. Professional Development Centers include the Go Lead: Professional Development for the Nonprofit Sector. Go Lead is a professional development series of training focused on managing nonprofit organizations. The Center for Dispute Resolution provides services such as mediation training. The Missouri Public Affairs Academy funds approximately 25 high school students each summer to provide a forum for discussion with community leaders, while developing leadership skills and working to enhance their roles as citizens. Another outreach example is the MSU Center City Counseling Clinic provides low cost counseling services for individuals, children, couples and families. MSU's Public Affairs Conference features a series of keynote presentations, panel discussions, and special events throughout the week, and is free and open to the public.
2. Which institutional resources are provided as outreach to the community?

co-curricular student service<br>work/study student placements<br>cultural offerings<br>athletic offerings<br>library services<br>technology<br>faculty consultation

Describe with examples:

Co-curricular student services provide student volunteer hours to the community through service requirements for Greek life students, many honor societies and other student organizations. Sixteen percent of MSU's federal work-study students are engaged with community service or serve nonprofit agencies, which is higher than the mandated federal requirement of seven percent. MSU provides numerous cultural offerings, such as the Fine Arts Academy, Center for Arts in the Schools, Native American Pow Wow, Hispanic Heritage Month, Ozarks Celebration Festival, performances at the University owned Juanita K. Hammons Hall for the Performing Arts, the Student Exhibition Center, a venue on Springfield's First Friday Art Walk, performances at the Coger Theatre, and Tent Theatre. Athletic facilities are made available for Special Olympics as well as youth sports camps and clinics. Libraries are open to the community to use all resources. MSU's Meyer library sponsors the Children's and Young Adult Book Review Board, serves as a depository library for the U.S. Missouri and United Nations documents, and sponsors the Children's Literature Festival. The Small Business and Technology Development Center provides business consultation and training, and the Center for Homeland Security provides education, training and research services. MSU also has a public, online "experts" database, Community Connections, dedicated to sharing information on services provided by the university to address state and community problems. Additionally, non profit agencies post volunteer needs on the MSU Volunteer Center data base. The Music Department initiated Concerts for a Cause, a series of free concerts that are open to the public during spring months. Although the performances are free, attendees are asked to bring a monetary donation to Ozarks Food Harvest. The donations assist Ozark Food Harvest in purchasing what they need at bulk prices.
3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.
4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?
$\square$ Yes $\square$ No
Describe the strategies:
Missouri State promotes the mutuality and reciprocity of partnerships through formal feedback mechanisms and ongoing dialogue. Commonly, departments and programs include community voice on advisory boards. As Missouri State more deeply institutionalizes its public affairs mission, equitable partnership models will be imperative to positive engagement outcomes for both students and the community. Nurturing truly authentic and reciprocal partnerships includes the practice of shared decision making. As departments develop the required intensive public affairs experience for each student in every major, university faculty and department heads are working to advance equity within the hierarchical context of the university system. Administrators recognize that the design of public affairs intensive experiences must be developed in concert with the community. Missouri State will engage the community by asking, "How does our community want to be impacted by the community engagement work of our campus?" One collaborative project that provides the University the opportunity to reflect on southwest Missouri's assets and challenges is Community Focus: A Report for Springfield and Greene County. http://thelibrary.org/focus/. This report identifies red flags, i.e., issues needing attention, and blue ribbons, i.e., community strengths. Dozens of faculty and staff members not only serve the community as volunteers, but as Board members, learning from the community and lending their expertise.

## b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

$\square$ Yes $\square$ No
Describe the mechanisms:

Most of the partnerships listed in the partnership grid have assessment mechanisms to fold assessment into the continuing planning process. For example the Office of Citizenship and Service-Learning's semester-end evaluation. Each service-learning students completes an evaluation for insights on the community partner, the project and recommendation for future engagement activities. CASL shares aggregated data with community partners. Information is also integrated into future institution planning for student service activities. Another mechanism is the Career Center's employers' survey, in which employers provide feedback to MSU regarding workforce development needs.
5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?


Provide a minimum of five examples from varied disciplines:

Peer-reviewed publication: Havel, J. E., Medley, K. A., Dickerson, K. R., Angradi, T. R., Bolgrien, B. W., Bukaveckas, P. A., Jicha, T. M. 2009. Effect of main-stem dams on zooplankton communities in the Missouri River (USA). Hydrobiologia, 628, 121-135. [note: collaboration with Missouri Department of Conservation] (Discipline: Biology); Government report: Gaetani, M., K. Cook and S. Leis. 2010. Fire Effects on Wildlife in Tallgrass Prairie Natural Resource Report NPS/HTLN/NRR - 2010/193. [note: result of an MSU-National Park Service collaboration; PI, A. Mathis] (Discipline: Biology); Kear, D. J., Brown, D., Agnew, W., Hardy, C., Craig, C ., and Roworth, W. (2009). Four universities collaborating to increase student learning in Title 1 Schools. A panel presentation to the National Council for the Accreditation of Teacher Education Fall Assessment Conference, Washington, DC. (Discipline: Education); Walker, Bethany. "From Ceramics to Social Theory: Reflections on Mamluk Archaeology Today", Mamluk Studies Review 14.1 (2010): 1-49. [Additionally, Dr. Walker is the director of the Northern Jordan Project. She lead a summer 2010 Study Away archaeology program with 24 MSU students]. (Discipline: History); In Spring 2010, Computer Science faculty Dr. Ken Vollmar wrote a framework to support Java programming contests. The framework was successfully used to support the Math department's annual Pummill Relays contest for high school students in the southwest Missouri area; Fashion and Interior Design instructor Marcianne Patton integrated SL in her interior design class. Students design and update Habitat for Humanity homes for disabled and low income families.

## III. Wrap-Up

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

Faculty Handbook language on Engaged Public Scholarship, supplemental documentation section, question 2 b , page 20
4.2.2.3. Engaged Public Scholarship

Public scholarship supports the University's Public Affairs mission. It is scholarly or creative activity integral to a faculty member's academic discipline. It encompasses different forms of constructing knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value.
The University recognizes that engaged public scholarship is research and may be included in a department's tenure and promotion policy if a department so chooses. If included in a department's policy, this scholarly activity should involve a partnership with the public and/or private sector that enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good. Engaged public scholarship includes research focused on civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies. Projects that advance engaged public scholarship must be subjected to critical academic peer review and should include input from a rigorous review conducted by involved community partners who collaborated with the public scholar. This input must assess the significance of the project, the quality of the relationship, and the impact on public good.
2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

> Missouri State University participates in the American Association of State Colleges and Universities American Democracy Project, specifically the eCitizenship project which is a collaborative project organized by the AASCU and the Center for the Study of Citizenship at Wayne State University. Thirty four institutions from across the United States are participating in this initiative, working together to study how emerging technologies, particularly social networks, support and facilitate civic and political engagement. The main goal of the initiative is to provide insights into and strategies for engaging undergraduates in the use of social networks and technology tools for civic purposes. Those strategies can then be broadly employed to prepare undergraduates for lives of engagement and participation. Missouri State's eCitizenship project is an initiative that will provide faculty with a set of tools and strategies that they can use for their courses, giving them an option for providing their students with a public affairs intensive experience. The multiyear project, housed in the Faculty Center for Teaching and Learning, is exploring ways in which social media technology, such as Facebook, MySpace, Twitter, and YouTube, can serve as teaching tools for developing the skills that are necessary for effective civic engagement in the 21st century. The eCitizenship project seeks to provide faculty with resources for utilizing social networking technology as a means for enhancing student civic engagement by developing them into critical and knowledgeable consumers of digital information and media, and by providing them with the civic skills to use their social networks as resources for community mobilization and empowerment. The policy recommendations that result from the eCitizenship project will be based on a combination of data analysis, program evaluation, and feedback from faculty and students.
> Missouri State also participates in Imagining America, a consortium of colleges and universities committed to public scholarship and practice in the arts, humanities, and design. Imagining America supports campus-community partnerships that contribute to local and national civic life while furthering recognition of the value of public scholarship and practice in higher education itself.
> Missouri State chose to delay its application from 2008 to 2010 in order to embed community engagement more deeply into our campus community. Since that time, Carnegie has, in part, enided our planning processes and continues to impact our steps forward, particularly with the 2011-2016 long range plan.
3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.
$\square$
4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)Yes $\square$ No

Thank you! Please remember to save and print this application for your records.


[^0]:    Missouri State University is a public, comprehensive university system with a mission in public affairs, whose purpose is to develop educated persons while achieving five goals: democratizing society, incubating new ideas, imagining Missouri's future, making Missouri's future, and modeling ethical and effective behavior. Signed into law by the Governor in 1995, the University's state-wide mission is maturing. With an emphasis on three specific components in the undergraduate curriculum that reflect the Public Affairs mission community engagement, ethical leadership, and cultural competence - the University will provide enhanced educational experiences to 21st century students.

